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PHILOLOGICAL SCIENCES

THE ARTISTIC METHOD OF J. KEROUAC IN THE NOVEL "ON THE ROAD"

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Summary

The article is devoted to perpetuating the features of "spontaneous prose" in the work of the brightest beat generation representative Jack Kerouac and his novel "On the Road". The ideology of beat generation is an integral part of world and American literature, that continues to influence modern culture. The novel "On the Road" became a manifesto of this generation, absorbing the most characteristic features of the beatnik era and counterculture. Kerouac's strong connection to his specific time allowed him to describe its character, its reality, its dreams in a way that no one else could, it was made with the help of "spontaneous prose" method – a kind of mantra about everything, in the style and form of which there is an eternal rhythm, piercing jazz and meditative restraint. The writer himself claimed that he developed his style by listening to jazz improvisations of his favorite jazzmen and integrating their music into literature.

Keywords: "broken generation", beat generation, counterculture, "spontaneous prose", mantra style, eternal rhythm.

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Introduction

The period after the Second World War is especially bright in the artistic life of the United States. The war was the product of such a phenomenon as counterculture – a new trend in life and art, which abandoned the dominant social values. It was at this time that a group of young authors declared themselves in the literary arena, calling themselves the "broken generation" or the beat generation. Hipsters contrasted their revolutionary ideology with modernist formalism, and their works were bolder, more desperate, more direct than anything that existed before them. The ideology of beat generation is an integral part of world history in general and American literature in particular, and continues to influence modern culture to this day. The brightest representative of the beat generation was Jack Kerouac. His autobiographical novel "On the Road" almost immediately after its publication became a manifesto of the "beat generation", absorbing the most characteristic features of the beat-era and counterculture it's became the "spirit of the time". So the choice of topic is due to the interest in the writer method and work. The subject of the research is to define the peculiarities of "spontaneous prose" in J. Kerouac's novel. The purpose of the work is to identify the artistic features of the author's method in the context of beat generation literature.

Jack Kerouac: the new Buddha of American modern prose

Jack Kerouac is one of the most controversial artists of the 20th century. His literary works were constantly criticized, and the writer himself was called both a genius and a graphomaniac. Today, as 60 years ago, critics are divided into two camps: some consider him an insignificant writer, while others claim that he became the classic writer of American literature. At the same time, both supporters of the writer's talent and his opponents cannot deny that without Kerouac there would be no "beat" literature or counterculture at all. A guide of freedom, Jack Kerouac broke into American literature in 1957, just as his most famous novel "On the Road" that was published and destined to be the main book of all his contemporaries. Kerouac, however, was disappointed to be famous for what he thought it was the wrong reason: little attention was paid to the perfection of his writing, but to the radically different characters of the novel and its hipster's characteristics, their nonconformist life, jazz, and endless movement. Critics and the press reacted to the novel coolly, sometimes even hostilely. For example, literary critic David Dempsey in his review for The New York Times called Kerouac's work "not so much a novel as a long good joke" (Dempsey, 1957), Phoebe Lou Adams wrote that the novel: "constantly promises a revelation or conclusion, but does not reach it, because Dean, the main character in the novel is more convincing as eccentric than as a representative of any segment of humanity" (Adams, 1957). She also accused the novel of repetition: "Everything Mr. Kerouac had to say about Dean was said in the first third part of the book, and what appears later is a series of variations on the same subject" (Adams, 1957). However, it should be noted that the critic was one of the first to appreciate Kerouac's style, calling it "partly austere simplicity, partly fashionable jargon, partly fireworks in the Baroque style" (Adams, 1957).

The writer was called as "the king of the beat movement" during his lifetime; the artist's self-perception fully corresponded to the feelings of an entire generation. No wonder he was one of the three "pillars" of the beat movement (along with William Burroughs and Neil Cassady) to which Allen Ginsberg dedicated his collection of poems "Howl and Other Poems" (1956), he named Jack "The new Buddha of American prose" (Ginsberg, 2002: 3). Kerouac was the first writer who formulated and proclaimed ideas that were immediately adopted by America's most revolutionary generation of the 20th century: "The world will be filled with backpackers who refuse to obey the laws of general consumption that people must work for the privilege of consuming all this nonsense, in fact, they don't care at all, [...] they are all prisoners of the work-produce-consume system; I have a grand vision of the backpack revolution, thousands and even millions of young Americans traveling with backpacks behind their backs, conquering mountains, praying, making children and laugh, making young girls happier and older ones even happier, [...] writing poems that fall to them to think, because they are good, and by performing strange deeds, they maintain a sense of eternal freedom for everyone, for all living beings ..." (Kerouac, 1986: 97).

Kerouac's strong connection to his specific time allowed him to describe the beat generation, its character, its reality, its dreams in a way that no one else could. To achieve this he invented his own special method of "spontaneous prose" – a kind of mantra about everything, in the style and form of which there is an eternal rhythm, piercing jazz and meditative restraint. In this regard, the classic of American literature Truman Capote said that "Kerouac does not write, but prints" (Grobel, 1985: 32). For some reason, Capote was right – an unprepared reader quickly gets tired with following the author's opinion, who expressively, metaphorically, incoherently describes the surrounding reality. However, Capote's scathing remark can hardly be seen as an insult – for example, the American singer and poet Patti Smith in

her autobiographical book "Just Kids" (2010) mentioned: "Kerouac, drumming on the keys, splashed on rolls of paper his personality" (Smith, 2011: 177).

Creating the "spontaneous prose"

In 1953, at the request of Allen Ginsberg and William Burroughs, Jack Kerouac attempted to explain how he managed to write "The Subterraneans" in a three days. The resulting explanation, which Kerouac titled "The Essentials of Spontaneous Prose," was later published in Black Mountain Review in 1957, it was his personal manifesto for writing. Brevity aside, Kerouac's "Essentials" includes rich descriptions of his spontaneous method. According to it there are a series of tropes central to this form of writing: anamnesis, or a remembering: this focus might be derived from real time or from memory; mimesis, or a mimicking: Kerouac compares his method to a jazz trumpeter – the writer becomes like a jazz musician blowing deeply on his horn, not stopping to pause until he is out of breath; congeries, or word heaps: talk about writing without pause or without correcting, comes from the writer being uninhibited by form and style – just writing what he feels in the moment and writing until he feels satisfied.

The writer himself claimed to have developed his style by listening to the jazz improvisations of his favorite jazzmen – Charlie Parker, Dizzy Gillespie and Miles Davis – and integrating their music into literature. A distinctive feature of "spontaneous prose", which has become the main creative method of all beatniks, is the direct spontaneity of thought. Kerouac believed that the text should lie on paper unpolished, in the form in which it is born in the author's head. According to the writer, spontaneity and continuity of thought allow not only to convey to the reader the necessary information, but also allow information to penetrate into the mind of the reader. Kerouac achieved continuity of thought due to his extremely careless attitude to punctuation; he almost gave up punctuation. He believed that commas and periods were just conventions that deceived the reader and slowed down the flow of speech. He treated dashes quite differently, which, according to Kerouac, lengthen the phrase, allowing it to flow from sentence to sentence, from paragraph to paragraph. "No points for dividing sentences", wrote Kerouac in his essay "The Essentials of Spontaneous Prose", – "The sentences have already happened: they are tyrannically dotted with fake colons and timid, often unnecessary commas. The full right to exist has an energetic long dash that separates the rhetorical breath (so jazz music takes in air in the lungs before falling back into the trumpet)..." (Kerouac, 1958: 72).

The original manuscript of the novel "On the Road", a scroll written in three weeks in 1951, is a legendary example of Kerouac's spontaneous prose: about 37 meters of paper glued together and typed. This allowed Kerouac to write at the fast pace he was so eager to achieve. The writer also hoped to publish the novel as a complete scroll so that the reader would not be burdened with the need to turn the pages of the book, but the publishers did not allow him to do that. Thus, Kerouac's novels are a unique mixture of the torn rhythms of bebop and the continuous flow of the author's consciousness. The preface to the anthology "Atop an Underwood: Early Stories and Other Writings" (1999) lists the question posed to Jack Kerouac: "Who is considered a born writer?" Kerouac answered: "When the question is asked: are they born or become writers? – we must first ask: what is meant – talented or original writers? Because everyone can write, but not everyone is able to create new forms of writing" (Kerouac, 1999: 13). Kerouac felt that he was born to write, and saw himself as a reproducer of life in all its fullness, in the engraving of sincerity. Kerouac did not want to characterize his works, especially "On the Road", as a fiction or the creation of fictional stories. Instead, he said that in his "texts he only allows the imagination to embellish real events from his memory (Dittman, 2004: 11).

Jack Kerouac's unique style corresponds to the dynamism and energy of the 50-s of the twentieth century. "On the road" is a hurricane of places, events, characters and philosophical reflections. Jack Kerouac skillfully uses his literary abilities so that the reader can fully immerse himself in the intoxicating atmosphere of America in the fifties and absorb the philosophy of beat generation. The range of J. Kerouac's literary influences is quite wide. The greatest influence on his work was exerted by the novel of American author W. Burroughs "Junkie" (1951–53), the style of which Kerouac admired and adopting it. The writer's desire to keep up with his friend John Holmes, who had just finished his first novel "Go!", also played a great role. (1952). There are also parallels between spontaneous writing and the glorious J. Joyce's "stream of consciousness" and F. Dostoevsky: Kerouac repeatedly referred to the spiritual pursuits of his characters, and considered the writer himself as an prophet. In addition, Kerouac singled out his friend Neil Cassidy, a supporter of open monologue, confessional style of writing. In December 1950, Cassidy sent Kerouac a letter, known as the Joan Anderson Letter. It consisted of one sentence placed on 18 pages, without punctuation and paragraphs. Kerouac realized that this was what was needed. He combined, G. Andreeva said "Neil Cassidy's amazing letters of freedom" with the principles of jazz improvisation, and called his method "spontaneous prose" (Andreeva, 2004: 304).

Kerouac sincerely believed that true art could only emerge when it came directly from experience. He believed that the process of writing should not be a fully conscious action – it should be guided solely by the flow of impressions of what is happening around. Later, in the essays "The Essentials of Spontaneous Prose" and "Belief and Technique for Modern Prose" (1959), the author will develop nine principles of writing: mood, process, method, freedom of action, process interruption, calculation of time, focus of interest, work structure and mental state, and thirty techniques of writing. "The Essentials" is a leading J. Kerouac's theoretical document, as well as a manifesto of the entire beat generation. In it, he outlined his beliefs on how to write works of art. The writer declared: "No points that separate the sentence, and already despotically permeated with false colons and timid, moreover useless commas – only energetic dashes that separate the rhetorical breath" (Kerouac, 1958: 72). The process of writing should not be interrupted by the selection of words and expressions, you need to follow free associations, improvise. The writer bequeaths: "Not the "selectivity" of expression, but the following of the free deviation of thought, in the boundless sea of thought, [...] without any discipline except the rhythms of rhetorical exhalation, [...] like a fist falling on the table with each completed utterance "Bam!" (Kerouac, 1958: 72).

Creating the beat generation manifest "On the road" novel

After the "On the Road" publication in 1960, another novel was published titled "Book of Dreams". In this novel, writer improves his spontaneous style, as well as working to find a new way to describe things and make sense of the world around him. This novel was inspired by the "diary of dreams" that Kerouac was writing during the 1950-s and 1960s. In this book Kerouac tries to continue the plot lines with the characters of his previous novels as he sees them in his dreams, there is also a general writer's disgust to the concepts of traditional literature, such as the unity of the plot. Much more important for Kerouac is the ability to capture, to reflect the dream as it comes (Dittman, 2004: 98).

In addition, Kerouac developed his unique style under the influence of the popular genre of music at the time – bebop. This jazz style, characterized by the fast tempo and complex improvisations, has made a real revolution in jazz-music. Thanks to the groundbreaking

approach of bebop jazzmen – especially Charlie Parker and Dizzy Gillespie – bebop has lost its dancing features and, conversely, was a nonconformist art form, often quite outrageous. Not surprisingly, the beatniks, including Kerouac himself, felt such a strong spiritual connection to bop music: they all felt like strangers in mainstream American life. Almost all of the first generation of bop stars were afro-americans, and many grew up in poverty. Their music symbolized opposition to an empty, faceless capitalist society. The bop musician played for art, not to please the audience – just as hipsters wrote their works not for praise or fame. All that was said above is reflected in the novel “On the Road” – Kerouac not only mentioned the name of a new musical trend or called the names of famous artists, but also introduced into the novel elements and style-forming components of jazz music at the structural level, which is a direct form of realization of the points set forth in the article “Belief and Technique for Modern Prose”.

“Musicality” is manifested in almost on all levels of the text. It is also important to note the conscious convergence of the text with the jazz form, as Kerouac himself wrote, calling this style “bop prosody” (*Leland, 2007: 122*). The language of the novel is characterized by a special, fragmentary rhythm, expressed by the author's punctuation, namely – a lot of exclamations, three dots and Kerouac adored long dashes. A striking example of “torn” jazz intonation is the following fragment of the novel: ““Ah—ah—you must listen to hear.” We listened, all ears. But he forgot what he wanted to say. “Really listen—ahem. Look, dear Sal—sweet Laura—I’ve come—I’m gone—but wait—ah yes.” And he stared with rocky sorrow into his hands. “Can’t talk no more—do you understand that it is—or might be— But listen!”” (*Kerouac, 1976: 275*). The novel intertwines literary and musical aspects of teaching, which gave the work liveliness, energy, and became its artistic feature. Justin Trudeau says that “the novel is best understood as a recording of spontaneous plots, rather than the realization of spontaneity as such” (*Trudeau, 2006: 220*). However, in “On the Road” the writer obviously honed his skills, and it is impossible not to note the impact of his creative pursuits on the style of writing the novel.

Kerouac's style denies revision and correction of writing, calls for “dirty” (“scatological”) and “continuous” (“uninterrupted”) presentation of thought, severely criticizes grammatical correctness and encourages literary flexibility (*Kerouac, 1958: 72*). The subject matter of the work is determined by the writer himself and is based on what the writer knows, from his own experience. Moreover, with his spontaneous method, Kerouac challenges the dominant grammatical practices, arguing that the writer must be independent of stylistic devices, literary conventions and forms; instead, he should enter a state of “semi-trance” that would allow him to express his ideas openly and freely.

The novel “On the Road” pulsates with the America of the 50's: jazz, love, drugs and the desperate thirst of the new generation for a new, passionate, violent experience. The call of nature, the painfully powerful desire to get in the way, the search for maximum moral satisfaction – all these are aspects of American national self-knowledge. Sal Paradise, the protagonist of the novel, is the most vivid embodiment of this spiritual quest. To resolve his existential conflict, he chooses a traveling lifestyle. Sal appears as a rebel who goes on a journey to the American outback, waiting for the road to meet his fate. In search of fate, Sal is helped by his friend Dean Moriarty – passionate, impulsive, unbridled, and it is he who pushes Sal on a journey to change his existence.

The first time Sal sets out, he seeks to start his life anew. After graduating from college, he sees in Dean the opportunity to learn what has always interested him. At the beginning of the novel, he hopefully announces: “A western kinsman of the sun, Dean. Although my aunt warned me that he would get me in trouble, I could hear a new call and see a new horizon, and believe it at my young age...” (*Kerouac, 1976: 6*). As critic C. Vopat notes: “Kerouac's

heroes go on a journey not to find something, but to leave everything behind: emotions, maturity, change, decisions, goals, and especially – in the best American tradition – responsibility” (*Vopat*, 2004: 5).

Sal has a terrible unadorned look at things, without exaggerated emotions, and he idealizes almost every place and all the people he meets on the road. Most of all Sal exaggerates the simplicity of minorities’ life, he says: “I wished I were a Denver Mexican, or even a poor overworked Jap, anything but what I was so dreadfully, a “white man” disillusioned. [...] I was only myself, Sal Paradise, sad, strolling in this violet dark, this unbearably sweet night, wishing I could exchange worlds with the happy, true-hearted, ecstatic Negroes of America” (*Kerouac*, 1976: 180). In addition to Mexican Americans, Sal romanticizes both Mexico itself and its indigenous people: “These people were unmistakably Indians and were not at all like the Pedros and Panchos of silly civilized American lore—they had high cheekbones, and slanted eyes, and soft ways; they were not fools, they were not clowns; they were great, grave Indians and they were the source of mankind and the fathers of it” (*Kerouac*, 1976: 280). Although Sal rejects the typical American idealization of the Indians and he creates his own. Sal also idealizes African Americans and their way of life: “Negroes were working in the hot afternoon, stoking the ferry furnaces that burned red and made our tires smell. Dean dug them, hopping up and down in the heat” (*Kerouac*, 1976: 141). The essence of the novel is the inevitable feeling of resistance and protest that arise from the unwillingness to obey the ideals of a “society of prosperity”.

The road has always been a symbol of spontaneity for Kerouac. Thus, in a letter to Neil Cassidy about the composition of the novel, Kerouac explains that he “moved fast because the road is fast”, and that he “unfolded [the manuscript] on the floor and it looked like a road”. (*Charters*, 1995: 315). Kerouac's spontaneous method helps to achieve the maximum degree of truthfulness, reducing the distance between the author and the reader, between art and life. Life appears as a series of alternating meetings, conversations, feelings. They are shown in fragments, abruptly, but they are all intertwined, in an infinite and complex interaction with each other.

Conclusions

Kerouac's novels argue that the style of “spontaneous prose” is much larger and deeper than just the “printing” as Truman Capote so despised (*Grobel L.*, 1985: 32). The speed with which Kerouac sometimes wrote his texts can give the false impression that the author is constantly drumming on a typewriter, as if a literary rebel in isolation from the culture in which he exists. In fact, Kerouac was an integral part of the culture and historical period of his country. Thanks to his creative method, works were born, inspired – and inspiring – by other artists and the culture of his era in general. In particular, the personality of Jack Kerouac, also with his works, had a significant impact on the music of the 1960s. Prominent and world-renowned musicians such as Bob Dylan, Patti Smith, The Beatles, and Tom Waits were inspired by Kerouac. The writer had a special influence on the group “The Doors”, Ray Manzarek, the band's keyboardist, in his memoir “Light My Fire: My Life with The Doors” (1998) wrote: “It seems that if Jack Kerouac will not write “On the Road”, “The Doors” would never have existed.” There is no doubt that the novel “On the Road” has become – an integral part of the American cultural. Not only is it a novel of a specific time and place, but it is also an inspiration to future generations and anyone who is dissatisfied with the pressure of American or any other culture and does not agree to bow to the conventional way of life.

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FUNCTIONING OF MULTICOMPONENT CONTRACTED PREDICATES IN 'A QUESTION OF TRUST' BY PENNY VINCENZI

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Summary

The aim of this paper is to find out how contracted predicates function in the novel 'A Question of Trust' by Penny Vincenzi. A series of predicates help the author to make characterization rich, endow characters with love, desire for life when they make crucial decisions in order to overcome conflicts. The article deals with a topical and scientifically reasonable theme related to the Syntax of the English Fiction written by a woman (Women's Writing) of the early 21st century. The topicality of the paper is stipulated by the syntactic approach to the disclosure of the structural, semantic and functional mechanisms of the organization of sentences with contracted predicates in the language and text of the English Postmodern Fiction. Descriptive, contextual, syntagmatic and paradigmatic analyses of text fragments were used to describe syntactic models. A special attention is paid to the coordination which connects predicates with other sentence parts and strengthens inner connection among contracted parts in verbal/nominal series. Equality of semantic and syntactic functions of predicates goes along with the similarity of content of semantic groups formed by means of both predicates and secondary parts of a sentence, as well as with morphological parallelism, which is expressed in the cases of repetition of auxiliary verbs in the analytical forms of verbal predicates.

Keywords: syntaxeme, coordination, postmodernism, parallelism, indicator.

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1. Introduction

Modern theory of contracted (homogeneous) parts of speech is preceded by a long linguistic tradition. The linguistic analysis of contracted parts was mostly based on the types of sentences with contracted predicates (*Brown, Bailey, 1958; Greenbaum, 1996*), independent sentence parts (*Curme, 1931*), punctuation (*Skelton, 1949*), predication (*Onions, 1971*), complex predicate (*Kittredge, Farley, 1913; Warriner, 1957*), synthetic predicate (*Shevelov, 1963*), conjunctions (*Roberts, 1964*), joined constructions (*Baker, 1989*), syntactic description (*Givón, 1993*), subordinate structure (*Fransis, 1958*).

An important step in understanding the nature of homogeneity was the recognition of the special syntactic status of contracted parts of speech. Syntactic science made this step due to classical linguistic theory beginning from logical postulates and including the contemporary study of contracted parts in the structure of a sentence and text. The coordination between the contracted elements in a sentence became a significant sign of homogeneity, its relevant feature. Homogeneity is impossible without coordination. A specific intonation of enumeration and conjunctions that connect the contracted parts of speech are determiners of homogeneity. The subjects that define the same predicate are always homogeneous, as well as the predicates that define the same subject are also homogeneous. However, the impossibility of inserting a coordinating conjunction between homogeneous parts leads to a loss of homogeneity. The study of homogeneity deals with grammatical, lexical and semantic, semantic and syntactic

approaches. Homogeneity as a grammatical phenomenon is based on the functional equivalence and independence of parts of speech that is found in coordination between contracted parts of speech and their parallel inserting in the structure of a sentence. The homogeneity in terms of the semantic approach is interpreted as equality of semantic relations derived from the lexical meaning of coordinating words.

2. Contracted predicates in the general system of predicates

In terms of formal, semantic complexity and role in a sentence, no part of the sentence can compete with the predicate. The functioning of grammatical categories of the predicate covers the whole sentence and determines its specificity. The predicate is included in the structural scheme of the sentence as its principal part; it adds the modal and temporal characteristics to the predicative feature, it is correlated with the subject in the semantic and syntactic structure of the sentence. The predicate is considered to be a part of a sentence on which the secondary parts of sentence as the most significant elements of the sentence structure are dependent (object, adverbial modifier). Both predicate and dependent on it secondary parts of a sentence help the sentence to function and express the main meaning contained in it. This is the necessary structural and informational sufficient minimum, without which the sentence as a communicative unit does not exist. It can be defined as the semantic and grammatical nucleus or the semantic and grammatical minimum of a sentence. Since the predicate determines predicative categories of a sentence, it can be considered a constituent element of the sentence.

Basic categorial features of homogeneity are often complemented by morphological ones. The same morphological arrangement of predicates adds more clarity to homogeneity, but it cannot be considered relevant, since contracted predicates may belong to different parts of speech and can be characterized by different ways of morphological arrangement. The analysis of contracted predicates is based on the fact that homogeneity is a grammatical phenomenon. However, the semantic factor is taken into account, too. In a verbal series, contracted predicates make quantitative changes in the structure of a sentence and affect its structure, in particular by extending it with secondary sentence parts. Having a central position in the sentence, the predicate organizes almost the entire structure of the sentence and plays an important role in determining the nature and main content of the same sentence. As constituents of the nominal predicate, both copula and a nominal part (noun, adjective, numeral, participle) express characteristics, quality or state. The difference is that only the verb can express predicativity, that is, it can correlate noun characteristics, quality or state with reality.

3. Functioning of contracted predicates on a postmodern text level

The phenomenon of homogeneity is not new in linguistics, but functioning of contracted parts of the sentence, including predicates, both nominal and verbal, on the text level has not been described completely yet. On the basis of the context, new semantic relations that differ from mere sentences with homogeneous parts of speech are formed between contracted predicates. The grammatical characterization of the nouns/adjectives and verbs that are included in the homogeneous series depicts the emotional state of the characters of the novel, shows their mood in various situations which are altered under the influence of certain events, relations between characters. Constructions with contracted predicates are studied from the perspective of the author's style, as one of the means of realization of the author's intention in the novel. The structural variety and semantic content of the series with contracted predicates allow to

reproduce the effectiveness of the novel, to actualize its content. A number of functions (characterization, behaviourization, psychologization, intimation, as well as socialization) affect the events in the novel. Contracted predicates that are constructed of two or more structural elements denote certain actions that ultimately reflect the real or imaginary world of the person that is revealed by the author, and bring the narration closer to reality, with the reader's presence in the world of characters. Grammatical markers, temporal forms of verbs help fully express the phenomenon of homogeneity.

Postmodernism as a new trend in philosophy and art replaced modernism with its social rebellion and concentration on inner world of an individual. This process went on in literature, too. Postmodernism as a trend in literature was a synthesis of phenomena that occurred both in fiction and philosophical views. A new trend changed the relations between the elitist stories and stories about ordinary people. Science fiction, detective and adventure stories, intrigues, sentimental stories, household themes prevail in literary works. Pluralism, fragmentation, cult of independent personality, uncertainty, irony, art in the form of a game without rules, perception of life as a chaotic accumulation of tendencies and views are features that separate postmodernism from modernism. Postmodernist sentiments can be found in disappointment that has been promoted, beliefs in the victory of wisdom and the unlimited possibilities of human potential. The post-structuralist, deconstructive ideas of French philosophers contributed to the creation of new trend in the British literature. Women's novels started a new era. Novels written by women show the world how they see it. We can see a woman and her environment: family, friends, society in the centre of the novels. The emotional state of heroines based on the lexical and syntactic means is described in the sentence structures by the authors. Expanding horizons of the story and its openness is a deliberate strategy that writers use to allow the reader to add his own ideas at the end of novels. Warfare, family problems, historical events become the background on which the main actions of the literary works are depicted, and contracted predicates fill narration with emotionality and expressiveness.

4. Women's writing as a distinctive genre

At present, such features as fragmentation, multi-level organization of the text, immersion in own world and the formation of one's 'ego' prevail in the British postmodern literature. However, there is no detailed analysis of the phenomenon, especially when it comes to 'women's writing'. If the novels of women writers are analyzed, it is in the plane of 'men's novels', which, in our opinion, is not justified, because they are two different types of postmodern discourse.

The works of Hassan (a theorist of postmodernism) (*Hassan, 1982*), Head (*Head, 2002*) deserve special attention. Head examines the problems of Great Britain in the second half of the 20th century and helps to understand modern English literature. However, the author does not highlight the trends of the postmodern novel. These trends have been the subject of Wagner's research, but he does not offer a clear genre-thematic diversity of the English postmodern novel (*Wagner, 2010*).

One of the main factors influencing the development of 'women's writing' was the feminist movement in Western Europe, which penetrated social, political, economic and cultural life and did not bypass literature. The feminist movement contributed to the self-identification of women in society. 'Women's writing' is mostly a term used by French experts. It is less used by German or British experts in gender literary criticism. In the Western world we find such names as *Romance*, *Frauenroman*, *Dameroman*, *Liebensroman* – a love novel written by a

woman about women, for women (*Lodge, Wood, 2000*). In the novels created by women, the picture of the world is shown in a different, unusual way. Women's literature contains texts of different style, genre, type, degree of talent and influence on the literary process, which are combined by a single factor – the author's gender. The structure of the text is open, it can be freely expanded without borders. The characters appear alive, and the truth is taken from the details of everyday life (*Huddle, 1991*). The emphasis is on emotional experiences, thoughts, on the inner world; what is seen and heard influences further decisions. Dialogues prevail over monologues. A woman wants to be heard, she convinces the opposite sex of the correctness of her worldview, defends her dignity directly or indirectly, fights for her place in a society.

The world of women exists, and it is different from the world of men. Since there is a world of women, there is women's literature. Women paint their own structure of the society. The woman portrayed in 'male literature' is the image that the conservative society usually wanted to see: a female slave, a female victim, a female prostitute, a female clown. Women writers create the image of a woman in a new system. This is a new heroine, a self-sufficient woman who (if wishes) breaks with her binary responsibilities as a mother and a wife:

(1) They bought a pretty little mews house in Knightsbridge, exactly what she (Diana) had dreamed of, and **she had** the greatest **fun decorating** and **furnishing** it and then **settled** into what seemed at first a perfect life as London continued to ignore the fact that there was a war on. She **enjoyed looking after** Johnathan and **being a good wife**; she **ran** the house beautifully, **was** a wonderful hostess, entertaining is clients as well as their friends, never **overspent** on her admittedly generous household budget, and even **cooked** some simple meals herself when they were alone at home, which he liked very much (*Vincenzi, 2017: 41–42*).

Novels written by women differ in a variety of genres: socio-psychological novel, cross-cultural novel, intellectual novel, documentary novel, love story, novel-biography, 'novel of the English idea' with the emphasis on the national identity, processes of age transformations, Victorian heritage and reaction to multicultural trends (*Head, 2002: 121*). The focus is on a woman who solves both social and women's problems. We find features of postmodernism on the pages of postmodern novels: the cult of independent personality, the desire for the unconscious world, the combination of polar truths, the interweaving of story styles, irony, the principle of the game, uncertainty, fragmentation (*Hassan, 1982: 267*). Therefore, classical norms of 'premarital status' behavior are perceived in 'A Question of Trust' in an unusual way:

(2) How can this be happening? When ordinary people **are homeless** and **hungry**... Both of them had finally been released from hospital, Tom invalided out of the army, Laura returning to school part-time until the spring term. They were both living in her little flat, while he tried to come to terms with his new, empty situation and what he might do: even with the small diamond on her finger, this could never had happened before the war, a young couple, unmarried, living together under the same roof. Tom's parents were shocked and Laura's headmaster was very vocal on the subject (*Vincenzi, 2017: 66*).

Some part of the novel shows that certain events happen during the war. We follow how the writer uses the lexemes 'war', 'soldiers', or contextually shows that there is a shortage of food in the country, and the population is deprived of the necessary things: 'ordinary people **are homeless** and **hungry**'.

Contracted nominal predicates reveal the state in which ordinary people appeared. The conjunction 'and' adds more information: it is not enough that there are many homeless people in the country, but they are still starving. Sacrifice, obstacles are shown as an author's strategy:

(3) ...she (Laura) couldn't get lost, and besides, trucks filled with soldiers kept passing her, as if leading her on her way. But it was difficult; and the rain and the wind were driving against her, slowing her down. ... She tried not to think of anything, to save her emotional as well as her physical energy for Tom, for getting to Tom, for not failing Tom. She would get there because she must; there was no alternative. An animal, a dog or even a cat, ran across her path; she slammed on her brakes but they didn't work, the bike slithering wildly on the wet road. She **fell off, climbed** back on, battling against tears, against panic. Keep going, Laura, keep going, it couldn't be much further (*Vincenzi, 2017: 56*).

Wagner draws attention to the fact that history is depicted in the form of a story about the past – history turns into a background (*Wagner, 2010*). The story of the soldiers on the trucks contains some additional information about the military events, helps to understand the difficulties of that time: transport problems, economic downturn, moral decline. Even weather conditions are against the woman. Despite this, Laura is persistently moving towards her goal. Contracted predicates 'fell off', 'climbed' which are used in the text, help to understand the helplessness in the situation. The preposition 'back' indicates that the heroine is not discouraged, because her lover is waiting for her in the hospital. Contracted predicates extend the sentence, introduce an additional element of cognition of the object. Penny Vincenzi uses contracted predicates to convey the emotional and mental state of the characters. Grammar and punctuation markers slow down or speed up the pace of the story.

5. Types of coordination in the postmodern texts

Analyzing sentences with contracted predicates, we come across multielement series of contracted verb forms, between which coordination as a component of homogeneity is expressed polysyndetically. A polysyndetic series of predicates is formed by repeating the conjunction 'and' (or its equivalent) before each structural element, emphasizing the autonomy of each of the homogeneous elements in a multi-component series of predicates. It seems that the development of the action ends after each individual predicate. However, the action is restored by means of new components of a series. A special affect is achieved if no punctuation is used between the contracted elements. The conjunction, thus, builds a series and forms a semantic basis on which verb forms are located. Only women writers can describe a lady's appearance in a detailed manner:

(4) Tom waited patiently while help was organized, and he watched Diana as she **chatted and laughed and winded** the baby; Diana with her gleaming dark beauty, and her slightly low-pitched voice with its perfectly honed, clipped accent and her perfect legs, those at least unsullied by childbearing, crossing and uncrossing themselves as she shifted in her chair to re-settle the baby (*Vincenzi, 2017: 102–103*).

(5) Tom **picked** him (Kit) **up** and **held** him in silence for a while, repeatedly kissing the top of his blonde head; and then **sat down, took** him onto his knee, and **held** him very close (*Vincenzi, 2017: 538*).

(6) She (Diana) **stood up, held out** her hand and then **dropped** it again, **bent** and **kissed** him (Leo Bennett) on the cheek and **said**, 'Thank you so, so much for the most wonderful lunch and for being so nice about it all, and I do hope you find something else to put in your column tomorrow,' and **ran** out of the restaurant (*Vincenzi, 2017: 451*).

(7) Jillie **was** very **clever**, and not conventionally **pretty**, but extremely **attractive, tall** and very **slim**, with long straight brown hair and green eyes (*Vincenzi, 2017: 76–77*).

In asyndetic series, the actions are clearly separated:

(8) ‘Yes, well, what we can definitely do,’ said Tom, ‘next summer, we could all **come**, **bring** the baby up for holiday, **let** him – her – **ride** on the donkeys, **show** her how to dig sand-castles. It’d be so lovely.’ (*Vincenzi, 2017: 127*).

(9) He (Tom) **waved** at him (the telegram boy), **hurried** forward as fast as he dared, **took** the yellow envelope, **opened** it with clumsy fearful fingers (*Vincenzi, 2017: 89*).

In the sentences with predicates in a monosyndetic series each constituent element of the series can complete the sentence. The conjunction serves as a formal indicator of the unity of the series, expressing the final stage of enumeration and helping the predicates to extend the sentence:

(10) As he (Tom) sat there, watching Diana, waving for the waiter, ordering champagne, taking in the surroundings, which were scarcely familiar in themselves, but which induced a sensation he recognized from being in Jillie’s house – and even, he reflected with some surprise, being in the Southcott house with its glorious warmth that freezing day surrounded by books – he **settled back** in his chair, **took** the champagne from the tray the waiter was offering him and **surrendered** to – what? A sort of rich pleasure, a sense that this was quality in its purest sense, and that while this was not where he belonged, he had reached it and not without some difficulty, and having the ability to recognize that, he had every right to enjoy it (*Vincenzi, 2017: 220*).

Equality of syntactic and semantic functions of predicates is often based on the similarity of the content of semantic groups, which are formed from predicates and secondary parts of the sentence, which depend on these predicates. The sentence is divided into equal parts that are similar in content, and although the subject is expressed in the first part, it refers to the following parts. The similarity of the content of parts of a sentence is manifested when each of the predicates has secondary parts – in most cases, direct objects. It should be noted that if each predicate has secondary parts, the similarity of content in the group of predicates appears not on the basis of lexical similarity of verbs, but on the basis of similarity of complexes created by predicates. If contracted predicates do not have secondary parts or the same secondary parts belong to different predicates in a series, the similarity of content in the group of predicates is based on the semantic similarity of the verbs themselves, which are either synonymous or united by a common thought.

6. Parallelism in the multicomponent series of contracted predicates

Sometimes the similarity of the content in the group of predicates is emphasized by the previous sentence. When having similar content in the group of predicates, the syntactic structure of the sentence is characterized by parallelism. Secondary parts can be the same for each of the predicates. Parallelism can be observed in the morphological forms of contracted verbal predicates. In most cases, such contracted predicates are expressed by the same tense, as well as aspect forms. Morphological parallelism is expressed in cases where auxiliary verbs are repeated in analytical forms of verbal predicates. The polypredicative character of sentences with contracted verbal predicates significantly increases their informative weight. Repetition of the auxiliary verb before the next component in a homogeneous series creates redundancy, but this does not interfere with the integrity of the sentence. Obviously, Penny Vincenzi wants to emphasize the actions performed by the subject, so she uses the auxiliary verb several times. In a homogeneous series, predicates can also be extended by the same secondary parts, so due to redundancy, the distance of predicates is overcome. While having a stylistic colouring, the story moves forward, and each component of the series becomes more important:

(11) He (Tom) had lain for hours, white faced, still, staring at the ceiling, trying to make sense of it all: of his absolute despair, his bewilderment that she could fail him, his terror that something dreadful had happened to her, his rage that something, anything could have robbed him of the happiness that he **had waited** for so long and **had thought** that at last he could reclaim (*Vincenzi, 2017: 57*).

(12) She (Laura) **would** either **have mocked** him (Tom) or **despised** him, probably both (*Vincenzi, 2017: 226*). The *Daily News*, the paper he (Josh Curtis) worked for, was a middle-market broadsheet, edited by Harry Campbell who **had been raised** and **trained** on some of the finest newspapers in Fleet Street; and the *Daily News*, very much Harry's creation, was hugely admired (*Vincenzi, 2017: 174*).

We come across sentences with contracted predicates connected by means of the conjunction that expresses the alternative relations. However, the phrase 'probably both' at the end of the sentence shows that the character might have performed both actions. The conjunction in this example expresses the relations of alternation, sequence. Sentences of this type are characterized by syntactic parallelism and similarity of content in the predicate group. Syntactic and semantic equivalence makes it possible to rearrange verbal predicates in the sentence. Predicates express actions that are autonomous from each other; each of them is directly related to the subject. It happens in the text fragments that there is an order of predicates according to which, the predicate that expresses the effect of physical movement, location in space, goes first. The second predicate is expressed by a verb of another meaning: psychological state, mental perception:

(13) Alice **sat** in bed, cuddling Kit, and **thought** how lucky she was (*Vincenzi, 2017: 272*).

While occupying the position of the first predicate in the sentence, the verbs of movement 'to go', 'to come', as well as the verb 'to take', have the ability to weaken their meaning along with a full verb, forming certain syntactic constructions that function as one unit. Therefore, we separate them from contracted verbal predicates:

(14) I'm on duty in an hour. I'll **go and get** a meal and you should get back to the nurses' home and – well, have a good look at yourself (*Vincenzi, 2017: 171*).

(15) 'Diana,' said Wenderlien patiently. 'Blanche doesn't need to know that. We'll **go** to Amies **and look** at the suits.' (*Vincenzi, 2017: 163*).

(16) 'Now, have I missed lunch? Shall I **go and eat** it in the kitchen, with Cook, or up in the nursery with Jamie? That would be better, wouldn't it, more acceptable.' (*Vincenzi, 2017: 153*).

Sentences with such syntactic constructions can be transformed into combinations that consist of the verbs of movement and the infinitive in which the goal is expressed: 'I'll go to get a meal'; 'We'll go... to look at the suits'; 'Shall I go to eat it (lunch) in the kitchen?' It is clear how pseudo-homogeneity is lost in these structures.

Contracted predicates, unlike other contracted parts of a sentence, influence the whole structure of a sentence. In a multi-component series of contracted predicates, each of the predicates can be extended by the same or different secondary parts. The main indicator of the coordination is a conjunction, which serves as a formal marker of the unity of a homogeneous series. An important point in understanding the essence of the nature of homogeneity was the recognition of the special status of sentences with contracted predicates and their functioning in the literary text. In feminist literature, contracted predicates acquire a new sound, as they allow the author to delve deeper into the inner world, to observe changes in a personal development. However, the structures of 'women's' novels and the components of these structures – a series of contracted predicates, which can have both synthetic and analytical forms of expression, as well as changes in the structure of text discourse are to be studied (*Subordination, 2008: 135–161*).

Grammatical theory presupposes a multifaceted analysis of syntactic units given the diversity of their syntactic, pragmatic, semantic and functional features (*Tallerman, 2019; Syntax and semantics, 2006: 182–190*). From the semantic and syntactic point of view, the predicate is the main syntaxeme, the valence of which depends on the quantitative and qualitative composition of the sentence (*The syntax of the sentence, 1994: 333; Syntax and lexis, 2005: 319*). Therefore, its characteristics are an important link in the study of semantic and syntactic organization of the sentence (*The Routledge, 2014: 307–322; Radford, 2004: 4*). Although the study of the phenomenon of homogeneity is not new in linguistics, but modern perception of the nature of contracted elements in a text have started in contemporary syntactic science. In interpreting the essence of the syntactic phenomenon of homogeneity of sentence parts, general principles are outlined: coordination between homogeneous parts of a sentence; common syntactic and semantic functions; identity of syntactic relations; specific connection of homogeneous parts of the sentence with other parts of the sentence; grammatical independence of homogeneous elements from each other; common lexical meaning and morphological design. A semantic feature should be found either in the context or in a certain situation.

7. Conclusions

Sentences with a multicomponent series of predicates differ in fiction in terms of frequency of their use and a set of structural and semantic. In the novel ‘A Question of Trust’ by Penny Vincenzi, these constructions have a stylistic significance which is based on structural and semantic peculiarities. When considering the stylistic potential of coordination types (monosyndetic, asyndetic, polysyndetic), their expressive direction is taken into account, i. e. polysyndetic series of predicates lead to the expressiveness of the studied syntactic constructions, while monosyndetic types have contextually stylistic significance that depends mainly on other structural and semantic peculiarities. The stylistic significance of the asyndetic series – a structure with a weakened grammatical connection – is primarily based on its main grammatical function of expressing incompleteness. This grammatical function is associated with the ability of the asyndetic series to create semantic and expressive tension of the context. Sentences with contracted predicates are stylistically relevant in the rhythmic organization of the literary text. The originality of the rhythm of these constructions is due to the structural features – the nature of multicomponent series, complete or incomplete expansion of predicates by secondary sentence parts, different types of coordination, lexical semantics of the series, the nature of temporal relations between predicates.

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STRUCTURAL AND SEMANTIC PECULIARITIES OF THE GERMAN-LANGUAGE TERMINOLOGICAL SYSTEM OF LOGISTICS

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Summary

The article reveals trends in word formation process that are typical for the modern German language terminological system of logistics, examines composition as a means of nominating the concepts of this terminological system in modern German. The concept of “composite term” from the point of view of logistics is understood as a complex word that nominates a certain concept in the field of logistics and formed by combining two or more independent words, their stems and/or root morphemes is defined. A structural and typological analysis of complex German terms of logistics on the material of complex terms of logistics, selected from the dictionary presented on the professional online resource LOGISTIK-LEXIKON.DE, and found that German language terminological combinations can be divided into two-, three-four-component composites. The most common type of complex logistical composite terms of the German language are two-component terms (73%); three- component terms are presented in a much smaller number (26.5%), the number of four- component complex terms in the analyzed resource made up 4 terminological units (0.5%). Morphological analysis of complex terms of German logistics terminology showed that they have different components. It was found that the terminology of logistics industry is substantive one, and the second component is often a noun, and as a determinant are the following parts of speech: noun, adjective, adverb, pronoun and preposition.

Keywords: word formation, terminology, terminological units, logistics, professional communication.

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1. Introduction

In today's globalized world, the exchange of information and related documentation is growing exponentially. An important component of scientific and technological and economic progress is the terminology, which plays a crucial role in professional communication. The development of civilization and the constant growth of information scope is accompanied by the emergence of numerous terms, and professional vocabulary is the vast majority of modern linguistic fund. According to Yu. Dorokhova, the growth of the number of terms of different sciences is ahead of the growth of the number of commonly used words, so now the number of terms of individual sciences exceeds the number of non-special words of the language (Dorokhova, 2007). Terminological vocabulary occupies a prominent place in the vocabulary of any developed literary language. Continuously replenished with new units, it is the part

of the dictionary, which development is the most intensive. The study of the peculiarities of terms' interpretation is important not only because of the significant prevalence of this phenomenon, but also due to importance of the reality of reflection of actual reality in the translation. In addition, such researches are necessary for development of science and improvement of the process of new terms formation in various fields of science and technology. In this regard, O. Gerd notes: "A term is a unit of any natural or artificial language (usually a word or phrase) that existed before or was specially created and has a special terminological meaning, which is expressed either in verbal form or in that or in another formalized form and quite accurately and completely reflects the basic, essential at the outlined level of development of science, the peculiarities of the existing scientific concept" (*Gerd, 1991: 2*).

Terms and their combinations, created on the basis of concepts, lexical and semantic relations, as well as at their word-forming and grammatical levels, are an essential part of the general language and are inseparable from it (*Gak, 1971: 79*). It is the understanding of the inseparable connection between terminology and units of the national language, as well as the identification of the peculiarities of the term as a special type of word that marks the beginning of a new stage in the development of terminology. The issue of terminology of logistics has recently attracted the attention of a number of domestic and foreign specialists in the fields of economic knowledge (*Horbenko, 2012; Hryhorak, Kazymyrova, 2011; Ohienko, Dziobko, 2009; Kuptsova, 2007; Reser, Rodnikov, 2007; Smyrchynskiy, 2000; Sergeev, 2008; Sterligov, 2006; Sterligova, 2004*). However, very little researches in this area belongs to philologists; mostly these are individual works, in which the issues of standardization and codification of logistics terms are raised (*Dorokhova, 2019; Kuptsova, 2007*), as well as the principles of compiling a terminological dictionary of this field (*Hryhorak, Kazymyrova, 2011*). A comprehensive study of the terminology of logistics on the material of the Ukrainian language was carried out in the dissertation research of H. Karpenko (*Karpenko, 2018*), some aspects of logistics terminology were considered in the research of T. Harmash (*Harmash, 2017, 2019*).

However, the current state of Ukrainian scientific terminology is characterized by growing interest in international standards and at the same time increasing interest in their own national heritage (*Kovtun, 2017: 261*), thus it is important to understand the connection between Ukrainian logistics terminological system and proper terminological systems of European advanced countries for successful integration of domestic logistics in the world one. Germany is considered to be one of the leading countries in the application of the latest concepts and technologies of integrated logistics and SCM (Supply Chain Management) (*Dorokhova, 2019*). The need to analyze the peculiarities of oral and written communication in the Ukrainian and German professional languages of the logistics sphere became the basis for our research. Its main purpose is to identify trends in the process of word formation, which are distinctive ones for terminological system of the modern German language in the field of logistics. The issues of modern word formation of the German language are examined in the works of such German scientists as J. Erben (*Erben, 2006*), W. Fleischer, I. Bartz (*Fleischer, Barz, 2012*), W. Motsch (*Motsch, 2004*), M. Lohde (*Lohde, 2006*), etc. The substantive word formation of the German language was the object of the study of the Russian scientist V. Vashunin (*Vashunin, 1990*), the verbal one – N. Smoliar (*Smoliar, 2011*). V. Karpiuk (*Karpiuk, 2010*) studied the peculiarities of the typology of word formation in the context of the neology of the modern German language. Modern German word-formation studies are represented by the works of N. Hura (*Hura, 2017*), A. Statkevych, O. Fenchuk (*Statkevych, Fenchuk, 2010*), in which the authors investigated the complex terms of the computer industry; in the study of O. Kucherenko (*Kucherenko, 2013*) the lexical innovations of the Ukrainian and German systems of terms in the field of civil protection

are examined. However, even the most thorough of these studies have no structural and typological analysis of complex German terms in the logistics field. The urgency of the work is determined by the need to study the processes of formation of composite terms of the logistics sector, as well as the insufficient level of research of composites in German texts of the logistics field and the development of this issue in terms of word-forming peculiarities. The research was performed on the basis of complex terms of logistics, selected from the dictionary presented on the professional online resource LOGISTIK-LEXIKON.DE [www.logistik-lexikon.de] (the sample made up 654 terms).

2. Definition of the term “composite term”

In German, the most productive way of word formation is word composition (Kucherenko, 2013). That is why the new German words, including terms, in their vast majority “are created through the formation of composites” (Arkhypova, 2000: 6). In Ukrainian and foreign Germanic philology one can find different interpretations of the concept of lexical composition. M. Lohde interprets German composites as complex words of hierarchical structure, in which each independent component can be subject to the following division (Lohde, 2006: 36). V. Levytskyi understands composition as the creation of words by combining two or more independent components, emphasizing the binary nature of most composites, highlighting two direct components in their structure (Levytskyi, 2014: 194). G. Elsen considers a composite as a combination of at least two root morphemes. At the same time, the scientist refers both basic (root) morphemes and confixes, individual letters and symbols to meaningful creative elements. (Elsen, 2009: 58). The scientist believes that multicomponent complex words are typical for multidisciplinary professional texts, as they are an economical way to convey information and scientific knowledge optimally and accurately.

We, in turn, based on the above mentioned in our study, define a composite term as a complex word that nominates a concept in the field of logistics that is formed by combining two or more independent words, their bases and/or root morphemes.

3. Classification of composite terms

We classified the selected composites according to various criteria, namely: a) by the number of forming bases; b) by the type of grammatical and syntactic connections between the components; c) by genetic sources of origin of forming elements.

Depending on the number of individual words or root morphemes that are part of the logistic terms, we divide them into two-component, three-component and multi-component composites.

A great part among the studied lexical units make two-stem compound terms: *die Allgefahrendeckung*, *die Artikelklassifizierung*, *die Bedarfsermittlung*, *die Begegnungsverkehr*, *das Begleitpapier*, *die Transportversicherung*, etc. Nominating the key concepts of the terminological system of logistics, two-component lexical items meet the requirements of accuracy and brevity, which are put forward by many linguists in relation to the term. Three-component composites with different types of grammatical links between their components are also often used, for example: *das Ausfuhrbegleitdokument*, *die Einzelauftragskommissionierung*, *die Kapitalrückflusszeit*, etc. Among the advantages of this method of word formation, scientists note the compactness and economy of the form of terminological nomination, as well as the accuracy of displaying the peculiarities of the term in the appropriate terminological field to denote various

objects of reality. In addition, complex terms are always shorter than word combinations, and are integral, that is, there is no need for grammatical design of the first component, which plays a particularly important role, especially in writing. The structure of a complex word is always binary and the main word is a formal and informational core of a multicomponent complex word and defines grammatical categories of a complex word, such as gender, number, case, and the determinative clarifies, supplements, expands the information conveyed by the main word. In turn, a determinative can consist of two or more words that are translated as different parts of speech (Erben, 2006).

Thus, depending on the number of components, the German-language terminological combinations of the logistics field that have been analyzed can be divided into two-, three- and four-component ones. The results of the study allowed us to conclude that the most common type of complex logistics composite terms of the German language are two-component terms (73%): *der Absatz + die Logistik = die Absatzlogistik*, *begleiten + das Papier = das Begleitpapier*, *die Beschaffung + die Strategie = die Beschaffungsstrategie*, *die Distribution + die Logistik = die Distributionslogistik*, *die Einlagerung + der Schein = der Einlagerungsschein*, *die Karussell + das Regal = das Karussellregal*. Three-component terms are presented in a much smaller number (26.5%). For example: *das Einzel + auftragen + die Kommissionierung = die Einzelauftragskommissionierung*, *frei + der Platz + das System = das Freiplatzsystem*, *die Güte + der Verkehr + das Zentrum = das Güterverkehrszentrum*, *kennen + die Zeichnung + der Pflicht = der Kennzeichnungspflicht*, *die Luft + der Fracht + der Brief = der Luftfrachtbrief*. The number of four-component complex terms in the analyzed resource is insignificant, only 4 terminological units (0.5%): *der Kapital + rücken + der Fluss + die Zeit = die Kapitalrückflusszeit*, *die Palette + die Fläche + das Regal + der Lager = der Palettenflachregallager*, *der Fach + der Boden + das Regal + der Lager = der Fachbodenregallager*, *der Bau + die Kasten + der Stück + die Liste = die Baukastenstückliste*. N. Hura explains this by the fact that composites, which are formed from more than three bases, complicate understanding and do not meet the conditions of brevity and clarity, which the term should meet (Hura, 2017).

Morphological analysis of complex terms of German logistics terminology showed that they have different components. Since the terminology of the logistics industry is substantive one, the second component is often a noun, and the first component can be: noun (*der Lager + die Logistik = die Lagerlogistik*, *die Begegnung + der Verkehr = der Begegnungsverkehr*), adjective (*fest + der Abruf = der Festabruf*, *langsam + der Dreher = der Langsamdreher*, *bereit + die Stellung = die Bereitstellung*), verb (*liefern + die Qualität = die Lieferqualität*, *entladen + die Stelle = die Entladestelle*, *ist + bestand = der Istbestand*), adverb (*mehr + der Weg + die Verpackung = die Mehrwegverpackung*, *nieder + der Flur + der Förderer = der Niederflurförderer*), numeral (*zwei + die Hand + die Bedienung = das Zweihandbedienung*, *ein + der Schub + das Regal = das Einschubregal*), pronoun (*all + die Gefahren + die Deckung = die Allgefahrendeckung*) and preposition (*zwischen + der Lager = der Zwischenlager*, *nach + die Lieferung = die Nachlieferung*).

However, it should be emphasized that productivity of different parts of speech in the process of creation of composite terms is not the same. The most functional ones are noun stems. The most used is the model S + S = S (71%): *die Kennzeichnung + die Pflicht = die Kennzeichnungspflicht*, *die Qualität + die Kontrolle = die Qualitätskontrolle*. For complex terms with an adjective as a main component is commonly used the following word-formation model: S+Adj=Adj: *die Saison + bedingte = saisonbedingte*, *der Auftrag + orientiert = auftragsorientierter*, *der Artikel + orientiert = artikelorientiert*, *der Prozess + orientiert = prozessorientiert*, *das Akkreditiv + konform = akkreditivkonform*, *das Papier + los = papierlos* V+Adj=Adj:

bestellen + *fix* = *bestellfix*. The terms of these models indicate the subject-qualitative characteristics of the concept.

Despite the tendency of professional terminology to save language resources, three-component and four-component logistic terms, as already was mentioned, are used much less frequently than two-component ones. Usually they express a kind of a concept, serve to differentiate the meaning of the main word. The most productive are the three-component terms, which are formed according to the model $S + S + S = S$: *das Kapital* + *der Rückfluss* + *die Zeit* = *die Kapitalrückflusszeit*, *der Teil* + *die Verwendung* + *der Nachweis* = *der Teilverwendungsnachweis*, *der Kragarm* + *das Regal* + *das Lager* = *das Kragarmregallager*, *die Waren* + *der Verkehr* + *die Bescheinigung* = *die Warenverkehrsbescheinigung*. The number of terms represented by the model $Adj + S + S = S$ is insignificant, for example: *klein* + *die Teile* + *das Lager* = *das Kleinteilelager*.

The total number of four-component logistic terms found in the resource we analyzed is small and is represented by the model $S + S + S + S = S$: *die Palette* + *die Fläche* + *das Regal* + *der Lager* = *der Palettenflachregallager*, *der Fach* + *der Boden* + *das Regal* + *der Lager* = *der Fachbodenregallager*, *der Bau* + *die Kasten* + *der Stück* + *die Liste* = *die Baukastenstückliste*.

German logistics terminology has been formed under the influence of different factors, which led to the heterogeneity of its composition. As a result of etymological analysis of the components of complex terms of the logistics industry, it was found that specific German vocabulary is combined with borrowed one, word formation is represented by lexical units, which are formed by three models: 1) combination of two or more German creative bases (*der Buchbestand*); 2) combination of several foreign language terminological elements (*der Bring-Prinzip*); 3) combination of borrowed words and morphemes with autochthonous German stems, resulting in so-called “hybrid composites” (Bondar, 2016). For example, the composite *die Blisterverpackung* is formed by combining the English word *der Blister* and the German one – *die Verpackung*; another complex word is *der Containersammeldienst* that has three components: the English borrowing *der Container*, the verb *sammeln*, and the noun *der Dienst*.

4. Conclusions

The conducted structural and syntactic analysis of the German language composites of the logistics field allowed us to establish a certain specificity of word formation in the analyzed terminological system. Structurally, two-component and three-component composites with a determinative type of connection between the main components predominate. The construction of such multi-component terms makes it possible to carry out multifaceted characteristic of complex logistics concepts. It is established that the productivity of different parts of speech in the creation of composite terms is not the same. The most functional are nouns. There is a tendency to involve English lexical units in the creation of hybrid complex terms of different combinations. The revealed peculiarities of word formation in the German language terminological system of the logistics industry open the prospect of further research of other ways of word-formation nomination of logistics concepts, in particular affixation and abbreviation.

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NARRATIVE ASPECT OF THE “DEVIL” CONCEPT SUGGESTION IN GERMAN STUDIES OF THE 20th CENTURY (BASED ON THE NOVEL “MEPHISTO” BY K. MANN)

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Summary

The article discusses the features of the suggestion of the concept “Devil” in German studies, examines the relationship between the sub-concepts “evil” and “sadness” in the context of the preservation of narrative structures in translation, and also revealed the main features of the concept under study. There is a statement that suggestion is a way of interpreting a certain message through a combination of logical and emotional components at the syntactic and morphological levels, which affects the consciousness of the recipient. The inculcation of religious concepts provokes certain states or feelings of a person, encouraging them to commit acts that don't correspond to the initial psycho-mental portrait of a person, awakening and deforming the reader's subconscious perception of reality.

Particular attention was paid to the study of the methods of translating the direct speech of the author from the original language to the target language, which reveal the main criteria for distinguishing between unreliable types of representation of the concept under study. During the analysis also was described a step-by-step application of the context-interpretive method of preserving narrative and was discovered the concept of “cognitive context”, which has a paramount importance in the minds of native speakers, and gives an opportunity to get closer to understanding of author's suggestive influence on the average reader.

Keywords: translation, verb, context, narration, recipient.

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1. Introduction

Modern art tries to reflect the new state of the world, in which few can distinguish where the true spirituality, and where the pathetic imitation and cheap surrogate of true human feelings. In the XIX century. the image of the devil ceased to be a purely religious element, and this happened as a result of the final completion of the process of its secularization. In the XX century the devil firmly entered the circle of traditional characters in literature, cinema, music, and fine arts. This cultural phenomenon and unique image, coming out of the cradle of ancient religious ideas, is firmly entrenched in the public consciousness. Synonymous with all the negative, destructive to life, the image of the devil is widely used around the world, which makes it necessary to study the suggestiveness of religious and esoteric concepts in works of mass literature and their extrapolation to people and society as a whole. This study will provide an opportunity to track the psychological content of the author's language under the influence of socio-psychological factors, the relevance of the influence of intralinguistic factors, as well as mechanisms for its implementation in the concept at the level of narration, which is the subject of this study.

Suggestion is combined with the theory of fiction and the theory of interpretation. In this sense, it is necessary to clarify the adequacy of the transfer of mental influence of the studied

concept “Devil” as a full-fledged interpretive mediator of the original language and author's style to the language of translation. The purpose of this study is to highlight the features of the suggestive influence of the concept “Devil” as an element of the picture of religious worldview on the material of the novel “Mephisto” with a verbalized concept within it, as well as consideration of the identified provisions on the example of the “devil” concept. The subject of the research is the language of the author of the displayed concept, the relationship of its narrative categories with the suggestive influence on the recipient/reader.

In this research were used such methods as analytical method for establishing basic values of concept suggestion, narratological analysis of language units, descriptive method used for isolation and description of text concept, as well as stylistic method for research of suggestive means of influence of research concept and comparative method for comparison of language presentation tools. the concept of “Devil” in the original text and its translations.

2. Esoteric concepts in language and translation

Being “stipulated”, the ideas and concepts of a particular language group come into feedback with the thinking of the ethnos as a whole, directing it along a nationally determined path: as the researcher Granovska notes, “language can be likened to a kind of cognitive-ethnic vaccine, and the process of language acquisition cognitively-ethnic immunization, through which each new member of the ethnic community necessarily passes” (*Granovska, 2004*). With help of language signs reflects the way of worldview of the ethnos, worldview through the prism of national-cultural ideas and images, which makes the national language the most important ethnogenic factor, “the main means of “ethnic socialization” of the individual” (*Arnold, 2003*).

In modern linguistics recognize the main approaches to understanding the concept, which are based on the following position: concept – the result of the collision of the meaning of the word with the psychological experience of man, ie the mediator between the word and the spiritual state of the recipient. In addition to the types of concepts that are mental formations of hyperonymic order, there are also their hyponymic varieties – classes and subclasses of concepts, distinguished by the cognitive-semantic principle.

The suggestion, as the researcher Raigorodsky points out, should be distinguished by the content and the result of the impact:

- positive (ethical) suggestion – manipulation of the consciousness of the individual, group in order to improve their socio-psychological condition.
- negative (unethical) suggestion – irresponsible manipulation of the consciousness of the individual, group.

And also in the form of implementation:

- heterosuggestion – the effect of the suggestion on the suggestive from the outside;
- autosuggestion (self-suggestion) – conscious self-regulation, suggestion of certain ideas, feelings, emotions, and “with such a suggestion, the suggestor and the narrator are the same person” (*Raigorodsky, 2001*).

As Suprun rightly points out, the concepts of moral order are close to theosophical, but in contrast they are regulatory, because they “not only reflect the general ideas of mankind about moral values (good, evil, sin, untruth, honor), but also offer norms of behavior in the world and society: truth, longing, good, good and evil” (*Suprun, 2014*). At the same time, they set the general outline of such behavior, as a result of which each person is given the right to have his own idea of these values, accepting or not accepting them as a standard, but often with individually different associative imagery.

The influence of the concept through the narrative is due to the intimacy of the communicative space. Its purpose is to create an atmosphere of trust and friendliness, because suggestion is impossible without trust in the addressee and researcher Ilnytska also concludes, that “the formation of trust in the addressee is realized in a suggestive form with the help of certain methods of aggressive imposition of the necessary information” (*Ilnytska, 2006*).

Making a “pure slice” of these concepts, we can conclude that each native speaker, implementing a concept, contributes to its objective content elements of subjective experience, which most often affects the religious and esoteric layer of literary concepts, namely – the concepts of “God and the Devil”. There were identified two main terms:

- Over the centuries, humanity has formed the concept of the devil, the first clearly organized and constructed module of which appeared in the New Testament. In the Middle Ages, the New Testament devil acquires additional characteristics and new meanings. Christian demonology carefully shapes, cultivates and in every way equips the image of the devil with innumerable negative characteristics. This process continues today. At the same time, in culture, the image of the devil is reflected in its specific, aesthetic and artistic features and their interpretation.

- In the history of culture – both in religious consciousness and in the field of art – the image of the devil often acted as a semantic core, as a symbol of global scourge. Changing sometimes in partial manifestations, this aspect of concept became a general cultural category, encompassing philosophy, and the sphere of morality, and religion, and art, and the sphere of everyday life.

3. “Devil” in “Mephisto”

Religious-philosophical and cultural-historical idea of the devil is, like the concept of God, a phenomenon that develops and has a serious suggestive effect on the mentality of people, which can cause irreversible social consequences and total spiritual catastrophe in our life. The psychotype of the devil-artist matured in the aesthetics of K. Mann as the embodiment of the idea of synthesis of arts, which provided a way to a single world, its transformation and renewal.

In K. Mann's novel *Mephisto*, against the background of the hero's immersion and “calmness,” the problem of the unification and renewal of fragmented Germany arises in all its urgency, contributing to the explosion of revolutionary sentiments in 1848–1849.

In this regard, the idea of the synthesis of arts and the appeal of K. Mann to the image of the devil-artist were, in a sense, an appeal to the aesthetics of romantic universalism. In the image of the devil, the artist stated that he went beyond the empirical reality – “aesthetic man”, which replaced the “utilitarian man”. According to K. Mann, “A man-artist embodies his essence, uniting all his creative abilities and all art forms. In his work he asserts himself in the fullness of his being as a whole.” The “artistic devil” is a strong, beautiful man who has risen to the heights of free human dignity, embodying the world's hopes of true humanity. To him belongs the whole world as an eternal, inexhaustible source of the highest pleasures.

The peculiarity of this concept is that speakers of a certain culture and a certain language are associated with such background knowledge and associations, which at a certain stage of interethnic and interlingual contacts may be absent in speakers of other cultures and languages.

In the image of the devil, K. Mann's intention to ontologize artistic reality was guessed. Slyvka notes that “K. Mann sought to abolish the differentiation between art and life in order to transform man and the world. Synthetic art acts as an environment for the global synthesis

of all phenomena of life, the creation of a certain integral style of culture, in which “aesthetic sacrament” should become the focus of spiritual self-expression of the people and the individual.” (*Slyvka*, 2008). Representing the type of the devil-artist as the embodiment of the “manifestation of the inventive spirit”, K. Mann intuitively connected the aesthetics of artistry with the Faustian aesthetics.

For this research, it is important to understand the frame of the researcher Golubovska. “Knowledge structures, called frames, schemes, scenarios, plans, etc., are information packages that provide adequate cognitive processing of standard situations.” (*Golubovska*, 2004). It is also correct to think that a frame in frame semantics is at the same time: a) a set of assumptions about constructing a formal language to reflect knowledge as an alternative to semantic grids or to calculate predicates; b) a set of entities, according to the researcher, which exist in the depicted world (metaphysical interpretation of the concept) (*Golubovska*, 2004). The frame gives an idea of what kind of knowledge is essential for such a description, which is the organization of ideas stored in memory (human and / or computer), and the organization of processing and logical inference that operate in this area (heuristic, or implementation, interpretation).

The study of concepts embodied in an artistic text involves the study not only of the conceptual component formed by the set of its usual invariant features that form the core of the concept, but also the addition of occasional (peripheral) features that are manifested in speech. One of the ways of presenting concepts in cognitive linguistics is considered to be frames, the typology of which was carried out by us on the basis of the analysis of language material, as a result of which seven thematic groups were singled out. This is confirmed by the texts in which the studied concept finds its linguistic realization, for example:

Als dieser hohe Geist, jenes Morgenstern des Bösen, vom Himmel fiel, war es wie ein Rebell, dass er fiel (Klaus Mann, 1936).

In this fragment of “Mephisto”, we identify the concept of “Devil” due to the key component *Morgenstern des Bösen* (Morning star of evil), which, given the etymological facts and culturological data, paraphrastically nominates Lucifer: (*aus Lateinische Lūcifer*) – *Licht-bringer* (the one who carries light), actualizing the attributive aspect of the concept within the first frame “the devil as a negative mystical supernatural being” and positioning the latter as lost (*hohe Geist*), ost angel, leader of rebellious comrades:

Den Erzengel aus dem Himmel geworfen, um den Aufstand der Engel zu führen, which is confirmed by another lexical marker *vom Himmel fiel*, which implies the gnostic vertical as a vector that connects two worlds: the world of the sublime – the spiritual and the world of the low – the sinful, metaphorically defining the direction of movement from top to bottom as an act of moral fall. In this regard, we have a basis for the reconstruction of the conceptual scheme of the devil – a fallen creature.

4. Frame deconstruction of “Mephisto's” Devil

In this fragment of the novel by K. Man, the image of Hendrik Hefgen stands by the devil's eyes, as a hiring representative of the mystical unreal light, as a creature, which will give the beggar superpower to his comrades:

Ich habe mehr Stürme als der Wind, denn ich diene dem, der stärker ist als der Wind, und mit einem Sieb und einem Eimer Wasser kann ich die großen Galeeren auf den Grund des Meere schicken (Klaus Mann, 1936).

In the middle of another frame, “the devil is a devil, which induces to negative ideas”, the concept is actualized in contexts, the referent is presented in an emphatic way, to the criminal

and immoral actions, so it demonstrates the soulfulness of master: *Und als der junge Mephisto diese Worte hörte, zitterte er und sprach zu seiner Seele: "Nein, aber du bist böse und hast mich meine Liebe vergessen lassen und mich mit Versuchungen versucht und hast meine Füße in die Wege der Sünde gesetzt"* (Klaus Mann, 1936).

The concept of evil is identified in this context through its linguistic nominators *böse* (evil, wicked), *versuchen* (seduce) and *hast meine Füße in die Wege der Sünde gesetzt* (instruct on the sinful path), which, while retaining the negative axiological component of meaning, have a counter-suggestive effect on the recipient reader.

The development of the concept within the third frame "the devil as an object of serving", which regulates the probability of feedback of earthlings with evil mystical forces to conquer the latter, can be illustrated in the following fragment, which depicts the mystical interaction of dark forces with real earthly creatures:

Hendrick ging mit einem Schmerz in seinem Gesicht zur Tür. Als er den Vorhang zur Seite zog, brach ein scheußliches Lachen aus den bemalten Lippen der Frau, die sein Geld genommen hatte. "Da geht der Teufel!" Rief sie mit heiserer Stimme (Klaus Mann, 1936).

The concept of "devil" in this fragment is identified by its explicit verbalization as part of the key element *der Teufel* (agreement with the devil) and implicit text markers (terrible laughter) and *ein scheußliches Lachen* (hoarse voice), which, despite their immediate and *Frau* traditionally denote characteristics that are mostly characteristic of men or other rude, evil, indomitable creatures, which leads the reader to think of the existence in the form of a masculine woman of a veiled mediation by the devil himself, or of Satan's involvement as a woman. one of his antics – to search for verbal contact, carried out only in the presence of the articulatory apparatus, and hence the physical form. In this case, the devil speaks through the mouth of the sinister heroine. The subject of the action is Hendrik Höfgen, and the devil himself is the initiator and at the same time the beneficiary of the concluded agreement. Such reflections are confirmed in another context, where the devil is also the main protagonist for whom immoral acts are committed:

Schlagen Sie mich dumm, wenn es nicht so. Er [Mephisto] ist der schlechteste, der hier kommt. Sie sagen, er hat sich dem Teufel für ein hübsches Gesicht verkauft (Klaus Mann, 1936).

The lexeme-nominative *Teufel* in the key element *er hat sich dem Teufel für ein hübsches Gesicht verkauft* to denote the referent as the recipient of an action directed at him by another subject of speech (Mephistopheles), actualizes the actional aspect of the concept that reveals the devil to the devil as the object of a trade agreement concluded in his own favor to corrupt a person and his loss of moral guidance in exchange for a dubious or ephemeral reward (Askoldov-Alekseev, 1997) in this context – *ein hübsches Gesicht*, while the subject of the agreement acts as the trader of his own personality, as evidenced by the verb *verkaufen* (to sell) in the specified thematic fragment. Such actions are condemned in society, which is confirmed by the presence of negative value characteristics of the protagonist of the work by other characters (*Er [Mephisto] ist der schlechteste*), verbalized by the adjective *schlecht* in the highest degree – *schlechteste*. Extrapolating to the reference situation that, having purchased a thing, the buyer becomes its owner, we can reconstruct the conceptual scheme of the devil is the buyer and owner of sinful souls.

Within the fourth frame "the form of the devil" the concept is actualized as a result of its explicit textual development, which can be demonstrated by a fragment where the anthropomorphic form of the referent is objectified:

Es war ein Mann in einem Anzug aus schwarzem Samt gekleidet, in spanischer Mode geschnitten. Sein Gesicht war seltsam blass, aber seine Lippen waren wie eine stolze rote

Blume. Er schien müde zu sein, und lehnte sich mit dem Knauf seines Dolches aufs Spiel. Auf dem Gras neben ihm lag ein gefiederter Hut, und ein Paar von Reithandschuhen, die mit vergoldetem Spitze waren, und genäht mit den Samenperlen, die in ein neugieriges Gerät geschmiedet wurden. Ein kurzer, mit Sables gefüllter Mantel hing an seiner Schulter; und seine zarten weißen Hände waren mit Ringen beschmiert. Schwere Augenlider hingen über seine Augen. Der junge Arzt beobachtete ihn, wie man in einem Bann zerbricht (Klaus Mann, 1936).

Undisputed in this context is the abstract form of the devil as the lord of darkness, verbalized by the *nominative ein Mann in einem Anzug aus schwarzem Samt gekleidet*, which appears in English ideas as a male person (*Mann*) and is closely associated, first, with color symbolism – black (*schwarz*) as the color of darkness and sin, signifying sorrow, grief, loss / loss or death, and red (*rot*), the color of Satan and hellfire in Christian symbolism, which often implies a thirst for blood and revenge, or strength, power and courage; secondly, the devil is associated with wealth, which is confirmed by the presence of descriptive context elements such as *Hände waren mit Ringen beschmiert* (hands decorated with rings), *gefiederter Hut* (hat with feathers), *vergoldete Spitze* (gold lace / ribbon), *Samenperlen*, *ein kurzer, mit Sables gefüllter Mantel* (cloak on sable fur), etc., which are traditionally considered attributes of well-being and prosperity. The militancy of the devil is symbolically represented in the text in the form of a dagger (*Dolch*), which metaphorically denotes his bloodthirstiness and mystical ability to kill, destroy or ruin both the physical and spiritual essence of man – in which we see the realization in language of the semantic sign “*Zerstörung*”).

During the analysis, we became of several suggestive schemes:

devil is sorrow, destruction, or death;

devil is militancy;

devil is wealth.

Otherworldly forces, including the devil, sorcerers, ghosts, etc., and related phenomena (suggestors), as a result of ingrained prejudices in society, usually make utilization suggestions, which, as the researcher Goncharov “rightly points out, can naturally be uncritically perceived by a person, they are sincerely admired” (*Goncharov, 1995*), and cause fear of the person who comes into direct contact with them, with their manifestations in earthly life or even hints at their existence, for example:

Während ich mich sanft aufsetzte, schlug mir das letzte Geräusch, das ich erwartet hatte, in so einer Region zu lachen, ein Lachen. Es war ein merkwürdiges Lachen. Das Lachen war so tragisch, wie vornatürlich ein Lachen, wie ich es je gehört habe; Und daß es ein hoher Mittag war, und daß kein Umstand der Geisterhaftigkeit die merkwürdige Cachinnation begleitete; Aber daß weder die Szene noch die Jahreszeit die Furcht begünstigte, so hätte ich fürchten sollen (Klaus Mann, 1936).

The concept under study is identified in context by the key element *Geisterhaftigkeit*, which nominates the probability of the presence of unreal etheric beings – spirits (which includes the devil himself as their leader), whose earthly period in Victorian notions is limited to dark time *Hochmittag* (noon), which is with a key element in the causal relationship, marking a precedent and preventing the very presence of any ghostly creatures at noon. The semantic relay of the concept and its integral feature in this case is the fear (*Furcht*), which, according to the context, should be felt by the participant of the situation who faces a similar phenomenon (*so hätte ich fürchten sollen*). Thus, by explicating the concept of the devil on the basis of the oppositional relations between the elements of the dismembered chronotope day – night, we are able to reconstruct the conceptual schemes: the devil is the night; the devil is fear.

5. Conclusions

In this research was identified realization of the concept “devil” in the Klaus Mann's novel “Mephisto”. On the basis of the inventoried thematic fragments were investigated its variant signs and established basic conceptual schemes. As a result of the analysis, it was proved that the development of the suggestion of the text concept “Devil” takes place within four main separate thematic frames, which highlight the ontology of being a referent and reveal the usual and occasional features of the “devil”.concept

After the analysis, it can also be noted that the image of the devil-artist in K. Mann's novel “Mephisto” appears as a direct or indirect multiplier of evil, which also allows for the reconstruction of the conceptual scheme of the devil is an amplifier (multiplier) of evil.

Thus, the study shows that the concept of “devil”, in the context of suggestion, contains spiritual and abstract concepts that are destructive for human nature and its spiritual balance. The concept of “Devil” takes an important place in the image of the world art, along with such concepts as God, Love, etc. Consequently, it is of great importance for understanding the verbal picture of the world that exists in the minds of native speakers, allows us to immerse into subsequent researches with goal get closer to understanding the cultural heritage of the mankind.

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SEMANTIC DERIVATION STRATEGIES OF IRRATIONAL VOCABULARY IN THE UKRAINIAN, ENGLISH AND GERMAN LANGUAGES

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Summary

The paper focuses on the semantic derivation models of irrational vocabulary – a semantic class of words that denote the situation of experience that is not based on logical reasons or rational thinking. The study elaborates on the semantic derivation strategies of irrational verbs, adjectives and nouns in the Ukrainian, English and German languages. The modelling of semantic derivation strategies provided in the paper proceeds from the assumption that the development of an irrational vocabulary paradigm is realised based on a prototypical situation model – a construct that characterizes not only the nature of the source and target meanings but also the ways those meanings are connected. We posit two constituents to underlie the prototypical model of irrational situation – the features of irrational situation participants and those of irrational situation itself. Both characteristics determine the nature of semantics shift strategies, among those are argument, componential, implicative and metaphorical ones. The argument strategy provides for promoting and demoting arguments within the same actantial structure set by a predicate. The componential strategy deals with the semantic transformations, resulting in a new concept of situation (whereas a target meaning borrows some components from a source one). The implicative strategy occurs based on a contiguous connection of different situations or different fragments of the same situation. The metaphoric strategy provides for the similarities revealed between the situations. The study concludes that irrational vocabulary in the Ukrainian, English and German languages apply more to the componential, implicative and metaphorical strategies, which provides for the priority of the inter-concept relations in the languages.

Keywords: model of irrational situation, semantic shift, argument strategy, componential strategy, implicative strategy, metaphorical strategy, prototypical situation model.

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Introduction

Semantic derivation is the subject of numerous research of Ukrainian (L.P. Kysliuk, T.M. Parkhomenko, H.V. Shtompel and others) and foreign linguists (H.I. Kustova, O.I. Olkhovska, O.V. Paducheva and others). Involving the material of related and unrelated languages such research aim not only to characterize special features of lexical enrichment, common factors of semantic development of contrasted linguistic units but also to identify specific characters of human's cognitive activity. The study importance deals with the anthropocentric tendency of linguistic studies of related and unrelated languages in modern linguistic.

Materials and methods

Authors' papers point out high demand to research semantic derivation influence on implicative power of argument realizations (semantic and syntactic alternations)

(Beavers, 2010: 821–864), lexical formation of new words according to constant combination (rules) (Mackay, 1979: 477–498), semantic shifts and transfers in the process of ephemerism's formation (Mishutynska, 2016: 141–144), semantic derivation concerning with cognitive linguistics (Parkhomenko, 2012: 87–90), semantic changes in the context of historical pragmatic and discourse analysis (Traugott, 2001: 341).

Special lexical and semantic word groups were researched presenting such subjects as contrastive analysis of mechanisms, strategies and models of semantic derivation: perceptive and mental lexic in Slavian, German and Romanic languages (Demenchuk, 2014: 81–86; Demenchuk, 2015: 49–56), coloristic adjectives of the Ukrainian, Russian, German, English and French languages (Drobakha, 2008: 63–66), lexical and semantic word group “knowledge” in the Ukrainian, Russian, German and English languages (Shtompel, 2009: 64–67), English and German compound words-terms (Kysliuk, 2013: 210–214), phytonims in the English and Russian languages (Tadzhbyova, 2015: 116–124) and others. Sh.R. Basyrov, O.V. Demenchuk, B.L. Iomdin researched irrational vocabulary as a separate thematic class of words. The results of their studies are presented in semantic derivation of models and strategies of verbs dealing with irrational comprehension (Iomdin, 2002: 24), comprehension verbs (Basyrov, 2003: 3–9), irrational vocabulary (Ufimtseva, 2004: 99). These results approve the importance of contrastive research and lexical material potential of related and unrelated languages concerning with the analysis of semantic derivation strategies of irrational vocabulary.

The study deals with the contrastive analysis of semantic derivation strategies of irrational vocabulary that is a semantic class of words that denote the situation of experience that is not based on logical reasons or rational thinking and appear without human's mind participation. The object of research is verb, adjective, and noun naming units to denote the situation of irrational state in the Ukrainian, English and German languages, cf. ukr. *нроріццати*; eng. *divine*; ger. *vorhersagen*; ukr. *іпрраціональний*; eng. *irrational*; ger. *irrational*; ukr. *інстинкт*; eng. *instinct*; ger. *der Instinkt* etc.

The selection of such naming units is caused on the one hand with the factor of unrelated concept of the situation of irrational state and on the other hand with the special features of actantial structure of basic semiological (nominal, verbal, adjectival) subclasses of words. The signs that belong to different subclasses have different potential of semantic valency, different level of contextual dependence and semantic autonomy (Ufimtseva, 2004: 99). According to this opinion, strategies of semantic derivation of irrational vocabulary will be interpreted as the strategies of situational type realized on the aspect of strategies to widen the concept of the situation of irrational state.

The aim of the research is to characterize the strategies of semantic derivation of irrational vocabulary in the Ukrainian, English and German languages and identify the dynamics of semantic paradigm development of mentioned class of word in a contrastive aspect.

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

- to characterize a prototypical situation model of irrational vocabulary of chosen languages basing on available common semantic components;
- to identify the strategies of semantic derivation of researched vocabulary basing on the material of contrasted languages;
- to characterize the models of semantic derivation of irrational vocabulary in the Ukrainian, English and German languages;
- to describe special features of semantic paradigm development of irrational vocabulary in researched languages;
- to identify the prospects of the following research of irrational vocabulary.

The material of the research is presented with 83 nouns (46 from Ukrainian, 14 from English, 23 from German), 40 verbs (16 from Ukrainian, 13 from English, 11 from German), 123 adjectives (58 from Ukrainian, 49 from English, 16 from German) that belong to the semantic class of irrational vocabulary and were selected by continuous sampling method.

It was chosen descriptive, contrastive, structural, and modeling methods as the basic ones in the research. Descriptive method gives a possibility to systematize and generalize collected information and factual material. With the help of contrastive method it was analyzed special features of irrational vocabulary interpretation in the Ukrainian, English and German languages. To identify strategies of semantic derivation it was used structural method (transformational analysis). To form the prototypical situation model of irrational vocabulary it was used modeling method. This system of methods provide conclusions validity and objective evidence.

Results

Research interprets semantic derivation as a process of new meaning creation of lexical unit when the relationship that unites all meanings of polyseme word are forming as the result of such creation. Lexical polyseme is possible under the condition of using the strategies of semantic derivation. Semantic derivation strategy is interpreted as a certain type of relationship between direct nominal and secondary meanings of lexical unit when actually derivation occurs as the result. The paper presents semantic derivation strategies as a tool to identify semantic derivation shifts between the meanings of lexical unit that occur in the process of derivation. Depending on special features of semantic shifts that identify the character of “transformations” of lexical units’ meanings it is singled out four types of semantic derivation strategies: argument, componential, and implicative ones (non-metaphorical strategies) and metaphorical analogy (Kustova, 2004: 55–58). Mentioned strategies are realized in the models of lexical semantic derivation.

Prototypical situation model of irrational vocabulary

The paper characterizes model of semantic derivation as a theoretical construction that reproduces semantic shifts from the initial to secondary meaning of lexical unit.

The analysis of semantic derivation strategies suggests the description of a prototypical situation model as a construct that characterizes the nature (origin) of secondary meanings and the fact how these meanings are related. “Situation model does not only give semantic material for secondary meanings. Also it provides their connection and in the same way the unity of polyseme word” (Kustova, 2004: 40).

Prototypical situation model of irrational vocabulary is based on the unity of two constituents: the character of irrational situation disclosure and participants’ character of irrational situation.

1. The character of irrational situation disclosure:

– irrational situation localization (localizer can be expressed with containers, e.g. subconsciousness or such body organs as heart, soul etc.), cf.: ukr. *Сумнів був підсвідомий, але за мить стало ясно, звідки оця підозра прокинулася: усі речі довкола припали шаром пилу – мабуть, Псойс заборонив заходити до своїх покоїв, – а сторінка книги була чистісінька (KUM);* eng. *This client seems to have a pattern of sabotaging the partnership and admits to subconscious fear of having his or her heart broken (BNC);* ger. *Ein solches Gefühl existiert mehr oder weniger unterbewußt in den Herzen der Leser literarischer Werke (DWDS);*

– the duration of irrational situation disclosure (situation usually disclosures in a short interval of time brought to the feature of instancy), cf.: ukr. *Якось, коли вона ще не встигла сісти й вдивитись, у неї мимоволі імпульсивно вирвалось (KUM)*; eng. *Impulsively, suddenly feeling that nothing could worsen the ruins of his existence, Zambia opened the door and went in (BNC)*; ger. *Noch vor einem Monat beim Führer gewesen, welche Ruhe, welche Kraft, und wie er zuhören kann, und plötzlich ganz impulsiv, arbeitet immer bis in die Morgenstunden, dann hat er die Lösung, in ihrer Einfachheit so genial, daß keiner der Mitarbeiter darauf gekommen wäre (DWDS)*;

– conditional occurrence of irrational situation (situation can be caused both internal or external factors):

a) internal factor (spontaneity, arbitrariness of irrational situation occurrence), cf.: ukr. *Іноколи він зупинявся на якомусь випадковому місці, що раптом з незнаних причин привертало його увагу, й починав читати (KUM)*; eng. *Sometimes I just get random thoughts in my head, and these can happen at the worst possible times (BNC)*; ger. *Man einigte sich auf eine zufällige Nachlässigkeit (DWDS)*;

b) external factor (event, circumstances, condition etc. that caused irrational situation occurrence), cf.: ukr. *Певно, саме ця обставина й штовхнула доктора Гешке на нерозсудливий крок: забувши поради колег не встрявати в чужі справи, він погнався за мерзотниками, щоб всунати їм як слід (KUM)*; eng. *In the absence of such malice one would hope that this incident would be seen as thoughtless behaviour caused by inexperience and the exuberance of youth [Delves-Yates]*; ger. *Wenn der wahre Mensch einer ist, der Herr seiner Begierden bleibt und im Einklang mit der Natur vernünftig lebt, so liegt auf der Hand, daß der verstädterte Gesellschaftsmensch sich unvernünftig und unmenschlich verhält (DWDS)*;

– result of irrational situation disclosure (event, circumstances, condition etc. that is a consequence of irrational situation disclosure), cf.: ukr. *Павло уникав спогадів про напад ревновців; намагався забути секунди приголомшливого прозріння, коли він незбагненним чином міг зазірати в чужі душі й передбачати події близького майбутнього (KUM)*; eng. *With regard to the war itself, Hitler's "sixth sense" ought to have enabled him to foresee that other countries would not simply bow down to German expansion (BNC)*; ger. *Ganz unabwiesbar tritt zutage, wie wenig selbst die Nukleargewalt gegen die Unvernunft der großen und kleinen Machtmenschen auszurichten imstande ist und wie nahe uns deshalb die "beispiellosen Katastrophen" gerückt sind, die Albert Einstein so nachdrücklich vorausgesagt hat wie Gandhi (DWDS)*;

– the way of irrational situation disclosure (irrational situation disclosures in a form of certain scheme of behavior within the system of approaches), cf.: ukr. *Молода дівчина вгадала душею, як вгадують малі діти, що Василь каже правду, й злякалась (KUM)*; eng. *But "thinking like a scientist" sooner or later involves greater autonomy, a bigger share of the decision-making: not simply discussing with the teacher and learning to guess from his facial expressions or other clues what the "right" answer might be (BNC)*; ger. *Und Madame erriet mit weiblichem Instinkt, daß es Krach im Büro gegeben hatte (DWDS)*;

– degree of irrational situation disclosure (situation has some size, intensity of its disclosure), cf.: ukr. *Він нестямно любить цю жінку: її погляд, слова, думки, її безмежно рідне тіло, що вабить його і спалює (KUM)*; eng. *One group of survivors is thrown life preservers, while another is frantically bailing out a sinking vessel (OED)*; ger. *Die Gewohnheitsgedanken und Reflexe sausten nun wesentlich hektischer und anscheinend orientierungslos durch den Gedankengang (WB)*.

2. Participants' character of irrational situation (basic participants of irrational situation are Experiencer (subject of irrational state) and Stimulus (object of irrational state)).

– Experiencer can be presented as a person, cf.: ukr. *І професора Лобачова осяяла думка* (KUM); eng. *It dawned on me suddenly one day that there was a way out* (BNC); ger. *Plötzlich fiel ihr ein, dass sie eine Verabredung hatte* (DWDS); group of people, cf.: ukr. *Дівчат знаєцька осяяло* (KUM), or organization that presents group of people (team) according to contiguity, cf.: ukr. *Нині НТКУ осяяла ідея – перевести “Культуру” зі статусу самостійного гравця в стан залежного творчо-виробничого об’єднання* (KUM); eng. *The jump in share prices was comparable to yesterday's but the euphoria quickly ebbed away as it dawned on investors that – in terms of the immediate prospects – not much had changed and what had changed was not entirely for the better* (BNC); ger. *Auf einmal ist ihnen eingefallen, ob ich vielleicht in der Vakanz in die Volksschule gehen kann, der Herr Lehrer tut ihnen gewiß den Gefallen* (DWDS); animal, cf.: ukr. *Здурілі ж ворони як спонтанно виявили до людей інтерес, так знаєцька і втратили його* (KUM); eng. *Pet psychologist Marti Miller told Animal Planet that both humans and dogs have a sixth sense* (Booth); ger. *Hunde verfügen über einen sechsten Sinn* (Schülke);

– Stimulus is presented with different types of intellectual objects: thought, cf.: ukr. *Горобенко дивився на нього, а маленький вогник розтоплював йому вироблену вже в партії прихованість і сторожкість, навіював несподівані думки, зазирає у саму душу і викликає на щирість* (KUM); eng. *Let me expound upon a few spontaneous thoughts* (BNC); ger. *Der bildhübsche Junge, der alle Gedankengänge spontan ins Ethisch-Idealistische kehrt, macht besten Eindruck* (DWDS); decision, cf.: ukr. *Ту приймаєш рішення спонтанно* (KUM); eng. *The performer must make spontaneous decisions about what pose to strike and where to freeze the action* (BNC); ger. *Nun, Sie konnten es nicht vorbestellen, weil Sie sich erst bei der Durchfahrt ganz spontan in das italienische Bergstädtchen verliebten und beschlossen, hier und nirgendwo anders Ihren Urlaub zu verleben* (DWDS); feeling, cf.: ukr. *Асама ж довго проводжав її очима, дивуючись несподіваному відчуттю впізнавання-відчуження, яке лишила по собі ця жінка* (KUM); eng. *A lot of it has a spontaneous feel and that's why it's so good* (BNC); ger. *Der Verfasser des “Nachrufs” hatte in Form eines inneren Monologs die allmähliche Entwicklung seiner Gedanken geschildert, die ihn von der ersten spontanen Gefühlsregung (“klammheimliche Freude”) zur entschiedenen Ablehnung der Mordtat geführt hatten* (DWDS) etc.

– Representant is an incorporative participant that has a role of the expressive form of irrational situation, cf.: ukr. *“несподівано з’являтися, приходити (про думку, догадку)”*: *Всіх разом осяяла одна думка* (SUM); eng. *“fig. of ideas, facts, etc.: to begin to become evident to the mind”: The idea that they had either feelings or rights had never dawned upon her* (OED); ger. *aufblitzen “plötzlich in jemandes Bewusstsein auftauchen”: Eine Idee blitzte in ihm auf* (DUDEN). Representant of irrational situation is a participant “light”, incorporated in semantics of contrasted naming units *осявати* / *dawn* / *aufblitzen*, cf.: ukr. *осявати* “заливати, заповнювати сяйвом, світлом; освітлювати” (SUM); eng. *dawn* “to begin to grow light after the night” (FDF); ger. *aufblitzen* “plötzlich blitzend, blinkend aufleuchten” (DUDEN).

Within the realization of given semantic components the study characterizes semantic derivation strategies of researched vocabulary analyzing semantic shifts from: a) “rational” to “irrational”; b) “irrational” to “irrational”; c) “irrational” to “unretional”. Herewith “rational” is interpreted as situations whose participants are lead with the mind “ratio”, “irrational” is defined as the situations that are not related with rational aspect of experience; “unretioanl” is characterized as all other situations that do not belong to “rational” or “irrational” (emotional state, esteem, identification etc.). Data sheet No.1 (see below) serves as an auxiliary tool to

present the results. This data sheet consists of numerical information about researched lexical units and efficiency percentage of each strategy in contrasted languages.

Data sheet No. 1

Semantic derivation strategies of irrational vocabulary in the Ukrainian, English and German languages

Languages	Ukrainian				English				German			
Semantic derivation strategies	A	C	I	M	A	C	I	M	A	C	I	M
Nouns	3 (6,5 %)	22 (47,8 %)	13 (28,3 %)	8 (17,4 %)	1 (7,1 %)	6 (42,9 %)	5 (35,7 %)	2 (14,3 %)	4 (17,4 %)	9 (39,1 %)	2 (8,7 %)	8 (34,8 %)
Verbs	1 (6,25 %)	6 (37,5 %)	–	9 (56,25 %)	1 (7,7 %)	7 (53,8 %)	–	5 (38,5 %)	1 (9,1 %)	7 (63,6 %)	1 (9,1 %)	2 (18,2 %)
Adjectives	–	22 (38 %)	23 (39,7 %)	13 (22,4 %)	–	28 (57,1 %)	16 (32,7 %)	5 (10,2 %)	–	10 (62,5 %)	5 (31,25 %)	1 (6,25 %)
Strategy efficiency	3,3%	41,7%	36%	25%	2,6%	54%	27,6%	15,8%	10%	52%	16%	22%

Legend: A – argument strategy, C – componential strategy, I – implicative strategy,
M – metaphorical analogy

1.1. Argument strategy

The core of argument strategy deals with hierarchical promotion of “lower” arguments of direct nominal meaning to “higher” position in secondary meaning with the components of the same arguments. Herewith secondary meaning disclosures other configuration of arguments and their components (other “internal syntax”) and other communicative prospect. In such way observer’s (nominator’s) different positions are realized towards the situation which is presented with direct nominal and secondary meanings. Mentioned strategy is interpreted as an internal metonymy as it is known that essence shifts under specified conditions are limited with one situation (*Olkhovska*).

An example of argument strategy is presented with lexical unit *відчувати*. From direct nominal meaning “сприймати органами чуття” it is derived irrational meaning “сприймати інтуїцією, чуттям що-небудь”, cf.: ukr. *І душею я відчуваю, коли кличеш мене уві сні (KUM)*. According to this example experienced participant intuitively perceives appropriate state of things with the help of special organ (inalienable participant *nomina anatomica*) – the soul presented as localized analyzer inside human’s self. The author provides the opinion that it is an inalienable feature that defines non-metaphorical direction of derivational strategy and differs from metaphorical analogy (see below). Instead of this situation that is presented in the example ukr. *Душа, на відміну від розуму не думає і не міркує – вона відчуває і знає, тому не помиляється (Zeland)* is perceived as secondary since the participant *душа* is raised in communicative rank: from local (analyzer) to total (a substitute of the subject of sensual perception).

The study reveals that for English equivalent *feel* “1. to be aware of (a person or object) through touching or being touched; 2. experience (an emotion or sensation)” and German one

fühlen “1. mit dem Tastsinn, den Nerven wahrnehmen; körperlich spüren; 2. seelisch empfinden” argument strategy is realized in the same way that it is for Ukrainian equivalent *відчувати*, cf.: eng. *I am feeling in my soul* (Brook) vs. *Long lay the world in sin and error pining till he appeared and the soul felt its worth sign* (Dwight); ger. *Ich soll dich fühlen, Geist der Welt, aus dem tiefsten Innern dich fühlen, mit meinem Herzen, meiner Seele, meinem Ich* (Steiner) vs. *Fühlt meine Seele das ersehnte Licht* (Robert-Tornow).

When semantic shift occurs in the direction of local state → total state for verbs, for adjectives such shift may be realized within the transformation: the feature of state (process, action etc.) → the feature of disclosure of state (process, action etc.). Lexical unit *безумний* illustrates such implementation of argument strategy. Irrational meaning “невиправданий розумом; нерозсудливий, безглуздий” is developed from direct nominal meaning “який утратив розум; божевільний”, cf.: ukr. *Це, Васько, дасть більше користі, ніж безумний, хоч і героїчний вчинок, що його ти пропонуєш* (KUM). In mentioned example the participant “безумний вчинок” is presented as subordinate one in communicative situation. Rising of mentioned participant updates component “який виявляє ознаки безумства, божевілья” in communicative rank, cf.: ukr. *Це крок, що дає йому змогу в майбутньому уникнути відповідальності за свої безумні вчинки, що призвели до численних людських жертв в Україні* (Yeliashkevych). In the English and German languages the same strategy is presented for the equivalents *crazy* and *verrückt*. This strategy is realized from the feature of state (crazy love) to the feature of its disclosure (craziness in actions caused with love), cf.: eng. *crazy* “not sensible; stupid”: *Love makes you do crazy things* (OED) vs. *This kind of crazy action caused Yan Yao to be extremely puzzled* (Didahuo); ger. *verrückt* “auf absonderliche, auffällige Weise ungewöhnlich, ausgefallen, überspannt, närrisch”: *Aber da überschwemmte ihn ein heißer Blutstoß mit der Gewißheit, daß er es war; hier, dieser Verrückte, der bereit war, alles aufs Spiel zu setzen und zu zerstören, um jetzt sofort mit dieser Frau zu sprechen, und daß es gerade die Zerstörung war, die er suchte, der er sich ergeben wollte, als enthielte sie ein ungeahntes Versprechen* (DWDS) vs. *Von dem geistigen Gefühle der sogenannten Liebe aber gibt es unzählige Grade, angefangen von der leisen Verliebtheit, die die Eigenschaften des Geschlechtspartners ein wenig idealisiert, bis zu der verrückten Liebe, der Liebe der Dramen, die sich eine Gottheit schafft und für die Vereinigung mit dieser Gottheit willig Marter und Tod leidet* (DWDS).

In contrast to semantic shifts of verbal and adjective naming units nominal ones are characterized with the shift according to the feature of substantiality. Lexical unit *чуття* is an example of argument strategy. From direct nominal meaning “здатність відчувати, сприймати зовнішні подразнення” it is derived irrational one “підсвідоме відчуження, розуміння чого-небудь”, cf.: ukr. *Тривіального вже хоча б тому, що з початку їхнього знайомства жіночим чуттям вловлювала, що це не відчуvalo нічого доброго, й тому намагалася перевести розмову на щось інше* (KUM). Instead of this, the example ukr. *Чуття поета вловлювало у важкому повітрі передвоєнних літ ознаки нової епохи* (Yukhor) presents the situation as a secondary one since the participant *чуття* is raised in communicative rank. Herewith fragment of initial situation (the ability to perceive) is singled out and the meaning of irrational unit *чуття* is narrowed to the ability to perceive only subconsciously.

The study points out that for English equivalent *sense*: “1. Any of the faculties by which stimuli from outside or inside the body are received and felt as the faculties of hearing, sight, smell, touch, taste, and equilibrium; 2. An intuitive or acquired perception or ability to estimate” (FDF) and German one *Gefühl* “1. Das Fühlen (durch Nerven vermittelte), Empfindungen; 2. Gefühlsmäßiger, nicht näher zu erklärender Eindruck; Ahnung” (DUDEN) argument strategy is realized in the same way that it is for Ukrainian equivalent *чуття*, cf.: eng. *When*

the mind is guided by the wandering senses, then it carries away one's understanding, as does the wind a ship on the water (Anderson) vs. An eerie sixth sense guided him to wherever a crisis was unfolding (Lewis); ger. Viktorine, mein Herz huldigt Ihnen, mein Gefühl leitet mich – fehn Sie gutig weg über alles Uebrige! (Ernst) vs. Ich erklärte ihm in kurzen Worten und womöglich in noch trockenerem Ton als vorher, wie ich die Brieftasche aufgehoben hätte, ihm noch nachgecilte und ihm nachgerufen hatte, und wie ich endlich auf meine Vermutung hin, und beinahe nur von meinem Gefühl geleitet, hinter ihm her die Treppe hinaufgelaufen wäre (Dostojewski).

1.2. Componential strategy

Componential strategy is correlated to semantic shifts. As the result a secondary meaning appears and it has the own list of arguments and roles that are appropriate to a new situation (herewith secondary meaning borrows some components of initial meaning).

The paper provides as an example of componential strategy lexical unit *угадувати*. Irrational meaning “розгадувати щось загадкове, таємниче, незрозуміле для інших”, cf.: ukr. *Цей сектант угадує його думки (KUM)* derives from direct nominal meaning “ураховуючи певні особливості, ознаки або прикмети, робити правильні висновки про що-небудь”.

The author explores that semantic shift is realized basing on the component “localization of irrational situation” (this process transfers from traditional container of “mind” for thinking to the container of “intuition”). Basing on the same component semantic shift occurs in the English and German languages cf.: eng. “to find the right answer to a question or the truth without knowing all the facts”: *I guessed his every thought (OED)*, and ger. “erraten”: *Er hat mein Alter richtig geraten (DUDEN)*.

When semantic shift of verbs occurs in the direction of state – special state adjectives deal with semantic shift special feature – feature. An example of componential strategy is presented with lexical unit *божевільний*. From direct nominal meaning “який має психічний розлад; психічно хворий” it is derived irrational (behaviour) one – “нерозсудливий, нерозважливий”: ukr. *Які божевільні вчинки робили заради коханих? (Ivashchuk)*. Semantic shift characterizes Experiencer as thoughtless participant of irrational situation where imprudence is caused with internal reason – feeling of love. The author provides the opinion, that semantic shift is realized basing on the component “dependence of irrational situation disclosure (internal factor – spontaneity of crazy action for the sake of lover)”. In return, in the English and German languages for lexical units *mad* “done without thought or control, wild and excited” and *wahnsinnig* “geistesgestört, verrückt” semantic shift is realized basing on the component of “degree of irrational situation disclosure (the feature of redundancy – “so mad”; “wahnsinnig glücklich”))”, cf.: eng. “extremely enthusiastic”: *I am so mad to love you [Morcheeba]* and “außergewöhnlich, extrem”: *“Weißt du”, sagt er und nimmt einen kräftigen Schluck Rotwein, “wenn du ein Leben lang zwei große Leidenschaften hast und du die selbst in Ausnahmesituationen kombinieren kannst, dann macht dich das wahnsinnig glücklich” (DWDS)*.

The paper provides nouns as the examples of componential strategy in particular lexical unit *фантазія*, where from direct nominal meaning “творча уява”: ukr. *Вважали, що тільки в шляхетській крові мужність, фантазія і високі зльоти розуму, а в хлопській самі лінощі, тяжкість та горілка, розбавлена шинкарями водою (KUM)* it is derived irrational meaning “нічим не обґрунтована думка, вигадка”: ukr. *Він, звісно, все це робив глибоко підсвідомо, але його фантазія не мала меж (KUM)*. Experienced participant develops irrational image in his or her imagination that is supported by nothing. Semantic shift is realized basing on the component “localization of irrational situation” (localizer of irrational situation

is presented with deep subconsciousness in contradistinction to localizer of rational situation where “creative imagination” is concentrated in consciousness). The same semantic strategy is outlined for English and German equivalents *fantasy* and *die Fantasie*, cf.: eng. 1. Imagination unrestricted by reality (*Infants still occupy a world that is part fantasy and magic, and they readily accept the idea of talking animals and talking objects (OED)*); 2. An abnormal or bizarre sequence of mental images, as a hallucination (*Mick told me he wanted Linda to make love to me. It was his fantasy (BNC)*). Semantic shift is realized basing on the component of “localization of irrational situation” (localizer of irrational situation is presented with unreality in contradistinction to localizer of rational situation where the foreground is occupied with reality): cf.: eng. *The whole thing does seem unreal. It is so far removed, not only from my normal run of experience, but from anything I have ever done that it seems beyond the realms of reality, a fantasy production, a dream come true (BNC)*; *Most dictionaries would describe it as a 'desire or tendency to escape from reality into fantasy, and reality is certainly a key word in this definition (BNC)*; *Often people think of imagination as necessarily fantasy far removed from reality. Yet in fact imagination can be the means by which we can come to understand reality (BNC)*. In the German language semantic shift of researched unit occurs according to the principle of the same strategy, however, as it was in the English language, the component of the character of irrational situation disclosure changes – that is degree of irrational situation disclosure (situation presents some size and intensity of its disclosure), cf.: ger. “1. Fähigkeit, Gedächtnisinhalte zu neuen Vorstellungen zu verknüpfen, sich etwas in Gedanken auszumalen”: *Musik regt die Fantasie an, beflügelt die Fantasie*. 2. Produkt der Fantasie, (nicht der Wirklichkeit entsprechende) Vorstellung (*DUDEN*): *Das ist reine Fantasie; Sie können real existieren, wie der Baum vor meinem Fenster; real existiert haben, wie der Koloß von Rhodos, oder nur in unserer Fantasie existieren, wie das Einhorn; und sie können abstrakt sein, wie der Begriff “Geschwindigkeit” und die Idee “Freiheit”(DWDS)*.

1.3. Implicative strategy

Transformations realized within implicative strategy are based on the relation to different situations or relation of components of the same situation. Mentioned strategy is considered as realization of external metonymy as the shift of predicate occurs into the other contiguous situation. Herewith one situation implicates the other one.

The paper presents lexical unit *спливати* as an example of implicative strategy realized within the component “result of irrational situation disclosure”. From direct nominal meaning “виявлятися, проявлятися” (ukr. *Докори і сварки підіймали стару ворожнечу, наповерх [наверх] сплили забуті кривди й зріхи (SUM)*) it is derived irrational meaning (“виникати, поставати, уявлятися (про думку, згадку, спогад, образ, видіння і т. ін.)”, cf.: ukr. *Мимоволі сама по собі спливала іноді непрохана думка, куди ж влучить перша [куля]? В скроню? В плече? (SUM)*). As it is in the Ukrainian language, in the English and German languages semantic shift occurs within the component “result of irrational situation disclosure”, cf.: eng. *pop* “to suddenly appear, especially when not expected”: *An idea suddenly popped into his head (OED)*, ger. *kommen* “hervortreten, [bei jemandem] in Erscheinung treten”: *Die Antwort kam spontan, wie aus der Pistole geschossen (DUDEN)*. The research characterizes verbal naming units with semantic shift in the direction of “action – special action” while adjective naming units with the direction “feature – feature of the result”.

The research presents lexical equivalents *необачний* / *reckless* / *leichtsinnig* as the examples of implicative strategy realized within the component “result of irrational situation disclosure”. From irrational direct nominal meaning “який діє нерозсудливо, виявляє

необережність у своїх діях, не думає про наслідки” it is derived irrational meaning “викликаний діями нерозсудливої, необережної людини або який свідчить про чиюсь нерозсудливість, необережність”, cf.: ukr. *Як же Соня жалкувала, що зважилася на такий необачний вчинок!* (SUM). Semantic shift occurs within causative-consecutive contiguity of both situations according to the feature “result of (irrational situation) disclosure”, cf.: eng. *reckless* “characterized by or proceeding from such carelessness”: *But the horror crash happened in September last year and he was charged with causing death by reckless driving, which carries a maximum of five years’ jail* (OED), and ger. *leichtsinnig* “unvorsichtig, unbedacht, leichtfertig; unbeständig, wankelmütig”: *Ungeheuer leichtsinnig, aber letztlich erfolgreich, weil überraschend dreist, war ein Teil einer Marburger Schulklasse Ende 1984* (WB) – implication is “reckless person – reckless actions of this person”.

Implicative strategy is illustrated with an example of lexical unit *інтуїція*. From irrational meaning “здатність людини в деяких випадках несвідомо, чуттям уловлювати істину, передбачати, вгадувати що-небудь, спираючись на попередній досвід, знання й т. ін.; чуття, проникливість, здогад”: ukr. *Чи йому просто щастить, чи вміє заздалегідь виглядати добре місце, чи інтуїція в нього вже така, вироблена поколіннями сибірських мисливців, а прослизає він крізь рідкуваті чагарники узлісся зовсім непомітно – не трісне гілка й не ворухнеться листочок* (KUM) it is derived irrational one “безпосереднє збагнення, осягнення істини без допомоги досвіду й логічних умовиводів”: ukr. *До того ж, дітяче сприймання – це сприймання поетів, іноді дитина одним зблиском інтуїції схоплює саму суть, щоб потім своє відкриття зберегти надовго, надійно* (KUM). Within the component “the result of irrational situation disclosure” researched nominal unit obtains new meaning under the conditions of causative-consecutive situation (the ability to rapid omprehension basing on previous experience – immediate rapid comprehension without previous experience) in the English and German languages as well, cf.: eng. 1. The ability to know something by using your feelings rather than considering the facts: *I seem to get to the answers as much by intuition as by any special knowledge* (OED); 2. An idea or a strong feeling that something is true although you cannot explain why: *I had an intuition that something awful was about to happen* (BNC). The same semantic derivation strategy is revealed in the German language: ger. 1. Spontanes geistiges Erfassen, auf Wissen und Erfahrung beruhende plötzliche Erkenntnis (*Der Rat, seine Theorien zu prüfen, wäre für Galilei völlig wertlos gewesen, denn er stand einer verwirrenden Fülle scheinbar fataler Instanzen gegenüber, die er nicht erklären konnte, weil ihm die nötigen Kenntnisse – wenn auch nicht die nötigen Intuitionen – fehlten, und die er darum wegerklären mußte, um eine möglicherweise wertvolle Hypothese vor unzeitiger Auslöschung zu bewahren*) (DWDS); 2. Gefühlsmäßiges Erkennen des Wesens einer Sache oder eines Sachverhaltes ohne wissenschaftliche Erfahrung und logische Schlüsse: *Intuitives Einleuchten z. B. galt einst als ein höchst wichtiger Hinweis auf die Wahrheit; es verschwand aus der Methodologie genau in dem Augenblick, als die Intuition durch die Erfahrung und durch formale Erwägungen ersetzt wurde* (DWDS).

1.4. Metaphorical analogy

Metaphorical analogy occurrence is based on speculative, conceptual similarity of both situations. Metaphorical situation is presented as tracing of physical picture where immaterial objects (remarks, looks, internal state) are interpreted as analogies of physical objects that person “moves” (*Olkhovska*).

The verb *освяати* is presented as an example of metaphorical strategy realization. From direct nominal meaning “заливати, заповнювати сьйвом, світлом; освітлювати” it is derived

secondary irrational meaning “несподівано з’являтися, приходити (про думку, догадку)”, cf.: ukr. *Всіх разом осяла одна думка: чорному цареві треба до війська гарних хлопців, і ми, посланці того царя, за тим власне й приїхали у село з проклятою коробкою (KUM)*. Conceptual similarity between two meanings is based on the similarity of situations where metaphorical situation (*всіх разом осяла одна думка*) is presented as an analogy of physical situation “заповнювати щось саявом”. Irrational metaphorical meaning concerns with the analogy that uses basic idea of direct nominal meaning “ставати доступним візуальному спостереженню”. In the English language from direct nominal meaning of the verb *dawn* “(of a day) begin, come into existence” it is derived irrational meaning “become evident to the mind; be perceived or understood”: eng. *It would eventually dawn on the excited passengers that they weren’t on the road to Banna – they would soon find themselves in the bog (OED)*. The idea taken as a principle of conceptual similarity of two meanings differs in some way from the idea of metaphorical strategy in the Ukrainian language. In the English language the idea of “slow comprehension” is realized (presumption is that dawn does not come rapidly but gradually) whereas the Ukrainian language presents the idea of “rapidness, momentality”. From direct nominal meaning of German verb *aufhellen* “wieder helle machen” it is derived irrational one “figürlich, deutlich werden”: ger. *Die Motive eines Verbrechens aufhellen (DUDEN)*. Metaphorical strategy uses conceptual scheme borrowed from rational meaning basing on the analogy “restoration (lighting, bleaching) of something” – the situation obtains the features of the state of “mental lightning”. Semantic shift of verbal units occurs in the direction “action – special action” whereas for adjectives semantic shift is characterized with the direction “feature – special feature”.

An example of metaphorical strategy realization is presented with the adjective *слінуї*. From direct nominal meaning “позбавлений зору, здатності бачити” it is derived secondary irrational meaning “який не має розумних підстав (про почуття, переживання і т. ін.)”, cf.: ukr. *Найдивніше ж, що Всеволод виявився не самотній у своїй слінуї пристрасті до жінки, якої ніколи не бачив (KUM)*. Conceptual similarity between two meanings is based on the similarity of situations where metaphorical situation (*у своїй слінуї пристрасті*) is presented as an analogy to physical situation “disabled to see”. Irrational metaphorical meaning is based on the analogy that uses basic idea of direct nominal meaning “to make blind”. In the English language from direct nominal meaning of the adjective *blind* “not able to see” it is derived irrational one “(of strong feelings) seeming to be unreasonable, and accepted without question; seeming to be out of control”: eng. *It was a moment of blind panic (OED)*. In the German language from direct nominal meaning *blind* “keine Sehkraft, kein Sehvermögen besitzend; ohne Augenlicht” it is derived irrational one “ohne kritisch-selbstständiges Nachdenken, kritiklos, ohne Überlegung”: ger. *Ich machte mir heftige Vorwürfe, tadelte meine Sorglosigkeit und verurteilte auf das schärfste mein blindes Vertrauen in die Rettungssaurier (DWDS)*.

Lexical unit *магія* is an example of realization of metaphorical analogy strategy. From direct nominal meaning “сукупність прийомів та обрядів, які, за уявленням забобонних людей, мають чудодійну силу; чаклунство, чарівництво”: ukr. *Як хотіла б вона зараз стати чакункою, однією з тих, що знали, мали доступ до сил таємничих, що нібито вміли повертати надію навіть безнадійним! (KUM)* it is derived irrational “щось загадкове, незрозуміле”: *Вона ефектно вдягалася, завжди з якимсь дискретним елементом національного декору, в ній була магія владної вроди, на неї озиралися на вулиці (KUM)* basing on the component “the way of irrational situation disclosure”: mystery of person’s appearance (of unbelievable beauty) is compared with mysterious magical activity. In the English and German languages the equivalents to *магія* are *magic* and *die*

Magie. Semantic derivation of these units is realized basing on the strategy of metaphorical analogy according to the component “way of irrational situation disclosure” (mystery of a place is compared with the mystery of magical activity): cf.: eng. 1. The art that, by use of spells, supposedly invokes supernatural powers to influence events; sorcery: *Three hours of pure magic... a show not to be missed (BNC)*; 2. Any mysterious or extraordinary quality or power: *The most enchanting waters in the world – 600 miles of Corsican coastline plus the magic of the Maddalena islands and Sardinia’s sparkling Costa Smeralda (BNC)*; ger. 1. Sich geheimer od übersinnlicher Kräfte bedienende Kunst, Arkanwissenschaft: *Dabei drücken Magie und Mysteriorum die Überraschung und das Unverständnis der Physiker selbst aus, während die Membran wenigstens einen vagen Hinweis auf das gibt, worum es sich eigentlich handelt: um ein elfdimensionales Bild des Universums, in dem neben fadenförmigen Strings auch höher dimensionale Membranen, branes genannt, wie winzige Rochen durch den Raum schweben und durch Schwingungen die elementaren Teilchen erzeugen (DWDS)*; 2. Für ein geheimnisvolles Wirkvermögen von etw.: *Als Schutzraum, den es vor fremden Blicken zu bewahren gilt, um seine Magie nicht zu zerstören (DWDS)*.

Analysis and conclusions

It is established that semantic derivation of irrational vocabulary is realized within argument, componential, implicative strategies and strategy of metaphorical analogy in the Ukrainian, English and German languages. These strategies develop new meaning in researched lexical units according to a prototypical model of irrational situation that is presented with two constituents: character of irrational situation disclosure (situation is characterized with the componenets: localization, duration, dependence of occurrence, result, way and degree of disclosure) and character of participants of irrational situation (situation is defined by participants: Experiencer is a subject of irrational state, Stimulus is an object of irrational state and Representant is an incorporative participant according to the feature “form of irrational situation disclosure”).

Dynamics of semantic paradigm development of researched lexical class reveals the expanding of direct concept of prototypical irrational situation mainly under the condition of realization of implicative, componential strategies and strategy of metaphorical analogy whereas meanings created with argument strategy are represented least efficiently among the units of irrational vocabulary. The author provides the opinion that this is caused with the factor of priority of realization interconceptual (intersituational) relations in semantics of irrational vocabulary of contrasted languages.

The prospects of the following research dealing with semantic derivation strategies of irrational naming units concern with comparatively-historical and typological aspects.

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CONCEPT *GENIUS* IN ITS HISTORICAL PERSPECTIVE**Irina Kolegaeva**

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Summary

The article is dedicated to the study of the English concept *GENIUS* in the historical perspective of its formation and functioning. The work outlines the main trends in philosophical studies of this phenomenon (irrational, rational, empirical, socio-cultural); analyzes the etymology and semantics of the English lexeme which nominates the given concept; offers the algorithm of the linguistic study of the conceptual field *GENIUS*. The first known instance of the term *genius* used in the English language is as far as the times of the Roman Empire, where it referred to a male spiritual protector or a guardian spirit. It was not until the Enlightenment when the connotations of the word obtained its present meaning referring to the superior or unique abilities of an individual. The second half of the XVIII century marks a turning point in the semantics of this lexical unit. Since then, *genius* has denoted not only *a special ability*, but also *a person* who has such quality. Nowadays the word *genius* and the corresponding concept have undergone a considerable extension of their meaning as a result of being overused, denoting people who have remarkable achievements in *any* possible sphere of human activity.

Keywords: conceptual field, etymology, extension of meaning, genius, phenomenon, semantics.

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1. Introduction

The given research aims at tracing the historical development of the concept *GENIUS* by outlining the main trends in philosophical studies of this phenomenon, analyzing the etymology and semantics of the English lexeme which nominates the concept, and working out the algorithm of the linguistic study of the conceptual field *GENIUS*.

The relevance of the article is determined by the fact that the phenomenon of *genius* as the highest manifestation of intellectual or creative activity of a person-*genius* has remained beyond the linguists' attention. However, there are numerous researches dedicated to the study of its philosophical, cultural and psychological aspects (Ball, 2014; Khomchenkova, 2007; McMohan, 2013; Simonton, 2020).

In his work *"Divine fury: a history of genius"*, an acclaimed historian Darrin M. McMahon remarks that the starting point in the study of the phenomenon *genius* was in Ancient Greece: "It begins in classical Greece, when poets, philosophers, and statesmen first entertained the question of what makes the greatest men great, initiating a conversation that was continued by the Romans. What power did Socrates possess to make him the wisest of all men? What godlike force moved through Alexander or Julius Caesar as they leveled all before them? Why

was the poet Homer able to sing like no other? What special something did these great-souled men possess? What special something possessed them?" (McMohan, 2013: 12).

Ball (2014) remarks, that in historical perspective, the term *genius* is rather problematic: it has had a long history of use, and has acquired multiple meanings, describing vastly different phenomena. The first known instance of the term *genius* used in the English language is during the Roman Empire, where and when it referred to a male spiritual protector or a guardian spirit. Usually, the protection offered by a *genius* was applied to individuals, families, and physical spaces. Every person, family, city, body of water, or other important physical structure had their own *genius*. In addition, a *genius* could also refer to the "spirit of the times" or *zeitgeist*. Over time, *genius* became more intimately connected with individuals. However, it was not until the Enlightenment that the connotations of the word obtained its present implications: *genius* started referring to the superior or unique abilities of an individual. In the second half of the XVIII century there happened a turning point in the semantics of this lexical unit (Ball, 2014). Since then, *genius* has denoted not only a *special ability*, but also a *person* who has such quality. That is when there appeared numerous researches, which gave impetus to further study of this phenomenon.

2. The history of the philosophical aspect in studying the phenomenon of GENIUS

Among numerous researches dedicated to the investigation of the philosophical aspects of the given phenomenon, Khomchenkova's thesis (2007) stands out, offering a detailed and reasonable classification of main trends in *genius* study.

The first one is *irrational approach*, which emphasizes the divine nature of *genius* and is closely related to archaic and religious ideas. The irrational view of the nature of *genius* correlates with the etymology of the word *genius* and can be traced in the dynamics of interpretation of this concept in language, culture and history. In Roman mythology, *genius* was a spirit, a deity, a guardian angel, who belonged to and was worshiped by every male person throughout his life while Juno was a similar deity for a female. The views on creativity in medieval philosophy reflect the religious aura of the era, dictated by the ideology of the church. In the Middle Ages *genius* was most often identified with mental abnormalities and attributed to the intrigues of the dark forces. Therefore, geniuses were considered mentally ill, possessed by the devil, bewitched. If in the Middle Ages meticulous attention is focused mainly on religious and moral aspects, artistic and scientific creativity being of the secondary importance, the Renaissance is focused exactly on human creativity. In that era, the cult of *genius* as a creative individual arises. However, despite considerable progress in science, technology, and art, the nature of the *genius's* creativity continues being viewed irrationally. *Genius* is regarded as a free personality who seeks to occupy the position of god (Khomchenkova, 2007).

By the XIXth century, when the phenomenon of *genius* became the subject of study in various sciences (especially in psychology and genetics), a less radical idea of a *genius*, namely as the most remarkable creative *human* ability appeared. Thus, the *rational approach* was offered, within it *genius* was seen as the innate quality of a person, which stance enabled clarifying *genius* as a property of the *human mind* and made a start to study it in different directions of psychological and genetic research. This approach determined further investigations of biological (instincts, memory, genetic heredity and innate abilities in creativity) and psychological (fantasy, imagination, inspiration, and spontaneity) factors of *genius* (Khomchenkova, 2007).

The next successive trend in the study of genius is empirical approach, according to which genius is the acquired property of a person in the process of his/her development. According to Simonton (2020), empirical research on genius as eminent achievement goes back almost two centuries. The first studies established the normal “bell-shaped” curve in the statistical treatment of human behavior. Later this concept of the normal distribution was applied to the so-called “natural ability”, so that those at the upper tail of this distribution would inevitably attain distinction as either creators or leaders. Researches also argued that natural ability was in fact natural in the sense that it was strongly inherited and thus passed down through family pedigrees. Subsequent research showed that environmental factors, such as family background and education, play a major role in the emergence of genius. Basing on the above mentioned facts, Simonton concludes, that genius is both born and made (Simonton, 2020).

Rational and empirical trends mutually resulted in the new approach to the psychological study of the genius phenomenon. Definitions of genius in terms of intelligence quotient (IQ) are based on research originating in the early 1900s. In 1916 the American psychologist Lewis M. Terman set the IQ for “potential genius” at 140 and above, a level exhibited by about 1 in every 250 people. Leta Stetter Hollingworth, an American psychologist who studied the nature and nurture of genius, suggested an IQ of 180 as the threshold – a level that, at least theoretically, is exhibited by only about one in every two million people (*Genius-c*). The researches based on this definition of genius, namely, genius as a bearer of superlative IQ, are comparatively rare. According to Simonton (2020), that does not mean that investigators rarely use intelligence tests. On the contrary, those measures are among the most frequently used and best standardized instruments in psychology. The problem, rather, is that few inquiries even attempt to capture a single participant who scores at the genius level of, say, IQ 140. Consequently, investigators while adopting this definition have to use a special methodology to obtain a reasonable sample size for empirical research (Simonton, 2020).

The fourth approach to the study of genius is *socio-cultural*, which analyzes both significant and problematic interaction of a genius and society. On the one hand, genius is an innate quality, on the other – certain conditions for its formation and implementation are needed. Noteworthy, these factors are not exhaustive. The existence of genius is impossible without its recognition by the society. That makes genius predominantly a social phenomenon. The following main functions of *genius* phenomenon in the social context can be singled out, they being: educational, reformist, rebellious and prophetic (Khomchenkova, 2007).

According to McMohan (2013), the genius bridges the gap between people and the gods: “Geniuses pulled back the curtain of existence to reveal a universe that was richer, deeper, more extraordinary and terrible than previously imagined. The baffling beauty of space-time was no different in this respect from the sublime majesty of Byron’s poetry, Beethoven’s symphonies, or Poincaré’s theorems, as radiant as an Edison light bulb or the explosion of the atomic bomb. Genius was a flash of light, but its brilliance served to illuminate the dark mystery that surrounded and set it apart” (McMohan, 2013: 150).

Summing up the outline of main approaches to the study of genius, we would quote the *Encyclopædia Britannica*, a general knowledge English-language online encyclopedia: “The word *genius* is used in two closely related but somewhat different senses. In the first sense, as popularized by Terman, it refers to great intellectual ability as measured by performance on a standardized intelligence test. In the second and more popular sense, as derived from work of the 19th-century English scientist Sir Francis Galton, it designates creative ability of an exceptionally high order as demonstrated by actual achievement – always provided that such achievement is not merely of transitory value or the result of accident of birth” (*Genius-c*).

3. The etymology and semantics of the English lexeme genius

Let us, first of all, consider the motivational features of the studied concept through the analysis of the etymology of the English lexical unit *genius* which comes from Latin. No doubt, the Roman *genius*, was very far from the modern “genius,” conceived as an individual of exceptional creativity and insight (McMohan, 2013).

*“Genius (n.) late 14 c., “tutelary or moral spirit” who guides and governs an individual through life, from Latin genius “guardian deity or spirit which watches over each person from birth; spirit, incarnation; wit, talent;” also “prophetic skill; the male spirit of a gens,” originally “generative power” (or “inborn nature”), from PIE *gen(e)-yo-, from root *gene- “give birth, beget,” with derivatives referring to procreation and familial and tribal groups. Sense of “characteristic disposition” of a person is from 1580s. Meaning “person of natural intelligence or talent” and that of “exalted natural mental ability” are first recorded 1640s” (Genius-a).*

Thus, the inner form of this nomination foregrounds the irrational component of the corresponding concept.

Modern explanatory dictionaries of the English language register four sememes of the lexeme *genius* and offer the following definitions.

“Genius 1. *A good or evil spirit, or demon, supposed by the ancients to preside over a man's destiny in life; a tutelary deity; a supernatural being; a spirit, good or bad. Cf. Jinnee “The unseen genius of the wood.” We talk about the genius still, but with thought how changed! The genius of Augustus was a devotee of the demon, to be sworn by and to receive offerings on an altar as a god” (Genius-b).*

So far, the first sememe refers to the genius-spirit, that affects (for the good or bad) the destiny of a person or locality, which testifies that, the original meaning of this lexical unit, rooted in Latin, is preserved up to now.

“Genius 2. *A man endowed with uncommon vigor of mind; a man of superior intellectual faculties and creativity; Shakespeare was a rare one genius” (Genius-b).*

The second sememe indicates a person with extraordinary abilities. These abilities relate to human intelligence or his/her creativeness. Such qualifiers as *uncommon* and *superior* emphasize the uniqueness of the intellectual and creative capabilities of a person.

“Genius 3. *Distinguished mental superiority; uncommon intellectual power; especially, a superior power of invention or the generation of any kind, or of forming new combinations; as a man of genius. Genius of the highest kind implies an unusual intensity of the modifying power” (Genius-b).*

The third sememe indicates this extraordinary ability, quality of a person. Once again, such semantic components (semes) as *uncommon*, *superior* and *distinguished* emphasize the novelty of the discovery or invention made by the corresponding person.

“Genius 4. *The peculiar structure of mind with which each individual is endowed by nature; that disposition or aptitude of mind which is peculiar to each man, and which qualifies him for certain kinds of action or special success in any pursuit; special taste, inclination, or disposition; as, a genius for history, for poetry, or painting” (Genius-b).*

Finally, the last sememe denotes the natural inclination of a person to a certain type of occupation – *aptitude*, *disposition*, which is inherent in every person and is an individual feature – *peculiar to each man*.

The fourth sememe in the structure of the lexical meaning of lexeme *genius* corresponds with the ideas of McMohan (2013), who claims that we live in the age when football coaches and rock stars are frequently described as “geniuses”. The luster of the word – once reserved

for a pantheon of eminence, the truly highest of the high – has no doubt faded over time, the result of inflated claims and general overuse. The title of a BBC television documentary on the life of the Nobel Prize-winning physicist Richard Feynman sums up the situation: “*No Ordinary Genius*.”” (McMohan, 2013: 348). “Genius is seemingly everywhere today, hailed in our newspapers and glossy magazines, extolled in our television profiles and Internet chatter. Replete with publicists, hash tags, and “buzz,” genius is now consumed by a celebrity culture that draws few distinctions between a genius for fashion, a genius for business, and a genius for anything else...◇... All might have their fifteen minutes of genius. All might be geniuses now” (McMohan, 2013: 350).

Thus, we draw the conclusion that the word *genius* and the corresponding concept have undergone extension of meaning as a result of overuse, denoting people who can achieve brilliant results in fact in any sphere of human activity.

4. The algorithm of the linguistic study of the conceptual field GENIUS

Language is one of the main tools of cognition and conceptualization of the world. To examine a concept through the language is one of the most reliable ways of linguistic analysis which allows to detect its conceptual features and to work out the model of the concept. The structure of a concept is manifested through dictionary definitions of the corresponding lexical units (the name of the concept and its synonyms) and through speech contexts. The study of the verbalized concept involves: (a) defining the linguistic means that objectify it, (b) the fullest possible description of the semantics of these units and (c) modeling the meaning of the concept as a holistic mental unit marked with its national originality. The main methods employed in our conceptual analysis were: (1) componential analysis, (2) etymological analysis, (3) identification of synonyms of the lexeme which names the corresponding concept and (4) the study of ways of conceptualization as secondary reinterpretation, for example in idioms and aphorisms.

Our observations of the empirical material led us to the following hypothesis. GENIUS is a conceptual field divided into three segments, each of which is denoted by a corresponding sub-concept:

- 1) GENIUS as a *phenomenon*;
- 2) GENIUS as a *person*;
- 3) A WORK OF GENIUS as a *result* of a genius' activity.

These segments have a nuclear-peripheral structure, the analysis of which is carried out on the language and speech material, which represents both naive and scientific versions of the picture of the world. These segments are connected within the conceptual field by a cyclic connection. Cyclization of the conceptual field GENIUS occurs when a *person* (2) endowed with the *phenomenon* of genius (1) creates a certain *product* (3) (depending on the field of his activity), which is recognized as genius. Only under such conditions the *person* (creator of this product) will be nominated a *genius*.

5. Conclusion

Among main trends in the study of the phenomenon of *genius* are: *irrational approach*, which emphasizes the divine nature of *genius* and is closely related to archaic and religious ideas; *rational approach*, within which *genius* is seen as the innate quality of a person, which makes it possible to clarify genius as a property of the human mind and to study it in different directions in psychology and genetics, as well as to determine biological (instincts, memory,

genetic heredity and innate abilities to creativity) and psychological (fantasy, imagination, inspiration and spontaneity) factors of *genius*; *empirical approach*, according to which genius is the acquired property of a person in the process of his/her development; *socio-cultural approach*, which considers both significant and problematic interaction of a genius and society.

In the historical perspective, the word *genius* and the corresponding concept have undergone extension of meaning as a result of overuse, currently denoting people who can achieve good results in fact in any sphere of human activity.

The conceptual field GENIUS consisting of three segments as well as the relationship among them will be the subject of our further publications.

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THE CORRELATION BETWEEN THE CONCEPT “ENGLISHNESS” AND THE IMAGE OF AN ISLAND IN THE LITERARY WORKS OF THE FIRST HALF OF THE XXth CENTURY

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Summary

The concept “Englishness” has been outlined in a large number of literary island works. The image of an island plays the important role in English culture: in architecture we can find crannogs (artificial islands in the middle of a lake), in mythology, history of the English language the research by many specialists has shown that the name of the Isle of Man derives from Manannan, the Celtic god of the sea; in literature a lot of island works are represented. The metaphor “person-island” also figures in the island literary works of the first half of the XX century. In these literary island projections the image of an island reflects the inner world of a person who forgets or, on the contrary, reserves his English identity. The most well-known English island literary works have been examined through the correlation of the image of an island and the concept “Englishness”: “The Island Pharisees” by J. Galsworthy, “The Moon and Sixpence” by W. S. Maugham, “To the Lighthouse” by V. Woolf, “Mister Blettsworthy on Rampole Island” by H. G. Wells and “The Simpleton of the Unexpected Isles” by B. Shaw.

Keywords: ethnocultural component, the inner world of the English, isle literature, privacy, personification, interpretation.

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1. Introduction

The image of an island is known to have played an important role in works of world literature, especially English one. In the literary projections the image of an island figures as the key component, which is explained by national mentality of the English. In English island literary works there is demonstrated the concept “Englishness” which conveys the idea of confined place, angle, island, aspiration to privacy.

The aim of the article is to study literary interpretations of the concept “Englishness” in the island works of the first half of the XX century. The research is based on the most well-known island works of this period: “The Island Pharisees” (1904) by J. Galsworthy, “The Moon and Sixpence” (1919) by W. S. Maugham, “To the Lighthouse” (1927) by V. Woolf, “Mister Blettsworthy on Rampole Island” (1928) by H. G. Wells and “The Simpleton of the Unexpected Isles” (1934) by B. Shaw.

Topicality is determined by a large number of English literary works, focusing of literary studies on the problem of ethnocultural mentality and its role in development of literary process.

Scientific novelty implies correlation of the concept “Englishness” with the image of an island. This research is the first attempt to examine the concept “Englishness” in the island literary works of the first half of the XX century.

Methods of research. The island literary works by J. Galsworthy, J. Conrad, W. S. Maugham, V. Woolf and H. G. Wells are studied by means of polycritical approach which includes cultural, psychological and concept methods. Cultural method contributes to examine

influence of the epoch and culture on island literary works by writers. Psychological method assesses the link between psychological processes as an author as a reader and poetics of a literary work. Concept method outlines the specificity of the concept "Englishness" in island literary projections.

2. Approaches to the concept "Englishness"

The concept "Englishness", its correlation with the concept "Britishness", whether they are synonyms or not at all: these questions are a matter of discussion not only in England but in all countries among people involved in study of English literature or culture. After analysis of scientific works, political discussion, literary works one can draw a conclusion that there can be outlined two approaches: identification of "Englishness" and "Britishness" and negation of similarity between these phenomena.

According to representatives of the first approach (*K. Robbins, 1995; N. I. Kostina and D. M. Kostina, 2014*) "Englishness" and "Britishness" can be described as an essential component of British culture including territorial, economical and political affiliation, common history, culture, customs \ traditions, traits of a character: "Traditionally, British national identity was intrinsically linked with the supposed superiority of Britain's political institutions and the spread of the British Empire. By forging the British nation in opposition to others and otherness, it was possible to unite the disparate classes and nations of Britain around the cultural of its dominant nation, England. This of course reflected the fact that it was the English who had the highest stake in the venture. To have celebrated their own English identity, as the creators and directors of Great Britain, would have been impolite in the extreme" (*K. Robbins, 1995: 249–250*).

The representatives of the second approach to concepts "Britishness" and "Englishness" (*J. Denham, P. Kingsnorth*) consider them as different concepts. *J. Denham*, professor at the University of Winchester, giving the characterization of "Britishness" and "Englishness", thinks that one of the differences between English and British identifiers is their openness to non-English identities. (*J. Denham, 10*).

P. Kingsnorth, an English writer and thinker, finds out Englishness as the most appropriate word for definition of English identity without racial motives: "This who would seek to divide us along racial or ethnic lines need to firmly and loudly resisted" (*P. Kingsnorth, 12*).

If Englishness is nationalism in a positive sense of this word without racial or ethnic concepts, Britishness is chauvinism with the idea of national superiority.

All the above mentioned leads to the conclusion that Englishness implies typical features \ particularities of England, its culture, some traits of an English character, the worldview of the English, their value guidelines in the point of the English and in viewpoint of others (non-the English).

It is worth focusing on the fact that not any English island literary work is surely to connect with the concept "Englishness". For example, *J. Conrad* and his literary island novels "An Outcast of the Islands", "Freya of the Seven Isles", "Victory" with the main character, Heyst, by nickname "a captive of the islands". In spite of the fact that the image of an island sets a considerable function in island literary works by *J. Conrad*, the concept "Englishness" does not have a matter of importance in his works. It can be given various explanations to this fact but there are two unquestionable things: *J. Conrad* was not an Englishman by national origin and he was not brought up in spirit of English culture from his childhood. He learnt the English language and literature, he admired English culture. However there was no any noticeable scenes in his works where English identity would have outlined.

One more important thing is that there are a few characters by J. Conrad who are the English (Jasper from "Freya of the Seven Isles"). Conrad's characters are mainly representatives of various nationalities: Willems is a Dutchman ("An Outcast of the Islands"), Heyst is a Swede ("Victory"), Freya and her father are Danes ("Freya of the Seven Isles"), Ricardo and Jones are Latin Americans.

3. Representation of the concept "Englishness" in the novel "The Island Pharisees" by J. Galsworthy

J. Galsworthy demonstrates the phenomenon of aspiration of the English to privacy, conservatism, "closeness" to others (non-the English and representatives of lower classes): "Everything seemed divided into classes, carefully docketed and valued. For instance, a Briton was of more value than a man, and wives than women" (*J. Galsworthy, "The Island Pharisees", 2007: 229*). Snobbery in social, political and even in private life, negation of possibility of having the own viewpoint causes irritation of Shelton, the main character from "The island Pharisees". To belong to higher English class means to have the same opinions, tastes, judgments. Final breaking the link between higher class and Shelton occurs when higher society demands the same "closeness" to non-the English and lower class from the main character. In addition representatives of jet set dictate as an obligatory condition not to have a private \ personal judgment, especially moral one: "To show sign of private moral judgment was to have lost your soul and, worse, to be a bit of an outsider" (*J. Galsworthy, "The Island Pharisees", 2007: 228*). To break this sacral rule (not to have own opinion) means to leave a manour-house Holm Oaks, personification of higher society.

It is worth focusing on the fact that Shelton formulates his private judgment to the contrary conservative viewpoints of the Dennant family and traditional English viewpoint of a gentleman. According to Shelton, a gentleman is a man of being able to sympathize, not a person of noble origin with aristocratic manners.

One should outline a common feature in the Dennant family and Shelton's viewpoint of a gentleman. This common feature is considered to be an English national one. In addition this feature has been studied by G. Gatchev, a Russian philosopher. G. Gatchev has examined English mentality. He emphasizes that a gentleman in English culture is not only a noble person but personality, so called a self-made man (a term by G. Gatchev). In English mentality a gentleman is a person-island with tendency to remote life in his house considered as his own universe, microcosm. By means of such viewpoint of a gentleman the widespread credo "my home is my castle" is represented. This credo outlines aspiration of the English to keep their conservative values (the Dennant family) or, on the contrary, to create other, even different ones becoming a person-island, a self-made man who not only denies everything but proposes a certain positive programme due to which he depends on himself not on other people (Shelton).

4. The specificity of the concept "Englishness" in the novel "The Moon and Sixpence" by W. S. Maugham

This island literary work represents two modifications of the island image. Due to interaction of different cultures, mentalities, topical problems are raised: the problem of personal freedom, the question of "openness" and "closeness" of cultures. The image of an island outlines not only a problem of a creative person freedom, but the problem of intercultural interaction.

The problem of interaction of two cultures exists as a result of social, psychological, communicative guidelines, different viewpoints of morality and behavior of a person. In the novel "The Moon and Sixpence" the problem of communication of European and Polynesian cultures does not depend on their different particularities. However communicative process can be productive when one participant of communication does not require from another one to share, to have the same its traditions, principles of morality, customs; there is no obligatory condition for any culture to confess that some culture has superiority over others. The representatives of Polynesian culture (Tiare, Ata, Dr. Coutras and his wife) are ready for communicative process. The Polynesian are friendly to Strickland and his weird manners. Inhabitants of the tropical island are open-minded people because they belong to different cultures: "Here, on this remote island, he seemed to have aroused none of the detestation with which he was regarded at home <...> To these people, native and European, he was a queer fish, and they took him for granted; the world was full of odd persons, who did odd things; and perhaps they knew that a man is not what he wants to be, but what he must be. In England and France he was the square peg in the round hole, but here the holes were any sort of shape; and no sort of peg was quite amiss" (*W. S. Maugham, "The Moon and Sixpence", 2008: 278*).

The image of insular England is characterized by its closeness. It is not Englishness but Britishness in the proper sense of a word. The English are represented as conservative people who take everybody non-common, even a man of genius for a suspect person, their works of art for suspect things. Mrs. Strickland and her children, the representatives of British culture, demonstrate a sort of national superiority when it comes to Tahiti and its inhabitants. Captain Nichols is one more character who admires England, feels as a representative of the nation which is better than other ones: "He frequently declared that England was the finest country in the world, sir, and he felt a lively superiority over Americans, Colonials, Dagos, Dutchmen, and Kanakas" (*W. S. Maugham, "The Moon and Sixpence", 2008: 230*).

5. The literary projection of the concept "Englishness" in the novel "To the Lighthouse" by V. Woolf

One of the famous literary island works by V. Woolf is "To the Lighthouse" in which two islands are represented: the Isle of Skye and the Hebrides. The Hebrides, this island personifies previous life (before travelling to the Isle of Skye) and "old" relationship between Mr. Ramsay and his children based on hatred and fear. At the beginning of the voyage the main aim of Cam and James towards their father was "to fight tyranny to the death". However at the end of travelling such attitude changes. Children could see not a despot with unquestioning orders but their father, a simple, a common responsible person who wants to protect them: "<...> he was shabby, and simple, eating bread and cheese, and yet he was leading them on a great expedition where, for all she knew, they would be drowned" (*V. Woolf, 9*). The Hebrides which Cam is watching during the travelling disappears gradually like her negative attitude to Mr. Ramsay. The Isle of Skye with the lighthouse symbolizes new relationship between the Ramsay family based on love, comprehension, tenderness.

The concept "Englishness" is outlined not due to declarations about "great England" (Nichols from "The Moon and Sixpence" by W. S. Maugham, Blettsworthy from "Mister Blettsworthy on Rampole Island" by H. G. Wells, Iddy from "The Simpleton of Unexpected Isles" by B. Shaw). The stream of consciousness used by V. Woolf in her novels shows that a person thinks as an Englishman on conscious and unconscious levels. Throughout the novel,

regardless how long an action lasts characters recite poetry or prose by English poets, novelists or playwrights: W. Cowper, A. Tennyson, W. Scott, W. Shakespeare, lines from English fairy tales. During the travelling to the lighthouse Mr. Ramsay and his children in the spirit recite most often poetry by W. Cowper.

Mr. Ramsay's children were given nicknames after English kings and queens: "<...> the six children whom used to call after the kings and queens of England – the Red, the Fair, the Wicked, the Ruthless..." (*V. Woolf, 9*). One of the Ramsay's family guest by name William Bankes also calls their children in the same manner: "He called them privately after the kings and queens of England: Cam the Wicked, James the Ruthless, Andrew the Just, Prue the Fair – for Prue would have beauty <...> and Andrew brains" (*V. Woolf, 9*).

Before travelling to the lighthouse Mr. Ramsay and his children had hardly not quarreled. The reason was Mr. Ramsay's order to go to the lighthouse. This scene reminded Lily Briscoe of an English tragedy: "And it struck her, this was tragedy – not palls, dust, and the shroud; but children coerced, their spirits subdued" (*V. Woolf, 9*). And then about Mr. Ramsay: "He looked like a king in exile" (*V. Woolf, 9*).

The stream of consciousness technique, which represents not only the backbone of thoughts and perceptions of characters but the mixture of citations of poetry by English poets, is the means of outlining the importance of the concept "Englishness", the considerable significance to think and to feel as an Englishman.

6. The correlation between the concept "Englishness" and the image of an island in the "Mister Blettsworthy on Rampole Island" by H. G. Wells

In the context "person-island" H. G. Wells raises the problem of freedom in the novel "Mister Blettsworthy on Rampole Island". Mister Blettsworthy is raving and thinking that he is a victim of a shipwreck. He was captured by savages after his surviving. He was not eaten by savages due to being considered as an insane man. First a character feels a hostile attitude but then he was claimed as a sacred person due to his delirium. All insane people have been confessed as sacred people a long time ago. A. van Gennep, a French ethnographer, the author of the work "The Rites of Passage", outlines that attitude of savages to strangers can be quite different: from hate and murder of a stranger to confession of a stranger as a sacred creature with magic power (*A. van Gennep, 1999: 29–30*) like in case of Blettsworthy. The main character got a new status: the Sacred Lunatic. Blettsworthy is honored by savages as an insane dreamer who speaks on the behalf of the Great goddess.

On Rampole island savages have a lot of taboo, tribe bans, prohibitions. Mister Blettsworthy finds out that there are a large number of classifications, metaphors, symbolic words used instead of real names of things or people: "The real name of everyone was consealed. You used honorifics and spoke it the third person. It was forbidden even to use the names of many things" (*H. G. Wells, 11*). Rampole island savages are cannibals, they eat tribesmen who made ritual misdemeanours: for example, one confused complicated rites. However it was forbidden to say "human flesh". There was used the metaphor "the Gift of the Friend". And instead of "murder" or "punishment by a blow on the head", when it comes to homicide of a tribesman, there can be found the metaphor "Reproof".

Blettsworthy's the most important winning is freedom. It means that the character has the right to give expression to his feelings, to formulate his opinion and thoughts according to his willingness, not due to tough and complicated ritual classification. Mister Blettsworthy's thoughts are considered delirium by savages. It saves his life.

However, Blettsworthy's freedom has a dialectical sort. On the one hand, nothing stops Blettsworthy breaking primitive laws by islanders. On the other hand, this freedom leads to inner isolation. Blettsworthy suffers from loneliness on Rampole island. It is impossible to find something in common with wild cruel savages. Blettsworthy's inhabitation on Rampole island ends when he faints in the dark cave and recovers himself in New-York. Blettsworthy gets to know that he was raving about five years. The description of Blettsworthy's life after recovering himself takes only few pages to demonstrate the ability of overcoming inner fear, especially fear of formulating opinion of his own. H. G. Wells outlines Blettsworthy's aspiration to coming back to Rampole island. The character participates in World War I and loses his leg. After passing the horrors of war Blettsworthy is convinced that a civilized world is not quite different from primitive Rampole island: "And I realized more than ever I had done, that Rampole island had indeed spread out and swallowed all the world. I hadn't a word to say for civilization in the face of that self-satisfied flow of homicidal knowingness" (*H. G. Wells, 11*).

At the same time, in spite of disappointment, Blettsworthy confesses achievements of English culture. As an example, he gives a positive sketch of Victorian liberalism. On Rampole island the main character has possibility of taking a look at his culture from a side, to be a "stranger" to compare English culture with Rampole one. Blettsworthy idealizes social and political institutions of England consciously when he is praising his country in the dialogue with islanders: "I gave a sketch of democratic institutions and of the services rendered by the press. I contrasted our kindly constitutional monarchy with the superstitious cultivation of a breed of inferior animals, and our popular church, comprehensive enough to embrace almost every type of belief, with the bloodstained ritualism of the goddess. My vision of Oxford became like a picture of Athens painted by a Victorian artist" (*H. G. Wells, 11*). Blettsworthy knows very well disadvantages of his country in political and cultural life. But England is *his* country therefore political life and culture of England are the best for Blettsworthy. Inhabitation on Rampole island is also the way of testing English identity, "Englishness" of Blettsworthy whether he is able to feel and to think as an Englishman in the scope of different culture.

7. Peculiarities of the concept "Englishness" in the island work "The Simpleton of Unexpected Isles" by B. Shaw

In the play "The Simpleton of Unexpected Isles" by B. Shaw the concept "Englishness" is represented in the context of a problem of civilization. The metaphor "unexpected isles" is used for definition of any civilization. The British Empire is also "unexpected isles" where a great chaos rules on the territories which had been considered as absolutely stable in economical and political sphere. The image of an island outlines a vain life of many Englishmen. Characters by B. Shaw are perfect physically. However the author avoids giving individual features to characters except Pra and Prola (founders of a new civilization), Iddy. Hyering and Sir Farwaters with their wives are described as aesthetes interested in enjoying life and perfect physical appearance. Maya, Vashti. Janga and Kanchin are demonstrated as abstract beautiful idols guided by illogical instincts in life, they have never been taught to think, they have no moral principles, feeling of conscience or mercy: "Kanchin. Let us die for something!" or "Maya. We have no minds. \ Vashti. We have imagination" (*B. Shaw, 8*).

In this play B. Shaw denies the possibility of creating in future beautiful but narrow-minded civilization in archaic origins when a person has not learnt to think and evaluate his actions. Such trials lead to anticivilization, a primitive community in which illogical instincts

will be only taken into consideration. The positive idea of a man of future is represented in Iddy, the only character who realizes his English identity. According to simpleton Iddy (the diminutive for "idiot"), all trials to create a new civilization without realizing oneself the Englishman will fail. All characters are laughing and mocking at Iddy, offending and even beating him.

However at the same time B. Shaw emphasizes that Iddy is the personification of life wisdom, common principles of morality. The wide lawn in a front of a stately house where Iddy enjoys teaching other characters symbolizes deepness of his thought. Englishness is only characteristic feature of Iddy who misses England and everything associated with his country: "England that is me: I that am England! Damn and blast all these tropical paradises: I am an English clergyman; and my place is in England! Floreat Etona! Back to England and all that England means to an Englishman!" (B. Shaw, 8).

The image of a tropical island is defined as "unexpected", i.e. step by step a reader finds out new characteristics of an island which are not expected to see: at the beginning of the play the island is the symbol of death (officials committed to suicide), then the island personifies development of a new civilization, and, at last, its decline. The image of the island is connected with the concept "Englishness": there is no any possibility of creating something new, beautiful and stable if one forgets or denies his identity (English in the play).

8. Conclusions

The tendency uniting the studied island literary works is in the fact that the island image gradually loses the features of a real place and it is perceived by characters as fantasy, illusion, dream, even delirium (B. Shaw, H. G. Wells, V. Woolf). Such a perception is typical for the first half of the XXth century when a person tried to escape from reality to the world of fantasy in order to create a new reality (the imaginary Rampole island, the Unexpected Isles).

The image of an island in the studied English literary works is personification of the specific inner world of an Englishman, which is represented in the aspiration to isolation, privacy, the widespread credo "my home is my castle". Even when the remote island is left, characters keep feeling lonely, undergoing spiritual isolation leading to depression. The island is the symbolic image of a complex inner process demonstrating an attempt of a person to realize himself.

The concept "Englishness" has different interpretations in the studied English literary works. The image of an island created by J. Galsworthy and W. S. Maugham exposes island snobbery of the English and their tendency to conservatism: in the "The Island Pharisees" by J. Galsworthy Holm Oaks is metaphorical personification of snobbery of the English. The name "The Island Pharisees" by J. Galsworthy describes not only geographical position of the country but also narrow-minded civilized England with its "island" prejudice. The island in the novel by J. Galsworthy reflects confined views of the English. In the novel "The Moon and Sixpence" by W. S. Maugham opposition of two islands: Tahiti, tolerant to all nationalities, and England with contempt to non-English.

The description of an island as an illusion when a person can not escape from loneliness (H. G. Wells) or an island as a place for setting a problem of island snobbery (B. Shaw, W. S. Maugham, J. Galsworthy) is the specific feature of the image of an island in the first half of the XX century. The image of an island correlates closely with the concept "Englishness" because an island is considered as the place of testing English identity (B. Shaw, H. G. Wells, V. Woolf) or working out interpretation of the concept "Englishness" of his own (J. Galsworthy).

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EXPRESSING ATTITUDE IN ENGLISH AND UKRAINIAN ECONOMIC MEDIA DISCOURSE

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Summary

This paper studies linguistic devices used by the authors of English and Ukrainian economic media texts to reveal their opinion and give attitudinal assessment to the state of affairs in the sphere of economy. It is well-known that the main function of mass media is to communicate different viewpoints, but the ways and linguistic devices used to this purpose can significantly differ depending on the target audience. Business and economic journalism is quite young in Ukraine, and the recipients are not as demanding as the readers in English-speaking countries. Thus, there exist certain differences in presenting economic data and news in the compared languages. The research is based on the corpus of 50 articles from *The Economist*, *Business Week* and *The Guardian* in English and *Interfax-Ukraine*, *NV (Novoe vremya)*, *Obozrevatel* and *Unian* in Ukrainian, where economic implications of the coronavirus pandemic are described. It is proved that expressing attitude is inevitably connected with the pragmatic aim to influence the reader's perception of economic news and coax them to the author's point of view.

Keywords: economic discourse, expressive means, communicating opinion, attitudinal assessment, figurative language.

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Introduction

In modern world where money makes the things go round the demand for business and financial journalism has risen dramatically. It can be explained by the growing role of the Internet in spreading the information. Its all-encompassing nature makes it a powerful means of influence and persuasion that facilitates the tasks of key players in economic development which consist in shaping the reality, directing economic policy, changing recipients' convictions, and creating a fertile ground for economic prosperity. Thus, the tone of media texts describing and analyzing economic situations, news, and phenomena is far from being impartial. However, the author's opinion is rarely given explicitly with the aim to direct the reader's thoughts and create desired attitudes.

This paper represents a contrastive study of linguistic devices used by the authors of English and Ukrainian economic media texts to express their opinion and give attitudinal assessment to the state of affairs in the sphere of economy. Undoubtedly, the verbalization of the author's opinion differs depending on the target groups, in our study these are audiences belonging to different cultures. The research is based on the corpus of 50 articles from *The Economist*, *Business Week* and *The Guardian* in English and *Interfax-Ukraine*, *NV (Novoe vremya)*, *Obozrevatel* and *Unian* in Ukrainian, where economic implications of the coronavirus pandemic are described. All the articles were published over the span of five months (*March – July, 2020*).

The research is underpinned by discourse studies (*Dijk, 1998, Shevchenko & Morozova, 2003*) and works on categorization and evaluation (*Prikhodko, 2012*). In this paper we adhere to the idea expressed by T. van Dijk (1998), that ideologies are reproduced in discourse. That is why we use discourse analysis to determine the implied meanings which stand behind attitudinal markers. In our paper the articles selected from Ukrainian and English online magazines are subjected to content analysis, during which media texts are analyzed and the representations of the author's attitude in the two languages are found and compared. Finally, some tentative conclusions on the use of the means of attitudinal assessment in English and Ukrainian economic media discourse are offered.

Economic Media Discourse

According to the definition of I. S. Shevchenko and Ye. I. Morozova (2003):

Discourse is an integral phenomenon, a cognitive-communicative activity which takes place in a broader socio-cultural context; it is a unity of the process and the result which embraces extralingual as well as lingual aspects; the latter includes the text, the presupposition and the context (pragmatic, social, and cognitive), that dictate the choice of language means (*Shevchenko & Morozova, 2003: 38*).

This definition reflects a versatile nature of such a broad notion as discourse and enables to look into linguistic features of the text taking into account the conditions of its creation and perception, as well as the participants, their roles in communication, their intentions, background knowledge etc.

It should be noted that linguists have not come to an agreement concerning discourse typology, but taking into account the definition mentioned above it is obvious that economic discourse can be considered a separate type. The socio-cultural context for this type of discourse embraces all the communication in economic sphere, it includes negotiations with business partners, interaction within companies, addressing public through various media, sharing knowledge with students, specialists and non-specialists who are interested in economic phenomena and so on. The result of such communication is the text whose peculiarities and set of language means depend on the situation and the target recipient.

Economic media discourse represents only one type of economic discourse which, in its turn, includes also academic, popular-scientific, reference, and didactic types (*Lut, 2014*). Texts belonging to economic media discourse are represented by accessible articles describing real-world situations which are intended for the general but educated public. They, as stated by O.G. Petushinskaya (*Petushinskaya: 148*), usually cover various topics from economic issues of everyday people's lives to problems concerning companies and economies on national and international levels. The reader gets the idea of the problem in question from the beginning, as the authors state them in the titles or subtitles:

(1) *Gold price hits record high amid fears over coronavirus crisis (The Guardian, Jul. 27, 2020).*

(2) *UK working mothers are 'sacrificial lambs' in coronavirus childcare crisis (The Guardian, Jul. 24, 2020).*

(3) *A shift from paper to virtual cash will empower central banks (The Economist, Jul. 25, 2020).*

The language of such articles is versatile and serves to reach two main objectives of media texts: to give information and to exert influence. The former is achieved by the use of neutral and bookish words, namely, terminology which can be followed by explanation if the notion is new or specific and might be unknown to the recipients:

(4) *Making assumptions about the “haircuts” (losses on government bonds across Europe), Mediobanca estimates €81bn could be knocked off banks' capital, 9% of the sector, in 2012 (The Guardian, Jul. 15, 2011).*

The latter is achieved by the use of expressive means and stylistic devices which become noticeable on the background of the neutral language. Since the apparition of works by P. Kitcher (1995), D. Locke (1992), W.J. Samuels (1990), S. Toulmin (1995), D. McCloskey (1994; 1998) and others the new perception of economic texts has been formed – they are now considered not only as being scientific, but also as aiming to facilitate understanding and to communicate attitudinal assessment. Economic media discourse is the most expressive of all the types of economic discourse as it is intended to attract and hold the reader's attention.

Means of expressing opinion and attitude

The research showed that the authors of economic texts use various devices to share their opinion on economic issues. They can achieve it explicitly by means of modal words (verbs and adverbs), simile, hyperbole, attitudinal adjectives or idioms. Quite often explicit means are accompanied with implicit ones: metonymies, metaphors, allusions, emphatic constructions, rhetoric questions etc.

Let us consider some excerpts that illustrate the use of attitudinal markers.

Modal verbs not only show the author's opinion, but also can urge some reaction, as in (5):

(5) *There is plenty to do, but we **have to** do it fast (The Guardian, Apr 19, 2020).* Next excerpt shows a hedging device that lets the author soften the utterance while stating their attitude to the information provided:

(6) *The chart aims to control all the other variables that **might** have affected returns (Bloomberg, Jul 29, 2020).*

In this example the author uses hedging in order not to take responsibility for the statement.

(7) *The World Bank **must** also decide how much weight to give each item.*

In (7) the author implies that the problem is to be solved by the World Bank, thus, the recipients do not need to find the answer themselves.

Modal verbs in Ukrainian (*має, повинен, може etc*) convey meanings similar to those in English:

(8) *...влада **повинна** аналізувати і думати наперед (NV, May 15, 2020).*

Pragmatic function of modal adverbs (*amazingly, apparently, certainly, likely, perhaps, presumably, probably, surprisingly, undoubtedly, unmistakably etc*) is to predetermine the reader's perception by giving an explicit attitude to what is described.

(9) *Now, **unmistakably**, there's a feeling that “things will never be the same after it's over” and “we can't go back to all that” (The Guardian, Apr 19, 2020).*

Attitudinal adjectives are ample both in English and Ukrainian economic media texts:

(10) *It has led to a **desperate** scramble to enact policies that only a few months ago were either unimaginable or heretical (The Economist, Jul 23, 2020)*

(11) *The final feature is **the most important**: low inflation (The Economist, Jul 23, 2020).*

(12) *The inverse correlation is **stunning** (Bloomberg, Jul 29, 2020).*

Below there is an example from Ukrainian media text:

(13) ***Цікаві** зміни відбулися в парі євро – швейцарський франк (NV, Jul 21, 2020).*

In order to achieve the desired result, the authors often use the combination (convergence) of expressive means that are dedicated to one idea. In the article *After the crisis, a new*

world won't emerge as if by magic. We will have to fight for it the author shares his attitude to the lockdown. He creates the extended metaphor of sleep which is supported by means of a simile and an idiom (14-16):

(14) *These lockdown weeks are more like induced sleep* (The Guardian, Apr 19, 2020).

This example of a simile reveals the author's perception of the activity happening during the quarantine. It is described as a slow-motion picture, where people are not completely aware of the events, they get snippets of information from radio, television and newspapers.

(15) *For most people, life is on hold* (The Guardian, Apr 19, 2020).

The idiom on hold vividly illustrates the author's view on the situation.

(16) *In the first place, emerging from isolation – waking up – must be handled carefully* (The Guardian, Apr 19, 2020).

This sentence adds up to the whole picture of a sleepy place with the help of a metaphor: *waking up* means getting back to normal lives after the quarantine rules are lifted.

Idioms can also be found in Ukrainian media texts:

(17) *Близьконульові ставки податку кануть в Лету* (NV, Jul 21, 2020).

(18) *Вона показала, що в умовах кризи центральна влада вмиває руки і пасує проблему на низи – там розберуться* (NV, May 15, 2020).

The authors can also use emphatic constructions with *do* (*does*) that emphasize certain ideas:

(19) *And here one comparison with wartime does work* (The Guardian, Apr 19, 2020).

In Ukrainian corpus we have found examples with lexical substitution of such a syntactic construction. As the language does not possess similar emphatic structures, it offers lexical markers instead: *дійсно, звісно* (*indeed*), *справді* (*really*):

(20) *Україна справді знаходиться у складній ситуації* (Obozrevatel, Mar 30, 2020).

(21) *Звісно, деякі бізнеси зараз виграють* (Obozrevatel, Mar 30, 2020).

Rhetoric questions are supposed to evoke thoughts but they can also implicitly communicate the author's attitude driving the recipient's attention in a certain direction:

(22) *But who will do the politics of "never again" when we open our eyes?* (The Guardian, Apr 19, 2020).

In this example the author implies that there are no volunteers to implement the ideas that emerged during the period of isolation and austerity.

(23) *And a dose of moderate inflation? Why not?* (The Guardian, Apr 19, 2020).

Here rhetorical questions also serve to convey irony.

Metaphors are really numerous in economic texts. The most widespread ones are those represented by transposition from medical, military, and sport spheres (Lut, 2014):

(24) *First of all, the more a stock was held by institutions (shown on the horizontal axis in this chart), then the more it fell during the "fever" sell-off period from Feb. 24 to March 20* (Bloomberg, Jul 29, 2020).

The conceptual metaphor *fever* vividly describes the economic situation of a certain period and sums it up as abnormal, nervous, and frantic.

(25) *... even Russia also have growing armies of retail investors* (Bloomberg, Jul 29, 2020).

It is clear that the number of investors has already been huge and it is still growing.

The authors sometimes use allusions to economize lexical means and to give a better description of the phenomenon, situation, or a person:

(26) *Given what happened in the second quarter, we can assume this worked out better for the merry men* (Bloomberg, Jul 29, 2020).

In (26) the phrase *the merry men* is used to refer to the representatives of Robinhood discount brokerage members. On the other hand, it is a facetious name for a group of followers or assistants that reminds the readers of Robin Hood's fellows. In such a way the author implicitly compares the actions of brokerage members and those of the group of outlaws, showing them as reckless.

(27) *Summertime, and the Trading's Not Easy....* (Bloomberg, Jul 29, 2020).

The well-known song *Summertime* creates the feeling of tranquility and safety, though this transformed allusive subtitle leads the recipients to the opposite conclusion.

As is seen from the examples, allusions and metaphors are called to appeal to the background knowledge of the recipients. They might facilitate understanding, evoke necessary emotions, and help express more ideas with less words.

Communicating attitude in Ukrainian and English media texts

Our research has discovered significant differences in presenting the news concerning the economic crisis caused by the coronavirus outbreak and the quarantine. Ukrainian media tend to be objective and quite often appeal to expert opinions, so the majority of articles quote statements of the economists, governors, public authorities etc., merely transmitting the facts without giving their own interpretation of the state of affairs.

The only magazine that offers analytical content and gives opinions of various specialists in the sphere of economy is *NV* (both in online and printed versions). The website provides articles that cover current events both in Ukraine and abroad together with the author's point of view, that is a peculiar characteristic of English media texts. The probable cause for the presentation of bare facts without any analysis or assessment in the majority of Ukrainian magazines and newspapers is that the tradition of business and economic journalism on the territory of former Soviet republics has not been formed yet. As for *NV*, their policy is to establish relations between the authorities, politicians, companies' representatives etc. and the recipients. To that end, analysts, top experts of economic institutions, financiers, business representatives, and journalists writing analytical articles for *NV* tend to express their own point of view both explicitly and implicitly, and to provoke critical thinking.

English economic media texts are characterized by a more figurative language, the authors do not hesitate to make use of similes and metaphors, which are quite often extended ones and spread all over the text. While Ukrainian articles show a smaller amount of imagery.

If to consider semantic level, then the nouns containing specific attitudinal meanings are equally used in both languages (*disaster, shock, danger etc.*). Idioms and allusions are more numerous in English articles, though they are also used by Ukrainian authors. Such devices as modal verbs and adverbs, attitudinal adjectives, rhetoric questions are almost equally represented in both corpora.

Conclusions

Our corpus-based analysis revealed that attitudinal markers are used in economic media discourse not only to show the author's opinion, but also to exert some influence on the reader's perception of economic situation and guide their thoughts in a certain direction. English texts are crammed with figurative language and means of expressing attitude, that is explained by a longer tradition of creating media content in the sphere of economy and orientation at the reader. Ukrainian mass media tend to follow the lead of their foreign counterparts, but the

majority of paper and online magazines and newspapers still chose to appeal to the authoritative opinion and only sum up what is said or written by experts.

Expressive means used to communicate the author's attitude are represented differently in the compared languages, as they are aimed at different target audiences. However, some linguistic devices can be met in both corpora. It proves that Ukrainian media strive to achieve the same level of proficiency in presenting economic data as English media already demonstrate.

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ERSCHEINUNGSFORMEN DES MEHRWERTS VON PHRASEOLOGISMEN IN DEUTSCHEN WERBETEXTEN

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Zusammenfassung

Der Artikel ist der Untersuchung des semantischen Mehrwerts der Phraseologismen, den Besonderheiten seines Ausdrucks in den festen Wortkomplexen verschiedener Art gewidmet, die den Werbetexten deutschsprachiger Zeitschriften "Der Spiegel", "Psychologie Heute", "Schöner wohnen" und "Brigitte" entnommen wurden. Als Ergebnis der Analyse von 654 stehenden Redewendungen, die in 313 Werbetexten enthalten sind, wurden drei Gruppen von Phraseologismen entsprechend den Besonderheiten ihrer phraseologischen Bedeutung ausgesondert, die konnotativ gewissermaßen besonders geladen sind und sich nach der Meinung der deutschen Linguisten durch einen semantischen Mehrwert auszeichnen, den die ukrainischen Sprachwissenschaftler einen besonderen Zusatz nennen. Am deutlichsten kommt der Mehrwert bei den Phraseologismen mit idiomatischer, d. h. völlig umgedeuteter Bedeutung, etwas schwächer – bei den phraseologischen Einheiten mit idiophraseomatischer, d. h. teilweise umgedeuteter Bedeutung zum Ausdruck. Vom Mehrwert der stehenden Redewendungen mit phraseomatischer, d. h. verstärkter, aber nicht umgedeuteter Bedeutung, zeugen ihre Verbundenheit mit Schriftsprache und Funktionalstil sowie ihre Eigenschaft, das sinnwichtige Wort durch verstärkte Betonung auszusondern. Im Artikel werden die wichtigsten Möglichkeiten des Ausdrucks vom Mehrwert der Phraseologismen im Werbetext analysiert: übertragene Bedeutung der Redewendungen, Ungewöhnlichkeit der Situation, in die sie vom Autor eingebettet werden, unerwarteter Gebrauch der Phraseologismen in ihrer freien Bedeutung, Einsatz von Sprichwörtern, Zitaten aus bekannten literarischen Werken, Kinderreimen, geflügelten Worten, Kommentieren des Phraseologismus des Titels im Text der Werbung u. Ä. Besonders beeindrucken den Rezipienten modifizierte phraseologische Einheiten verschiedenen Charakters: Erweiterung und Reduktion des Ausdrucks, Substitution, Kontamination sowie Veränderung der grammatischen Struktur. Ein spezifisches Mittel der deutschen Sprache ist die Erweiterung des Ausdrucks durch Bildung von Zusammensetzungen. Die lexikalische Ausfüllung der Werbetexte zeugt von ständiger Aufmerksamkeit der Textautoren zum Rezipienten, von Berücksichtigung seiner Interessen und seines Niveaus.

Schlüsselwörter: phraseologische Bedeutung, phraseomatische Bedeutung, idiophraseomatische Bedeutung, idiomatische Bedeutung, Expressivität, Intensivität, Modifikation.

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1. Einleitung

Die aktuellen phraseologischen Untersuchungen sind eng mit Problemen der Semantik und des Funktionierens von emotionsgeladenen Spracheinheiten im Text verbunden (*V. Shakhovskiy, 2008*). Die vorliegende wissenschaftliche Abhandlung gehört auch zu Untersuchungen, die mit der Feststellung von Mechanismen des Ausdrucks von Emotionen mit Mitteln der Phraseologie zusammenhängen. Bei der Analyse der Wortbedeutung betrachten

die heutigen Linguisten das Denotat als Entsprechung des Bezeichneten, das Signifikat als Begriffskern der Bedeutung und das Konnotat als Zusatzkomponente, die gegenständlich-logischen Gehalt der lexikalischen Einheit durch ein Bündel der subjektiven Merkmale von Emotionalität, Expressivität, funktional-stilistischer Färbung ergänzt, die durch Merkmale von sozialen, ideologischen, kulturellen und situativen Aspekten der Kommunikation bedingt sind (*O. Selivanova, 2010: 114, 281, 645*).

Die heutigen Linguisten vertreten die Meinung, dass Phraseologismen und Wörter viele gemeinsame Züge haben, dass ihre Bedeutungen miteinander korrelieren, was ihnen die Möglichkeit gibt, syntaktische Verbindungen miteinander einzugehen (*Y. Baran, 2008: 82; L. Avksentiev, 1988: 23*). Dabei fallen die semantischen Strukturen der Wörter und die semantischen Strukturen der Phraseologismen, die zu der gleichen lexikalisch-grammatischen Kategorie gehören, niemals völlig zusammen (*A. Kunin, 1996: 35*). Der ukrainische Linguist V. Uzhchenko präzisiert diesen Gedanken, indem er darauf hinweist, dass zu einer phraseologischen Wendung noch etwas "über dem Wort", "mehr als das Wort", irgendein "Zusatz" gehört. Er meint, dass die Bedeutung eines Phraseologismus komplizierter ist als die eines Wortes, die "den Kern des einheitlichen Begriffs nur äußerst knapp wiedergibt" (*V. Uzhchenko, 1988: 8*). Der deutsche Sprachwissenschaftler P. Kühn vertritt die Meinung, dass Phraseologismen pragmatisch "besonders geladen" sind und sich durch einen semantischen Mehrwert auszeichnen. Sie treten im Satz als semantisch hochgradig komplexe, kompakte sprachliche Zeichen auf (*P. Kühn, 1994: 420*). Eine ähnliche Meinung äußert auch der deutsche Linguist H. Burger, der vom konnotativen Mehrwert der Phraseologismen spricht, indem er auf ihre Expressivität hinweist, die verschiedene Aspekte erfasst (*H. Burger, 2010: 81*). Von einem solchen Mehrwert der festen Wortkomplexe zeugt auch die Tatsache, dass ihr Ersatz durch nichtphraseologische Synonyme zum Verlust an Anschaulichkeit, Bildlichkeit und Expressivität führt. Den Phraseologismen ist ein "semantisches Element der Intensität" eigen (*W. Fleischer, 1982: 221, 205*). Beim Einsatz in der Werbung erscheint uns diese Eigenschaft der festen Wortkomplexe besonders wichtig. Die Verfasser der Werbetexte versuchen "auf engstem sprachlichem Raum dem Hörer bzw. Leser ein Produkt so umfassend und anschaulich wie möglich zu präsentieren; die positive Einstellung des Werbeproduzenten seiner Ware gegenüber soll mit der Hilfe von Phraseologismen sprachökonomisch gerafft auf den potentiellen Käufer übertragen werden" (*D. Drumm, 2004: 109*).

Im Hinblick darauf, dass der Werbetext auf eine bestimmte Weise den Rezipienten beeinflussen und überzeugen soll, halten wir es für wichtig, die möglichen Arten dieses Einflusses zu untersuchen, darunter auch durch die Erforschung der Einwirkung verschiedener Erscheinungsformen des Mehrwerts. Dementsprechend besteht das Ziel des Artikels im Herausfinden der Mittel und Möglichkeiten des Ausdrucks vom Mehrwert in festen Wortkomplexen verschiedener Typen, die in der deutschsprachigen Anzeigenwerbung vorkommen. Zur Verwirklichung dieses Ziels führt die Erfüllung von folgenden Aufgaben: die Aussonderung der einzelnen Gruppen von Phraseologismen des Untersuchungscorps und ihre Analyse auf die pragmatischen Besonderheiten.

Die Besonderheiten der Thematik erfordern den Einsatz verschiedener Forschungsmethoden. Unter den Methoden, die für unsere Untersuchung relevant erscheinen, sind vor allem die von A. Kunin vorgeschlagene phraseologische Identifikation und phraseologische Beschreibung zu nennen, die zur Aussonderung der einzelnen Forschungsgruppen von Phraseologismen und Feststellung ihrer Besonderheiten verhelfen. Die Methode der phraseologischen Analyse ermöglicht die Präzisierung von Details dieser Charakteristik. Von Bedeutung ist auch die Benutzung der von I. Arnold vorgeschlagenen Komponentenanalyse auf Grund der Wörterbuchdefinitionen.

2. Semantischer Mehrwert von Phraseologismen mit idiomatischer und idiophraseomatischer Bedeutung

Im Rahmen der vorliegenden wissenschaftlichen Abhandlung wurden 654 stehende Redewendungen analysiert, die 313 Werbetexten aus den deutschsprachigen Zeitschriften „Der Spiegel“, „Psychologie Heute“, „Schöner wohnen“ und „Brigitte“ entnommen wurden. Die analysierten Phraseologismen wurden in drei Gruppen entsprechend den Besonderheiten ihrer phraseologischen Bedeutung geteilt: stehende Redewendungen mit phraseomatischer, d. h. verstärkter, aber nicht umgedeuteter Bedeutung (210 Einheiten), stehende Redewendungen mit idiophraseomatischer, d. h. zum Teil mit verstärkter und zum Teil mit umgedeuteter Bedeutung (384 Einheiten) und stehende Redewendungen mit idiomatischer d. h. völlig umgedeuteter Bedeutung (60 Einheiten).

Am deutlichsten kommt der Mehrwert von Phraseologismen der letzten Gruppe zum Ausdruck, etwas schwächer – der vorletzten. Die Umdeutung dieser Phraseologismen kann durch den Vergleich mit ihren Prototypen mit dem gleichen lexikalischen Bestand oder mit der direkten Bedeutung der Komponenten aufgedeckt werden (A. Kunin, 1996: 142).

In der Werbung für den Film „Die Wunderübung“ (*Psychologie Heute*, Februar 2019: 91) steht: *Wir sehen, wie sich die Partner anzicken, wir fühlen mit und, ja, wir amüsieren uns über die Gemeinheiten, die sie sich an den Kopf werfen*. In seiner direkten Bedeutung würden wir den unterstrichenen Ausdruck als „j-m einen Gegenstand an den Kopf werfen“ verstehen, in diesem Werbetext aber geht es um die umgangssprachliche phraseologische Bedeutung: „j-m etw. Negatives direkt, unverblümt sagen“. Beide Ausdrücke verbindet semantisch die Vorstellung von etwas, was einem äußerst unangenehm ist. Der Phraseologismus zeichnet sich dabei durch eine besondere semantische Intensivität aus.

Nur der Charakter der Situation gibt dem Leser die Möglichkeit, die Phraseologismen zu verstehen, die in dem folgenden Werbetext vorkommen:

Lesen macht gesund

Die Ärztin, Poesietherapeutin und Professorin für Journalistik Silke Heimes schöpft für ihr Buch aus Befragungen von Menschen verschiedener Berufe zu ihren Lektüreerlebnissen und zeigt dabei die vielen Funktionen des Lesens: Bücher können beruhigen und trösten, sie können uns einen Spiegel vorhalten und uns motivieren, Veränderungen in Angriff zu nehmen (*Psychologie Heute*, April 2018: 84). Beide unterstrichenen Ausdrücke intensivieren die Aussage. Der erste deutet darauf an, dass man die Mängel seines eigenen Charakters oder seines eigenen Verhaltens erkennen soll, um sie zu bekämpfen oder (noch besser) zu beseitigen. Der zweite Ausdruck *in Angriff nehmen* „mit etwas entschlossen beginnen“ hebt den aktiven Charakter der Handlung hervor.

Es sei betont, dass bei der Textproduktion der Faktor des Rezipienten eine überaus wichtige Rolle spielt. Dieser Faktor bedingt die Wahl der Sprachmittel. Abhängig von Alter, Geschlecht, Bildungsniveau, Beschäftigung und Interessen des Adressaten kann derselbe Inhalt auf unterschiedliche Weise modifiziert werden (I. Kitajgorodova, 2015: 41). Aus diesem Grunde bemühen sich die Autoren der Werbetexte darum, nur die idiomatischen Ausdrücke zu benutzen, die nach ihrer Meinung dem jeweiligen Adressaten verständlich sein können, ganz besonders beim Gebrauch von geflügelten Worten, Zitaten aus Werken berühmter Autoren, von Kinderreimen und Kinderspielen sowie Sprichwörtern.

So wird das Biobrot, welches die modernen Leute zur gesunden Ernährung zählen, im Werbetext unter dem Titel *Du bist, was du isst!* (*Brigitte*, 2018, Nr. 2: 105) popularisiert. Das Sprichwort fällt durch seine übertragene Bedeutung, Expressivität und seinen scherzhaften Ton auf.

Der Bibelausdruck *Arche Noah* ist allgemein bekannt. Aber der Verfasser setzt ihn überraschend in einem Werbetext ein (*Gesund leben*, 2015, Nr. 2: 90), der verschiedenartige Balkonpflanzen empfiehlt, die den Menschen mit Vitaminen versorgen, und erregt dadurch das Interesse des Rezipienten.

In einer unerwarteten Umgebung werden auch die dem Adressaten seit seinen Schuljahren bekannten Zeilen *Kennst du das Land, wo die Zitronen blühn?* (*Brigitte*, 2017, Nr. 9) gebraucht. Es wird nämlich nicht für eine Reise geworben, wie man denken könnte, sondern für ein Buch ("Das kleine Buch der Zitronenpflanzen"). Der Überraschungseffekt kann seine Wirkung auf den Leser nicht verfehlen.

Die Werbung des deutschen Sozialdienstes (*Schöner wohnen*, Oktober 2018: 198) fordert die Mitbürger auf, an die Kinder zu denken, die ihrer Hilfe bedürfen, und benutzt dabei ein scherzhaftes Lied, das auf den ersten Blick zu dieser Situation gar nicht passt, aber vielleicht gerade dadurch die Aufmerksamkeit des Rezipienten erregt:

<i>Wir haben Hunger, Hunger, Hunger;</i>	<i>Wo bleibt das Essen, Essen, Essen,</i>
<i>haben Hunger, Hunger, Hunger;</i>	<i>bleibt das Essen, Essen, Essen,</i>
<i>haben Hunger, Hunger, Hunger;</i>	<i>bleibt das Essen, Essen, Essen,</i>
<i>haben Durst.</i>	<i>Bleibt die Wurst?</i>

3. Semantische Veränderungen der Phraseologismen im Werbetext

Von den Werbetexten werden die Phraseologismen Veränderungen verschiedener Art unterworfen, darunter semantischen Veränderungen, die als Resultat des Zusammenwirkens mit dem Text auftreten.

Es kommt vor, dass ein stehender Wortkomplex seinen phraseologischen Charakter verliert und als eine freie Wortverbindung fungiert. So lesen wir im Werbetext *Strickplaner* (*Brigitte*, 2019, Nr. 2: 14): Den Faden nicht verlieren: *Der Strickplaner sorgt dafür, dass Projekte kein Ideenknäuel bleiben, sondern strukturiert werden – mit Einkaufslisten, Maßen, Inspiration, Fortschritten*. Der unterstrichene Phraseologismus ist allen in dem Zusammenhang "den Faden des Gesprächs (nicht) verlieren" in seiner übertragenen Bedeutung bekannt. Hier aber gewinnt er seine direkte Bedeutung zurück und zieht dadurch die Aufmerksamkeit des Lesers auf sich.

In anderen Fällen kommentieren die Autoren einen im Titel oder am Anfang des Textes gebrauchten Phraseologismus in den weiteren Sätzen und lenken dadurch die Aufmerksamkeit des Lesers auf den schon (manchmal nicht deutlich genug) geäußerten Gedanken, wie es im folgenden Werbetext der Fall ist: *Schlicht und zeitlos sieht sie aus – doch sie hat es in sich: mit dem neuen Access Gate lassen sich auch Smartphone oder Tablet in die Türkommunikationsanlage von Elcom einbinden. Praktisch, um dem Paketboten aus der Ferne zu sagen, wo er seine Fracht ablegen soll* (*Schöner wohnen*, Juli 2018: 93). Der unterstrichene Phraseologismus klingt nicht ganz deutlich, der Leser versteht nur, dass es sich um eine neue technische Vorrichtung handelt, die dem Verbraucher etwas Besonderes bietet. Die Vorteile von Access Gate werden erst später erklärt.

In einer inhaltlich fremden Umgebung können die phraseologischen Wortkomplexe neue Bedeutungen oder neue Bedeutungsschattierungen bekommen, wie in der Werbung für Kneipp Wirkduschen:

Immer der Nase nach!

Wie unser Tag startet, können wir morgens unter der Dusche beeinflussen. Denn das neue Aroma-Trio von Kneipp gibt uns ein gutes Gefühl (*Brigitte*, 2019, Nr. 13: 33).

Der Titel kann irreführen, denn der Phraseologismus *der Nase nach* ist dem Rezipienten in der Bedeutung "geradeaus" bekannt und hat scheinbar nichts mit der Dusche gemein, die im Werbetext erwähnt wird. Nur das Wort *Aroma* gibt dem Leser zu verstehen, dass *die Nase* hier als Geruchsorgan zu verstehen ist. Das Sem "Richtung" wird durch das Sem "Geruch" ersetzt, was die appellative Funktion des Ausdrucks bedeutend verstärkt.

Der Phraseologismus *gut in Form sein* gilt in gewöhnlichen Lebenssituationen den Menschen, meistens den Sportlern, die entsprechende körperliche Verfassung erreicht haben, um an einem wichtigen Wettkampf teilzunehmen. Aber in *Brigitte Balance Konzept* (Brigitte, 2019, Nr. 3: 119) heißt es: *Ist dein Leben gut in Form?* Der unterstrichene Phraseologismus geht also eine syntaktische Verbindung mit dem abstrakten Substantiv *Leben* ein, was die Aufmerksamkeit des Lesers aktiviert.

Manche gut bekannte feste Wortkomplexe, die in eine spezifische Umgebung geraten, rufen ein Lächeln des Lesers hervor, wovon die Werbung für heiße Suppen in einer kalten Winterperiode zeugt: *Das schönste Warm-up für einen kalten Winter: Suppen und Eintöpfe, die einen glücklich machen! Heiß geliebte Suppen und Eintöpfe* (Brigitte, 2019, Nr. 5: 187). Der Adressat versteht den Doppelsinn des Phraseologismus, den der Inhalt des Textes bewirkt. *Heiß* gehört zum Bestand des unterstrichenen Ausdrucks, kann aber auch mit *Suppen und Eintöpfen* in Verbindung gebracht werden, die man sehr gerne beim kalten Wetter isst. Das Sprachspiel macht den Ausdruck besonders auffällig.

Eine besonders starke Wirkung üben auf den Rezipienten Paradoxe aus, was wir an folgendem Text erleben können: *Ihre Nase wird Augen machen! Jetzt neu. Raumdüfte von Kneipp. Kneipp wirkt natürlich. Schon gewusst: Natürliche ätherische Öle beeinflussen aktiv unser Wohlbefinden* (Schöner wohnen, Juli 2018: 125). Mit kurzen expressiven Sätzen versucht der Werbetexter die Raumdüfte der Firma Kneipp zu popularisieren, die unser Geruchssinn als angenehm empfindet (im Text wird unser Geruchsorgan *die Nase* erwähnt). Die erwartete fröhliche Verwunderung des Verbrauchers drückt der Autor mit Hilfe des paradoxen Ausdrucks *ihre Nase wird Augen machen* aus, der gewöhnlich einem Menschen gilt und nicht einem seiner Organe.

4. Die Erscheinungsformen von strukturell-semanticen Modifikationen der Phraseologismen

Die strukturell-semantic Transformation der Phraseologismen, die ein wichtiges Mittel der emotionalen Einwirkung auf den Rezipienten darstellt, entsteht aufgrund der Veränderung der Struktur des Phraseologismus. Als meistverbreitete Erscheinungsform dieser Transformation, die in den untersuchten Werbetexten beobachtet wird, tritt die Erweiterung des festen Wortkomplexes durch Präposition, Postposition oder Interposition auf. Die "Erweiterungswörter" gehen semantische und syntaktische Verbindungen mit den Bestandteilen des Phraseologismus ein, was Veränderungen in der Semantik des festen Wortkomplexes hervorruft und eine bestimmte Spannung schafft, die auf den Adressaten wesentlich einwirkt.

Der Verfasser des weiter zitierten Werbetextes stellt den Unterschied zwischen der ehemaligen und der heutigen Mode auf folgende Weise dar: *Einfacher geht Mode nicht – reingeschlüpft, zugeknöpft, gut angezogen! Von ihrem Vorfahren, dem Blaumann, haben diese femininen Teile rein gar nichts mehr* (Brigitte, 2019, Nr. 7: 47). Der Ausdruck *gar nichts* erhielt zwei Erweiterungswörter, die die Einwirkung des Phraseologismus bedeutend verstärken, das eine vorne und das andere – in der Postposition.

In einer anderen Werbung steht in der Postposition ein ganzer Satz, der die Struktur des benutzten Sprichwortes gekürzt wiederholt: *Kleider machen Leute, und Fassaden Häuser*

(*Schöner wohnen, Mai 2019: 135*). So will der Werbetexter den Adressaten überzeugen, dass der Hausbesitzer auf die Fassade seines Hauses ganz besonders achten soll.

Die Erweiterung des Phraseologismus in der Interposition beobachten wir in einem der Sätze der Werbung *Zu Besuch bei Marie Montaud: Die Schmuckdesignerin hat ein gutes Händchen für Kleinode: Mitten in Paris verwandelte sie eine ehemalige Fabrik im Hinterhof in ein stilvolles Zuhause* (*Schöner wohnen, Mai 2019: 14*). Eigentlich heißt der Phraseologismus *ein Händchen haben* "im Umgang mit etwas sehr geschickt sein, das richtige Gefühl für etwas haben". Obwohl der Autor den Ausdruck durch das neutrale Adjektiv *gut* erweitert, wird die ohnedies emotionsgeladene Bedeutung des Ausdrucks noch etwas verstärkt und somit auch das Interesse des Lesers für Kleinode der erfolgreichen Pariser Schmuckdesignerin Marie Montaud.

Eine Besonderheit der deutschen Sprache ist die Erweiterung der Phraseologismen durch Bildung von Zusammensetzungen: *in Form sein* > *in Topform sein*, *zum Verkauf anbieten* > *zum Weiterverkauf anbieten*, *einen Erfolg landen* > *einen Überraschungserfolg landen* u. Ä. Durch diese Art Erweiterung wird die Bedeutung der Redewendungen präzisiert oder mit Emotionen geladen.

Mit großem Effekt wird in Werbetexten auch die Substitution eingesetzt, d. h. der Ersatz einer Komponente des festen Wortkomplexes durch ein funktional ähnliches Wort wie im Titel des Werbetextes *Die Kundin ist König* (Brigitte, 2016, Nr. 9: 22). Es geht um die Modifikation des bekannten Phraseologismus *Der Kunde ist König*, der die fürsorgliche Bedienung der Kunden propagiert. Der Ersatz des männlichen Substantivs durch das weibliche klingt wie eine Aufforderung, bei der Beseitigung der technischen Probleme den Kundinnen gegenüber besonders aufmerksam und zuvorkommend zu sein. Der Ersatz verengt die Bedeutung der Aussage, verstärkt aber ihre Emotionalität.

Die Werbetexter greifen auch gern zur Reduktion der Aussage, d. h. zur Auslassung eines Bestandteils oder einiger Bestandteile des Phraseologismus bei der Beibehaltung seiner Kernkomponenten, was dem Wortkomplex eine besondere Ausdruckskraft verleiht. Ein krasses Beispiel dafür ist der Name, den ein Weinbauer einer seiner Weinsorten, einem recht billigen ökologischen Schaumwein gegeben hat: *Perlen vor die Säue* (Brigitte, 2018, Nr. 9: 18). Der Verbraucher kann diesen Namen als Andeutung darauf verstehen, dass nicht alle Kunden dermaßen kompetent sind, dass sie imstande sind, die Vorteile des angebotenen Produkts verstehen zu können. Die Ironie des Produzenten trägt zum schnellen Absatz des Weines bei. Umso mehr als im Text dieser Werbung ein weiterer modifizierter Phraseologismus steht: *Schwein gehabt!* Dieser hebt hervor, dass sich der Kunde beim Kauf nicht geirrt hat, der Wein ist dessen wert, gekauft zu werden. In dem letzten Ausdruck liegt auch eine Modifikation vor, sie hat aber grammatischen Charakter und zeigt die Vollendung der Handlung.

Etwas seltener bedienen sich die Verfasser der Werbetexte der Kontamination, wobei sie zwei oder mehr Phraseologismen syntaktisch und semantisch miteinander verbinden wie in der folgenden Werbung für eine kleine Tischlampe: *Auf kleinem Fuß, aber mit hellem Köpfchen lebt es sich nicht schlecht* (*Schöner wohnen, Mai 2016*). *Auf kleinem Fuß* ist ein Gegenteil des Ausdrucks *auf großem Fuß leben* "aufwendig leben" und klingt bezogen auf einen Menschen ironisch. *Heller Kopf* (*helles Köpfchen*) kann einerseits als Bezeichnung einer brennenden Tischlampe aufgefasst werden und andererseits als Lob an die Adresse des Besitzers der Wohnung, in der die Lampe steht. Dem Leser fällt die Zweideutigkeit der genannten Kontamination auf. Sie sollte eigentlich nur der Lampe gelten, kann aber auch auf ihren Besitzer bezogen werden (darauf weist das Verb *lebt sich* hin), der wahrscheinlich nicht auf den Reichtum hält, aber eine schöne Lampe besitzt. Das Sprachspiel dieses Textes kann seine Wirkung auf den Leser nicht verfehlen.

Der nächste Werbetext wirkt auf den Leser durch seine Expressivität ein, die infolge der Verletzung der syntaktischen Struktur des Satzes entstanden ist. Es geht um Designerin W. Westwood: *Die britische Designerin ist die politischste Modemacherin der Welt – und das macht sie in diesen Zeiten so wichtig wie nie. Grenzen? Kennt ihr Engagement nicht. Und erst recht kein Nein!* (Brigitte, 2019, Nr. 2: 30). Der Phraseologismus *keine Grenzen kennen* verändert seine Struktur: das Substantiv bildet einen Fragesatz. Das Verb und die Negation *nicht* antworten auf die gestellte Frage. Dabei wird die Negation *kein* durch die Negation *nicht* ersetzt, weil sie in der neuen Konstruktion nicht zum Substantiv, sondern zum Verb gehört. Die im Text akkumulierten Veränderungen verleihen ihm eine besondere Ausdruckskraft.

Ein seltenes, aber recht wirksames Mittel der Einwirkung auf den Rezipienten ist die Benutzung der Struktur eines bekannten Wortkomplexes bei der Veränderung seiner lexikalischen Ausfüllung, wie es in der Werbung für eine dem schöpferischen Schaffen gewidmeten Zeitschrift der Fall ist: *Auch die großen Genies fangen klein an. Aus Pablo wird Picasso* (Brigitte, 2019, Nr. 4: 152). Der unterstrichene Satz hat die Struktur des geflügelten Wortes *aus Saulus ein Paulus werden* „aus einem Gegner einer Sache zu deren eifrigem Befürworter werden“ beibehalten sowie das Kernsem seiner Bedeutung „die Verwandlung einer Person“, in unserem Fall ihre schöpferische Entwicklung. Der Name des berühmten Malers ruft beim Leser den Wunsch hervor, die Zeitschrift zu kaufen oder zu abonnieren.

5. Besonderheiten des Mehrwerts der festen Wortkomplexe mit phraseomatischer Bedeutung

Hinsichtlich der festen Wortkomplexe mit phraseomatischer Bedeutung kommt die Frage auf, ob ihnen überhaupt der Mehrwert eigen ist. Ihre Bedeutungsstruktur ist nämlich nur etwas komplizierter als die der einfachen Wörter, aber nicht übertragen (A. Kunin, 1996: 141). Zahlmäßig bilden sie mit 210 Einheiten eine recht umfangreiche Gruppe. Zum großen Teil sind es Wortkomplexe, die aus einem Substantiv bestehen, das als Bedeutungsträger auftritt, und einem Verb, das bei diesem Substantiv eine formale Funktion erfüllt. Viele Ausdrücke dieser Art kann man durch ein Verb ersetzen: *in Kontakt kommen* – kontaktieren, *zur Ruhe kommen* – sich beruhigen, *zum Ausdruck bringen* – ausdrücken, *Notizen machen* – notieren, *Auftritt haben* – auftreten, *in Gebrauch sein* – gebraucht werden. Andere haben keine verbalen Entsprechungen: *in Harmonie leben*, *Lust haben*, *Laune machen*, *Tipps geben*, *das Leben gestalten*, *ins Gespräch kommen* u. a. m.

Solche Ausdrücke zeichnen sich dadurch aus, dass sie auf die Angehörigkeit des Textes der Schriftsprache und auf den Funktionalstil hinweisen, wovon die unten angegebenen Beispiele zeugen.

Der Verfasser des nächsten Werbetextes empfiehlt seinen Rezipienten die Teilnahme an dem Kongress *Kairos*, der im April 2018 stattfinden sollte, indem er schreibt: *Dieser Kongress ist eine besondere Zeitqualität voller Möglichkeiten, in der Menschen die Gelegenheit haben, das Leben zu gestalten* (Psychologie Heute, 2018, Nr. 4: 105). Beide unterstrichenen festen Wortkomplexe gehören zur Schriftsprache und werden oft in der Presse eingesetzt.

In Werbetexten verschiedener Zeitschriften finden wir Sätze wie: *Spitziges Gelb, saftiges Orange und Limonegrün haben im Sommer ihren Auftritt; Alltagsgegenstände sind ständig in Gebrauch; Psychologen, Ärzte, Ernährungsberater können über ihre Zusatzfunktion mit ihren Patienten in Kontakt treten*. In allen unterstrichenen Ausdrücken tragen die Substantive starke Betonung, wodurch die Intention des Autors hervorgehoben wird. Der Ersatz der Redewendung durch das synonymische Verb schwächt die Betonung ab und verwischt den Sinn der Aussage.

6. Schlussfolgerungen und Ausblick

Aus dem Gesagten lässt sich Folgendes schließen:

Die Aufgabe der Werbung besteht darin, durch relativ kurze Texte dem Empfänger die angebotenen Produkte möglichst überzeugend zu präsentieren, um ihn zur Handlung zu provozieren. Als Mittel, den potentiellen Kunden auf diese Produkte aufmerksam zu machen, eignen sich wohl am besten die festen Wortkomplexe, die sich durch ihre semantische Auffälligkeit auszeichnen.

Die Untersuchung hat gezeigt, dass allen Phraseologismen des Forschungskorps der semantische Mehrwert eigen ist, der sie konnotativ von ihren nichtphraseologischen Entsprechungen unterscheidet und in den einzelnen ausgesonderten Gruppen unterschiedlich zum Ausdruck kommt.

Besonders auffällig sind die festen Wortkomplexe mit idiomatischer Bedeutung. Ihren semantischen Mehrwert kann die übertragene Bedeutung bedeutend verstärken, die nicht selten vom Charakter der vom Autor geschaffenen Situation abhängig ist.

Eine überaus wichtige Erscheinungsform des semantischen Mehrwerts in Werbetexten ist der Einsatz von Sprichwörtern, geflügelten Worten, Zitaten aus bekannten Werken, Kinderspielen, Kinderreimen u. Ä. Sie gehören zum sprachfixierten Erfahrungsschatz der Sprachgemeinschaft und fallen durch ihre übertragene Bedeutung, ihre Expressivität und Intensivität sowie durch ihren scherzhaften Ton auf.

Eine überaus wichtige Rolle bei der Schaffung des semantischen Mehrwerts spielt die Modifikation des Phraseologismus, die in Erweiterung oder Reduktion des Ausdrucks, Substitution, Kontamination oder Verletzung der grammatischen Struktur des Phraseologismus besteht.

Dem Adressaten fallen auch der Gebrauch von Phraseologismen in ihrer freien Bedeutung, ihre Realisierung in einer scheinbar unpassenden Umgebung, das Kommentieren der im Titel gebrauchten stehenden Redewendung im Text auf.

Die Untersuchung von Wendungen mit phraseomatischer Bedeutung zeigt, dass zu ihrer phraseologischen Bedeutung auch ein semantischer Mehrwert gehört, der aber anders zum Ausdruck kommt. Zu den Besonderheiten dieser Ausdrücke gehören ihre deutlich ausgeprägte funktional-stilistische Angehörigkeit und ihre Fähigkeit, das sinnwichtige Wort mit Hilfe der Betonung hervorzuheben. Solcher Art Wortkomplexe können nur mit Hilfe der Erweiterung des Ausdrucks modifiziert werden, was die Aussage deutlich intensivieren kann.

Wir halten es für wichtig, bei den weiteren Recherchen stilistische Besonderheiten der Phraseologismen mit idiomatischer und fraseoidiomatischer Bedeutung zu untersuchen.

Da die festen Wortkomplexe ihre volle kommunikative Wirkung durch die Einbettung in den Text erzielen, wo sie bestimmte Funktionen übernehmen und zum Ausbau des Textes beitragen, scheint es uns auch wichtig, die textbildenden Potenzen der Phraseologismen in Werbetexten zu erforschen.

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LITERARY EDUCATION: NEW HORIZONS IN THE UNIVERSITY'S COMPETITION FOR ELITISM AND ELITENESS

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Summary

The new tendencies of cognition and comprehension of the essence of the University are caused by one of the metaphors – ‘tectonic displacements’ – which is perhaps the best evidence of the process of qualitative transformation in the content and form of the university science and education. In today's dynamic world, too rapid and outwardly chaotic changes are taking place, new horizons are being defined in the understanding and perception of the University as a medium of storage and preservation of culture, outlook, self-identification, as a space for the development of intellectual and spiritual reflexions and the birth of new ideas and thoughts.

It is known that the twentieth century has emerged in the history of scientific progress as an era of competition between elitist and elite education. At the same time, the search for harmony between the fundamental, constant and historically changing principles in the organization of educational system has led to the fact that the 21st century becomes dominated by the eliteness of the university context.

The discourse of the University is expanding with thoughts and enriched with ideas at each new turn of the ‘polaroid lens’. Obviously, one should focus on the aspect of creating or affirming the ‘eliteness’ of education (higher education). It is important to determine what this strategy achieves. However, the first question to answer is as follows: is it a systemic strategy, or just a separate step to elaborate a post-globalized world with the kaleidoscopic impression(s) of knowledge against in-depth, fundamental knowledge as a concept of self-awareness and self-assertion of a personality? Hence, the problem of identity and self-identity is foregrounded, because it is necessary to determine what education (in particular, higher education) is in the modern world. Is it a cultural civilization phenomenon or a specialized pragmatic project?

Since the founding of the University as an educational institution and until now, the philosophical component is one of the important segments of its activity. In today's context of growth of interpersonal connections and expansion and complexity of humanitarian knowledge, a word acquires a special role. The synergy of communication, driven by increasingly complex relationships between a man and technology, intensifies the need for communication, motivates the need to build cognitive chains in order to find the psychological, emotional, intellectual balance of the individual in the incredibly fast-paced everyday life. In this context, one should dwell on literature as one of the most ancient civilization phenomena.

Fiction becomes a necessary spiritual and emotional context for the post-globalized society. Thanks to literature, the assessment and rethinking of the acquired knowledge is performed, new ideas are created and elaborated. The role of fiction is extremely important for the activation of psycho-physiological processes, for the formation and development of skills of imaginative, associative and perspective thinking, for the affirmation of meta-skills of personal self-realization. Therefore, the problems of literary education in the discourse of the University are of particular relevance.

Keywords: the idea of the University, eliteness, elitism, literary education, universalization of meanings, ontological space

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At the end of the second decade of the 21st century, the discourse of the University becomes increasingly relevant – as an idea about knowledge, its creation, augmentation, dissemination, preservation, etc. The institutional and academic space is filled with a sense of changes, an understanding of their need and timeliness. ‘Tectonic shifts’ constitute a metaphor, providing the best evidence for the process of qualitative transformation in the content and form of university science and education. The dynamic world, in which there are too rapid and outwardly chaotic changes, delineates new horizons in understanding and perception of the University as a medium for storing and preserving culture, outlook, self-identification, as a space for the development of intellectual and spiritual thoughts and the birth of new ideas. The world, focused on pragmatic and attainable goals, needs a new understanding of the status and purpose of the University. It is not by chance that the notions of elitism and eliteness are differentiated in the discourse of the modern University, and the knowledge paradigm in the aura of ontological universalism competes with pragmatism and the need for a quick and effective result in the development of the priorities in the university philosophy and structure. José Ortega y Gasset shrewdly remarked that: “It was necessary to wait for the beginning of the twentieth century to see an incredible performance – a performance of specific ignorance and aggressive stupidity, when a person, knowing a lot in one subject, has no idea about all others” (*Ideia uniwersytetu. Antologia, 2002*). This metaphorical description of a kind of cognitive paradox in the first half of the twentieth century characterizes the immediate aftermath of the Third Industrial Revolution. Nowadays, the surplus socio-economic dynamics testifies to the effects and consequences of the Fourth Industrial Revolution, a fact, which has already been recognized and declared. The new quality of human-technology relationships directly influences the configuration of the idea of the University, its fundamental principles, not only the formatting of the content of education, but also the key aspects of involving an individual in a holistic and self-sufficient subculture – the University.

The 20th century emerged in the history of scientific progress as an era of competition between elitist and elite education. The search for harmony between the fundamental, constant and historically changing principles in the organization of educational system has led to the fact that the 21st century becomes dominated by the eliteness of the university context. In particular, S. Kurbatov points out that “the prestige of Harvard or Yale, Oxford or Princeton, Berkeley or Sorbonne always meant a certain significant investment in a young man's future career and involvement in the social environment of the «masters» of life” (*Kurbatov, 2008*). Observations in recent years (approximately after 2010) indicate that the fundamental interdependence of academic status and practical life implementation of the individual no longer dominates in defining the close or more distant plans for self-fulfillment.

One of the important segments of the University's life since its establishment as an educational institution is its philological component. In today's context of growth of interpersonal connections and expansion and complexity of humanitarian knowledge, a word acquires a special role. The synergy of communication, driven by increasingly complex relationships between a man and technology, intensifies the need for communication, motivates the need to build cognitive chains in order to find the psychological, emotional, intellectual balance of the individual in the incredibly fast-paced everyday life. In this context, one should dwell on literature as one of the most ancient civilization phenomena. Fiction becomes a necessary spiritual and emotional context for the post-globalized society. Thanks to literature, the assessment and rethinking of the acquired knowledge is performed, new ideas are created and elaborated. The role of fiction is extremely important for the activation of psycho-physiological processes, for the

formation and development of skills of imaginative, associative and perspective thinking, for the affirmation of meta-skills of personal self-fulfillment.

The fact of the performed Fourth Industrial Revolution must become a text, a context and a background for us. Recognizing and accepting the coexistence of man and technology as a crucial fact, we model a paradigm of humanitarian knowledge that does not imply uniformity or completeness, and does not seek unambiguous answers to explicit and possible questions. In particular, in the field of literary education, the coexistence of natural intelligence with various forms of artificially created mind can have a single trajectory of solution: understanding, harmonization, mutual non-combat. The success or at least the effectiveness of the fourth industrial revolution can only be guaranteed by man, moreover, the *homo sapiens*, in the civilizational status of the *homo legens*.

Methods of teaching literature for a long time were enriched with new ideas, and developed in more or less successful methodological experiments, and thus expanded the space for analytical reflection and practical analysis. For example, one of the most discussed issues is the effectiveness of lectures in training organization. The arguments of lecturer advocates have long been known as well as the convincing arguments of the critics. The rhetorical nature of this discussion is conditioned by its constant relevance, constant importance, and constant reflection. In our opinion, its center is the idea of the University – as a system in the system, as a maximally autonomous sociocultural phenomenon, as a determining factor in modeling the worldview – world experience – world perception. From the standpoint of improving literary education, it should be noted that the study of literature goes to the level of philosophical and ontological generalizations and requires updating the form with the maximum observance of content, in other words: it is necessary to harmonize the lecture canon with the challenges of the present.

Teaching and studying literature in the space of a contemporary humanitarian-oriented educational process is capable of defending those fundamental principles that have shaped the University's discourse for centuries. Thus, according to Maria Zubrytska, “the crisis of identity of the University in today's conditions is obvious – the world is changing rapidly, and the University is less and less affected by these changes <...> the idea of usefulness of knowledge is gradually becoming an idea of self-interest, which already contradicts the very essence of the University” (*Ideia uniwersytetu. Antolohiia*, 2002). M. Zubrytska further states that “the social task of the University is to develop students' critical creative thinking, personal initiative, ability and aspiration for self-education, that is, such skills and abilities that will help them to fulfill their social role with dignity and find ways of realization in this changing world” (*Ideia uniwersytetu. Antolohiia*, 2002) and expresses her concern and doubt about the feasibility of such a social task, because “it is easy to imagine what an academic ideal is today, if it does not guarantee special benefits, does not guarantee high status in society and is also low paid?” (*Ideia uniwersytetu. Antolohiia*, 2002). There are considerable difficulties in studying world literature, since the fundamental ethical and aesthetic concepts, figuratively embodied in the artistic space, must become a part of the mind of the modern student, despite the fact that it is already dominated by situational interest and the need not for knowledge, but for practical skills. It is here that the teacher with a clear vision of the status, challenges, threats and prospects of the modern University is activated. At the end of his speech, Vil Bakirov quite reasonably states that “someone has to explain to a student that he/she generally lives not only to drink, eat, dress, and entertain. That one needs to meet the universal fundamental values that have guided people for millennia. If universities abandon this mission, no other social institute will be able to undertake it” (*Bakirov*, 2017). We believe that literature actually creates the canon of “universal human

values', and that is why literary education must remain among the educational priorities of the higher education system.

Therefore, it is worth acknowledging that numerous methodological searches and innovations, as well as modern technical and technological solutions, evidence that lecture is the optimal form for affirming the spirit and ideas of the University in the prism of knowledge and literature study. The methodology of teaching literature in terms of accessibility and openness of knowledge can be based on the idea of Karl Jaspers: "There is no measure of correctness for lectures. If they are good, they always have a form that cannot be imitated" (*Ideia uniwersytetu. Antolohiia*, 2002). Here, obviously, we can find in the background the idea of the charismatic character of the lecturer, his/her encyclopedic erudition, perfect mastering of the subject of teaching, and disparate influence on the audience. K. Jaspers believes that "a distinction should be made between school and university. Schools are designed to educate and teach all the pupils they have been entrusted with. The university has no such obligation. The purpose of university education is that it is chosen by people who possess unusual spiritual power and appropriate tools. Nevertheless, in fact, the University is attended by an average mass of people who can acquire the knowledge they need. Therefore, spiritual selection is transferred to the University" (*Ideia uniwersytetu. Antolohiia*, 2002). Of particular importance for teaching literature is that the content and form of the modern lecture must take into account the need for the declared 'spiritual selection'. In addition, it is through lectures that literature must assert the 'spiritual power' of anyone who has decided to master the humanitarian discourse. Until now, methodical discussions for or against lecture have mostly concerned the rapid dynamics of scientific material to be learned by the student ('pro') and passivity of listening without a specific result ('contra'). Today, the issue is already focusing not so much on the amount of new knowledge, the dynamics of its accumulation or the quality of its mastering, as on the practical significance of this process.

Above all, adherence to canonicity in defining the subject context and the content of what is being studied is crucially important for the study of literature. In the post-globalized society, the three components of university education do not lose their relevance: "1) the transfer of culture; 2) training of professions; 3) research and fostering of new scientists" (*Ideia uniwersytetu. Antolohiia*, 2002). Lecture maximally synthesizes all these components in the process of studying literature. 'Transfer of Culture' is carried out through the involvement of students in the moral, ethical, spiritual, aesthetic achievements of humanity, embodied in the artistic text. 'Training of professions' takes place in an active dialogue of the teacher with the student in the most personal communication, in creation of a comfortable environment for mastering professional knowledge, skills and abilities. The exchange of experience and impressions is particularly important in this process, as well as the mutual learning of the teacher and the student. This creates a professional technique, daily experiencing objectively predetermined or situational transformations. Another component of university education is 'research and nurturing of new scholars', which is directly implemented in the audience where intra- and extraverted psychological phenomena are encountered for cognition, understanding and systematic study of literature – to capture knowledge (about) of literature(s). If the problematization of critical thinking in the educational process becomes especially relevant now, then the critical thinking of the student-philologist develops from the objectively available text, from the personal form of the author's presence in the process and the result of its presentation. The combination of a professional literary approach with mastering the key scientific ideas, new approaches to understanding and comprehending a text provides the contemporary lectures with a new quality. Large amounts of information, of course, can be obtained in a non-personal

way, since there are many sources and methods for this. However, this information requires active personal reflection, as well as validation at the level of analysis of literary works. In the course of lectures, the problems, ideas, which, in the teacher's opinion, form the conceptual principles of literature study, are identified in the first place. The lecture intonation is one of the most convincing factors of the lecturer's charisma, which gives the opportunity to affirm the leading idea of the University – creation of new knowledge. That is why a lecture at a university can be modified and enriched by methodical techniques, however, it will remain a key form of academic dialogue (between entities that teach and learn). Certainly, the methodology of teaching literature is complicated, because with the movement of the student through the levels of knowledge, the voice of the entity being studied becomes a symphony of voices, turning the dialogue into a polylogue. During the lecture, the necessary accents are set up, a spiritual space is formed with values for the young person who has chosen the profession and stands up to mastering it. Probably, literary education like philosophy cannot have a highly specialized professional purpose. The perfect skill to immerse yourself in the depth of artistic text opens up the intellectual, emotional, creative potential of the individual, which will further affect the effective professional activity.

New challenges require the University to preserve itself, to retain its own identity. As previously, there has been a shift from eliteness to elitism in the creation of the space of higher education, which now is worth reversing – to move from elitism to eliteness. The professional activity of a student (lecturer / teacher of literature), who spent a long time in personal experience and critical reflection of literature, becoming part of the discourse of creating new knowledge, involves meaningful and effective continuation of the acquired knowledge. An important element of this process is the reproduction of the teacher's image (as an entity). Since the 'intellectual and spiritual act' of the teacher is implemented through the courses of lectures, the most important result of the lecturing dominant in the method of teaching literature is to continue the atmosphere of dialogue in order to achieve a certain educational goal. Therefore, the role of lecture in the context of the Idea of the University is to shape the character of a person who deliberately chooses truth as a goal, a science as a means of achieving a goal, and it is professionally oriented to the area that will enable him/her to embody the mastered spirit of search and progress in the best possible manner.

One of the fundamental foundations in the idea of the University remains unchanged – it is the determining and guiding role of the individual at the department. Thanks to the lecture form, the mission of the University is really achievable. The well-known statement of Vasyl Sukhomlynskyi that 'For his/her best lesson, the teacher is preparing throughout life' can metaphorically proliferate with new methodological ideas.

Thus, the latest literary criticism and literary methodological practice is much more in need of not so new or updated programs with the change or replacement of authors and works, as psychological and pedagogical diagnostics and correction in the area of age psychology and professional methods. The question becomes more relevant: how to interest a young reader in a book? The answers give an opportunity to mark the professional horizon of discussion and reflection: how do elitism and eliteness correlate in shaping readership? As a matter of fact, there is an internal opposition: only a person with a perfect meta-reading skill (belonging to a narrow elitist circle of educated, erudite, self-motivated creators and carriers of culture) can teach reading, but a wider range of pupils and students should be taught (forming the discourse of eliteness of reading). Therefore, the first challenge is to overcome the psychological barrier between those for whom reading is a necessary existential prerequisite and those who are just entering the 'orbit' of the aesthetic polylogue. Despite the fact that a book is now inferior to

other sources of information, it remains an attributive priority – it is the artistic text that creates, shapes, develops, refines and approves the aesthetic canon. That is why we are now actively balancing the two educational paradigms – of elitism and eliteness – in the evolution of the reading-receptive-interpretive-analytical phenomenon. That is why it is necessary to continue to face the contemporary challenges and needs of methodical search in the field of preservation of literary education and its effective implementation.

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PECULIARITIES OF FUNCTIONING OF POLYPROPOSITIONAL REFERENTIALLY SPECIALIZED VERBAL PREDICATES IN UKRAINIAN, POLISH, AND ENGLISH (A CORPUS-BASED APPROACH)

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Summary

The article analyzes the object relations of referentially specialized verbal predicates in Ukrainian, Polish, and English, identified with the involvement of functional-onomasiological methodology. We present the most common views in linguistics on the semantics of the verb as the propositional meaning core and the argument frame determinant, and, consequently, as a basis for modelling cognitive-propositional structures. In particular, a reference is made to the approaches within Ch. Fillmore's Case Grammar and Frame Semantics, D. Dowty's theory of proto-roles and argument selection, R. D. Van Valin's Role and Reference Grammar, B. Levin's perspectives on the event structure and argument realization, and others. Peculiarities of propositions that form referentially specialized verbal predicates in Ukrainian, Polish, and English are considered. Based on the Ukrainian, Polish, and English text corpora data (GRAC, NKJP, BNC), typical situations of the denotative complex "Damaging an inanimate object" are analyzed in detail. We discovered the combination of the following procedure- and event-driven situations: physical impact, pressure, the object integrity violation, destruction, the object attribute changes, the object position changes, separation, movement, touching, coating, etc. and provided examples from the text corpora. It is shown how metaphorical transfers cause the appearance of atypical items in their semantics with referentially specialized verbal predicates in Ukrainian, Polish, and English.

Keywords: semantics, proposition, object, functional-onomasiological analysis, text corpus.

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Introduction

The propositional type of knowledge representation has often been the focus of linguists. The principles of studying and describing the predicate connection with arguments and dependence of the argument semantic, morphological, and syntactic features on the predicate semantics were considered in the researches by J. Apresjan (*Apresjan, 2009*), R. Van Valin (*Van Valin, 1999, 2005, 2014*), D. Dowty (*Dowty, 1991, 2000*), J. Grimshaw (*Grimshaw, 1990*), R. Jackendoff (*Jackendoff, 1990*), W. Croft (*Croft, 1998*), B. Levin (*Levin, 2005, 2015*), Ch. Fillmore (*Fillmore, 2009*), I. Schlesinger (*Schlesinger, 1995*), and others. However, despite the great variety of interpretations, there are still many research gaps, which determines the topicality of our study. The aim of this research is to investigate the object relations of referentially specialized verbal predicates in Ukrainian, Polish, and English, to consider the propositional complexes that form the mentioned predicates by analyzing the text corpus data, as well as to identify their communicative features. The scientific novelty consists in combining for the first time the structural-semantic and functional-onomasiological contrastive analysis, as well as the corpus-based approach.

Analysis Procedure

I. The verb meaning in the light of semantic-syntactic theories

The verb manifests the dynamic aspect of being, and the verbal predicate semantics as the propositional semantic core determines its valence, and hence the consistency of appearance in the propositional structure of arguments with a certain logical semantics. After all, an action is a coordination center that regulates the relationship between the human being and the world (*Langacker, 1987: 54*), and the verb as the most regular predicate sign is a “compact name for situations and structures of reality which inevitably entail an idea of the most important components of the marked activity structure” (*Selivanova, 2000: 135*). Researchers often define the verb essence as a significative-denotative one. Procedural, relational meaning is a significative part of the verb semantics, while the verb denotation is the idea of the situation containing the information about its participants, their physical, quantified, axiological features and sometimes their circumstantial characteristics; for each occurrence, the verb denotes a situation with a distinct set of participants; the verb semantics includes an indication of these participants’ properties and their relations: “The lexical entry of a verb will comprise various participants in the activity, event or state referred to by the verb” (*Schlesinger, 1995: 58*).

In the context of cognitive linguistic research, the issues of verbal semantics come into a special focus. The representatives of cognitive semantics consider the verb meaning as such that motivates the indicated situation with its conceptual content and interpret it as a means of access to the cognitive-propositional structures of the respective concepts, as well as the basis for their modeling. It is known that the knowledge representation structures are “conditional and simplified models of the consciousness representing multifarious information acquired through various human mental cognitive mechanisms in the interaction of the human being with the world and in the process of inner reflection” (*Selivanova, 2008: 390*). Thus, the propositional model as a knowledge representation structure (along with frames, scenarios, scripts, prototypes, etc.) is the center of interest of the cognitive scientific paradigm. It receives a special interpretation within the Case Grammar and Role and Reference Grammar approaches. M. Minsky’s concept interpretation and its transfer from the realm of artificial intelligence to the linguistic field contributed to the frame semantics development. In fact, Ch. Fillmore identified the frame as a proposition, a predicate-argument structure, and applied the concept of frame to describe the semantic roles of the situation components as a case structure and to understand new information based on this structure’s template (*Selivanova, 2008: 645*). According to B. Levin (*Levin, 2005*), the work by R. Dixon on ergativity (*Dixon, 1979*) became the starting point of generalized semantic roles. The author interprets the relations of the subject/object with the predicate as syntactic-semantic primes. An attempt to apply the concept of prototype to the analysis of the predicate-argument structure was also made by G. Lakoff (*Lakoff, 1970*). A little later, P. J. Hopper (*Hopper, 1980*) applied the prototype to the concept of transition, and R. Langacker considers the position of a subject and an object with a transitive verb as a conceptual archetype (*Langacker, 1993: 486–497*). It is worth mentioning D. Dowty’s proto-role approach, which found a considerable support in the further research (*Dowty, 1991, 2000*), but did not develop into a separate grammatical theory as it focused on the analysis of basic verbs and the material of almost exclusively the English language (an analytical one). The American linguist’s center of attention was primarily the role of the subject-agent, which D. Dowty interpreted as hierarchically superior and pragmatically significant, considering the right-wing arguments lower in rank.

A significant step forward in designing arguments and interpreting the clause meaning was made within the Role and Reference Grammar (*Van Valin, 1999, 2005, 2014*). It should be

noted that the R. D. Van Valin's structural-functional theory is based on typological studies and data of various languages and, according to B. Levin and M. Rappaport Hovav, it is postulated as a global semantic-syntactic theory that claims to analyze the language as a whole, and is therefore scientifically promising (*Levin & Rappaport Hovav, 2005: 66–67*).

Attempts to model cognitive-propositional structures have important practical application. In particular, the most important achievement of frame semantics was the English-based FrameNet project created by Ch. Fillmore at the International Institute of Computer Science in Berkeley. It is also necessary to mention VerbNet projects for the English language (based on an extension of B. Levin's theory) and PropBank structure network (by P. Kingsbury and M. Palmer).

II. Object relations of referentially specialized verbal predicates

The relativity of the semantic nature of the verb, which in its latent form often contains an internal semantic subject/object, was aptly outlined by R. Langacker. In his research, he also noted that one must determine the inanimate physical object, a thing, as the object category prototype (*Langacker, 1987: 54*). Thus, further remarks concern the referentially specialized verbal predicates in Ukrainian, Polish, and English (i.e., verbal predicates with limited denotative correlation, the semantics of which determines the physical properties of the object as the body embedded in its name), identified using functional-onomasiological methodology proposed by F. Batsevykh (*Batsevykh, 1997*). Certain functional groups were distinguished, including verbs that reflect the physical properties of a substance: liquidity — *бризкати* (водою), *cedzić* (mleko), *to soak* (in liquid); hardness — *добігати* (камінь), *piłować* (drzewo), *to rag* (stone, ore); gaseousness — *відводити* (раз), *wdychać* (powietrze), *to puff* (smoke); the exterior shape features — *котити*, *katulać* (something round), *to thirl* (with a sharp-pointed tool); *здувати* (something light); *ciągnąć*, *to heft* (something heavy); some other substance characteristics: flowability — *нпучунати*, *zapryszyc*, *to gravel*; flexibility, torquability — *мотати*, *prąć*, *to kink*, etc.

Structural-semantic and cognitive analysis of the Russian verbal vocabulary allowed L. Babenko to distinguish between simple, monopropositional, and complex, polypropositional verbs (*Babenko, 1999: 32–33*). The former represent knowledge of typical situations in the most condensed form, such as: motion verbs (to move, to ascend, to shift), striking (to beat, to strike), being (to be, to exist). To the latter L. Babenko refers verbs with included and shifted proposition that most comprehensively express our ideas about the regular relations of situations that mark various aspects of the course of events: place, time, causality, etc. Polypropositional verbs have a unique ability to blur the boundaries between different denotative spheres and bring distant situations closer into a single complex (*Babenko, 1999: 20*). For example, in the verb *нанизувати* (by piercing and stabbing any small objects (mostly a certain number of them) to fit, bead them on a thread, lace, etc., connecting them) along with the main proposition of the connection there are propositions of violating the object integrity, creative activity, etc., which are linked by a complex of universal logical-semantic connections: causative-consecutive, those of manner and purpose. The analysis showed that most of the studied referentially specialized verbs in Ukrainian, Polish, and English are polypropositional.

III. Verbal predicates of complex polypropositional semantics in Ukrainian, Polish, and English text corpora

Characterizing the features of the relations of the verbal predicate and the object, we consider it appropriate to use a corpus-based approach which, according to researchers, ensures

the objectivity of the results and prevents introspective interpretation: “the standard procedures for accessing corpora (concordances, collocate lists, frequency lists) are a natural step towards identifying the relevant distributions in the first place” (Stefanowitch, 2020: 59).

A detailed analysis of referentially specialized polypropositional verbal predicates in Ukrainian, Polish, and English text corpora shows that such verbs differ both in the number of propositions contained in their semantics and in the nature of logical-semantic connections that combine eventive propositions in their semantics. For example, the denotative complex “Damaging an inanimate object” contains the following typical situations:

1) physical impact, pressure, destruction. E.g.: **вигризати** (...своїми зубами Борис, і Вітько подумав, що, мабуть, ними добре кавун вигризати: вперед стремлять, і свої, і вставлені [GRAC]); **кысати** (То бігала, якби шалена, Стояла довго тороплена, Кусала ногти на руках [GRAC]); **gryźć** (Chłopiec gryzie kostkę cukru powoli, nie otwierając oczu [NKJP]); **grind** (That building in the corner housed the old portable steam-engine that Mr Webster the miller later bought: he used to grind the corn there when there was no wind [BNC]); **gnaw** (They were so poor that they had to grind up the bark of trees to make flour for their bread [BNC]);

2) striking, object integrity violation/destruction. E.g.: **розбивати** (На теплового Олексія, кажуть, шука-риба лід хвостом розбиває [GRAC]); **роздовбувати** (хто знає, може, кілька років тому один з них брав участь у розкуркулюванні й колективізації, роздовбував долівку хати, розкопував подвір'я, шукаючи захованого хліба [GRAC]); **wydlubywać** (Raz za razem ostrze wydłubywało kawalki cementu [NKJP]); **pierce** (Leave a 1cm in shell – do not pierce the skin [BNC]); **goug** (Sweetman turned a furious smeared face at us, then drove his garish boat hard at Wavebreaker's hull to gouge a long scratch down to the bare metal [BNC]; Dul was to slip into the sea, then, binding the container of burning pitch to his head with a deep cushioning of reeds in between to prevent him getting burned, he would swim to the ship, gouge a hole in the hull with his knife and, taking dry tinder from a companion swimming alongside him, light spills from the fire [BNC]);

3) pressure, physical impact, object integrity violation, movement. E.g.: **попнати** (Обидва пси стали попнати долівку [GRAC]); **розрихлювати** (...я почав копати – обережно, щоб не зламати ножа, розрихлював землю й вигрібав її уламком від драбини та руками [GRAC]); **ryć** (rumaki rycerzy ryły podkowami ziemię wokół wozu [NKJP]); **roz-kopywać** (Buciki rozkopują mokry piasek [NKJP]); **dig** (I was much too small to climb their trees, or dig their fields, or kill and eat their animals [BNC]);

4) object integrity violation, object position change, and disintegration. E.g.: **ламати** (Раптом ламає об коліно свою подорожню палицю [GRAC]; Та в городі тепер не до новин; там так старі дома ламають, та вулиці застроюють новими домами, та кришки красять... [GRAC]); **лунати** (...от тільки каменярям не буде там чого робити, бо вони або лунать чи довбають скелі, прокладаючи в горах дорогу... [GRAC]); **rozłupywać** (Fach w jego rodzinie przechodził z pokolenia na pokolenie, i kat nie chciał przynieść wstydu przodkom, dlatego z zapalem rozłupywał kłody drzewa, rozważał sposób najlepszego ułożenia głowy na pieńku, ostrzył swoje narzędzie, aż błyszczało w słońcu [NKJP]; Teraz nawet, idąc do stajni, do stodół czy też rozłupywać sosnowe okrągłaki, byłem wystrojony, jakbym szedł na odpust [NKJP]); **przelamywać** (Wyjmuje mi czekoladę z ręki, rozwija opakowanie, przelamuje czekoladę na dwie części [NKJP]); **chop** (Chop the onion, garlic, carrot and celery and put into a casserole [BNC]; Chop cheese into small cubes [BNC]);

5) touching, covering. E.g.: **мастити** (...хворий спокійно відповів: “Мені болить голова, от я і мащу її мастю; а білих ліків мені не треба ковтати: вони в живіт

попадуть.” [GRAC]; “Морозець є”, – відповів Чуб: “а дозволь спитати тебе, чим ти мастиш собі чоботи, смальцем чи дьогтем?” [GRAC]; **шмарувати** (бо мене вважають за відьму. Сусіди барикадують з вулиці мої двері, шмарують поріг мого дому дьогтем і заклеюють вікна папером [GRAC]); **smarować** (W środku czeka już kobieta z wielką torbą, smaruje sobie nogi kremem na moskity [NKJP]; Metodycznie smarował bułkę masłem, wątrobianką i układał na tym wszystkim plastry szynki [NKJP]) ; **tynkować** (Sprzątacze szorowali podłogi zdzierając z parkietów plamy wsiąklej krwi, lokaje zdejmowali poszarpane i nadpalone kotary, ciężarówki wywoziły sterty potrzaskanych mebli i skrzynie pustych łusek, szklarze wstawiali nowe szyby i lustra, murarze tynkowali wyszczerbione kulami ściany [NKJP]); **smear** (Visitors often smear the mud on their bodies [BNC]; In nineteenth-century Paris young revellers would melt down chocolate and smear horrified passers-by with what they took to be excrement [BNC]); **spread** (He cut another slice of bread and spread the butter on it from edge to edge very carefully before he took a big bite [BNC]; She spread mulberry jam in reckless bounty upon a slice of tea cake [BNC]);

6) pressure, change of an attribute. E.g.: Напр.: **м'яти** (М'яв недопалок цигарки, розтоптуючи його в попільниці [GRAC]; ...вертиться, просить розгоститися, а він наче на грані стоїть, капелюх в руках мене, одно лиш на землю споглядає [GRAC]); **чавити** (І вже кінь скаче на луки, чавить копитами траву, аж бризкає із неї сік [GRAC]; Надька коло столу, чавить калину, а потім, підвівши голову хворому, поїть його з кухля [GRAC]); **wyciskać** (Postanowiłem już nie wyciskać tej cytryny [NKJP]; Tarła i wyciskała szmaty, aż woda pryskała na wszystkie strony [NKJP]); **gnięść** (Strugała kartofle, gniotła ciasto na kłuski i nagle zaczęła płakać [NKJP]); **squeeze** (Squeeze the lemon and blend the juice with crushed raspberries in large jug [BNC]; Fill and squeeze plastic bottles to show propulsion [BNC]); **knead** (Knead the dough until it becomes smooth and elastic [BNC]).

Thus, the intersection of the verb and object occurs within the deep structure of the predicate, where there are places for objects of certain semantics and denotative mood, and this is confirmed by the patterns of the verbal predicate communicative orientation on certain characteristics of their objects. At the same time, due to the cognitively various metaphorical transfers, verbal predicates often “adopt” objects from atypical functional-onomasiological spheres, which is proved by the text corpora data. Let's consider frequencies of object collocates from the GRAC, NKJP, and BNC: **ламату** (крига 49; стереотип (figurative) 82); **розбивати** (стіна 43; серце (figurative) 111); **wyciskać** (woda 16; łzy (figurative) 102); **gryźć** (palka 35; oczy (figurative) 112); **spread** (bread 37; news (figurative) 44); **squeeze** (lemon 12; money (figurative) 8).

Let's compare: Чогось я й не прикидаю, що ти будеш папір **шмарувати** всякими там репортажами та інтерв'ю [GRAC]; Матвія духота з печі жене, дим очі **вигризає** [GRAC]; ...za to, żeś razem z swym kompanem **wyciskał** siódme poty ze mnie [NKJP]; Wiatr **wyciska** mi łzy z oczu – dlatego też czasami zamykam je na krótkie chwile [NKJP]; They were jealous of his success, they **spread** rumours about him [BNC]; The dank smell of the water was not unpleasant, and for years the scent of la Sologne that enveloped me that night would **pierce** my memory: a combination of stagnant water, slime, wild mushrooms, wispy dry grasses, sand and well-hung game [BNC].

Conclusions

The study of the semantics of referentially specialized polypropositional verbal predicates reveals a fixed knowledge of the regular interaction of typical situations of the

procedure- and event-driven world. Thus, the denotative complex “Damaging an inanimate object” in Ukrainian, Polish, and English is heterogeneous; it involves a combination of situations of physical influence, pressure, object integrity violation, destruction, object attribute change, object position change, disintegration, movement, touching, coating, etc. The text corpora data of the studied languages record a significant number of metaphorical transfers resulting from the comprehension of some object spheres through the prism of others and result in the appearance of semantically atypical items with referentially specialized verbal predicates.

The methods used enhance the understanding of the principles governing the speaker’s utterance proposition formation, make it possible to approach the cognition of mental operations of grasping the reality and the connections between linguistic and conceptual pictures of the world, can be useful for creating communicative grammars of national languages and solving many issues of contrastive semantics and the speech activity theory, and therefore open the prospect of further scientific research.

Abbreviations:

BNC — *British National Corpus* (2020, July 18). Retrieved from <https://www.english-corpora.org/bnc>

GRAC — *The General Regionally Annotated Corpus of Ukrainian* (2020, July 18). Retrieved from uacorpora.org

NKJP — *Narodowy Korpus Języka Polskiego* (2020, July 18). Retrieved from <http://www.nkjp.uni.lodz.pl/index.jsp>

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COGNITIVE-PRAGMATIC ASPECT OF THE CATEGORY OF EVALUATION

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Summary

The paper is aimed at studying the category of evaluation, a very important and interesting phenomenon in linguistics. Evaluation of different world's fragments is, of course, a considerable part of human cognitive activity. Evaluation is realized by subject's consciousness in the perception and processing of information about the outside world and relates to internal (linguistic) world of man, reflecting his "view of the world." The essence of the category of evaluation is explained by the theory of value orientation of person's activity and consciousness, and the range of its characteristics embraces all that is given by the physical and mental nature of man, his being and feeling. Evaluation is as a kind of cognitive activity, as in epistemological terms, any cognitive act expresses the attitude of the speaker to the object described, that is, contains an act of evaluation. Evaluative interpretation of circumstances, subjects is one of the most important types of mental-speech activity in everyday life of an individual. The article proposes the communicative approach to the research of evaluative phenomena that exist in the reality and are reflected in language. The communicative aspect of the language means the existence of a unified structure of the linguistic units, bound by the connection of meaningful and formal sides. In this regard, the functioning of evaluative utterances acquires special significance, because the evaluation of various fragments of the world is one of the most important components of individual's cognitive activity. The evaluation should be studied comprehensively and profoundly as a category of high level abstraction as one of the categories given by the social, physical and mental nature of a person, which determines his relation to other individuals and objects of the surrounding reality.

Keywords: world view, cognitive activity, value, language functions, communication, pragmatic.

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1. Introduction

The study of linguistics at the present stage includes all aspects of speech activity and speech interaction. It is known that, speech activity is an abstraction, which does not correlate directly with other activities. This activity occurs only when speech is self-sufficient, when its motive can not be satisfied in any other way than speech. In this regard, the problem of correlation of speech activity and communication is of current interest (*Toolan, 2013*). The cognitive-pragmatic aspect of linguistics is comparatively young, but is dynamically developing. It puts the focus not only on the language in the inseparable unity of its form and essence, but also on higher unity, namely, the correlation between language and individual who acts in the real world, thinks and perceives the environment, communicates with other persons.

It should be noted that when we talk about the cognitive-pragmatic aspect of mastery of language or language skills, we mean, above all, the orientation to the interlocutor.

Therefore, it can be asserted that the notion of language began to be understood more broadly than it was inherent in structural and generative linguistics. Triad form – meaning – function connects language with extra lingual activities and with the conditions of its use in human activities. Multidimensionality, of language organization allows it to be simultaneously turned to the external reflected reality and to the area of human mentality. Achieving any pragmatic goals is impossible without communication, so the latter is perhaps the most important condition of person's activity and life itself (*Lulu, 2017: 564*). Verbal communication is carried out through a language, which is both a form and a means of communication.

The realization of the linguistic system takes place in the process of communication. This organism is not abstract; it actually exists in the minds of interlocutors and can not be materialized outside communication. In this regard, the integrated investigation of language as one of the fundamental principles of human relations is of great importance (*Anderson, 2011*). The decision of this question is the domain of communicative linguistics, which studies the language at all its levels and in a variety of functional representations. This fact promotes mutual understanding between people.

The possibility of verbal communication is always realized in a definite situation, in a certain context, which is an internal characteristic of communication. The communicative aspect of the language means the existence of a unified structure of the linguistic units, bound by the connection of meaningful and formal sides (*Bara, 2010*).

It becomes apparent that the communicative approach involves interweaving with the cognitive approach. In this regard, the functioning of evaluative utterances acquires special importance, because the evaluation of different fragments of the world is one of the most essential components of individual's pragmatic and cognitive activity (*White, 2016: 77–96*).

The **object** of this article is the study of the category of evaluation as a linguistic phenomenon. The **subject** is pragmatic and cognitive aspects of evaluative utterances in modern English fiction. The **aim** of this paper is to establish the role of assessment in the process of manifestation and perception of objective reality

2. Data and methodology

Methodology is determined by the objectives, the material, theoretical theses of the paper. It integrates the main principles of the cognitive theory and theory of communication. The methodology employed in the study is Evaluation theory, which presents basic notions for the linguistic analysis. Focusing chiefly on semantic peculiarities of evaluation, this theory broadens the borders of the analysis with discourse semantics. It means that all aspects of communication (register, mood, participants with their pragmatic purposes and cognitive systems) become very significant for the study of establishing and targeting evaluation. In this respect, the theoretical viewpoint essential to the research is also the pragmatic approach to evaluation analysis (*Arutyunova, 2012; Prihodko, 2016; Volf, 2009*) focusing on the role of extralinguistic knowledge in utterance interpretation and the principles that constrain its use as well as on the context types for evaluation. Speech act analysis is used while studying the pragmatic characteristics of utterances containing evaluative concepts.

The **material**, which is subjected to analysis, was a selection of approximately 350 utterances of the works by contemporary British and American writers. The criterion of the selection was the existence of evaluative words in the utterance.

3. The essence of the category of evaluation

Evaluation is usually defined as speaker's objective or subjective stance to certain objects, things, phenomena that are explicitly or explicitly expressed by different language means (*Prihodko, 2016: 17*).

Evaluation is as a kind of cognitive activity, as in epistemological terms, any cognitive act expresses the attitude of the speaker to the object described, that is, contains an act of evaluation (*Breeze & Olza, 2017; Martin & White, 2005*). The evaluative moment is nothing but a person's mental operation held on the subject of utterance (perception, understanding, synthesis, conclusion, etc.), which is an evaluation in its broadest sense.

All environmental phenomena perceived by man have a certain value in our minds, that is, they can be assessed. Evaluation is a fundamental constituent of cognition, which is based on a value approach to the phenomena of nature and society. So, person's activity and life as a human being having diverse needs, interests and goals is impossible without evaluation.

People appraise their past and present, appearance and behavior of the individual, the shape and size of various subjects, things, duration and frequency of events, the degree of complexity of tasks, etc. Evaluative explanation of circumstances, subjects is one of the most important types of mental-speech activity in everyday life of an individual.

In the evaluative utterance the speaker accents or highlights exactly, what he thinks is relevant at the moment. As a result, the objective reality is viewed by an individual from the point of view of its evaluative character – good and evil, truth and falsehood, justice and injustice, benefit and harm, beauty and ugliness.

Evaluation is based on the logical notion of "value". Genesis of the notion of "value", if we resort to reconstructing it on the basis of the etymology of the words it is named, fixes in it at least three essential elements: the characterization of the external properties of objects and things as phenomena of evaluative attitude to them; psychological qualities of the person as a subject of this attitude; relations between people, their communication, due to which values acquire a generalized meaning.

Value is a positive or negative property of the objects of the surrounding world for the speaking community. This significance of these properties is determined not by the objects' features as such, but by their role in the life of an individual language speaker and in the life of the speaking community in general.

Each of the classes of values combines the fundamental meaning of value its material-objective, psychological and social significance. By recognizing the natural properties of objects and reproducing their value, an individual reveals certain aspects of social relations, because the significance of a thing or phenomenon is determined primarily by the social attitude towards them.

There are universal values (common to all mankind, peculiar to individual communities) and individual ones. Being a concentrated expression of the experience of the vital activity of a particular social community values form a certain system, which an individual as a member of this society adheres to in the process of self-evaluation.

Personal values are an individual reflection of group or universal values. They are somewhat diverse in different people, due to the interpretation of their content and the shift of emphasis. The selection, appropriation and assimilation of social values by an individual are mediated by his social identity and the values of the small contact groups referenced to him.

The subject of evaluation acts in these cases as a mental or physical receptor, evaluating event, situation and object in different ranges: ethical evaluation (embarrassing, humiliating,

sinful), emotional (boring), intellectual (foolish), utilitarian (meaningless, late) and psychological (difficult, easy, not easy, wise). It emphasizes the most important feature of the semantics of evaluative words, their diffuse meaning, primarily due to the ability to represent evaluation in terms of different grounds.

4. Pragmatic and cognitive character of evaluation

Human activity is a pragmatic concept. It is appropriate only when it is directed at those phenomena and properties from which it is possible to obtain something useful and valuable. As rightly remarks N. Arutyunova, the nature of the evaluation always corresponds to the nature of man, because we evaluate only “what is needed (physically and spiritually) to man and to Mankind” (*Arutyunova, 2012: 181*).

Evaluation is always cognitive in its nature, and hence logical-subject. Evaluative and epistemological functions of the language are closely interrelated and interconnected. Moreover, at the same time, they are equal, as in the process of evaluation, cognition is transformed, and in the process of cognition, evaluation is always present.

The relationship between cognition and evaluation is very complex. It belongs to the field of cognitive linguistics, the problems of which cover the nature of the procedures that regulate and structure the speech perception. Thus, the cognitive approach based on the interaction of language and thinking is the most relevant for investigation of the category of evaluation, because it studies it in the context of human cognitive activity.

Evaluation is a process that is characteristic of any science. This is confirmed by the fact that value orientation in many cases contributed to the development of a whole range of directions not only in the linguistic field, but also in computer technology, genetic engineering, and many other areas. It indicates stable integration of scientific knowledge within the cognitive paradigm that was formed as interdisciplinary (cognitive) science (*White, 2015*).

The cognitive process of evaluation, including in the general program of human activity, is decision-making-oriented, and is the basis of the choice of practical actions. A person as a subject of linguistic activity is an individual who perceives and comprehends the world, and is capable of evaluating speech facts in his day-to-day speech practice.

The aesthetic experience of the individual is mainly recorded in the evaluative definitions of words.

The pragmatic aim put forward by the speaker is to convey to the listener his point of view, to convince him of the possibility and legitimacy of precisely this, and not another vision of the word in the best possible way. The image of the word, which is stored in the linguistic consciousness of the individual, is revealed in emotional and aesthetic evaluations. It is known that this method is based on associations, caused by the phenomenon reflected in the word, or by its sound form.

Furthermore, by this time, Vinogradov's judgments that the word is shining with the expressive colors of the social environment have not lost their relevance. The linguist wrote, that “by displaying the personality (individual or collective) of the subject of speech, characterizing his evaluation of reality, a word qualifies him as a representative of a particular social group. Expression is always a subjective, typical and individual from the fastest to the most stable, from the excitement of the moment to the continuity not only of the person and her neighboring environment, class, but also of the epoch, nation and culture” (*Vinogradov, 2001: 25*).

Estimation is anthropocentric by its nature. While assessing an object or thing, a person must “pass” its signs through his consciousness (*Bednarek, 2009: 146–175*). The content of the

evaluation reflects the nature of the person. We always evaluate only those things that we need. Appraisal represents a person as a goal, showing the movement from the sphere of systems to the center of all these systems, to a person, as a language personality.

The close connection between the speaker's evaluation and his knowledge of the world is confirmed by the fact that in the utterance an evaluation can find its expression in the characterization of certain events, objects, phenomena that have a positive / negative evaluative significance for a particular social group or society as a whole.

The linguistic aspect of the category of evaluation constitutes the whole set of means and methods of its expression. They are phonetic, morphological, syntactic, mental, etc., which reflect the elements of the evaluative situation.

Stratification of the evaluation vocabulary reaffirms A. Potebnya's judgment about the parts of speech as a kind of "modus" (*Potebnya, 1968: 5*) the representation of something in our consciousness, as well as the opinion of some scholars on the necessity for a functional-cognitive approach to the study of the category of evaluation (*Arutyunva, 2012; Byessonova, 2012; Myroniuk, 2017; Nikitin, 2007; Volf, 2009*). The interest of researchers in the "grammar of evaluation" is stimulated by the characteristic for contemporary linguistics atmosphere of attention to functional grammar, which reliably occupied its niche, despite less than centuries-old history.

Functional orientation of evaluative utterances is caused by the fact that the speaker uses language means as a device for his own intrusion into a speech act, as an expression of his thoughts, his attitude and his evaluation, the expression of relations he establishes between himself and the listener.

It is the evaluative-pragmatic function of the language, which is opposed to the representative (or conceptual) one. Similar opinion is expressed by Sh. Bally, who emphasized that "to think means respond to the submission, stating its presence, evaluating it or requesting it" (*Bally, 1955: 43*). The speaker in this way expresses either the manifestation of the will or judgment of the fact or the values of the fact.

As a result, the notion of "function" is fundamental in the study of linguistic units: "this is ... the ability to perform a certain purpose, the potential of functioning (in a "reduced form"), and at the same time the realization of this ability, that is, the result, the purpose of functioning" (*Bondarko, 1999: 26*). Functional principle allows to see evaluative utterances in their "actions", reflecting positive or negative values, attributed to the subject of the object of evaluation.

Based on the tasks of functional grammar – the development of the dynamic aspect of functioning of grammatical units in interaction with elements of different levels of language, which participate in expressing the meaning of the utterance, linguists try to explore comprehensively the semantics of evaluation and means of its expression in modern linguistic studies.

5. Interconnection of context and evaluative utterance

Modern linguistics emphasizes the dynamic connection between the meaning of a word and its context (*Fedoriv, 2016: 1–36; Kecskes, 2013*). Context provides an opportunity to reveal its hidden potential. Words encode previous experience and former contexts of the use of a given word or expression. In the act of communication, the old clashes with the actual one. The actual communicative meaning is generated as a result of a collision in the coded lexical units of the "old", previous contexts and the actual situational context in which this utterance is used. The personal contexts of the speaker and hearer, encoded in the same words based on personal experiences or in the same linguistic expressions, often differ.

All said above gave opportunity to establish three types of interconnection between the context and evaluative utterance:

- 1) the context influences the evaluative utterance, changing the character of the evaluation;
- 2) the evaluative utterance affects the context by adding the evaluative component to its structure;
- 3) the mutual influence of the evaluated utterance and context.

Consider the mechanism of mutual influence of the context and the evaluative utterance in detail.

In the first type of interdependence, two variants are possible – negative and positive.

In a negative context, an evaluative utterance (positive or negative) has a negative connotation. If, there are no semes with negative evaluation in the lexemes that are part of the utterance, they are added to the semantic structure of words under the influence of the context:

- (1) *"Poor little rich girl", I said savagely* (Christie, 1967: 86).

In this utterance, the lexeme *little* is undoubtedly has evaluative seme, but the word *poor* is perceived more vividly, in contrast to the word *rich*, although it is not its antonym in this context. The negativity of the entire context is predetermined by the use of the word *savagely* (fiercely, roughly), which, in contrast to the word *little*, serves rather to express the intensity of the evaluation than to qualify its character. It also contributes to the appearance of negative-evaluative impulses in the semantic structure of the words that make up this utterance.

Here is another example that illustrates the impact of context on the mark of evaluation:

- (2) *"How nice to you, Cindy told him with pseudo-sweetness that it's not just dull old delegations who come to you with problems"* (Hailey, 1968: 103).

The word *old* deprived of its nominative meaning, serves here to express the negative qualification of the subject of the utterance (disapproval, ridicule), which is revealed as a result of its use next to the lexeme *dull* (boring annoying), which expresses negative evaluation. It is necessary to mention that the ironic use of *nice* is restrained in the same way, which is emphasized by the usage of the word *pseudo-sweetness* and the plural of noun *delegations* in the meaning of the singular.

In a positive context, an evaluative utterance with a neutral or negative evaluation acquires positive connotation, adding to its semantic structure semes of occasional positive evaluation under the influence of the context. It takes place because some pejoratives in a certain context may express the opposite evaluation due to their ambivalence. In these cases, the descriptive semantic features of words do not agree with their evaluative trait:

- (3) *"Listen. Listen, you little fool! You deserve a hundred lashes. Are you going to ruin things now by mindless stupid jealousy? I'm here I love you, you are my wife"* (Murdoch, 1974: 78).

In this utterance the negatively colored words *fool*, *stupid*, *jealousy* are used to enhance the pragmatic effect of the positive evaluation. This becomes possible due to the fact that the positive context indicates the unreasonableness of the addressee's disturbance.

In the second case, it is possible to distinguish two types of interaction between the context and the evaluative utterance:

- 1) the context (neutral or positive) combines in the utterance lexemes with negative-evaluative semes, under the influence of which the context becomes negative:

- (4) *"Opening it (the door), I beheld a handsomely ugly face, animal and engaging"* (McInnes, 1958: 71).

In this utterance, we observe a combination of an objective characteristic of a person, expressed with the help of the adjective *ugly*, and emotionally-subjective expressed by the

adverb *handsomely*. The phrase of this type is not always an oxymoron in the conventional sense because the lexemes that make it up are not necessarily antonyms. Their peculiarity is precisely in the fact that a word, which usually expresses a positive characteristic of a phenomenon or object, is used here to convey a negative evaluation.

2) the context (neutral or negative) due to the words with positive meaning in its structure reflects the positive sense of the utterance:

(5) *"Old friend of my father's. Said it was good to have me abroad" (Vonnegut, 1952: 186).*

The change in the evaluative perspective occurs under the influence of the general-evaluative predicate *good* the semantic structure of which contains semes of positive evaluation. The change in the estimated perspective occurs under the influence of the general-estimated good predicate, which contains seven positive assessments. It should be noted that the change in the speaker's opinion about the object of evaluation is influenced by the fact that integrated speech is incorporated into the direct speech as an evaluative element of the whole utterance.

In the third case, an interaction between the evaluative utterance and the context is observed.

The utterance contains appraisors with only positive semes in their semantic structure, and appraisors with only negative-evaluative semes. Interacting with the context, such utterance contributes to its transformation into a negative one (that is, the first two variants of the mutual influence of the evaluative utterance and the context seem to be combined here):

(6) *"I left them working, the car looking disgraced and empty with the engine open and parts spread on the work bench, and went in under the shed and looked at each of the cars. They were moderately clean, a few freshly washed, the others dusty ... I looked at the tires carefully, looking for cuts or stone bruises. Everything seemed in good condition. It evidently made no difference whether I was there to look after things or not" (Hemingway, 1976: 40).*

Describing the state of military equipment, the author uses words (epithets) with both a negative evaluation (*disgraced, empty, dusty*) and positive one (*clean, freshly, good*), which, interacting within the boundaries of the context, determine its negative perception. The negativity here is also emphasized by the last phrase of the utterance, which shows the hero's indifferent attitude to the phenomenon described.

It is impossible to overlook the fact that in this situation variants also are distinguished. If an utterance contains words with the positive evaluation, and the context conveys the negative one, then due to their interaction, the weakening of the negative evaluation of the context and the positive evaluation of the utterance takes place. Moreover, on the contrary, if the utterance includes words with the negative evaluation, and the context is positive (such cases are much less common than the previous ones), then the result of their interaction is the same – there is a weakening of both evaluative meanings.

6. Conclusions

The interpretation of the evaluation as a "super-subjective" category of intellection and language reflects the complex and contradictory nature of the evaluative semantics, which consists in generalizing reference of the evaluative function, "secondariness" of its nomination, the specificity of the communicative purpose, which reflects the objective properties of information simultaneously.

So we can understand the evaluation as an expression of the evaluative relation of the speaker to the subject of speech, achievable at all levels of the language, which is the result of abstract work of the speaker's consciousness, logical reasoning.

The concept of “evaluation” has become an integral part of the conceptual apparatus of modern linguistics, which clearly demonstrates the fact that it is impossible to examine a language without resorting to its primary purpose, its “creator”, carrier, user, specific linguistic personality, a person.

To sum up, having focused the research on the area of the actualization of the evaluation in different types of context, we have submitted results of interconnection of context and evaluative utterance in the field of Pragmatics, Evaluation theory, theory of Text, and theory of linguistic and stylistic Context. Often, units that are neutral at the language level become evaluative in context. Such context can be called evaluative, as only within its boundaries the word acquires an evaluative meaning that is not inherent in its normative usage.

Our research shows that three types of interaction between the context and the evaluation utterance can be distinguished: the context affects the evaluative utterance, changing the mark of evaluation; the evaluative utterance influences the context, transforming the nature of its evaluation; the evaluative utterance and the context carry out organic mutual influence, and none of the parties prevails.

In conclusion, this study points out the necessity of the investigation of the evaluation in different types of context taking into account national stereotypes.

The evaluation, therefore, should be studied comprehensively and profoundly as a category of high level abstraction as one of the categories given by the social, physical and mental nature of a person, which determines his relation to other individuals and objects of the surrounding reality.

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COMMUNICATIVE SADISM IN THE ASPECT OF ECOLINGUISTICS

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Summary

The article is devoted to the current direction of modern linguistic research – ecolinguistics, which is based on the principles of ecocentrism. The article analyzes the concept of communicative sadism as a form of psychological violence. The study was conducted in the aspect of ecolinguistics at the intersection of semantics, ecology, psychology, communicative linguistics and linguistic pragmatics. The focus is on the scientific achievements of foreign and domestic linguists, emphasizing their common and different vectors of scientific research. Considerable attention is paid to the actual concept of ecological and non-ecological communication, tactics, techniques and means of expressing direct and indirect (hidden) aggression. The main strategies of the linguistic behaviour of the communicative sadist are outlined, as well as non-verbal means of expression of implicit aggression: para- and extra-linguistic, optic-kinetic and models of organization of the space and time of the communicative situation.

Keywords: ecolinguistic, ecological communication, communicative sadism, implicit aggression, invective, rational-heuristic, courtly strategy.

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1. Introduction

Modern society is increasingly contemplating the need for harmonization, preservation and protection of the environment. And this concerns not only environmental activities but also affects all spheres of human activity. Undeniably, the regulation of communicative interaction, which should lead to harmonization of relations between people, possesses not the last position in this process. To achieve this goal, modern science requires the expansion of general concepts, the integration of independent disciplines in certain scientific fields. As a result of the transfer of the concept of ecology as a doctrine of the environment in the linguistic sphere, was the emergence of interdisciplinary science – ecolinguistics.

Language ecology studies speech as a holistic integrated system, determines the features of co-operation in the speech of versatile means of communication in interaction with the speech environment, examines the linguistic environment in a broad historical, socio-political, and cultural context, taking into account changes that are constantly occurring in society and people's consciousness (*Radu, 2013: 193*).

2. From the history of ecolinguistic

Ecolinguistics is a new contemporary research area with a wide range of discussed issues. To speak about the ecology of language scientists began relatively recently, considering it within the limits of psychology, anthropology and sociology of language. The view at the language as a living organism, which is subject to the rules of evolution, also contributes to the establishment of this term. It is believed that it was E. Haugen who in 1972 introduced the concept of the ecology of the language and defined this scientific direction as the study of

interaction between any given language and its environment, which is a society, a nation that uses this language as one of its codes (*Haugen, 1972*). However, A. Haugen himself had already relied on the work of K. and F. Völings and N. Schutz, "The Language Situation in Arizona as Part of the Southwest Culture Area", in which the ecology of the language was divided into inner-lingual and inter-lingual (*Haugen, 1972*). E. Haugen understood the interaction of ecology and language in the aspect of sociolinguistics and psycholinguistics. Namely, the ecology of language, according to E. Haugen, is determined primarily by people who learn the language, use it and pass it on to others (*Haugen, 1972*). After the release of E. Haugen's work, scientists began to swiftly explore the problems of ecolinguistics, which mainly concerned the decline of languages, their extinction, linguistic planning, etc. (U. Smolley, R. Dickson, P. Mühlhoisler). At the conference of the International Association of Applied Linguistics M. Halliday pointed out that ecology and language have a direct impact on each other, namely: language affects the human consciousness, and the human, accordingly, has an impact on the environment in which he lives, and consequently on environmental ecology (*Halliday, 2001*).

In modern science, there are three basic approaches to understanding of ecolinguistics. Firstly, it is a branch of linguistics that studies the integrity of the language in its direct connection with culture and semiosphere. Secondly, it is a system of knowledge of the energy of the word, of its effective force. Thirdly, it is the doctrine of the spiritual nature of the word, of its profound relationship with the person, with the nature and destiny of the people.

The fundamental postulate of linguistic ecology is that the expression of all spheres of the personality through the semiotics and semantics of verbal and nonverbal language is the most important environmental, linguistic and valeological factor that determines the quality of communication and the quality of life in general (*Volkova, 2012*).

3. Ecological and non-ecological communication

Within the framework of modern understanding of ecolinguistic, the issues of establishing ecological communication are topical. Undoubtedly such a strong interest in ecolinguistic issues is associated with the rapid development of aggression and hostility as a whole society as well as its particular representatives.

In the broadest sense, ecological communication is understood as communication, which does not cause harmful influence on health in general, does not affect not only physically but also does not commit violent actions in relation to the emotional, cognitive, behavioural and communicative spheres of an individual. Consequently, any verbal or non-verbal means, strategies or tactics of communicative behaviour that contradict communicative-pragmatic and ethical-language norms and adversely affect a person's mental health can be qualified as non-ecological. Environmental communication, accordingly, is not only in the ability to adequately encode and decode information, but also in the ability to maintain a positive emotional state of a partner in communication, caring for his psycho-emotional health.

In non-ecological communication communicants deliberately exercise a negative influence on person's emotional, cognitive, behavioural and communicative spheres. The impact on the emotional sphere of the personality of the communicative partner is achieved through emotional pressure, threats, intimidation, humiliation, the image of the victim and his relatives, ignoring, neglect, rejection, abuse, depreciation of the feelings of the victim, accusation, etc. (*Hein, 2013*). The cognitive sphere of personality is affected by the depreciation of the intelligence of the addressee and attempts to persuade the addressee in his psychological inadequacy (*Sonkin, 2011*). Normal manifestation of the person's behavioural domain is blocked

by coercion, prohibition, total control, isolation, rejection, persecution and the threat of punishment for certain actions (*Volkov, 202: 94*). Negative effect on the communicative sphere is achieved by the restriction of friends circle, the control of all communications, criticism, vocation, the absence of positive moments in communication (*Gorshkova, Shurygina, 2003*).

In her work, N. Solodovnikova conducted an ecolinguistic monitoring, which revealed the following unhealthy phenomena and tendencies in communication:

- depletion of lexicon and phraseological resources;
- unmotivated replacement of spoken words by borrowed words;
- jargon of speech;
- violations of stylistic norms;
- speech vulgarity;
- illiteracy (*Solodovnikova, 2010*).

Consequently, the danger to the language system (as well as to the mental health of society) carries the painful growth of the sphere of substandard linguistic elements such as: slang, cursory, obscene vocabulary, the aggressive spread of words of foreign origin, the spread of “language of hostility” and conflictive texts, violation of the borders of the sovereign linguistic consciousness of an individual, the use of manipulative techniques and technologies in the processes of communication. Slang speech, the use of obscene vocabulary, speech vulgarity and language manipulation are all means, techniques and tactics of the speech behaviour of communicative violence over the will of another person. Disharmonious and non-ecological communication negatively affects one, several or all of the spheres of the individual's identity, which causes the phenomenon of communicative sadism.

4. Strategies of communicative sadism

Communicative sadism is one of the manifestations of a broad problem of psychological violence, which a priori should be classified as non-ecological communication. A broad understanding of sadism as a predisposition to causing purposeless torture to others is interpreted as any violent action – mental or physical (*Taranenko, 2018*). The main purpose of the insult is to diminish the social status of the opponent and thus to assert someone's superiority (*Stavytska, 2008*).

The desire of the individual to exalt on account of humiliation or moral destruction of the interlocutor forms the basis of non-ecological communication, which determines the main ways of its self-realization through communicative sadism. The demonstration of communicative sadism includes speech acts that are substitutes for the tactics of physical violence, which cause offence of an opponent, affect his pride, dignity and honour (*Bilokonenko, 2012: 122*).

Sadism as a concept is primarily associated with physical aggression. However, the perception of violence exclusively as a causation of physical damage is not exhaustive. Less noticeable, but no less harmful is communicative sadism (*Taranenko, 2018*).

Communicative sadism is difficult to determine, since any violence refers to socially inappropriate patterns of behaviour that are condemned by society, and some are punishable by law. At the end of the twentieth century, K. Sedov introduced the concept of communicative sadism and its strategies – invective, courtly, and rational-heuristic (*Sedov, 2004*).

The most common non-ecological communication scenario is the invective strategy of speech behaviour, which represents a diminished significance: communicative expressions here represent a reflection of emotional and biological reactions and are an affective discharge in the form of abuse (invective), for example: *Чого ти ревеши? Досить уже нюні розводити,*

шмаркачко! Я тобі зараз покажу! Припини, сказав! Я тобі покажу, де раки зимують, упоследна бездарна шмаркачка (Kuiava, 2015). (Translation of the author: *Why are you howling? Stop acting like a crybaby, you snorter! I'll show you up! Stop it, I said! I will skin you alive, dirty bastard*).

The rational-heuristic strategy of speech behaviour in a conflict situation, on the contrary, is based on prudence:

A: Славо, ти недочуваєш?! Тебе для мене більше немає! Все, ти випарувалася! Стала невидимою! Йди краще, речі збирай! – Чоловік був твердим.

Б: Але ж я людина, Матвію, я жива, і мені боляче... Нащо ти мене роздираєш, ніби і все на світі можу стерпіти? Ти ж вириваєш мені серце, ріжеш по живому! – Чеслава чутно захлипала.

A: Ти сама себе ріжеш. Спокійно зберися і без істерик їдь додому, до матері, – холодно проказав, запарюючи вже другу чашку чаю (Kuiava, 2015).

(Translation of the author:

A: *Are you deaf, Slava? You don't exist for me! That's all, you've disappeared! Became invisible! You'd better go and get your stuff!* – *The husband was steadfast.*

B: *But I am a human, Matvii, I am alive and I am hurting... Why are you tearing me up as if I can survive anything? You are breaking my heart, cutting down alive!* – *Cheslava cried audibly.*

A: *You are cutting down yourself. Calmly get ready and without hysteria go home, to your mother; – coldly said, already making the second cup of tea for himself).*

The curtly strategy differs from the invective high semioticity of speech behaviour, due to the attraction of the speaker to etiquette forms of social interaction. Proponents of the courtly strategy of behaviour have a tendency to indirect means of expressing disagreement and disguise the display of negative emotions under etiquette formulas, for example: if you don't mind; could you please; could I ask you for a favour; will you be so kind and so on? Such a strategy of conflict does not have formal indications of verbal aggression, but the pronunciation of such ostentatious etiquette formulas with a familiarized tone can bring the opponent almost to rage, affecting his self-respect, dignity or honour.

As you can see, the range of techniques of communicative sadism is not limited to open verbal aggression (invective, threats, accusations, insults, blames, mockery, etc.). Externally, "ecological" behaviour patterns are in fact methods of hidden verbal or nonverbal aggression: systematic supercilious pressure without the open demonstration of hostile emotions, silence, refusal to speak, mimic and kinaesthetic gestures, various non-verbal actions, with the exception of physical attack. Ecolinguistics should also take into account the so-called legitimate or latent aggression. Its expressions are quite vividly and clearly described in the work of psychologist and psychotherapist F. Riman: "The ability to give legitimacy to their aggressiveness that has reached the degree of sadism is extremely diverse – an official who punctually, to the minute closes the window of his office, although he could easily serve someone else; a teacher who emphasizes the slightest deviations in punctuation or mistakes due to inattention; an examiner, who considers the answer to be correct only if it is not different from the expected one; a judge who strictly adheres to the letter of the law when assessing a violation and does not take into account motivation, etc. You can find many other examples of hidden sadism. Some individuals express aggression in the form of super-correctness, abusing their power and concealing the motives of their behaviour even from themselves, referring to the inviolability of the rules and the significance of their duty" (Riman, 2007: 34).

Communicative sadism is difficult to determine at the level of language, since any violence refers to socially inappropriate behaviour patterns that are condemned by society, and

some are punishable by law (Volkova, 2012). Significant semantic burden in communicative sadism is placed on indirect – extra-linguistic – means of communication, which cause an equally strong pragmatic influence on the addressee. The causation of physical or psychological harm may not be vocalized by the aggressor, but is effectively transmitted by non-language elements of the organization of communication. Non-verbal means of expressing threats include those of para- and extra-linguistic, optic-kinetic as well as means of organizing the space and time of the communicative situation.

Para- and extra-linguistic means of communicative sadist include intonation, timbre, volume, and manner of speaking, for example: *to speak evilly, with threat in the voice, in suppressed whisper, to whisper in vain, to be reddened by rage, to pour blood*.

Optical and kinetic means of expression of violence include movements and gestures that usually accompany a violent speech act: *threaten with finger, raise your hand, show your fist, simulate a blow, beat your fist in your own hand, and show a gesture-imitation of a clipping of a head or the use of firearms*.

In an effort to cause the strongest emotion of fear at the addressee, speakers-aggressors usually resort to a special organization of space – for this they reduce the distance of communication: *menacingly approach, bend over or lean*.

5. Conclusion

Considering communicative sadism from the standpoint of the ecology of communication, we came to the conclusion that communicative sadism expresses the absolute non-ecological interpersonal interaction. Given the strategies of communicative sadistic behaviour it becomes clear that both verbal and nonverbal means of communication are indicators of ecological or non-ecological communication as language becomes a sign of violence not through means and techniques, but the motives, intentions and emotions of the author. So, in determining whether a particular situation of communicating is an example of communicative sadism, we can be guided only by two reliable criteria: the destructive intention and the emotional state of the subjects of communication. The main purpose of the sadist is to somehow cause fear and pain in the opponent, that is, those affects that are extremely destructive and non-ecological to the individual, blocking his ability to personal freedom manifestations. Communicative sadist is confident in his rightness; he does not show empathy and by that he destroys the health of the recipient not only in a psychological but also in a physical way.

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ANTHROPONYMS AS MEANS OF EXPRESSION OF THE NATIONAL ESTHETICS OF TARAS MELNYCHUK'S LINGUISTIC WORLD

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Summary

The article studies anthroponyms in Taras Melnychuk's poetic linguistic world. The research analyses the semantics of the proper names of the theme groups "national history" and "national literature" and focuses on their ethnolinguistic aspect.

Mostly outlined is the connotation of the proper names that denote the representatives of the national history of the time of princes and the time of the liberation struggle of the 17th–19th centuries. The epoch of the Kyivan Rus is represented mainly by anthroponyms denoting the princes who were statebuilders (*Святослав, Володимир, Ігор* and others). The time of the Cossack and peasant movement is represented by anthroponyms that denote personalities widely-known in Ukrainian society: Cossack leaders (*Богдан Хмельницький, Сірко, Нечай* and others) and vigilantes (*Довбуш, Кармелюк*).

Another powerful identifier of the esthetic mentality of the Sixtiers in T. Melnychuk's works are proper names that outline the literary circle represented in the author's anthroponymicon by the names, surnames and circumlocutions of Ukrainian classics (*Сковорода, Тарас* and others).

The author's comprehension of the historical discourse, the constant search of historic reasons for losing national freedom, the accentuated dramatic reliving of Ukraine's fate fully represent the dissident worldview.

It is observed that the author's linguistic mind is closely interwoven with mythology and folk song tradition, which points to the main features of the poet's individual style.

Keywords: linguistic worldview, poetic text, individual style, proper names, national-cultural component, semantics

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Introduction

Linguistic representation of the worldviews of the authors of the generation of dissidents – the Sixtiers – remains a topical issue of modern linguopoetics. A bright representative of "the second wave of this social cultural phenomenon" (by M. Ilytskyi's words) is the "new Franko" (V. Stus), a lyric poet from Kolomyishchyna – Taras Melnychuk. The poet's linguistic worldview reflects "individual beliefs, the Hutsul mythological world, national ideals" (*Zelenenka, 2009: 4*).

A worldview reproduces the objective material world with "the maximum possible totality of national linguistic means of expression" (*Zhaivoronok, 2007: 175*). W. von Humboldt said that a language always objectifies the individual character of the entire ethnos. Thus, studying the creative manner of a particular author can be a way to self-understanding of the whole nation.

We see analysis of anthroponyms as an important and interesting area of studying T. Melnychuk's poetic linguistic world. Looking into the corpus of anthroponomical units of the theme groups "national history" and "national literature" of the author's linguistic space is

worthwhile, considering the through national-cultural marking of the semantics of the anthroponyms as an original feature of the individual style of the dissident lyric poet.

Literature review. T. Melnychuk's poetic works primarily attract the attention of literary scholars, among them are I. Zelenenka, S. Kut, M. Laiuk, T. Pastukh, O. Slonovska, O. Shaf.

The author's linguistic world was studied by modern linguists like Yu. Brailko, K. Diukar, Yu. Zuienko, L. Peni, R. Rizhko, O. Shumeiko. T. Melnychuk's works were studied both personally and as part of research of the Ukrainian Poetry of the 20th century, that is as a side line, incomprehensively.

The importance of the present research lies in the fact that the ethnolinguistic aspect of the anthroponymy of T. Melnychuk, a Shevchenko Prize Laureate (1992), still remains scantily studied, though it looks quite interesting from the point of view of the originality of the esthetic-national constant.

The aim is to make a semantic analysis of the nationally marked anthroponyms in Taras Melnychuk's poetic language, to outline the dominant individual stylebuilding features of his linguistic mind. The object of the study is the anthroponymic units of the poetic texts that are part of the three-volume edition of the poet's works.

Discussion. The names that make a certain continuum around every person, a special national-cultural space, which is common for the whole linguistic group (Rylov, 2006: 5) are, to our mind, anthroponymic units of the theme group "history", in particular of the subgroup "national history": the time of Kyevan Rus and the liberation struggle of the 17th–19th centuries.

In the contexts that are quoted in the present article the author's spelling and punctuation are preserved. They do not sometimes conform with the present rules, but are stylistically justified in most cases. The examples from the poems are given as they are presented in the author's edition (see the references).

In T. Melnychuk's poetic discourse, an example of the linguistic units common for Ukrainian society are proper names denoting the representatives of the time of princes, among them the names of:

- defenders and state builders as well as their environment: *Володимир, князь Данило, князь Ігор (Ігор-князь), Мономах, Олег, Святослав, Ярополк, Ярославна (Ярославни);*
 - enemy leaders: *Батий, Менглі-Гірей, кончак, Чингісхан (Чингіс-хан, чингісхан).*
- It is observed that characteristic of the anthroponyms of the above theme groups are their large quantity and the abundance of their emotional load.

The anthroponymic units denoting the princes who are defenders have a positive connotation in peculiar historical sketches. An inextricable blood connection with the Ruthenian princes – the glorious ancestors of modern Ukrainians – is observed. For example, the first part of the context "*П'є печеніг вино з черепа Святослава / І доки він буде пити кров мою зайда кривава?*" (Melnychuk, 2003: 109) presents the historically authentic fact of the Ruthenian prince Sviatoslav Ihoriovych's (938–972) death in the fight with khan Kuria in 972. Considering the specific character of the dissident poet's works, we assume that it is a way of making a projection onto the events of the recent history. The appositional construction *зайда кривава* in the second part of the quote is the author's means of encoding the Ukrainian people's oppressor of the time – the Soviet totalitarian system. In this way a particular historical reflection "the past – today" is created: *печеніг – зайда кривава, вино – кров, з черепа Святослава – мою*. By building different chronological axes, such linguistic means determine temporal relations, which points to a temporal function of anthroponyms, O. Bondar argues (Bondar, 1998: 3).

What makes the quote especially expressive is the phrase *питу кров*, that is to exhaust, to tire out. Such lexical units are the "culture code": very often they encode a whole plot"

(Teliya, 1996: 224). The idiom, pointing to sense development, bears ethnological information and becomes a powerful emotive expresser. Such linguistic discoveries are distinct features of T. Melnychuk's individual stylistic character.

The poet uses the image of the Kyivan prince Sviatoslav Vsevolodovych (1116–1194), who, in 1183, took Konchak – the Polovtsian khan, in the following lines: “*йдуть половці / кончак бритоголовий перевалив через хорол / О Святославе! / І ми готові!.. / Князь ринув нас – переборов! / й 6000 половців загріб я – / в полон шість тисяч кончаків / А по мені тепер погріб'я / подзвіння дзвонів – канчуків / І вже не п'ють шоломом / з Дону вербові котики мої / Й з колгоспу тягну я додому / і хліб й коров'ячі гної*” (Melnychuk, 2007: 128). Especially expressive in the poem are the deverbative nouns with abstract semantics – the occasional word *погріб'я* and the archaic word *подзвіння*, which are elements of Ukrainian funeral ceremony. In this way the author renders the bitterness of realizing the loss of the freedom spirit by his descendants. The feeling of grief is intensified by the image of a pussy willow tree, which, in Ukrainian ethnoculture, gets energy from water, personifies a viable plant. T. Melnychuk, sympathetically calling his contemporaries *вербові котики* (“pussy willow catkins”), by means of the appellative gives them the features of spiritual diminutiveness, depicting them as those who cannot win, cannot get rejuvenated by their ancestors' lifeblood. Constant search of historical reasons for losing national freedom is the worldview priorities of the sixtier poets.

The theme group “the time of the liberation struggle of the 17th–19th centuries” is mostly represented in T. Melnychuk's works by anthroponyms that denote personalities widely-known in Ukrainian society, namely:

- representatives of the Cossack Epoch: *Богдан Хмельницький (Богдан, Хміль, Богдан Хмель, богдан хмельницький, Хмельницький Богдан), Сірко (сірко), Залізняк (Залізняка), Острияниця, Морозенко, наливай, Мазепа (мазепа), палій, полуботок, підкова, тетеря, богун, Гонта, Нечай;*

- images of vigilantes: *Довбуш (довбуш, довбуш-збуй, Олекса, олекса, Олек, Олекса Довбуш, в Довбушевій порохівниці, у довбушів камінь), Кармелюк (кармелюк, Кармель, Устим, сорочка Кармалюкова)*. As can be seen from the anthroponymic sample, the very abundance of the variants of the proper names points to a formal ethnic markedness determined by the national significance of the historic personalities.

A deep scar in the folk consciousness was left by the Cossack time. A number of T. Melnychuk's poetic works about Cossack leaders have formed a positive axiological connotation. The dissident poet is sure that Ukrainians lack aspiration for freedom as the main national identifier. The author is worried about the loss of the spirit of ancestors among modern Ukrainians – the descendants of the renowned Cossacks: “*тут Сагайдачний в кожнім серці плаче / пояничарились козачі юнаки / й з дівочих чресел необачних / сипляться на діл потурнаки*” (Melnychuk, 2003: 94). The old use words with negative connotation *пояничарились, потурнаки* accentuate the disparaging attitude to compatriots who do not remember the heroic past of their people.

The direct reminiscence *Сагайдачний – необачних*, whose prototext is a famous folk song, is seen as a reminder to the modern generation about their Cossack origin. Such a technique contributes to a more dynamic and intense character of the literary work.

The image of ataman Ivan Sirko, who personifies the Cossack outlaws, in the following lines is interpreted as a forerunner of Ukraine getting its independence: “*я злечу Україну угору / і сірко у вікно / і за ним з весняного грому <...> / гетьмане де ти?*” (Melnychuk, 2006: 130–131). The predicate extenders *угору, у вікно* are positively connotated, as the former points to freedom, height, absolute and the latter symbolizes the opening that lets

in supernatural power, while both render the meaning of the open, the unlocked. The epithet *з весняного грому* indicates good hopes. The lines show the signs of vitalism – the style movement whose esthetics in Ukraine asserts the vitality of the nation, the immortality of Ukrainian spirit. The vitalistic signs are characteristic of the worldview of the “imprisoned” authors – fighters who are full of optimism and belief in the proximity of state independence.

A appeal to learn from historical mistakes is present in the context: “*а то життя / наче дурнів / нас штовхає / в спину / пошпотався / під Нечаєм / коник в україну*” (Melnychuk, 2007: 153). A certain intertextuality can be seen – it is a paraphrased line from a folk song about Danylo Nechai: “*Пошпотався під Нечаєм / Коник на купинку*” (Ukrainski narodni dumy ta istorychni pisni, 1990: 130–134). A superimposition of time areas is formed by means of retrospection: a historic personality – modern developments (Nechai – Ukraine). In such a way the author builds up the paradigm *freedom – bondage*, where the axiological load of the anthroponym is positive, while that of the toponym is negative, that is, the contemporaries with slave psychology do not get freedom. That is why the noun denoting the proper name begins with a capital letter, and the one denoting the toponym begins with a lowercase letter.

There is both positive and negative colouring in the way the poet depicts the images of the Cossack heroes. The developments of the totalitarian Soviet Ukraine, which are openly resisted by Ukrainian dissidents, are the result of the failed attempts to get national freedom, which were taken as far back as by the Cossack atamans and hetmans: “*знов зібралися ми / на раду / баба яга / хурчить веретено / палій полуботок / наливай наливай / а на підкову кують / окови / а тетеря – / тайна вечеря / а богун і мазепа – / сто коней / і богдана Хмельницького череп / я вмер / я лечу в безодню / я вас чую / панове гетьмани... / через день / привели притягли / всіх у зону / свої ж отамани*” (Melnychuk, 2006: 265–266). The beginning of the context *знов зібралися ми на раду* has an autobiographic implication – the imprisonment of the poet who associates his dissident cohort with the hetmans who were state builders. In the given context, the image of Baba-Yaha, who impersonates death in pre-Christian beliefs (Rajken, 2005: 21), means fatal danger. Supposedly, by *веретено* (“spindle”) the author means the “chariot of history” (in Ukrainian literally “the wheel of history”), in which the images of famous national leaders pass kaleidoscopically. The mythological *Баба Яга* (Baba-Yaha), the biblical *тайна вечеря* (The Last Supper), the historical *гетьмани*, *отамани* (hetmans, otamans), the jargon *зона* (“quod”) belong to completely different discourses, which are discordant at first sight, but, combined in one lexical image line, point to a deep historical analysis. In search of the reasons for centuries-old absence of great power statehood in Ukraine, Melnychuk skillfully interweaves several linguistic worldviews: the mythological, the biblical, the national-historical and the Soviet reality. It demonstrates the author’s comprehension of the continuity of history, which is beyond time. It also shows the cause and effect relations, which help to understand that the present is directly made by the past and is inheritable to a certain extent. Such a feature of linguistic mind indicates the depth of the author’s view of life.

A close connection of the present developments in Ukraine with its history, in particular, indications of Bohdan Khmelnytskyi’s actions, can be traced in the poem *Далекі предки* (Remote Ancestors): “*Сині води... / Жовті води... / Хміль та Хміль, / Та Остріяниця. <...> Наварили з хмелю пива – / Наробили собі дива. / Темні лиця, / Темні лиця, / В темні води вам дивиться. / Сині води. / Жовті броди. / Біль та Хміль, / Та Остріяниця*” (Melnychuk, 2003: 68). The author uses the form of a folk song to address the winning battle near Zhovti Vody, with which the Cossack and peasant troops headed by Bohdan Khmelnytskyi began the National Liberation War against the Polish Gentry. The state colours *blue – yellow* point to the people’s aim, as it was “the father of national freedom” who laid foundation

of today's independence. One-word anthroponymic models that denote the nicknames *Хміль*, *Остриця* make the narrative more intimate, emphasizing people's love for the national heroes. But, unlike the folk work, in which the images of the defenders are usually positively connotated, Melnychuk's song is a reproach to the remote ancestors. The allusion *наробили собі дива* is a suggestion of the fatal historical mistake made by the hetman and the Cossack troops in the rapid stream of the historic events of the far 1654, when they pledged allegiance to Moscow Tsar. The dissident author draws a parallel between history and modern time – once the hetman failed in the fight for Ukraine's freedom and now modern Ukrainians did.

As can be seen, the immersion into different discourses that convey a symbiosis of several linguistic worldviews proves a strong connection of Melnychuk's linguistic consciousness with the memory of generations. The poets's address to the past is determined by the aim to study the cause and effect relations of modern fails in state building rather than the necessity to depict historic developments.

Significant in the anthroponymicon of T. Melnychuk's linguistic works are proper names denoting the images of freedom-loving vigilantes – Oleksa Dovbush and Ustym Karmeliuk, who are depicted with the absolutely positive axiological connotation. The images of the folk heroes symbolise the immortality of Ukrainian nation, for example: “*в цих деревах / у серцевині / живе довбуш / кричить / а в цих кармелюк / і ніхто ці дерева / не викорчує / як не викорчувати / сонце*” (Melnychuk, 2006: 179–180). The spelling of the surnames indicates a certain appellativisation which gives the onyms a new sense – advocates of freedom. In the first line, the demonstrative pronoun *цих* – specifies the place – in the Carpathian forests, the metaphor is intensified by the particularizing adverbial modifier of place *у серцевині*, that is, in hutsul's heart. The mythologized nature personifies Hutsul region as the region of freedom-loving daredevils. The repetition of the present and future verbs *не викорчує*, *не викорчувати* makes the poetic lines more expressively dynamic. This technique shows that the tenacious folk memory preserves the images of the heroes who became a part of Ukrainian mentality. The vitaistic image of the sun in the author's original metaphor *не викорчувати сонце* represents the immortality of Ukrainian people.

Thus, proper names that denote the images of folk leaders, corresponding to a particular time in history, perform the function of localisation as they represent the historic figures that are present in Ukrainians' collective consciousness. In T. Melnychuk's discourse, the surnames are filled with the author's individual connotations and become the condition of its functioning as an ethnically marked unit.

In Melnychuk's works, an integral part of the corpus of Ukrainian linguistic-poetic worldview and a powerful identifier of the esthetic mentality of the representatives of the intellectual revolt of the 1960-s are the proper names that outline the literary circle which is mostly represented in the author's anthroponymicon by the names, surnames and circumlocutions of the classics: *Григорій Савич (Сковорода)*, *Євген Плужник*, *Леся Українка (Леся)*, *Максим Рильський*, *Михайло Павлик*, *Панько Куліш*, *Тарас Шевченко (Шевченко Тарас, Шевченко, Тарас, Кобзар)*, *Тичина*, *Франко (Каменярь)*.

For Melnychuk's anthroponymicon, one of the central images of the theme group “national literature” is the figure of Hryhorii Savych Skovoroda, whose view system is based on the Christian teaching. Let us consider the lines: “*ковилі вогненні / звідусюди / і чадних квітів / трунна їдь / і дець на дні геєнни / люди / і сам савоф / на дні стоїть / і розмовляє з сковородою / як світ цей витягти / на світ*” (Melnychuk, 2006: 293). The biblical anthroponym denoting Christ and the philosopher's surname are successfully blended into the mythological worldview of the poet's linguistic consciousness. The folk fairytale images with super-powerful negative meaning *ковилі вогненні*, *чадних квітів*, *трунна їдь* are representatives

of the evil in its eternal war with the good. In the poet's worldview, Ukraine as part of the totalitarian USSR appears as Gehenna – according to the New Testament, is it a place in the south of Jerusalem where children were burned as sacrifices to Moloch and Baal. The place got a reputation of a dump, site of conflagration, constant punishment (*Rajken, 2005: 29*). Among the linguistic markers of the author's passionarity is the idiom *випрягати на світ*, which, used as part of the homonymous phrase, creates a new lexical meaning – to save. T. Melnychuk is sure that in search of a way to get Ukraine out of the modern hell, it is worth referring to the wisdom of God's commandments, whose guide for Ukrainians was the enlightener Hryhorii Skovoroda. That is, in the author's linguistic mind, the image of the national philosopher grows into the image of the apostle of Christ in Ukraine.

The figure of the national prophet – Taras Shevchenko – is among the images with super-powerful energy in T. Melnychuk's poetic texts. It is proved by a number of anthroponymic formulas, in particular: *Тарас, Тарас Шевченко, Шевченко, Шевченко Тарас, Кобзар*. In the author's worldview, the founder of Ukrainian nationalism ranks with the Christian Saviour, for example: *“палає все людське / гніздов'я / а погасить / не стане світ / не стане ні води / ні крові / не стане нас / й по морю синьому / дніпрові / Христос іде / а з ним / Тарас”* (*Melnichuk, 2006: 293*). In this context, we can see an allusion to the evangelic event when Christ and his apostle Peter were walking on the waters of the Galilean Sea, where the God's son orders the boisterous chaos to calm down (*Rajken, 2005: 164*). As can be understood, the poet, who is a Christian, sees Christ and Taras Shevchenko – God's follower, an apostle – as the saviours and protectors of the nation. The biblical onym and the name denoting the person of supreme significance for the nation begin with the capital letter.

One of the features of Melnychuk's use of proper names is his naming the personalities of national value by a one-word construction – first name, for example: *“Hi, Вітчизна – є! Їй вона – / Єдина! / Є Вітчизна! В мене – не у вас! / Це вона упала на коліна / І цілує землю, що сходить **Тарас**”* (*Melnichuk, 2003: 234*). The climatic sense clot of the context, where “great energy seethes” (*Dyvoovyd: Antolohiia ukrainskoi poezii KhKh stolittia, 2007: 11*), is the underlined phrase, in which, due to sudden semantic change, the seemingly negative idiom is transformed into a manifestation of the spirit of rebellion – a deep gratitude to the national prophet. Such a technique fully reveals the mental essence of a Ukrainian patriot – despite tremendous obstacles, to hold with dignity before the enemy, inspired by the vital energy of spiritual wells. The representatives of the stoicism of the national character are rendered by the vitalistic foundations of the linguistic mind of the imprisoned poet, which are based on the indisputable faith in Ukraine's statehood.

Conclusions

Using the anthroponymicon of the historical and literary discourses, T. Melnychuk represents Ukrainian national linguistic worldview in full. Through the use of onyms as a national-cultural component, the author gets into historical-philosophical reflections, forming an associative field of Ukrainian identification.

In the author's linguistic world, we see a number of proper names the denote the poetised by Ukrainians legendary personalities of different historic periods: the epoch of the Kyivan Rus and the time of the liberation struggle of the 17th–19th centuries, in particular, the representatives of the Cossack time and the images of vigilantes. These historic personalities, who are symbols of stoicism in fighting the aggressors, became a mental national-cultural code. Thus, ethnically marked anthroponyms give T. Melnychuk's works a distinctive national colouring.

The anthroponymic material, which outlines the national literary circle, transforms in the author's linguistic mind and demonstrates the linguistic creativity of his personality, becomes an integral part of the source base of the corpus of national ethnolinguistics.

A skilful combination in the contexts with anthroponyms of the vocabulary of discourses of different historic epochs, folk-poetic and biblical images as well as occasional, idiomatic and colloquial linguistic units makes them a powerful expresser of comprehending Ukrainian culture through the semantic connotation of Melnychuk's linguistic space.

An expressive national-cultural component of the author's individual style is a wide use of the anthroponymic material in the poetic works written in the form of historical song, *kolomyika*, where the images traditionally "grow" from Ukrainian folk songs and mythology. Such a feature makes folklore one of the main guidelines of T. Melnychuk's linguistic works, which determines the originality of his style manner. Further studies of the onym system of the sixtier poet's linguistic world, in particular the toponymical units, looks to us a topical issue.

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MULTIMODAL METAPHORIC CONSTRUAL OF ECOLOGY IN ENGLISH DOCUMENTARIES

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Summary

In this article, I consider multimodal instantiations of conceptual metaphors with the referent ECOLOGY selected from English documentary films that address ecological issues. In this discourse environment, conceptual metaphors can be instantiated in different semiotic modes, namely, verbal, visual, and / or aural. Metaphors under consideration are treated as multimodal construals that emerge in the process of interaction of the meaning of the linguistic expression with the context, an important aspect of which is the interrelation of the semiotic modes mentioned above. It is shown that cognitive techniques of modifying conceptual metaphors, such as elaboration, extending, questioning, and combining (*Lakoff & Turner, 1989: 67–70; Kövecses, 2010a: 53–55*), which used to be considered as a feature of poetic discourse, are characteristic of ecological filmic discourse as well. These techniques serve to enrich the content of conventional conceptual metaphors. This effect is enhanced by the interaction of different semiotic modes in the process of meaning-making, which can result in the emergence of rich conceptual metaphors that capture the complex nature of ecological objects and phenomena. The effects of multimodal conceptual metaphors in documentary films demonstrate variety: the visual mode can endow conceptual metaphors instantiated verbally with new features; the visual mode can intensify the effect of verbally manifested metaphors by highlighting certain attributes of the metaphorically related concepts; the aural mode can enhance the emotive metaphoric entailments or question the appropriateness of the metaphor.

Keywords: combining, elaboration, emergence, extending, multimodal conceptual metaphor, questioning, semiotic mode (verbal, visual, aural).

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1. Introduction

This article offers an analysis of conceptual metaphors in English documentaries addressing ecological problems. The study focuses on the multimodal instantiations of the metaphors, namely, those manifested in verbal, visual and / or aural semiotic modes.

Nowadays, the world community is getting increasingly concerned about ecological problems: climate change, global warming, air, water, and land pollution, waste disposal, etc. Quite a number of intergovernmental, governmental, and non-governmental organizations address these issues worldwide, nationally or locally. The Intergovernmental Panel on Climate Change (IPCC), which is one of the most influential global organizations, headed by the former Vice President of the United States Albert Arnold (Al) Gore, was awarded the Nobel Peace Prize for their efforts “to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change” (<https://www.nobelprize.org/prizes/peace/2007/summary/>). Today, despite considerable advancement in this direction, the issue of raising people’s ecological awareness remains highly relevant.

One of the instruments of attracting people's attention to urgent ecological problems are documentary films, which is one of the reasons why they have been chosen as the source of empirical data for this research. Films of this genre abound in ecological concepts, some of which are quite difficult to capture. This is why filmmakers who work in this genre find conceptual metaphors quite useful.

Theoretically, the article departs from conceptual metaphor theory (*Lakoff & Johnson, 1980, 1999*) and moves on to the view of conceptual metaphor as an emergent phenomenon (*Sanford, 2012; Kövecses, 2015*). It extends the emergentist view of metaphor by taking into consideration the possibility of its multimodal instantiation (*Forceville and Urios-Aparisi, 2009*).

By extrapolating Lakoff and Turner's findings that concern poetic language (*Lakoff & Turner, 1989*) onto filmic discourse, this article aims to reveal how metaphors with the referent ECOLOGY emerge in the process of interaction of different semiotic modes. In order to achieve this aim, the following tasks have been set forth: to identify multimodal conceptual metaphors which belong to the domain of ecology in the documentaries under consideration; to bring to light the cognitive techniques of construing their meaning; to elicit the effect of combining different semiotic modes in the process of creating multimodal metaphors.

The leading contention of this article is that the cognitive techniques of elaboration, extending, questioning, and combining, which are traditionally regarded as a specific feature of poetic language, are characteristic of filmic discourse as well, documentary films on ecology in particular. Multimodal instantiations of cognitive metaphors formed with the help of these techniques serve to produce a number of specific effects upon the viewer, which cumulately contribute to raising the viewer's awareness of urgent ecological issues.

Structurally, the article consists of five parts: (1) introduction, (2) theoretical background, (3) results, (4) discussion and (5) conclusion. The theoretical part, which follows this introduction, presents the key concepts of conceptual metaphor theory, multimodal metaphor theory and emergentist theory of metaphor. It is followed by the presentation of results and then comes the discussion. The conclusion summarizes the findings and outlines prospects for further research.

2. Theoretical background

Theorized by George Lakoff and Mark Johnson, the term '**conceptual metaphor**' refers to understanding one domain of experience (which is called the target) in terms of another (the source) (*Lakoff & Johnson, 1980: 5*). Since conceptual metaphor is, in the first place, an instrument of thinking, and not a rhetorical device, it is quite natural to assume that it can be expressed not only with the help of verbal means. As emphasized by Ch. Forceville (*Forceville, 2009: 20*), conceptual metaphors can be instantiated in non-verbally as well. Metaphors which involve concepts manifested by signs of different semiotic systems are called multimodal.

This term is derivative from the term '**mode**', which refers to an important concept of multimodal linguistics and semiotics; hence, it merits special consideration. Currently, there is no unity of opinion about the content of the term 'mode' (see Forceville 2006 for discussion). Researchers single out such modes as written and spoken language, gesture, visual image, music, etc. In order to describe multimodal metaphors in English documentaries on ecology, I adopt the following systematics: the verbal mode (written vs. spoken), the visual mode (static vs. dynamic images), the aural mode (the sound vs. music).

The "classical" conceptual metaphor theory, which views linguistic metaphors as surface manifestations of deep conceptual metaphors, has been criticized for its top-down approach

by present-day researchers (Kövecses, 2015; Sanford, 2012). However, as Kövecses rightfully maintains, “<...> there does not seem to be a specific device in the mind responsible for producing and comprehending metaphors; instead, metaphors emerge” (Kövecses, 2015: 147). Thus, I side with the scholars who believe that individual metaphors are best understood as arising from the language in use (Kövecses, 2015: 147; Sanford, 2012: 357). Such view on conceptual metaphor allows combining the top-down approach with the bottom-up line of attack, considering conceptual metaphor both as a process and a product (Kövecses, 2015: 147). Hence, the emergentist view of metaphor seems to be natural and justifiable.

The emergentist approach to the study of conceptual metaphor shifts the focus on how we match two different concepts, i.e. which factors influence this process. Kövecses considers the following types of contextual factors: (1) the immediate physical setting, (2) what we know about the major entities participating in the discourse, (3) the immediate cultural context, (4) the immediate social setting, and (5) the immediate linguistic context itself (Kövecses, 2010b: 659–661). I would like to point out that each of these types can be detailed further, for example, the cognitive context, which is listed second in Kövecses’ classification, can be static or dynamic. I focus attention on the latter, namely, on cognitive techniques that can be used in discourse to modify the content of conceptual metaphors: elaboration, extension, questioning, and combining, which were considered by Lakoff and Turner in their analysis of poetic language (Lakoff & Turner, 1989). However, the usage of these techniques, as it follows from my data, is not limited to poetic discourse.

3. Results

The analysis of multimodal instantiations of conceptual metaphors in ecological filmic discourse has revealed that conceptual techniques of extending, elaboration, combining, and questioning are characteristic of this type of discourse, alongside with the poetic one. These cognitive techniques are enacted not only verbally, but also with the help of other semiotic means. Thus, in the filmic discourse under study, different configurations of verbal, visual and aural modi contribute to the process of metaphoric construal. They are considered below according to the type of conceptual technique in the following order: extending, elaboration, combining, and questioning.

In **extending**, “a conventional conceptual metaphor associated with certain conventionalized linguistic expressions is expressed by new linguistic means based on introducing a new conceptual element in the source domain” (Kövecses, 2010a: 53). Extending is illustrated below by a fragment taken from the documentary series ‘The Broken’, Episode Four ‘Recycling Sham’ (2019), which addresses the problem of plastic pollution. The main message of the episode is refutation of the idea that recycling plastic can solve the problem of plastic pollution. It is shown to be a false promise of plastic industry given to people in order to continue producing more plastic and earning more money. Plastic industry is presented as an enemy in the conceptual metaphor INDUSTRY IS AN ENEMY that underlies the episode under consideration and is typical for ecologically oriented discourse.

The main mode of instantiating this metaphor in the fragment is verbal (the spoken variety). The conceptual metaphor INDUSTRY IS AN ENEMY is expressed in a novel way: *We’re up against some of the most well-funded, ruthless, cut-throat industries on the planet. And they are actively trashing the planet.* The phrasal verb *to be up against*, which is defined as “to be having or likely to have serious problems or difficulties” (Cambridge Dictionary), implies an inimical force which is given shape by personification (the adjectives *ruthless* and *cut-throat*

denote attributes of a CRUEL ENEMY). The novelty of this extended metaphor derives from the element that is unusual, hard to predict: the enemy's aggression is directed against the planet on the whole (*trashing the planet*), not against individuals. Thus, unconventional language use activates an 'unused' element of the source (Kövecses, 2010a: 53), construing the metaphor as INDUSTRY is A CRUEL ENEMY OF THE PLANET.

The verbal mode has its visual counterpart – the image of the Exxon Mobil plant (Fig. 1), one of the world's biggest multinational oil and gas corporations. The plant is shown in twilight, which extends the metaphor further. Twilight is the time between day and night, between light and darkness, or metaphorically, between THE GOOD and THE EVIL. Thus, showing a plastic plant from a distance (a metonymic representation of danger) in twilight amounts to giving the spectator a peek of EVIL and DANGER. The disturbing background music also adds to creating the frightening atmosphere.



Fig. 1. Visual instantiation of the metaphor INDUSTRY is AN ENEMY

Thus, the combination of three semiotic modes – verbal, visual, and aural – extends the metaphor INDUSTRY is AN ENEMY into PLASTIC INDUSTRY is A DANGEROUS, CRUEL, EVIL ENEMY OF THE PLANET.

In the process of **elaboration**, an already existing element of the source domain is captured in a new and unconventional way (Kövecses, 2010a: 53). Part 3 of the documentary series 'Inside Bill's brain: decoding Bill Gates' (2019) covers his efforts to solve the problem of global warming, in particular to find a new and eco-friendly source of energy. According to Bill Gates and his team, this source is nuclear power. However, after a few massive disasters on nuclear power plants, such as Chernobyl and Fukushima, people associate nuclear energy with a powerful force which is rather dangerous. In the episode under consideration, this idea is rendered with the help of multimodal conceptual metaphor NUCLEAR ENERGY is A POWERFUL FORCE.

The metaphor builds on the conventional view of nuclear power as a dangerous and destructive force. The narrator claims this explicitly: *The bomb forever seared the word 'nuclear' in our minds as a force that is destructive. And deadly*. The visual mode explains why nuclear power is so frightening by presenting dramatic consequences of its misuse: numerous nuclear explosions, a black-and-white image of a boy going bold. The words *bomb* and *destructive*,

together with the visuals, activate a larger frame of the concept, including people's painful experience of dealing with nuclear power. Further words elaborate the metaphor, drawing the viewer's attention to other characteristics of the source domain POWERFUL FORCE: *But what if the thing that terrifies us could actually save us? When a neutron is shot into an atom, it creates a chain reaction and a massive amount of heat. That heat can generate steam that powers a turbine and makes electricity. All without emitting any CO2. ... So the hard part of nuclear is to make sure that, no matter what, those nuclear materials are not getting out.* This verbal passage explicates that nuclear power can be eco-friendly.

Simultaneously with the verbal mode, the visual mode elaborates the metaphor (Fig. 2). Explosions become smaller, more numerous, and go from real ones to schematic. Then they appear in one small frame, symbolizing nuclear power plant where the energy is controlled. There is an image of a pipe conducting electricity from this small frame to the image of the globe. When electricity reaches the globe, it lightens up. This visual image illustrates the beneficial potential of atomic energy. This way, the conceptual metaphor NUCLEAR ENERGY is A POWERFUL DESTRUCTIVE FORCE is elaborated into NUCLEAR ENERGY is A POWERFUL BENEFICIAL ECO-FRIENDLY FORCE.

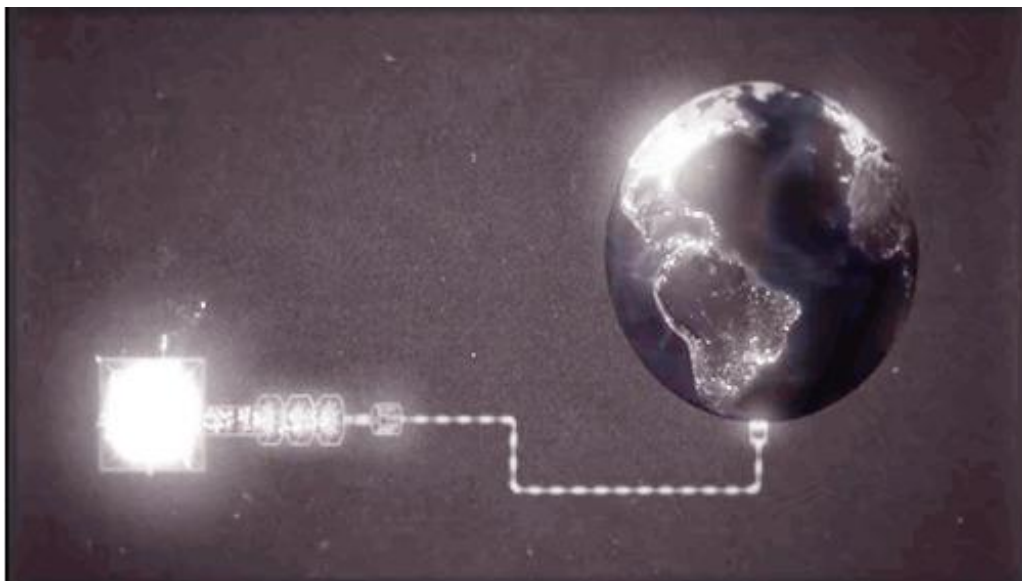


Fig. 2. Visual elaboration of the metaphor NUCLEAR ENERGY is A POWERFUL FORCE

The process of **combining**, characterized by Kövecses as “the most powerful mechanism to go beyond our everyday conceptual system” (Kövecses, 2010a : 55), uses “the materials of everyday conventional thought” (ibid.), joining them in a multitude of different ways. It is illustrated by a fragment from a documentary film on the problem of global warming ‘Six degrees could change the world’ (2008). In the fragment, two metaphors are combined to characterize the domain GLOBAL WARMING. It is enacted verbally and visually. The verbal mode of metaphor instantiation is found in the following passage: *We have signs of very great changes occurring on the planet. Everything happens so fast. Our planet is at the crossroads.*

Global warming isn't out of control. But it soon could be. The warning signs are all around us. This is the challenge of climate change. The visual mode metonymically provides tell-tale signs of global warming: a bear stranded on an ice floe in the open sea, which is suggestive of melting ice caps; a burning fire truck on the road where everything is seen in the red light, which is indicative of wild fires; a few other natural disasters provoked by global warming – a storm, flood, hurricane.

The first metaphoric expression (*Our planet is at the crossroads*) is underpinned with the image-schema PATH, specified in the metaphor LIFE is A JOURNEY. This metaphor is first extended into CIVILIZATIONAL DEVELOPMENT OF HUMANKIND is A JOURNEY. Further, the attention is focused on a specific part of the JOURNEY, i.e. the crucial point (THE CROSSROADS) when the traveler (HUMANKIND) is to make a choice: to persist in his ruinous practices or to turn to beneficial ones. The message of the extended metaphor CIVILIZATIONAL DEVELOPMENT OF HUMANKIND is A JOURNEY, further extended into HUMANKIND is AT THE CROSSROADS, is that the global warming is real, we can see its threatening signs, but the situation is still manageable if people choose the right road.

The second metaphor is instantiated in the phrase *the challenge of climate change*. The concept CLIMATE CHANGE, which is a metonymic indication of GLOBAL WARMING, is characterized by referring to the source domain CHALLENGE, which implies a difficult task that humanity faces. Combining the metaphors HUMANKIND is AT THE CROSSROADS and GLOBAL WARMING is A CHALLENGE, one can easily recognize the contours of the situation of risk (*Ushchyna*, 2020: 78). Thus, the message that is rendered metaphorically by combining two metaphors is as follows: the wrong choice of humankind puts its future at risk.

In **questioning**, the appropriateness of common metaphors is called in question (*Kövecses*, 2010a: 54). To illustrate it, I consider another example from the documentary 'The Broken. Recycling Sham'. In our everyday life, we use quite a lot of plastic in its various forms; we are used to it and cannot imagine our life without it. In the episode, this idea is rendered by the conceptual metaphor PLASTICS are A MARVEL. The narration goes as follows: *Plastics are essential to the modern world. <...> They are a marvel of modern life and convenience: strong, flexible and cheap. As you can produce it relatively cheaply, you can mold it into thousands of different things. Plastic packaging has huge benefits in terms of protection of food, cosmetics.* The narration is accompanied by numerous images depicting things of everyday use that are made of plastic. Thus, the verbal and visual modes both instantiate the conceptual metaphor PLASTICS are A MARVEL. However, the background music, quick and disturbing, suggests that something is wrong, questioning the appropriateness of the metaphor.

Further narration continues the line of questioning, resulting in a new metaphor: PLASTIC is A MAN-MADE ENEMY. The verbal narration goes like this: *But the problem with plastics is that they never really go away. Plastic is durable. <...> There are also serious concerns about plastic's impact on our health, from the way it's made to how we use and dispose of it. <...> Why and how something so embedded in our daily lives has become such a huge problem for the world? To answer that question, we need to look deep into the roots of our relationship to plastic itself. How we created and molded it, but even more, how it has come to mold us.* The visual mode shows piles of plastic waste, which is a metonymic image of plastic pollution, and the aural mode continues creating a disturbing atmosphere. So the message rendered metaphorically is as follows: we created plastic, we molded it in different shapes and we use it in our everyday life, however, piles of plastic are getting bigger and bigger, we cannot control it anymore, so it is getting more powerful and dangerous for our health and life, it is becoming our enemy.

4. Discussion

Metaphor is an emergent phenomenon, a contextual construct. Individual metaphors emerge in discourse for speakers / readers / viewers as metaphorical tokens. In this study, I analyze conceptual metaphors that function in documentaries on ecological issues. Due to the specific nature of filmic discourse, these conceptual metaphors can be instantiated in different semiotic modes: verbal, visual, and / or aural. Thus, I consider conceptual metaphors as multi-modal construals that emerge in a synergy of different semiotic modes.

In English documentaries on ecological issues, conceptual metaphors often emerge as a result of ‘enlivening’ conventional conceptual metaphors, modifying their content. In filmic discourse under analysis, this is achieved by using the cognitive techniques of extending, elaboration, combining, and questioning. The animating effect is enhanced by the synergy of the verbal, visual, and aural semiotic modes.

The conceptual metaphor INDUSTRY IS AN ENEMY is extended verbally and visually. The verbal manifestation of the metaphor highlights novel elements in the source domain by the following words: *ruthless, cut-throat industries, trashing the planet*. The visual representation of the oil and gas corporation in twilight activates another unused conceptual element – EVIL. At the same time, the aural mode intensifies the frightening atmosphere. The combination of modes adds new features to the source concept ENEMY: DANGEROUS, POWERFUL, CRUEL, EVIL ENEMY OF THE PLANET.

Visual and verbal modes can go together and elaborate metaphors, as shown in the metaphor NUCLEAR ENERGY IS A POWERFUL FORCE. The main elaboration happens through the visual mode, which goes from real nuclear explosions to the schematic idea of an energy source that provides energy for the whole planet, thus shifting the focus from the negative aspect of the source domain POWERFUL FORCE, which is destructive and deadly, to the positive one, where ‘powerful’ means ‘able to provide plenty of energy’. The verbal mode supports this feature and elaborates another feature, being eco-friendly.

Combination of metaphors can be enacted verbally and visually. The metaphors HUMANKIND IS AT THE CROSSROADS and GLOBAL WARMING IS A CHALLENGE are instantiated in verbal mode, while the visual mode metonymically depicts the telltale signs of global warming. The visual image illustrates the target GLOBAL WARMING, making it more vivid. This results in creating a new meaning from the combination of metaphors enacted in the verbal and visual modes.

Finally, the aural mode can serve the purpose of questioning as demonstrated by questioning the metaphor PLASTICS ARE A MARVEL (*Recycling Sham*, 2019). In this example, verbal and visual modes act together in conceptualizing plastics as a marvel of the modern world. However, the disturbing background music, nothing like a melody normally associated with a marvel, creates the negative tonality and makes the spectator doubt the appropriateness of the idea. The doubt is supported by further verbal and visual narration, uncovering the true metaphor PLASTIC IS A MAN-MADE ENEMY.

5. Conclusion

Ecological filmic discourse abounds in conceptual metaphors referring to ecology. Ecological concepts are quite difficult to capture, that is why filmmakers need to develop more complex metaphors capable of bringing to light ecological problems. These metaphors may emerge as a result of altering conventional conceptual metaphors by applying the techniques of

extending, elaboration, combining and questioning. Respective modifications are effected in the synergy of disparate semiotic modes – verbal, visual, and / or aural. Different configurations of the modes result in highly individual construals.

Metaphorical meanings rendered verbally in the spoken mode occupy the main position in the hierarchy of modes in documentaries on ecology. It can be explained by the novelty of eco-friendly messages which need to be explicated in order to go down with the viewers. The visual mode, along with the verbal one or separately from it, can extend, drawing on new features in the source domain, or elaborate a metaphor, highlighting unconventional features of the source, as well as refer to a concept metonymically, creating a more vivid illustration of the target domain. The aural mode contributes to questioning a conventional conceptual metaphor by creating a contrasting tonality. Typically, the newly created contrasting tonality is supported by the verbal and visual modes.

The prospects for further research lie in bringing to light the role of metonymy in the process of metaphoric construal.

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SECONDARY NOMINATIONS OF INDEFINITE QUANTITY IN THE ENGLISH JOURNALISTIC DISCOURSE: TYPOLOGICAL FEATURES

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Summary

The study highlights the urgent issue of indefinite quantity linguistic representation in the English journalistic discourse. "Indefinite quantity secondary nomination" is identified as a secondary nominative creation that actualizes the quantitative feature of the primal nomination meaning, and transposes it to the object through metaphor and metonymy/synecdoche.

The investigation defines the basic patterns of originating for secondary nominations of indefinite quantity in journalistic discourse. The first and most productive, through the metaphor, is motivated by the quantitative similarity between the objects of two different domains. The second and less representative, through the metonymy (synecdoche), is implied by quantitative similarity within the only one domain.

This study attempts to describe the typological features of secondary nominations of indefinite quantity in the English journalistic texts. Based on the semantic, stylistic and contextual analysis, the investigation separates three complex types of images, used for metaphorical transfer: phenomena of nature (including fauna, flora, atmosphere, landscape and celestial bodies), humanmade objects and myth/fable entities. The metonymic transfer uses mostly the transfer based on the spatial and quantitative characteristics. The type of metonymy includes the synecdoche-based transfer of body part images onto an assemblage of objects.

Keywords: media, quantitative features, metaphor, metonymy, transfer by association.

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1. Introduction

The idea of massive information awareness and accessibility forms the agenda of modern society. Obtaining information, its processing and differentiation of true/false messages have already become an urgent issue as well. Thus, communicative impact on the collective consciousness through the media has become one of the most controversial issues.

Scientific investigations of speech manipulation in media discover new sides of epistemic categories, seemed to have been already thoroughly investigated. Today people regularly face numerous facts and statistics as well as manipulation with it through the media. That alone makes **subjective** the scientific investigations of quantity linguistic representation in journalistic texts.

The category of quantity is one of the basic epistemic categories and has given rise to numerous scientific investigations since the times of Aristotle. Numerous domestic and foreign researchers have studied the linguistic side of the category, that now has been resting on works of V. Akulenko, L. Chesnokova, N. Klymenko V. Panfilov, O. Semenenko, S. Shvachko, O. Yehorova.

The linguistic category of quantity is usually described through the notions of small/large quantity and definite/approximate/indefinite quantity. However, unlike definite and approximate quantity, linguistic research has yet to deal with the indefinite one: in the course

of communication as speakers tend to make the speech expressive, they use different secondary nominations of quantity. In the field of media, it has crucial meaning for the whole text perception, affecting the society mind. That defines **the subject area** of the study: secondary nominations of indefinite quantity in the English journalistic discourse; **the specific topic** is their typological features.

The purpose of the study is to determine the typological peculiarities of secondary nominations of indefinite quantity in the journalistic discourse. **The tasks** of the study comprise: 1) identification of “secondary nomination of indefinite quantity”; 2) defining basic patterns of their production; 3) describe the typological features of the indefinite quantity secondary nominations in the journalistic discourse. To perform the tasks of the study, we turn to the identification and interpretation of indefinite quantity secondary nominations in the English journalistic discourse through **the methods** of semantic, stylistic and contextual analysis, description and thematic classification.

2. Theoretical background

Despite the significant number of linguistic investigations (E. Aznaurova, A. Bekbalaev, V. Hak, O. Kubryakova, O. Taranenko, V. Teliia), the “secondary nomination” phenomenon still has not received a common definition. W. Teliia considers the secondary lexical nomination to be reduced to a simple use of nominations already available in the language, but in a new naming function (Teliia, 1977). V. Hak sees a secondary nomination as the adaptation of the same word form for different functions (Hak, 1977).

This study considers secondary nominations as alternative names to the indefinite quantity phenomena, so we agree with O. Taranenko, that a secondary nomination means naming an object otherwise, however, differently motivated and with a specific purpose (e.g. usage of metaphor/metonymy/periphrasis) or as a transformation of the previous object naming (Taranenko, 2002).

Indeed, secondary nominations of indefinite quantity appear out of speaker’s communicative intention as a “substitute” name for quantitatives (words naming quantity) with the semantics of numeral uncertainty. However, as human thinking is initially metaphorical and language functioning corresponds to metaphorical principles (Lakoff, 2004), we believe that secondary indefinite quantitatives are created not only for the metaphor/metonymy sake, as O. Taranenko sets it, but are figurative initially.

In this study, we define a secondary nomination of indefinite quantity as the name of an object/process of the reality, which in its meaning has specific characteristics of indefinite small/large quantitative, created by associations through metaphorization or metonymization, on the purpose of conveying speaker’s pragmatic-emotional reaction to a certain amount of the substance etc.

The process of secondary naming has gained overall interest in recent decades, since the introduction of Conceptual Metaphor Theory (G. Lakoff, M. Johnson). According to T. Hobbes, the process of secondary naming is primarily based on the name transference (Hobbes, 1994) a phenomenon is named by the title of another one, motivated by the similarity insight between two different phenomena or their qualities, however, having almost nothing in common in reality and belonging to different classification groups.

Basic processes of secondary naming are usually of metaphorical or metonymical nature. Unlike metaphor, being examined in the abundance of related researches, metonymy itself has been considered for a long time as a by-side product of the latter. However, the cognitivists

separated them, that is quite logical as in metaphor, we find separate domains, whereas, in metonymy, there is only one domain involved (*Diez Velasco, 2001*).

In this study, we consider the mechanism of indefinite quantity secondary naming in the journalistic discourse based on the interaction of two criteria: origin and transfer direction. Given that, we describe typological features of the indefinite quantity secondary names, which expand the repertoire of expressive means of publicists.

3. Typological features of secondary quantitatives

English journalistic discourse is a vivid example of secondary quantitatives usage through metaphors and metonymies for conveying information, as well as making a social and psychological impact on the mass audience. There are several types of indefinite quantity secondary nominations in the English journalistic discourse, depending on the metaphorical and metonymical transfer.

Secondary quantitatives of metaphorical nature include the following types, originated due to phenomena of:

1) **Nature**, based on transferring the features of various natural objects and phenomena onto a certain amount of the substance. This study shows this type to be the most productive. It sounds logical as the language reflects human experiences metaphorically, and nature is a permanent resource for the metaphorical images (*Meisner, 1995*).

Due to natural phenomena diversity, we outlined the following kinds of secondary nominations of indefinite quantity based on nature-oriented metaphors. Considering the specifics of indefinite quantitatives, however, the following types of secondary nominations very often involve notions of groups or processes, their characteristics, indicating indefinite amount:

a. **fauna**: 'Not a mask in sight': thousands **flock** to Yellowstone as park reopens (*The Guardian, 2020*), "Get off me, get off me!" a woman screamed as at least three federal agents **swarmed** over her; shoving her to the street and holding her down (*USA Today, 2020*), Rights groups and opposition criticize PM for labelling migrants a '**swarm** of people', and UN representative says UK is not dealing responsibly with crisis (*The Guardian, 2015*);

b. **flora**: Hope Solo calls Sweden '**bunch** of cowards' after USA falter at Olympics (*The Guardian, 2016*), MSF brands humanitarian summit '**a fig-leaf** of good intentions' as it pulls out (*The Guardian, 2016*), Books; Harvesting the **trees** of knowledge (*The Independent, 1998*), Patrick Cockburn: Greece has an **overgrown** and expensive state machine (*The Independent, 2012*).

c. **atmosphere**: Lift this **cloud** of secrecy (*The Guardian, 2009*), There was a **flurry** of activity in and around Salisbury on Monday afternoon (*The Guardian, 2018*), Jennifer Lawrence and Meryl Streep **blast** Harvey Weinstein for use of statements in lawsuit (*The Guardian, 2018*);

d. **landscape**: James Daley: Beware the **forest** of 'green' schemes (*The Independent, 2007*), Brazil coronavirus: medics fear official tally ignores '**a mountain** of deaths' (*The Guardian, 2020*), Between a **rock** and a **mountain** of debt (*The Guardian, 2020*);

e. **celestial bodies**: The hologram features a **myriad** of lights that swarm like fireflies to form into a 3-D image of Floyd, with his name depicted around his image (*USA Today, 2020*); To the **moon** and back with the eastern curlew (*The Guardian, 2019*), UK universities face cash black hole amid coronavirus crisis (*The Guardian, 2020*);

2) **Humanmade objects**, based on transferring the quantitative characteristics of man-made objects: London needs homes, not **towers** of 'safe-deposit boxes' (*The Guardian, 2015*), The World Health Organization (WHO) says there is a "**window** of opportunity" to stop the deadly new coronavirus becoming a broader global crisis (*BBC News, 2020*), French and

Saunders: *A farewell **bucket** of swill* (*The Guardian*, 2007), *A **Barrel** of Trouble* (*The New York Times*, 2013);

3) **Myth and fable**. As myths and fables myths are not intended to be taken literally, being metaphorical attempts to describe reality (Malan, 2016), some secondary quantitatives originated from them: *Kubrick: a marketing **odyssey*** (*The Guardian*, 2007), *Enlarging Europe: Hot air billows in the **Tower of Babel*** (*The Independent*, 1997), *Henry Kissinger: A diplomatic **colossus** who is still a key influence in US amid Syria crisis* (*The Independent*, 2013).

Secondary quantitatives of metonymical nature are presented solely by the **local type**. Originated due to the associative connection between certain spatial concepts, as localization is perceived as a domain, in which a speaker distinguishes subclass/members. It is the most frequent type of metonymic indefinite quantitatives, being necessary to avoid tautologies in a journalistic text. E.g. *UK not doing enough to stop coronavirus second wave, warns BMA chief* (*The Independent*, 2020), *Brazil confirms nearly 70,000 coronavirus cases in new national daily record* (*The Guardian*, 2020), *White House pushed to include \$1.75 billion for new FBI headquarters in GOP pandemic aid bill* (*USA Today*, 2020), *I saw the entire **piazza** went in the direction next to the screen to escape, all in a panic* (*The Guardian*, 2017).

Secondary indefinite quantitatives of metonymical nature also include a group of those, originated from a synecdoche. We agree with Z. Kövecses (Kövecses, 2010), who considers synecdoche to be another metonymic variant. It is created by transferring the object characteristics within one domain as well; however, synecdoche is made by the principle “a part represents the whole” and vice versa.

The corpus of journalistic texts demonstrated that the **type “body part – people”** is the most productive. E.g.: *US academics feel the invisible **hand** of politicians and big agriculture* (*The Guardian*, 2019), *Today's fans recognize Borgia as the **face** and **voice** of the NBA's replay center in Secaucus, New Jersey where reviews are conducted along with referees on the court* (*USA Today*, 2020), *The stately homes built on the **back** of slaves* (*The Independent*, 2013).

Here we also include the word “voice”, considering it related to the human body. The analyzed journalistic texts demonstrated that this lexeme is often used as the secondary nomination of indefinitely large quantity: *Voices of Protest: Desperation, Rage, Hope* (*USA Today*, 2020), *Lena Dunham: Could she be the **voice** of a generation?* (*The Independent*, 2012), *Andrea Bocelli: **Voice** of the people* (*The Independent*, 2008).

4. Conclusion

The study of secondary nominations of indefinite quantity proves that the indefinite quantity actualizes in the English language not only as an abstract entity. Indefinite quantity as a sensual image gives origin to secondary quantitatives through the metaphorical and metonymical transfers. Investigation of the journalistic texts has demonstrated the metaphor to be the most productive way for indefinite-quantity secondary naming.

Thus, indefinite qualitative characteristics of natural and humanmade objects and phenomena associate with other real-life notions through different kinds of metaphors may cause some strong emotions, that is of help in journalism. Types of secondary indefinite quantitatives, though, considerably fewer appeared in metonymy and synecdoche, mainly appeal to assemblage/consolidated force, that perfectly contributes to concision of a journalistic text without loss of manipulative effect.

The given typology of indefinite quantity secondary nominations is now of a universal or an exhaustive character but rather directs to further investigation into the expressive, manipulative and stylistic potential of quantitatives in the English journalistic texts.

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PEDAGOGICAL SCIENCES

**THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT
OF HIGH SCHOOL STUDENTS' MATHEMATICAL ABILITIES
IN STUDYING ALGEBRA AND PRE-CALCULUS****Olena Chuhunova**

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Summary

The article provides a theoretical analysis of psychological, pedagogical, and scientific-methodical literature in the context of the development of high school students' mathematical abilities in studying algebra and pre-calculus. The purpose of the provided research is to determine the theoretical foundations for the development of high school students' mathematical abilities in the process of studying algebra and pre-calculus. In accordance with the purpose, the most important psychological and pedagogical conditions are disclosed in the research work, contributing to a deep, quick and easy mastery of math knowledge and skills, as well as ensuring the development of individual psychological characteristics of high school students – their mathematical abilities. The scientific foundations for the implementation of the problem-based approach to the development of high school students' mathematical abilities are described, the theoretical aspects of its implementation in the process of studying algebra and pre-calculus are determined. The content of the zones of proximal mathematical development is determined; their structure in studying algebra and pre-calculus by high school students is defined, the connection with the educational material content and components of mathematical abilities is revealed. To achieve the purpose, the following research methods were used: a theoretical analysis (problems of a problem-based approach to the development of mathematical abilities of high school students); a structured system analysis (for the problem-based system build-up), a contentive-theoretical generalization and design (in the formulation of conclusions and definition of subject matter for further researches).

Keywords: mathematical abilities of high school students, high school students, algebra and pre-calculus, training and learning activities, zones of proximal development, problem-based approach.

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1. Introduction

A modern renewal of the purpose and education subject matter is closely related to the problem of the personality's creative development. An important factor in the development of such a personality is the formation of students' skills to apply the gained knowledge in real-life situations, as well as the formation of students' interest in mathematics and the development of

their mathematical abilities. Therefore, one of the main tasks of the school is the organization of effective learning activities that will ensure the development of the student's abilities and his formation as a creative personality.

The problem of personality development in the school-age period was developed by such psychologists as P. Ya. Galperina, Z. I. Kalmykova, V. A. Krutetskyi, O. M. Leontieva, N. O. Menchynska, V. O. Moliako, J. Piaget, S. L. Rubinstein, B. M. Teplov, and others. A significant contribution to the study of students' mathematical abilities was made by such educationalists as Sh. Amonashvili, D. Dewey, V. Levites, V. A. Sukhomlynskyi, and others, as well as methodologists A. K. Artemova, V. A. Gusev, A. M. Kolmogorov, D. Pólya, S. P. Semenets, Z. I. Slepkan, J. S. Chashechnikova, and others. But, so far, the issue of development of specifically high school students' mathematical abilities in the process of studying algebra and pre-calculus, in particular the problem of creating of psychological and pedagogical conditions in the educational process for the development of these individual psychological features, specifics of the organization of mathematics learning activities, remain unexplored.

The purpose of the article: to determine the theoretical foundations for the development of high school students' mathematical abilities in studying algebra and pre-calculus.

To achieve the purpose, the following tasks are being solved: to analyze psychological and pedagogical as well as training and studying literature on the raised issue; to determine the subject matter, structure, general psychological and pedagogical conditions for the development of mathematical abilities of high school students; to reveal the features of the organization of high school students' mathematics learning activities in the process of studying algebra and pre-calculus.

2. Subject matter and structure of mathematical abilities

A significant contribution to the solution of this problem was made by V. A. Krutetskyi. By definition of the researcher, mathematical abilities are the individual psychological characteristics that meet the requirements of mathematics learning activities and determine the success of creative mastery of mathematics as a school subject, in particular a quick, easy mastery of knowledge and skills in the field of mathematics (*Krutetskyi, 1968: 98*).

The components of mathematical abilities include: the ability to formalize mathematical material, separate form from content, abstract from specific quantitative relations and spatial forms, and operate with formal structures of relations and connections; the ability to generalize mathematical material, to identify the essentials (ignoring the insignificant), while cognizing the general in a different by form; the ability to operate with numerical and sign symbols; the ability to consistent, correctly dissected logical thinking associated with the need for proofs, justification, conclusions; the ability to shorten the process of thinking, to think in collapsed outlines; the ability to reverse the process of thinking (transition from direct to reverse thought); flexibility of thinking, the ability to switch from one mental operation to another; mathematical memory (memory for generalizations, formalized structures, logical schemes); spatial awareness (*Krutetsky, 1968: 104*).

In this study we adhere to the opinion that in the basis of mathematical abilities is the structure, designed by S. P. Semenets and L. M. Semenets (*Semenets, 2013*):

a system-forming component (mathematical orientation of the mind as a personal characteristic manifested in structural and mathematical thinking, interest in the models' build-up, research and implementation);

a coding-formalized component: (ability to formalize in the process of establishing the mathematical structure of theoretical and practical material, the creation and study of sign-symbolic interpretations (models) of problem-based situations);

a cognitive-generalizing component (the ability to generalize the content of mathematical material on several levels, finding alternative (variable) and rational solutions, mental (intuitive) “capture” of the formal structure (algorithm) based on a particular case)

a mnemonic-generalizing component (memorization of mathematical material on different levels of theoretical generalization: memory for typical relations (formulas), general schemes of thinking (algorithms), the structure of methods and ways for solving problems (proving and researching).

The student’s interest and inclination to mathematics inspire him to study the subject intensively, which in turn ensures the development of mathematical abilities. Developed mathematical abilities and work provide new achievements and successes in the field of mathematics that cause student satisfaction. As a result, there is an even greater interest in mathematics, and there appears a desire to study it even more.

Besides abilities, interests, and inclinations, certain character traits also contribute to achieving success in the activity. The researchers distinguish the following personal qualities: concentration and determination, diligence and efficiency, stubbornness, and individual style. Often, even the outstanding abilities of the individual do not provide significant achievements (*Semenets, 2015: 98*).

The idea, that talented and, generally, gifted students get everything in an easy, simple way, without any particular difficulties, is unconvincing. Persistent learning, long and hard work are essential for the development of abilities. As a rule, abilities are always combined with exceptional diligence. No wonder the talented people emphasize that talent is the work, multiplied by patience, it is a tendency to endless work.

The development of the student is a process of his self-creation as a personality in the activity. Types of activities include learning, which acts as a form of obtaining theoretical knowledge in the process of solving training problems. The structure of holistic human activity is formed by needs, motives, goals, conditions, and means of achieving goals, actions, and operations (*Semenets, 2015: 108–109*).

3. Psychological and pedagogical conditions for the development of senior school students’ mathematical abilities

Considering the polystructurality and multifunctionality of the studied phenomenon, the development of mathematical abilities, in our opinion, depends on certain (defined) psychological and pedagogical conditions, which include: biological inheritance; the activity performed by the student; the social environment in which the student finds himself.

The biological inheritance is the transfer of the relevant qualities and features from parents to children (*Zaichenko, 2016: 40*). The researchers believe that the inherited natural (biological) characteristics of a person, that is, inclinations – innate anatomical and physiological characteristics of the nervous system, are a natural basis for the development of human abilities (*Pavelkiv, 2009: 34*). They may or may not be realized, depending on whether opportunities were provided for this. If, for example, a child is born in a family of healthy parents, where all possible conditions for his development are created, then, of course, the relevant inclinations, that in due time will be transformed into abilities, will develop better than with children born in a dysfunctional family. The psychologists believe that inclinations do not completely determine

the development of abilities. Abilities can be developed only under certain conditions of students' life and activities.

We share the opinion of S. P. Semenets that the development of a student is the process of his self-creation as a personality in the activities (*Semenets, 2015: 109*). At the senior school age, the choice of a profession becomes an important factor in the development of personality, establishing a close connection between professional and educational interests. In this regard, learning activities are subject to specific goals for achieving success in the future. Therefore, an important psychological factor in the education of high school students is the motivation to study.

Active and successful implementation of mathematics learning activities depends on positive motivation, namely, on educational and cognitive interest in studying mathematics. The stability of cognitive interest is based on internal motives, determined by the content and significance of the work, its subjective value.

An important condition for the development of mathematical abilities with high school students is the formation of the operational component of the activity. This requires from the teacher the systematic formation of students' mental actions and methods of mental activity, training them in methods of proving and solving problems, the formation of methods of educational work, in particular, methods of self-control, correction, and self-assessment of mathematics learning activities. It is worth noting, that any type of students' cognitive activities is based on such general mental operations as analysis and synthesis.

An important condition for the development of mathematical abilities is the formation in high school students of such mental actions as abstracting and generalizing. Abstracting is a mental action aimed at identifying in objects and phenomena of the essential and separating the nonessential. The result of abstracting, as a rule, is abstraction – images created by the human mind (*Slepkan, 2006: 41*). Here it is important to teach students to separate the significant from the insignificant, the general from the individual, logically go from abstract (general) to specific (partial). Strictly speaking, for the development of students' mathematical abilities, it is important to introduce a deductive way of knowing the truth, which adequately corresponds to the content of mathematics, its deductive essence.

Generalizing is the process of identifying the common in objects and phenomena. It is an integral part of various types of mathematics learning activities: formulation of concepts, solving of math problems, proving of theorems, and research of functions. The designated contentive and theoretical action is pivotal in the cognitive-generalizing and mnemonic-generalizing components of mathematical abilities.

Taking into account the specific character of the studied phenomenon, we believe that a deep understanding of mathematics is impossible without the development of mathematical intuition. It is intuition that ensures the mental "capture" of the formal structure (algorithm) on the basis of one partial case. Due to mathematical intuition, an instantaneous intellectual comprehension of a solution "is coming" for a mathematical task (a math problem), which is further supported by logic. For its development, "qualitative" questions are useful, which presuppose verbal solutions and require non-standard considerations, hypothesis formulation, as well as the informal analysis. A manifestation of mathematical intuition, as one of the components of mathematical abilities, is a sudden "enlightenment" – "insight". As noted by V. A. Krutetskyi, the basis of "insight" is the ability to generalize and the ability to think in collapsed structures (*Krutetskyi, 1968: 338*). It is noteworthy that cases of such "enlightenment", the sudden finding of a correct and original idea is more common with high school students. Therefore, by developing mathematical intuition, stimulating "wow-experience" in

high school students, conditions are created for the development of their personal complex, which is mathematical abilities.

To psychological and pedagogical conditions for the development of high school students' mathematical abilities we include the organization of mathematics learning activities in accordance with the psychological principles of developmental learning, substantiated by Z. I. Kalmykova: the principle of problematization, individualization and differentiation, the harmonious development of various components of thinking, the formation of algorithmic and heuristic methods of mental activity, the special organization of mnemonic activity (*Kalmykova, 1979*). We believe that these principles are fundamental in the process of creation a methodological system for the development of high school students' mathematical abilities, its content, procedural and control and evaluative components.

The next condition that affects the development of personality, its individual psychological characteristics, is the social environment. The social environment is composed of people, their relationships, things, tools, linguistic means, spiritual values, created by them. The period of early adolescence is characterized by increased anxiety, which is associated with self-esteem. High school students change attitudes toward studying, which is associated with an internally motivated need for self-determination. The attitude of the high school student to the teacher is also undergoing changes, the relationship with the teacher becomes more complex and differentiated. In the image of the ideal teacher, his individual human qualities come to the fore – the ability to understand, cordiality, empathy, assertiveness. The second place is occupied by professional competence, and in the third place is the ability to manage fairly. For high school students, the relationship between teacher and students is built purely on the basis of mutual understanding and respect for each other (*Sergeenkova and et al., 2012: 60*).

Success in studying, the level of high school students' aspirations in mathematics learning activities, and hence the development of their mathematical abilities is due to the psychological atmosphere, especially the positive psychological climate. An important role in this is played by the positive emotional component, interpersonal (subject-subject) relationships, and adequate self-esteem of high school students. It has been experimentally proven that students with low self-esteem have a decrease in interest in studying, there is a lack of confidence in their strengths, mental capabilities.

4. Zones of proximal mathematical development

It is worth noting that the development of individual psychological qualities of high school students personality depends on the activity process of cooperation with the teacher and peers, during which the zones of the proximal mathematical development are created: the measure of independence is established, expedient mathematics learning activities are organized, the process of interiorization is provided. Here the nonlinear organization of training in algebra and the pre-calculus should be embodied, the problem-based approach to the development of mathematics learning activities should be realized, and levels of contentive and theoretical generalization of problems should correlate with zones of proximal mathematical development of high school students. *Under zones of proximal mathematical development, we understand* such component of studying mathematics in which, first, in the result of joint activities the measure of the student independence in mastering the way of actions in the course of solving a new type of math problems is defined, second, an expedient collective (collectively distributed) mathematics learning activities for mastering new knowledge and skills, development of his personal qualities is organized, third, in the course of such studying mathematics its phenomenological

characteristic becomes interiorization, as a result of which a certain type of math problem is solved by the student independently, and his personal qualities have a higher level of development (Semenets et al., 2019: 84).

We associate the creation of zones of proximal mathematical development of students with the planning and organization of mathematics learning activities in accordance with the principle of developmental continuity, according to which each subsequent type of problem differs from the previous by the higher level of contentive and theoretical generalization. Proceeding from the fact that the level of contentive and theoretical generalization of the problem-based system of training in mathematics correlates with the zone of proximal mathematical development of subjects of mathematics learning activities (Semenets, 2015: 134), in training high school students in algebra and pre-calculus we distinguish four zones of proximal development: basic, training, training-theoretical and training-exploratory.

Level I: basic zone – basic (applied) problems in algebra and pre-calculus are formulated and solved; abilities are formed to create mathematical models, to establish methods of action in the process of solving particular problems in algebra and pre-calculus, to plan them, control their implementation and assess the level of mastery.

Level II: training zone – educational problems in algebra and pre-calculus are formulated and solved, abilities are formed to create educational models, to establish methods of action in the process of solving typical problems in algebra and pre-calculus, to plan them, to perform self-control and self-correction, to make self-assessment of achievement.

Level III: training-theoretical zone – training and theoretical math problems in algebra and pre-calculus are formulated and solved, skills are formed to create training theoretical models, to establish and apply methods for solving problems of contentive lines of algebra and pre-calculus, general logical and general mathematical methods of solution (proving and exploration), as well as the ability to perform self-control and self-correction, to make self-assessment of achievement.

Level IV: training-exploratory zone – training and exploratory problems in algebra and pre-calculus are formulated and solved, math exploratory abilities are formed, as well as the ability to perform a theoretical analysis of training and mathematical scientific literature, to apply methods of mathematical perception and exploration, to determine the contentive components of scientific exploration (object, subject, goal, tasks, hypothesis, scientific novelty, scientific and mathematical methodology).

5. A problem-based approach

The subject matter of training high school students in algebra and pre-calculus contains two large blocks: theoretical material and math problems. The introduction of a competency-based approach implies that math problems should play a fundamental and systemic role. Here, one of the conceptual provisions is the statement that the mathematics learning activities of high school students are presented in the form of a holistic problem-based system. Theoretical analysis of the problem raised led to the conclusion that the problem-based approach is understood as a learning activity, based on a problem-based structure, a component of which is a training math problem, which, on the one hand, is aimed at an external object, and on the other hand contains implicitly expressed requirements to the subject who solves it (Lovyanova et al., 2010).

While agreeing with this definition, we need to note that any activity has problem-based structure, and therefore a problem-based approach, in our opinion, represents a unity of

universal ways of planning, organization, development, and diagnostics of the subject's activities, in which external manifestations (means of action in the process of solving math problems, oral and written speech, the answer to the question posed) are combined with its internal manifestations (needs, motives, values, memory, thinking, self-control, self-esteem, and abilities) on the system level. Taking into consideration this formulation, *the problem-based approach in math training* is a conjunction of methods for planning, organizing, developing and diagnosing the mathematics learning activities of a subject, which on the system level combines its external manifestations (means of action in the process of solving math problems, mathematical modeling, oral and written mathematical speech, the formulation of the answer) with internal manifestations (motives for studying mathematics, values-based attitude to it, mathematical memory, mathematical thinking, self-control and self-assessment of mastering the math material, mathematical abilities).

By implementing a problem-based approach to training high school students in algebra and pre-calculus, we distinguish the following three types of problems:

- math problems;
- math problems in the structure of mathematics learning activities;
- competency-based math problems.

Under *math problems*, we mean problems, the statement, and requirement of which concern mathematical objects and which can be solved by all mathematical means (Tarasenkova et al., 2015).

The well-known classification basis of math problems is the content of the statement in their structure. Therefore, four types of math problems are classified in the math learning theory: on the calculation (it is necessary to find a number or a set of numbers), on plotting (math problems on plotting graphs, figures, etc.), on proving (it is necessary to prove the formulated statement) and math problems on exploration (it is necessary to explore something) (Slepkan, 2006). According to the current mathematics curriculum for students of 10–11 grades of secondary schools, the main contentive lines are: functional; equations and inequalities; elements of combinatorics; elements of probability theory, and elements of mathematical statistics. A significant place is occupied by math problems on calculating and simplifying transcendental expressions, as well as problems involving identity substitution of trigonometric, power, and logarithmic expressions.

In the presented study, the fundamental position is that abilities, including mathematical ones, are formed and developed in the process of specially organized activity, in the structure of which positive (internal) motivation and interest play a key role. We agree that such a developmental triplet should be realized in math training: interest in mathematics $\Leftrightarrow$ mathematics learning activities $\Leftrightarrow$ mathematical abilities. We support the idea that mathematics learning activities have a problem-based structure, which is constructed in accordance with the principle of developmental continuity. Therefore, mathematics training should be organized in such a way that each subsequent type of math problem differs from the previous one by a higher level of contentive-theoretical generalization. The realization of such an idea made it possible to single out basic, training, training-theoretical, and training-exploratory math problems (Semenets, 2015).

In our opinion, the study of key topics in algebra and pre-calculus should begin with the formulation and solution of *basic math problems*. Here we are talking about applied problems, according to the results of the solution of which mathematical models are created, the output relations are singled out, which are realized in many partial cases. Such problems are classified as math problems of the first level of contentive-theoretical generalization, they are

the foundation for the introduction (formulation) of a new mathematical concept and solving math problems.

The second level of contentive-theoretical generalization is occupied by *training math problems* in algebra and pre-calculus. The result of solving training math problems is the creation of a generalized way of action (training model), which is implemented in the process of solving typical math problems. Therefore, a training math problem in algebra and pre-calculus presupposes generalization of typical math problems of the course, constructing a way (method) for solving them, in which the leading role is played by training activities on self-control and self-assessment.

On the third level of contentive and theoretical generalization of the problem-based system, we single out *training-theoretical math problems* in algebra and pre-calculus. Here generalized methods of action are formed during studying contentive lines, mastering by high school students of general mathematical methods (mathematical modeling, vector, coordinate, mathematical induction, boundaries, differential, and integral calculus), as well as special methods of algebra (factorization, substitution, interval, equivalent transformation, graphical, functional and others).

The fourth level of the problem-based system is occupied by *training-exploratory math problems* in algebra and pre-calculus, which, in addition to the contentive-theoretical generalization level, differ in the degree of the obtained product novelty. By solving such math problems, students perform exploratory steps, gain new knowledge, and form objectively new ways of activity. Training-exploratory problems in algebra and pre-calculus are usually solved by mathematically gifted high school students in the course of mathematical competitions, in particular, competitions for the defense of student works at the Small Academy of Sciences.

In this way, the problem-based system of training in algebra and pre-calculus is fully consistent with one of the key phenomenological characteristics of mathematical abilities – the ability to generalize the content of mathematics. The mathematics learning activities, organized in the form of a problem-based system, actualizes all structural components of mathematical abilities.

Another type of math problem that we single out is *competency-based problems* in algebra and pre-calculus. The researcher M.V. Dubova considers competency-based math problems as a form of educational material organization, modeled in the form of a quasi-life situation, which is designed to form disciplinary, interdisciplinary and key competencies of students (Dubova, 2011).

We share the opinion of O. G. Kuzminska and N. V. Morze that competency-based math problems contribute to intellectual activity and independence both in the process of solving and assessment (self-assessment, mutual assessment) of an intellectual task, they contribute to the ability for goal-setting, assessment, effective action and reflection (Kuzminska et al., 2008). Such tasks are the condition, means, and at the same time the result of the formation of mathematical competencies of high school students. It should be mentioned here that the effectiveness of this process is due to the level of mathematical abilities development, and on the other hand, the solution of competence problems in algebra and pre-calculus contributes to the development of high school students' mathematical abilities. In our opinion, the place of such math problems in the presented problem-based system of training in algebra and pre-calculus should be determined in accordance with the principle of developmental continuity and correlated with basic, training, training-theoretical and training-exploratory math problems. In the process of solving them, external manifestations of competence (ways of actions in the process of solving problems, oral and written speech, alternative solutions, answering the question posed) and its

internal manifestations (motives, values, memory, thinking, self-esteem and mathematical abilities should combine in a consistent manner).

This system of math problems of different types will promote the digestion of both the theoretical part of the training material of mathematics and the practical one, will contribute to the development of logical and creative thinking, development of mathematical modeling skills will form mathematics learning activities according to the logic of ascent from abstract (general) to specific (partial). This principle is fundamental in constructing the concept of a model of mathematics learning activities.

We share the opinion that mathematics learning activities consist of five structural components (*Semenets, 2015: 116*):

- need-motivational component (based on the need for personal self-affirmation, professional self-determination in the process of studying mathematics);
- design component (provides for the design of a four-level problem-based system of mathematics learning in accordance with the principle of developmental continuity);
- constructive component (reveals the content and structure of actions and operations in the process of solving mathematical problems, building up symbolic models);
- implementation component (provides step-by-step execution of actions and operations in accordance with the created training model);
- reflected component (presupposes self-analysis, self-assessment, self-control of mathematics learning activities).

6. Conclusions

Thus, the development of the mathematical abilities of high school students during training in algebra and pre-calculus presupposes the holistic observance of psychological and pedagogical conditions: biological inheritance; the activity performed by the student; the social environment in which the student finds himself. The construction of the process of training in mathematics should be organized in the form of training and mathematical activities in compliance with the principle of developmental continuity, in the structure of which we single out basic, training, training-theoretical and training-exploratory math problems, which correspond to four zones of proximal mathematical development.

Our further research work will be aimed at developing a methodological system that will contribute to the development of high school students' mathematical abilities at algebra and pre-calculus lessons.

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RESEARCH SKILLS OF STUDENTS DURING THE LESSONS OF NATURAL AND MATHEMATICAL DISCIPLINES: THE OBJECT OF HISTORICAL AND PEDAGOGICAL STUDY (1959–1972 OF THE XXth CENTURY)

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Summary

Research skills are considered as an object of historical and pedagogical research. The historical limits for the formation of research skills in the lessons of mathematics, physics, chemistry, geography, biology are determined. The challenges that preceded the skills and the consequences that led to their formation are pointed out. The borders correspond to the legal documents of public education in Soviet Union.

The main criteria that determined the development of public education in general, and secondary education in particular, were the congresses of the Central Committee of the CPSU, resolutions of the Ministry of Education, the All-Union Congress of Teachers. The gradual formation of the very definition in the historical aspect of educational reforms during the Soviet education is considered. The transformation of the concept of “research skills” is characterized: botanical skills – polytechnic skills – polytechnic in combination with intellectual skills.

In the period outlined by us, we observe the greatest development of the concept occurred in the mid-60's. Examples of formation of research skills during the lessons of natural and mathematical disciplines are given.

Keywords: lesson; skills; research skills; Soviet education; polytechnic education.

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Introduction

The education system of Ukraine is at the stage of formation according to modern integration processes, the vectors of which are aimed at European and international educational landmarks. Gradually, changes are being made in accordance with the state national program “Education” (“Ukraine of the XXI century”). In accordance with democratic values, achievements of modern science and technology, the priority for all members of society is the availability of quality education throughout life.

In Ukraine, profound changes are taking place to improve the quality and competitiveness of education in the new economic, political and socio-cultural conditions. The state document “National Strategy for Educational Development in Ukraine for 2012–2021” addresses the problems of forming a modern worldview, development of creative abilities, skills of independent scientific knowledge, self-education and self-realization of the modern personality.

The issue of forming competencies in students and youth is relevant. Education reform in the Ukrainian state requires changes in the secondary level of education, where in the near future there will be requirements for the formation of research competencies.

Choosing the right priority will help to study the history of this issue. In our opinion, considering the gradual formation of research skills in the history of pedagogy will help to avoid mistakes in the future and improve modern heritage.

A novelty is the gradual synergetic transformation of research skills in lessons of natural and mathematical disciplines, based on the analysis of archival sources.

The aim of the article is to characterize each historical stage of our study during the Soviet education.

The methodology research accumulates a gradual acquisition not only of research skills as such, but also of various influences (conditions, challenges, means, etc.), which led to the emergence of transformed skills into research competence.

The period from 1959 to 1965 of the XX century

The periods we have singled out aim at the main aspects for the development and formation of research skills. They were preceded by political, social and economic challenges. The end of the 1950s was characterized by the adoption of the law "On strengthening the connection between school and life and on the further development of the public education system in the USSR" (April 17, 1959). Prerequisites are: historical decisions of the XXI Congress of the Central Committee of the CPSU (27.01–05.02.1959), which noted the connection of training with industrial labor; decision of the December Plenum of the Central Committee of the CPSU to increase the production of agricultural products. The main issues worked on by the departments of public education and schools at the beginning of this period were the strengthening of the educational and material base of the office, the coverage of all school-age children, the combination of teaching basic sciences with industrial training and socially useful work. Public education has chosen as a priority the close connection of teaching the basics of science with life.

Restructuring the system of public education and conducting various methodological activities provided an opportunity to improve the quality of lessons. For example, a teacher of mathematics at a secondary school in Luhansk, who systematically linked the teaching of mathematics with other subjects, successfully organized independent work closely related to production. "... In one of the lessons the teacher together with the teacher of drawing, agreed that in his lesson he would consider finding the cross section of the prism. Due to the fact that the students understood well what geometric figure is obtained by cross-section, the task was to solve without difficulty" (*Richnyi zvit pro robotu shkil Luhanskoi oblasti za 1958–1959 n.r., 1959: 24*).

According to the order of the Ministry of Education dated March 18, 1958. "On the state of teaching physics in secondary and seven-year schools of the USSR" also improved physics teaching. The focus was on the organization of laboratory work, on replenishing the training facilities of the office, on improving practical knowledge and skills. Thus, the Chernihiv region in 1958–1959 academic year. (secondary school № 1 N-Siverska, secondary school № 4 Nizhyn, secondary school № 8 Chernihiv) was marked by the improvement of practical knowledge and skills. For example, "VI grade students were able to use a scale ruler, beaker, scales, barometer. Pupils of VII class were able to measure temperature, to deal with galvanic cells and accumulators, to make electric circuits. Most students in grades VIII-X used measuring instruments and instruments and accompanied their answers with demonstrations of relevant experiments" (*Richnyi zvit pro robotu shkil Chernihivskoi oblasti za 1958–1959 n.r., 1959: 46*).

Given the technical progress of the country and the chemicalization of the national economy, for example, teachers of Poltava region (Poltava secondary school № 6, Kremenchug secondary school № 4, Svyatylivka secondary school of Hradiz district) "paid great attention to studying the basics of chemical production, properties of substances and their application in

various fields national economy, instilled in students' practical skills and abilities" (*Richnyi zvit pro robotu shkil Poltavskoi oblasti za 1958–1959 n.r., 1959: 59*).

In geography lessons, teachers of Lviv region (Verkhnyobilkevsk secondary school, Vynnykiv district, Drohobych secondary school № 1) paid great attention to practical classes in geography. "Students of these schools had practical skills in working with maps, geographical accessories. Pupils of V–VII classes of Rozdil seven-year school made many different visual aids, schemes, maps, geographical devices" (*Richnyi zvit pro robotu shkil Lvivskoi oblasti za 1958–1959 n.r., 1959: 120*).

Teachers of Kherson region involved children in productive work on school educational and research sites, in collective farm production, conducted excursions in nature and agriculture, organized practical work of students in wildlife corners and greenhouses. The teacher of the secondary school № 6 in Kherson in biology lessons "demonstrates all small biological objects to students on the screen with the help of an ordinary microscope" (*Richnyi zvit pro robotu shkil Khersonskoi oblasti za 1958–1959 n.r., 1959: 60*). Exemplary work on the plots in the secondary school № 4 in Henichesk, secondary schools N-Vorontsovskaya, Tsyurupynska, Holoprystanskaya № 1: program, students conduct systematic observations of plant cultivation (*Richnyi zvit pro robotu shkil Khersonskoi oblasti za 1958–1959 n.r., 1959: 60*). Schools began to pay more attention to rabbit breeding. "Good porters are created in all schools of Vysokopilsky district." The intensification of teaching methods and the purposefulness of students' work in educational and research areas contributed to the fact that "students have acquired a number of practical skills and abilities to work in agriculture. Thus, students of V–VI grades of secondary schools №№ 3, 17, 6, 7, 27, 30 m. Kherson know the structure of plants well, are able to recognize local plants, grow flowers, field and vegetable crops (*Richnyi zvit pro robotu shkil Khersonskoi oblasti za 1958–1959 n.r., 1959: 61*). Therefore, to improve the organization of teaching biology in the future, the Methodists saw such steps as strengthening the training facilities and creating classrooms.

This period included "learning skills" and labor nature, the lack of so-called "intellectual skills", but acquired the further development of the formation of "practical skills". M.M. Verzhilin, emphasizing the importance of developing skills and abilities during practical work in botany, pointed to the position of the transition from botanical to polytechnic skills (*Halytska, 2020: 209*). Schools worked to improve research work at school educational and research sites and educational and research economic, student production teams in collective farms (*Halytska, 2020: 18*). 1959 was characterized by the emergence of differentiated learning, which increased attention to the work of students in educational and research areas.

Order on the implementation of the resolution of the Verkhovna Rada of the Ukrainian SSR, dated August 9, 1962. № 154 "On the implementation of the Law on Strengthening Communications with school life and the further development of the education system," attracted even more attention to the work of students in teaching and research areas; the beginning of the chemical experiment; formation of practical skills and abilities during excursions; organization of research work; the beginning of the introduction of independent work with the textbook; ability to prepare simple experiments (*Halytska, 2017: 236*). There have been attempts to conduct experiments and observations on their own, practical skills are present, but the emphasis is on the "ability to learn". But in the early 60's of the twentieth century. there is a contradiction in the nature of skills and abilities. Prerequisites are decisions of the XXII Congress of the Central Committee of the CPSU (17.10–31.10.1961). The end of 1961 was marked by a combination of research and practical work with training and production work. In 1962 there was a restructuring of programs, where the emphasis was on the development of polytechnic

skills. The period from 1963 to 1965 was distinguished by: the emergence of programmed learning; development of research work in chemistry; imitation of best practices; introduction of experimental chemistry lessons; activation of independent work. There was a transition to ten years of study, along with the first attempt to test the level of mental activity of students: comparisons, justifications, conclusions, and this means the emergence of “intellectual skills”. By order of 07.10.1963 “On the state of teaching chemistry” focuses on the development of agricultural research. In 1964, the reform of biological education took place. I. Lerner (1965) first drew attention to the research method used by teachers in the classroom, but before that it was encountered only in extracurricular activities (Halytska, 2020: 210).

The period from 1966 to 1972 of the XX century

1966 was characterized by the transition to a new content of education. Prerequisites were: XXIII Congress of the Central Committee of the CPSU (29.03-08.04.1966), which outlined the direction of public education: education of students' feelings of love for their homeland, preparing them for active employment, and the order of 08.12.1966 “On further improving the work of the school of the USSR”, which influenced the formation of a new content of education (education is in the phase of developed socialism).

Mathematics teachers “paid attention to the improvement of methods, laboratory and practical work, the development of spatial imagination and logical thinking” (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 39*). Independent work and differentiated learning have significantly improved. Thus, physics teachers of “schools of Kirovograd, Ternopil, Zaporizhia, Kharkiv regions and Kyiv widely use a differentiated approach to students with different theoretical and practical training, offer them various experimental tasks that require serious theoretical knowledge, practical skills and abilities” (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 46*).

Attention is drawn to the improvement of skills with modern measuring and computing devices, but still the development of research, design and innovation skills of students takes place in group work. Whereas, practical skills and abilities are developed in lessons in the process of performing practical tasks: while solving problems (computational, qualitative and experimental), performing laboratory and practical work (the ability to use devices, tools, reference books).

In 1966 in the tenth grade a new program in biology is being introduced, which is compiled at the level of modern development of science. More attention is paid to interdisciplinary links, “the use of filmstrips, various illustrations, educational experiment, an integral part of biology are laboratory works” (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 50*).

Prerequisites have been created for demonstrations and laboratory work in biology: available biological classrooms; under the guidance of the teacher the work on collecting and registration of handouts is carried out. For example, “secondary schools № 3, 19, 33 in Kharkiv, № 78 in Kyiv, № 18 in Khmelnytsky”, and others. The report of the Ministry of Education for 1966–1967 states that biology students have “some educational and polytechnic skills (handling optical devices, making simple microscopic preparations, recognizing plant and animal organs, systematic groups of plants and animals, sketches, design of herbariums, collections, production of wet preparations). Pupils of rural schools have skills in growing agricultural and ornamental plants, are well acquainted with agricultural research, have skills in pest control of agricultural and ornamental plants” (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 52–53*).

Teachers of geography in the classroom paid attention to the activation of students' thinking, the use of geographical dictations, work with contour maps. "The practice of schools includes the organization of excursions into nature, the production, systematization and qualification processing of the collected material, and its use in lessons" (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 54*).

Attention is paid to the formation of skills and abilities provided by the program: measuring work in the field, orientation, phenological observations, use of topographic map, and in senior classes – statistics, various reference books. Attention was paid to the development of independent work with textbooks, graphs, tables, with a map. Geography classrooms have been set up, for example, "Secondary School No. 4 (Vinnytsia), Novobyl'iansk Secondary School, Novopskovsky District, Luhansk Oblast, provided with maps, equipment, and visual aids – materials of students' research work". "Students showed the skills: to navigate and read the map correctly, to work with the scale and coordinate grid, to solve geographical problems, to compare geographical objects, to give economic and geographical characteristics" (*Zvit pro robotu Ministerstva osvity URSS u 1966–1967 n.r., 1967: 55–56*).

The period 1963–1967 was characterized by the impetus to attempts to classify methods, to the degree of independence, to the work of students in the educational and research area – thus a list of skills. The end of 1967 was marked by the rise of knowledge, skills and abilities of independent acquisition of knowledge and the research method began to be used more and more widely. The development of methods for the formation of "generalized skills" has begun. The order of November 19, 1969 "On the state of teaching in new programs and the quality of knowledge" stated that independent work, generalizations, conclusions, research, experiments – acquire the highest level.

In 1969 D. Sergienko distinguishes two types of work: research and practical (under the guidance of a teacher). It is in research work (experiments, observations, experiments) that research skills are formed. Polytechnic education gradually contributed to the emergence of research skills. A. Usova introduces the concept of "generalization of skills", later they began to include intellectual skills (*Kartashova, Halytska, 2018: 66*). In 1970 the research method is widely used, the problem type of training begins, in which the emphasis is placed on experiments, observations and generalizations.

XXIV Congress of the CPSU (30.03–09.04.1971) and XXIV Congress of the CP of Ukraine, resolutions of the Central Committee of the CPSU and the Council of Ministers of the USSR on completing the transition to general secondary education of youth, improving the content, forms and methods of teaching and communist education of students and student youth.

Already from 1972–1973 academic year, classes VII–X work on new programs. The transition to new programs was completed in 1975. In order to implement the decisions of the Congress, the bodies of public education began to pay more attention to the basics of industrial and agricultural production, working professions, "the formation of labor skills. There are 5,642 student production teams in rural areas, where students are taught to grow high yields and master the elements of agricultural research" (*Dopovidni zapysky ta informatsii Ministerstva osvity URSS do Rady Ministriv URSS ta TsK KP Ukrainy z pytan narodnoi osvity (03.01.1973 – 30.03.1973), 1973: 8*). The order of 07.07.1972 "On the completion of the transition to general secondary education", contributed to the diversification of teaching methods and the spread of research approach. Research tasks were considered as a combination of scientific knowledge skills. There was a development of "intellectual skills" that contributed to logical thinking. In the period 1966–1972 there was a complication of educational material, in the programs there were instructions to knowledge, abilities and skills which showed understanding of the

studied material with which pupils operate at the decision of practical problems. The school became more and more widespread as a general education, labor and polytechnic structure. According to the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR of June 20, 1972. "On the completion of the transition to general secondary education for young people and the further development of secondary school" there was a widespread introduction of the presentation of problem-based learning, attention was paid to the modernization of programs.

Conclusions

Historical and pedagogical research of students' research skills in mathematics, physics, chemistry, geography, biology, according to the analysis of the regulatory framework and archival sources, allows us to distinguish several periods.

The period of 1959–1965 was characterized by the holding of the XXI, XXII Congresses of the CPSU, the creation of the Law, the transition to a ten-year term of study, which determined the vector of the movement of public education in general and secondary in particular. The quality of the lessons gives us the right to say that during this period the attention of teachers is focused on the main tasks and the improvement of practical skills. Skills tried to be defined for each subject, the means which teachers used, in their opinion, promoted improvement: the organization of laboratory works (physics), chemical experiment (chemistry), work with maps and geographical accessories (geography), communication with other subjects (mathematics), educational and research sites, experiments, observations, nature excursions, practical work in wildlife corners, greenhouses (biology). In the methodology at this time there is an attempt to classify skills. M.M. Verzilin points to the transition of botanical skills to polytechnic skills, which is due to research and practical work in combination with educational and production work, agricultural research.

The period 1966–1972 of the twentieth century. due to the passage of the XXIII and XXIV Congresses of the CPSU, a number of orders that prompted public education to complete the transition to general secondary education, to improve the content, forms and methods of teaching.

Changes began in the formation of skills and abilities. Teachers began to pay more attention to mental operations: analysis, synthesis, comparison. The concept of "intellectual skills" was formed. The quality of the lessons, according to the analysis of archival sources, has increased. Methods during laboratory and practical works are improved, exercises on development of logical thinking are strengthened, independent works and differentiated training (mathematics) promote it. The use of practical and experimental tasks, slides, interdisciplinary links helps to improve practical skills in physics lessons, but attention is drawn to the fact that skills with measuring and computing devices are still improved in the classroom. A wider list of (educational and polytechnic) skills is indicated in biology lessons: collecting collections, handling devices, making micropreparations, plant growing skills, agricultural research. For geography lessons, materials for research work are indicated – map, equipment, visual aids.

Thus, there are enough means to promote the formation of skills, but the question of classification of skills in this period remains open. In the educational and methodological literature there are various concepts of "skills", however, there is no clear transition or mutual transition: "ability to learn" – "polytechnic skills" – "practical skills" – "research skills as polytechnics" – "generalization of skills" – "intellectual skills". The prospect of further research is the following historically isolated periods for the development of research skills during the Soviet education.

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CONCEPTUAL MODEL OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE TEACHERS OF PHYSICAL EDUCATION IN THE FIELD OF ECOLOGICAL TOURISM

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Summary

The article presents a conceptual model that provides a holistic continuous process of formation of professional competence of future teachers of physical education in the field of eco-tourism. The design of the model was based on a systematic analysis of the structure, content and consists of the following blocks: target, reflecting the social demand, it's aim, it's tasks for the formation of professional competence of future teachers of physical education in the field of eco-tourism and it's components; contents block, containing principles, organizational and pedagogical conditions for the formation of professional competence, forms and methods, which were used during the process; outcome block, which included evaluation criteria and levels of professional competence. It was found that the formation of professional competence becomes more effective due to the implementation of the following organizational and pedagogical conditions: the content focus of pedagogical education of future teachers of physical education on the formation of a stable positive motivation to master professionally notional knowledge and skills in eco-tourism and their use in professional activities; updating the content of professional training of future teachers of physical education through the implementation of specialization "Ecological and sports tourism", taking into consideration the disciplines of the social demand on strengthening and preserving the health of children and youth by means of ecological tourism in the teaching content; availability of educational and methodical support during the process of formation of professional competence; the relationship of competency, system and personal-activity approaches.

Keywords: model, teacher, components, eco-tourism, physical education.

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1. Introduction

One of the common features of modern students is a decrease in physical activity and a significant deterioration in health due to the growing popularity of attractive non-physical activities (slot machines, computer games, etc.). Studying in higher education institutions requires significant physical, intellectual and emotional efforts from students. This effect is so intense that the body's internal defenses are unable to cope with it, and the best counteraction to this is regular physical activity. Traditional forms of physical education do not always attract students to active exercise. Tourism is effective in resisting the growing hypodynamia of modern people. In recent years, eco-tourism has become very popular, which is of great importance for physical

training, maintaining and strengthening health, aesthetic, labor, moral and patriotic education of all population segments, and especially young people mastering vital skills and abilities, in particular, based on the knowledge of the environment in natural conditions. Simple and accessible forms of organization used in eco-tourism (hiking, traveling, excursions, walks, tourist gatherings and competitions) contribute to the implementation of not only specific functions of physical education (educational, applied, sports functions) but also recreational and health-rehabilitation, provide conditions for a healthy life of the individual in society.

This necessitates the training of future physical education teachers competent in the field of tourism in higher education institutions. It is higher education institutions that are fully capable of providing a high level of teacher training for the realization of many of its functions in various spheres of human activity, especially, in ecological tourism.

Updating the content of education, on the one hand, involves focusing curricula on a competency-based approach, which is considered by scientists as one of the important conceptual principles, which determines the methodology of updating the content of education, contributes to overcoming the traditional cognitive orientations of professional education, encourages to its content updating, methods and technologies that are transformed into the competence of the future teacher of physical education. There is a contradiction between the increased demands of society to the personality of the physical education teacher able to perform effective activities in the field of ecological tourism, and insufficient attention to the study of these issues in the professional education system, the need to direct the professional education of future physical education teachers to the formation of professional competence in the field of eco-tourism both in educational and in extracurricular processes with the predominance of the traditional approach in the organization of the educational process. The purpose of the article is to define and substantiate the conceptual model of formation of professional competence of future teachers of physical education in the field of ecological tourism

2. Conceptual model as a social demand

Presented problem is one of the most pressing in many fields of science, which is covered in research and publications of both foreign and domestic scientists. In the studies of professional training of future specialists in the field of tourism were engaged (*Mulyk, Nosko, 2015: 217*), (*Fokin, 2010: 207*) and others. Due attention is paid by scientists to the problems of ecological tourism as well (*Dmytruk, 2009: 16*), (*Kosolapov, 2005: 12*), etc., however, this problem continues to be insufficiently studied. This necessitates the training of future physical education teachers competent in the field of ecological tourism in higher education institutions. It is higher education institutions that are fully capable of providing a high level of teacher training for the realization of many of its functions in various spheres of human activity, especially, in ecological tourism. Updating the content of education, on the one hand, involves focusing curricula on a competency-based approach, which is considered by scientists as one of the important conceptual principles, which determines the methodology of updating the content of education, contributes to overcoming the traditional cognitive orientations of vocational education, encourages to its content updating, methods and technologies that are transformed into the competence of the future teacher of physical education

With that been said, it should be noted that the priority of higher education institutions is to improve the content of education and organization of the process of training future physical education teachers for further professional activities, creating conditions for the development of their pedagogical skills. Each institution of higher education, creating optimal models of

theoretical and practical training of future professionals in the field of physical education and sports, should pay attention to: revision of the content of academic disciplines in order to direct their topics to the formation of the necessary professional skills, creative thinking trait for future teachers of physical education; creation of a fundamentally new methodological support that will contribute to the disclosure of creative potential of students; the possibility of introducing various types of educational activities into the educational process. Building a model of training future teachers of physical education, we should not forget about the continuous development and constant improvement of social processes, which are reflected in the requirements for professional training. That is why such a model should focus on both traditional methods of pedagogy and modern pedagogical innovations. Within the framework of our research, a modern innovation in the process of training future physical education teachers is the creation of a model for the formation of their professional competence in the field of ecological tourism. This process is a necessary component of the study, the implementation of which is aimed at the realization of higher education institutions of an important social demand, – training of a physical education teacher who is able to professionally apply ecological tourism in educational institutions, which results in the development of students' abilities, preventive work on their involvement in a healthy lifestyle, support of psycho-emotional state and motor activity.

Analyzing and summarizing the results of modern scientific research (*Mulyk, Nosko, 2015: 217*), (*Fokin, 2010: 207*) and others, we have developed a conceptual model (a model that is presented by a set of concepts and connections between them, which determine the semantic structure of the modeled object and process) of professional competence of future teachers of physical education in the field of ecological tourism as a system of interconnected, interdependent integral elements, united by a common goal and result-oriented, – professional competence in a determined type of activity. The basis for building a conceptual model was a social demand to introduce the basics of eco-tourism for the process of training future teachers of physical education, and the leading idea is that the formation of professional competence in the field of eco-tourism should be cross-cutting, to take place during the whole period of study and to combine theoretical and practical training, as well as extracurricular activities of students.

The developed conceptual model of formation of professional competence of future teachers of physical education in the field of ecological tourism is the united system, consisting, according to the classical structure of activity, of three main blocks: target, outcome and results blocks, structural elements of which perform their own functions and are closely interconnected with each other. The basis for building the conceptual model is the social demand for physical education teachers who are able to strengthen and preserve the health of children and youth through eco-tourism.

The main structural elements of the developed conceptual model are the components of professional competence, purpose, tasks, principles, organizational and pedagogical conditions, methods and forms, which provide the formation of professional competence of future teachers of physical education in the field of eco-tourism, as well as criteria and indicators by which the result is evaluated – the professional competence of future teachers of physical education in the field of eco-tourism.

3. The target block of the model

The content of the target block of the conceptual model is determined by the components of professional competence, the purpose of the social demand of modern society to form, strengthen and preserve the health of children and youth through eco-tourism and tasks that are

the basis for projecting expected results. In the formation of professional competence of future teachers of physical education in the field of ecological tourism, we have identified the following components: personal, cognitive, praxeological, reflexive.

The personal component of professional competence involved the formation of students' understanding of the importance of the social order for a physical education teacher capable of forming, strengthening and maintaining the health of children and youth through eco-tourism, as well as motivation for future professional activity; cognitive – the acquisition by future teachers of a certain amount of knowledge and mastery of skills in the organization of ecological tourism; praxeological – an attempt to embody theoretical knowledge in practice; reflexive – the organization of ecological tourism taking into consideration the acquired theoretical and practical knowledge, evaluation of performance.

Thus, the purpose of professional training of future teachers of physical education in higher education, as indicated in the developed conceptual model, is the formation of their professional competence in the field of eco-tourism.

Based on the purpose of professional training of future teachers of physical education and the structure of their professional competence in the field of eco-tourism, the following tasks are defined:

- 1) formation of a positive attitude to ecological tourism and the need for its use in the professional sphere, which means the formation of the personal component of professional competence;

- 2) ensuring the mastery by future specialists of a set of necessary professional knowledge on the organization of ecological tourism, which means the formation of the cognitive component of professional competence;

- 3) providing mastery of skills in the organization of ecological tourism in professional activities is the formation of the praxeological component of professional competence;

- 4) development of professional qualities (first of all, empathy, creativity, reflection, self-organization) that determine the success of tourism activities, which is the formation of a reflective component of professional competence.

4. Content block of the model

The content block of the conceptual model of formation of professional competence of future physical education teachers in the field of ecological tourism is determined by a set of interconnected elements that ensure the integrity of the training process and allow to achieve the goal.

The specifics of the formation of professional competence of future teachers of physical education in the field of eco-tourism, led to the choice of organizational and pedagogical conditions.

The first condition – the focus of the content of pedagogical education of future teachers of physical education on the formation of a stable positive motivation to master professionally significant knowledge and skills in eco-tourism and their use in professional activities – was performed by implementing an integration approach to the conduction of the content of education at the bachelor's level.

The choice of a set of disciplines had a positive impact on the formation of professional competence of future teachers of physical education in the field of eco-tourism and provided a solid foundation for increasing motivation and implementation of knowledge, skills and abilities in professional activities. The second condition is the improvement of the content

of professional training of future physical education teachers by introducing the specialization "Ecological and sports tourism" in the master's program.

The content of disciplines takes into consideration the social demand to strengthen and preserve the health of children and youth through eco-tourism, which contributes to the expansion of scientific ideas of students about the peculiarities of the content of the production functions of this type of tourism, tasks of professional activity and professional competence of future physical education teachers. The content of professional training at the educational level "Master's degree" is aimed at forming the professional competence of future teachers of higher education institutions.

The third condition is educational and methodological support for the formation of professional competence of future teachers of physical education in the field of ecological tourism. It was planned to increase the level of knowledge in the field of ecological tourism. The fourth condition – the use of the relationship of competency, system and personal approaches in the study of professional disciplines. The relationship was ensured by the integration of approaches in the formation of professional competence of future teachers of physical education in the field of eco-tourism. The key in this complex is the competence approach, the implementation of which took place during the process of studying by students of the modules of disciplines of the professional cycle. The system approach ensured consistency of the formation of professional competence of future teachers (professional training from solving simple problems to more complex ones, from studying theoretical issues to their testing in practice, especially during internships, participation in group work, etc.). It was found that the complex of these approaches has a positive effect on the effectiveness of the formation of professional competence of future teachers of physical education in the field of ecological tourism.

5. The outcome block of the model

The outcome block of the conceptual reflects the criteria and indicators, due to the complex diagnostics of which the level of professional competence of future teachers of physical education in the field of ecological tourism is determined.

The level of formation of professional competence of future teachers of physical education in the field of ecological tourism, which is the result of training students in higher education is determined by the complex indicator according to four criteria – motivational-value, information-cognitive, operational-activity, evaluation-corrective, on four levels (low, average, sufficient, high).

6. Conclusion

The presented author's conceptual model provides a holistic continuous process of formation of professional competence of future teachers of physical education in the field of ecological tourism, which includes three interconnected blocks providing the optimal way to achieve the educational goal: the target block, which reflects the social demand of society, the purpose, the task of forming the professional competence of future teachers of physical education in the field of eco-tourism and its components, reflects the purpose and objectives of the training process; the content block, which contains organizational and pedagogical conditions for the formation of professional competence of future teachers of physical education in the field of eco-tourism, forms and methods used in this process, determines the content of training, its principles, organizational and pedagogical conditions, forms and methods; the outcome block

visualizes criteria and indicators of efficiency of formative actions, adequacy of the received results to the set purpose. Execution of the constructed conceptual model, realization of certain organizational and pedagogical conditions in the system of higher education will provide effective formation of professional competence of future teachers of physical education in the field of ecological tourism. Approaches to the content of the professional block of disciplines in accordance with changes in the scope of their study need further updating, provided by the correction of state standards in accordance with the requirements of the new Law of Ukraine "About Higher Education" and the introduction of new information technologies in the training of future teachers of physical education.

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ABOUT CAREER ORIENTATION OF MODERN STUDENTS: FOREIGN AND DOMESTIC APPROACHES

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Summary

The article considers the problem of career and career orientation of modern students in domestic and foreign scientific psychological and pedagogical literature. It is emphasized that the concepts of "career" and "competition" are etymologically related concepts. It is noted that a successful career involves a competitive personality. Three integral characteristics of a competitive personality are characterized: orientation, competence, flexibility. It is noted that the mental development of a cultured person occurs through the appropriation of social consciousness – social ideas, knowledge, language, ideals, norms, traditions, assessments, which are stored in the culture of the people and which in the transition to the internal plan form the psyche of a particular person. It is proved that in senior courses a professional identity is formed and the final decision is made whether to connect one's future destiny with the chosen profession or not. Based on the results of the theoretical analysis of career understanding issues, foreign and domestic researchers have identified the main approaches to career understanding: semantic, role, value, procedural, status, personal-professional, biographical, acmeological. It is emphasized that the process of formation of professionalism throughout the life of students is self-realization and the formation of its subjectivity. It is noted that the most popular foreign theory of professional development was the model of D. Super.

Keywords: career, career orientations, successful and well-off person, professional development, career path of students.

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Introduction

The problem of human implementation of strategies for self-development in the profession and career in a qualitative transformation of modern society becomes extremely relevant because it involves a choice based on awareness of the values of life, including professional and career ways that give meaning and balance in a changing world.

Modern conditions for the development of Ukrainian society have contributed to the value reorientation associated with the advent of the "culture of success" what is typical for Western countries. In the new Ukrainian society, "making a career" has become not only possible, but also necessary to be considered and consider yourself as a successful person. The image of a successful wealthy person, promoted in the mass media and at the same time does not have its own cultural and historical basis, causes modern youth to have a high status and easy money, which is not supported by the desire to develop relevant professional competencies. In this regard, it is interesting to analyze how modern students present their career development, to what extent young people are aware of their own career strategies.

The purpose of the article is a theoretical analysis of the scientific literature on the problem of career and career orientation in modern domestic and foreign psychology.

The issues of career construction and development are currently sufficiently studied, there are a variety of approaches to understanding the phenomenon of career, stages of its development (Zeer, 1988), (Klimov, 1996), (Ladanov, 1997) and others. Factors that contribute to the successful development of an individual career are studied (Bogatyreva, 2009), (Mogilevkin, 1998), (Hammer, 2008: 147).

In career research, much attention is paid to such related concepts as work motivation, professional activity and career (R.A. Noe, A.W. Noe, J.A. Bachuber, specialization (M.C. White, M. Smith, T. Barlett), subjective career success (R. Ellis, H.G. Heneman, R.N. Mirvis, D.T. Hall) and others (Shchelokova, 2012: 24).

Career as a socio-psychological phenomenon

“Career orientations” currently means a system of personal dispositions in relation to career and work, which is manifested through values, attitudes and interests that encourage the development of activities in a certain direction (Melnikova, 2012: 275).

In relation to his career, a person can also act as a subject and an object. The person as “object of career” implements the career passively – according to the samples presented to it, thus rather the person masters means of the advancement, and “career masters the person” (Krichevsky, 2012). The latter is understood as careerism: the pursuit of personal success in work, motivated solely by a personal desire for well-being. In other words, when we talk about a person as an object of career, we mean: a) his passivity in planning and building a career, inability to manage his career development; b) the phenomenon of “careerism”, “career pursuit”, when the values of material well-being and promotion come to the fore and ignore the values of development in other areas – personal (need for self-actualization), professional (competence), public (desire to benefit society).

The concept of “career”: foreign approaches to the study of career

There is no coincidence that “career” and “competition” are etymologically related concepts. The concept of “career” comes from Latin. “Currere” – to run, and “competition” – from “concurrere” – to run together, in one direction, to compete (Bash, Bobrova, 1999). Both concepts have a pronounced social character. A successful career involves a competitive personality. L.M. Mitina names three integral characteristics of a competitive personality: orientation, competence, flexibility (Mitina, 2009: 10). Orientation is understood as a system of emotional and value relations that define the dominant motives of personality, competence – as knowledge, skills, abilities, methods of implementation and communicative qualities, flexibility – as the quality of intelligence, behavior, emotional manifestations.

According to the cultural-historical paradigm (Moskovich, Potebnya, 1993), (Shpeta, Ponomarev, 1983), the process of understanding life, choosing values and building a career is not only the result of individual development, but mediated by social ideas, values, norms and standards transmitted. society and reference groups. Their content is determined by the historical stage, culture and social attitudes of the society in which the individual is. As emphasized by one of the representatives of the cultural-historical approach O.O. Potebnya (Potebnya, 1993), the mental development of a cultured person occurs by assigning social consciousness – social ideas, knowledge, language, ideals, norms, traditions, assessments, which are preserved in the culture of the people and which in transition to the internal plan form the psyche of a particular person. According to G.G. Shpeta (Ponomarev, 1983), humanity in the process of its development has created a new, socio-cultural world that exists in addition to the natural world, and

human social existence transforms it into a social personality, whose behavior is endowed with social meaning and serves as a sign for other people and for himself.

According to the concept of D. Super, each person has abilities, motivations, motives and values, which he cannot give up when making a career choice. In this regard, D. Super was one of the first who spoke about career orientations as the meanings that a person seeks to realize in the choice and construction of his career, and a set of attitudes associated with professional experience and professional activity (*Bogatyreva, 2009*). According to D. Super, a person's attempt to answer the question: "Who am I?" is seen in professional preferences and the chosen type of career. At the same time, the individual often realizes his career orientations unconsciously (*Hammer, 2008: 149*), (*Horne, 1997*).

D. Super developed the concept of periodization of professional development, which is based on the periodization of life according to E. Erickson and S. Buhler. D. Super believes that during professional self-determination a person develops and refines his professional self-concept, and offers a five-step model of professional development, which has the following stages: 1. Stage of awakening (0–14 years old), during which the self-concept develops through identification with significant adults; 2. Research stage (15–24 years old), where a person tries to test himself in different roles while focusing on his real professional opportunities; 3. The stage of consolidation, or strengthening (25–44 years old) is characterized by the desire to ensure a stable personal position in the found professional field; 4. At the stage of preservation of the achieved (46–64 years old) professional development goes in one certain direction, without going beyond the found professional field; 5. At the stage of recession (after 65 years old) there is a development of new roles: partial participation in professional life, observation of professional activities of other people (*Hammer, 2008: 149*), (*Horne, 1997*). Along with the concept of staging D. Super introduces the concept of professional maturity, which refers to the individual, whose behavior corresponds to the tasks of professional development, characteristic of this age. To determine professional maturity, the method "Career Maturity Inventory" was created, as well as a number of similar methods (*Kondakov, 1989: 160*).

Among foreign concepts, one of the most popular in our country is also the typological theory of D. Holland, according to which the process of professional development involves, firstly, the definition of the individual personality type, to which he belongs, and secondly, finding a professional field corresponding to this type, and thirdly, the choice of one of the four qualification levels of this professional field, which is determined by the development of intelligence and self-esteem. The main attention in the author's ideas is paid to the description of personal types, such as: realistic, intellectual, social, adaptive, aesthetic, entrepreneurial. However, as noted by I.M. Kondakov and A.V. Sukharev (*Kondakov, Sukharev, 1989: 164*), the most vulnerable point in typological theory is, firstly, the principle on the basis of which the construction of types, and secondly, the fact that the real individual often does not correspond to any of the personality types, related to certain professional fields.

According to E. Shane's theory of "career anchors" (*Hacken, 1980*), there are external and internal factors that contribute to career development. External factors include the socio-economic situation, professional environment, organizational culture of the company and others. To the internal – motivation, self-esteem, level of demands, state of health. O.O. Bogatyreva complements the list of internal factors with the concept of self-efficacy, understanding it as a set of "individual psychological features that characterize the perception of their own competence, efficiency and personal influence" (*Bogatyreva, 2009: 56*). When a person perceives himself as capable of success and predicts it in his current activities, the bar of his goals increases, thus stimulating the mobilization and support of the efforts is necessary for career growth.

Domestic approaches to career study

As noted by R.L. Krychevsky (*Krychevsky, 2013*), compared with foreign researchers, domestic authors reveal in more detail the psychological meaning of career. Thus, O.O. Bodalov and L.L. Rudkevich in psychological components of the concept of “career” consider: the nature of the goals set by the person, engaging in socially significant activities; system of motivating factors; the degree of actualization of the specialist’s abilities.

According to Yu.P. Povarenkova, in the third year of study at a higher educational institution the student’s personality as a subject of educational and academic activity is finally formed, and in the fourth (under the influence of industrial practice) – as a subject of professional activity. That is, in senior courses (4–5) a professional identity is formed and the final decision is made whether to link their future destiny with the chosen profession or not.

Of great importance in the psychology of work, profession and career are the ideas of E.F. Zeer (*Zeer, 1988*), based on the understanding of the individual as a subject of social relations and activity. In the structure of personality as a subject of professional activity E.F. Zeer distinguishes 4 components:

1. Orientation, which is characterized by a system of dominant needs and motives. E.F. Zeer identifies the following components of professional orientation: motives (intentions, interests, inclinations, ideals), values (meaning of work, wages, welfare, qualifications, career, social status, etc.). Professional position (attitude to the profession, personal settings, expectations and readiness for professional development), socio-professional status;

2. Professional competence, the main components of which are: socio-legal, special, personal, auto and extreme competence;

3. The system of professionally important qualities that determine productivity. They are multifunctional and differ in the originality of their composition in each profession;

4. Professionally significant psychophysiological properties, the development of which occurs in the process of mastering the activity. Examples of these qualities are visual-motor coordination, outlook, neuroticism, extraversion, reactivity, etc.

In the direction of personality-development approach, L.M. Mitina deals with the problems of professional development of personality (*Mitina, 2009*). According to L.M. Mitina, professional development is “growth, formation, integration and realization in professional work of professionally significant personal qualities and abilities, professional knowledge and skills, but, most importantly, as an active qualitative transformation of a person’s inner world, which leads to a fundamentally new system and way of life – creative self-realization in the profession” (*Mitina, 2009: 11*). From these standpoints, professional development (self-development) is a process of constructing a person’s subjectivity, his image of the world, his self-concept, himself in the profession and goes through three stages: self-determination, self-expression and self-realization.

O.E. Ilgunova, studying the dynamics of the formation of professional styles at different stages of the career of civil servants, came to the conclusion that age and professional experience alone do not provide a consistent and positive development of professionalism (*Ilgunova, 2005*).

The most famous domestic periodization of human development as a subject of labor was proposed by E.L. Klimov (*Klimov, 1996*). He distinguishes two stages in human development: pre-professional and professional development. The scientist identifies the following stages of professional development: pre-games, games, mastering educational activities, “options”, adept, adapter, intern, master, authority, mentor.

In acmeological concept E.F. Zeer (*Zeer, 1988*) speaks of the “life path” of a professional, so it includes the main stages from its beginning to the top and contains five stages of professionalization:

1. “Option” – the choice of profession taking into account individual, personal and situational characteristics;
2. Vocational training – acquisition of professional knowledge, skills and abilities;
3. Professional adaptation – entering the profession, mastering the social role, professional self-determination, formation of qualities and experience;
4. Professionalization – the formation of positions, integration of personal and professional qualities, performance of duties;
5. Professional skill – the realization of personality in professional activities.

O.E. Ilgunova identifies two age stages of formation of professionalism and styles of professional activity of subjects without a pronounced stable “plateau”, two qualitatively different parts of the career path. The first stage of “spontaneous formation” (up to 35–40 years old) is determined by young age, natural talent, the role of loved ones. The second stage of “purposeful formation” of a professional career (from 40–45 years old) is determined by the ability to personal development, complete mastery of human resources, skills to regulate behavior and activities, full self-realization in various spheres of life, becoming an active subject of life (*Ilgunova, 2005*).

As noted by Yu.P. Kukharchuk, that most periodizations have a number of limitations: use as a temporary parameter only chronological age and do not take into account professional experience, are characterized by a reduction in the content of professional development, for example, reduce its essence to the development of professional self-knowledge (D. Super) and do not take into account professional abilities, motivation of the subject of labor (*Povarenkov, 2009*). Yu.P. Povarenkov proposes to increase the attention of researchers to the allocation of levels in the periodization of professional development: stages, periods and phases. The leading criterion for the selection of the stage is the acceptance of the subject of the social situation of professional development as a guide to action. The author identifies 5 stages: pre-professional development, search and choice of profession (“option”), vocational training, independent professional activity, post-professional development. The boundaries between the phases are blurred, and they by themselves are heterogeneous and include periods of development. The basis for the allocation of the period is to clarify the situation of professional development and specify the tasks of professional development. As part of the stage Yu.P. Kukharchuk distinguishes 3 periods: adaptation and formation of resources to solve a new task, the period of solving the main task of professional development at this stage, preparation for the transition to a new stage of development. In turn, each of the periods is divided into several phases, for example, the period of adaptation – into such phases as: the use of old tools, finding ways and means of adaptation, the process of adaptation, reaching the required level of adaptation (*Povarenkov, 2009*).

Based on the results of the theoretical analysis of the issues of career understanding by foreign and domestic researchers, the main approaches to career understanding can be identified as:

1. **Meaningful:** career as a field of occupation, profession (military career, etc.);
2. **Procedural approach:** career as advancement, movement forward, dynamic process, sequence, dynamics of states and activity of the individual in labor activity. There are two lines of such promotion:
 - a) career as “professional advancement, professional growth, transition from one degree of professionalism to another” (*Markova, 1996: 65*), as “the gradual development of abilities and functions of man as a professional” (*Ilgunova, 2005: 57*);

b) career as “job promotion, where the achievement of a certain social status, occupation of a certain position comes to the fore” (*Markova, 1996: 65*).

A person can build a career both professionally and professionally, which may not coincide (*Markova, 1996*).

3. **Status approach:** career as an indicator of the success of the individual: career as “the path to success, a prominent position in society, in the service field, as well as the achievement of such a position” as a person's performance and social status (*Krichevsky, 2013*).

4. **Role approach:** career as a social role corresponding to social expectations (performance standards), as a sequence and combination of roles that a person performs throughout life (D. Super (*Hammer, 2008*)).

5. **Value approach:** career as a consistency of personal and social needs, goals, values, interests. Thus, G.B. Mikhailov understands career as such movement of the subject on service in professional improvement which corresponds to its value orientations and at the same time fully satisfies interests of society. As part of the value approach, career is associated with socially significant activities of the individual in society (*Krichevsky, 2013*).

6. **Personal-professional approach:** career as a process of professional self-determination, which alternates the choices that are based on the “self-concept” of the individual – a relatively holistic education, gradually changes as a person grows up (*N.S. Pryazhnikov, D. Super (Hammer, 2008: 153)*).

7. **Biographical approach:**

a) in a narrow sense: career as an individual career, its activities, expressed in professional or official form (*Krichevsky, 2013*);

b) in a broad sense: career as “life in general”, the way of man's life, as “active movement of man in the development and improvement of lifestyle, which ensures its stability in the flow of social life”. In this sense, a career goes beyond professional and employment (*Kibanov, 1997*).

8. **Acmeological approach:** career as a process of human self-realization, his capabilities in professional activities, achieving personal “acme” (*Ladanov, 1997*), (*Mogilevkin, 1998*), career as self-actualization in professional activities, creative self-realization in profession (*Mitina, 2009: 12*), career as a way to achieve goals and results in the basic form of personal self-expression (*Krichevsky, 2013*).

Conclusions and suggestions

The analysis of scientific research has shown that the problem of career and career orientation of students is sufficiently studied in modern domestic and foreign literature. High professionalism is an important, but not the only determinant of successful professional and personal development associated with successful career advancement. As noted by R.L. Krichevsky that professionalism is a special qualitative characteristic of the individual: only realizing himself as a subject of life and his life, including professional and career path, a person is a real creator of his “acme”. It is emphasized that the process of formation of professionalism throughout the life of students is self-realization and the formation of its subjectivity.

It is important to note that the most popular foreign theory of professional development was the model of D. Super (1952).

Prospects for further exploration are to establish links between career orientation with meaning-life, value orientations, self-actualization characteristics of students of different professional training and levels of self-actualization.

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PEDAGOGICAL REFLECTION IN THE MODELING OF THE PURPOSES OF THE PROFESSIONAL PREPARATION OF THE FUTURE SPECIALISTS

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Summary

The problem of the use of the pedagogical reflection in the process of the professional preparation of the future specialists has been actualized in the article, in particular based on the analysis of the experience of its use in the realization of the educational-professional program of the future bachelors of the law. The new knowledge has been represented with the complementarity of the known methodological approaches to the use of the pedagogical reflection in the modeling of the purposes of the educational-professional program, the new interpretation of the pedagogical reflection and the generalization of the experience of the use and the approbation of the reflexive procedures of the value-semantic direction.

In the research of the question from the point of view, the contradictions of the realization of the pedagogical reflection have been determined; the factors of the influence on the modern process of the building of the educational-professional models have been installed; at the level of the philosophical methodology, the new worldview positions of Homo educandus have been explained, which influence significantly on its value-motivational choice of the personal-educational trajectory. The role of the pedagogical reflection in the process of the general cultural and the professional development of the future bachelor of the law has been installed. The possibilities of the pedagogical reflection in the procedure of the formation of the purposes of the professional preparation, in particular the modeling of the process of the teaching have been characterized. The methodological references-points have been presented with the need of the consideration in the educational programs' changes that have been occurred in the public consciousness and the worldview of the human at the present stage of the development of the community (the post-metaphysical thinking, the linguistic turn, the refusal of the recognition of the advantage of the theory over the practice, the concretization of the mind); the methodology of the value-semantic sending of the pedagogical reflection, the conceptualization of the pedagogical reflection as the special philosophical-educational procedure of the "embedding" of the student in the general cultural meanings of the past, of the present and of the future of the common vital activity of the subjects of the single cultural-educational space.

Keywords: axiological approach, complementarity, communicative-dialogical competence, meta-activity, methodology, thinking, educational-professional program, worldview changes, philosophical-educational reflection.

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1. Introduction

Today the advancement of the society in the measurement of its iconic of the educational-cultural markers has appeared in the most researched sources as the "information society". But, we think, that more correct name of this historical form of the existence of the human and the society on the global scope should be the name of the "information society", which has come to replace the "society of the knowledge" and it has affected significantly all spheres of the vital

activity of the human. The spread of the informative factors in the culture of the individual has changed significantly his worldview position, which can be defined as the new worldview movement (J. Habermas), which, first of all, has been touched the young people, who study and who are disposed to the perception of the new knowledge, the new technologies, the new forms of the educational and the professional activities. The “the society of the knowledge”, which has failed to harmonize the dynamics and the dialectics of the objective and the subjective factors of the development of Homo educandus in the purposes and the contents of the education, in particular in the professional preparation of the applicants of the higher education, it has given way to the informative way of the teaching and the vital activity. The large number of the researches show that the presence of the certain achievements in the democratization and the modernization of the higher education in the process of its informatization, and the significant problems that need immediate comprehension (Aron, 2012; Bauman, 2004; Habermas, 1988; Lonergan, 2010; Troitska, Osadchyi, 2019 and other researchers).

The significant part of these problems is associated with the presence of the huge number of the informative, the digital technologies, the programs of the teaching and the insufficient analytics and the value-semantic reflection of the educational activities, which should be added to the modeling of the informatization and the educational processes of the communicative-dialogical direction, and also as in the conceptual and in the contextual measurement to strengthen the personal (in the form) and the axiological and the praxeological (in the essence) nature of the extraction of the qualification in the higher education.

At the same time, based on the analysis of the research literature in the subjectivity of the pedagogical modeling, in particular the process of the formation of the purposes and the contents of the professional preparation of the bachelors of the law, we have been noted several contradictions:

- in the innovative move of the pedagogy, that uses in the modeling of the processes and the actions of the normative documents, the expert assessments, the empirical material, first of all, the new worldview changes in the modern education are not always taken into account;
- the modeling takes place mostly within the technocratic paradigm of the preparation of the future specialist, in which the model of the professional personality is strictly regulated, which is not always based on the pedagogical technologies with the creative, with the personal orientations and the reflective procedures;
- the pedagogical reflection and the reflection of all subjects of the pedagogical process are insufficiently involved in the construction of the educational trajectories of the personality, and also there is a lack of the awareness of the complexity of the phenomenon of the reflection and its methodological potential.

That is why the scientific novelty will be represented with the complementarity of the known methodological approaches to the use of the pedagogical reflection in the modeling of the educational purposes and the professional self-determination, the new interpretation of the pedagogical reflection and the generalization of the experience of the use and the approbation of the reflexive procedures of the value-semantic direction.

The research of the question enables, from the new point of view, the solution of the contradictions that has led to the purpose of our research such as to determine the methodological references-points of the pedagogical reflection in the modeling of the purposes of the professional preparation of the bachelor of the law and to install the factors of the influence on the modern process of the building of the educational-professional model, which, in our opinion, cannot be the educational-professional program.

This new aspect of the research is realized in the process of the implementation of the following tasks:

- at the level of the philosophical methodology to explain the new worldview of the positions of Homo educandus, which affect significantly its value-motivational choice of the personal-educational trajectory;
- to determine the role of the reflection in the process of the general cultural and the professional self-determination of the future bachelor of the law;
- to install the possibilities of the pedagogical reflection in the procedure of the formation of the purposes of the professional preparation, in particular the modeling of the process of the teaching.

2. The worldview factors of the modern higher education

If the changes will be crystallized, which have been occurred in the social consciousness and the worldview of the human, it should be talked about four methodological moves: the post-metaphysical thinking, the linguistic turn, the refusal of the recognition of the advantage of the theory over the practice, the concretization of the mind (*Habermas, 1988*). It should be recognized that these changes in the human consciousness are associated with the “postmodern” culture, which is characterized with the overstatement of the novelty of own vital activity of the human, too “critical” attitude to the experience of the previous generations, the overstatement of the importance of their “truth”, their microcosm, the lack of the level of the conversance, the will, etc. In such conditions, the methodology of the building of the personal trajectories of the receiving of the higher education should be understood in terms of not only as the organizational-practical, but it is also the worldview-semantic (*Troitska, 2019*).

That is why in the actualization of the mentioned problem we give the prominent place to the modeling of the pedagogical activity as the reproduction of the reality, as the visual representation of the properties of the researched object, which is “formalized, simplified” in the model, but this procedure facilitates the reproduction of the properties, the connections, the tendencies of the researched system and the processes and it allows summing up their condition, making the forecast, making the well-grounded decision.

In the diversity of the forms of the modeling, which depend on the structure of the model and the sphere of its application, many strategies, the technologies, the practices have been worked out, which are paid attention: the different approaches to the pedagogical modeling are in the works of A. Verbytskyi, P. Rastiannikov, O. Shavrina (*Shavrina, 2000*); the possibility of the modeling in the overcoming of the gap between the teaching and the education, between the procedural and the general cultural development of the personality of the future specialist, the principles of the model approach of the active socio-psychological teaching, the technology of the building of the models, the ways of the practical realization them in the group, the types of the didactic models and the role of the pedagogical reflection have been considered.

The target model is the subject of our interest, in which, according to O. Shavrina, “...the meaningful and the categorical purposes of the teaching are determined. The meaningful purposes are the specific knowledge, the skills and the abilities which subjects of the teaching must master. The categorical purposes are based on the working of so-called the taxonomies, that is the groups of the categories of the purposes, each of which express the certain totality and the sequence of the intellectual operations, such as the knowledge, the understanding, the use, the analysis, the synthesis, the mark. All conclusions which have been obtained on the correlation of the blocks of the material with the correlated meaningful purposes and also with the results of the teaching and, so, with the categorical purposes and they will be the target model of the process of the teaching” (*Shavrina, 2000: 44*).

3. The reflection in the pedagogical modeling

The reflection as a product of the philosophizing in the understanding from the Renaissance has been taken the worthy place in the culture of the thinking as the source of the cognition (J. Locke), as the transcendental reflection, as the ability of the thinking (I. Kant), the absolute reflection as the dialectical methodology of the cognition (G. Hebel), as the phenomenon of the consciousness (E. Husserl), as the “producer” of the values of the true and the being, and others. The modern philosophy highlights the methodological functions of the reflection aimed at the reproduction by the thinking of the universal connections of the world, which it (thinking) has been considered in isolation (Bulatov, 2009: 425), which is characterized the reflection as the self-consciousness and the self-knowledge, the correlation of the elements of the thinking and the reality. It is no coincidence that D. Borkhers defines the reflection as the standard of the scientific methodology and the moderator of the interdisciplinary dialogue.

In this sense, the understanding of the the reflection as “the process of the comprehension of something with the help of the study and the comparison... and the “new turn” of the spirit after the implementation of the cognitive act to the I (as the center of the act and its microcosm) is deserved to the attention, thanks to it becomes possible to appropriate what has been known” (*Philosophical Encyclopedic Dictionary*, 2002: 394). Actually, it should be returned to the opinion of B. Lonergan, who, in our opinion, has deployed the essence of the reflection in its pedagogical form, developing the doctrine of the functional specialization of the theology and the criterion-defining value as the transcendental idea, he wrote: “The value is intensified in the questions, which require the thinking just as intelligible is intensified in the questions that require the intellect, and the true and the being is intensified in the questions that require reflection” (Lonergan, 2010).

As in the process of the modeling of the purposes and the contents of the education there is both the methodology of the new construction and some awareness of this methodology by the participants of the modeling, so the pedagogical reflection, in our opinion, should have double character: on the one hand, the methodology of the search and the creation of the new requires clear criteria of its creation on the principle of the efficiency, the intellectuality and the ethics, on the other hand, it is the a reflection of the values-worldviews position of the applicants of the professional education, who do not present the rigid professional model of the future specialist and his image.

4. The pedagogical reflection in the modeling of the purposes of EPP from the practical experience

As it has been mentioned above, today the positions of the subjects of the higher education should take into account in all components of the educational process, it is usually necessary to take into account the changes in the worldview of the young people. As, if we interpret the post-metaphysical thinking as one that reflects the paradigmatic orientation to waive the presumption of the possibility of the building of the single conceptual model of the world, or the process or the event, and also to understand that it differs from the desire of the appropriateness, the conformity with the maxims, the norms, the sustainable principles, so, it is necessary to use the information discursive variants of the decision of the problem only in the dialogical way (Troitska, 2016).

It means for us that the motivational and the cognitive component of the teaching and the choice of the personal educational trajectory, in particular the purpose of the education, it

should be on the principle of the complementarity which is added with the communicative-dialogical. It, involving the reflection, fills the choice of the purposes with the meanings and the values of all participants of the process. In this way, a person has the wide opportunities of the building their own trajectories in the informative space and the integrity of the explicit and the implicit components of the reflection and the harmonization of the introverted and the extroverted features.

If in the purposes of the educational-professional program of the preparation of the bachelors of the law (hereinafter EPP) the formation of the ability to protect the rights and the freedom of the citizens guided by the principle of the rule of the law and followed the ethical standards of the legal branch, the providing of the appropriateness of the preparation of the Standards of the higher education in the specialty, the mission, the vision, the values of the university and the orientation on in-depth practical preparation of the qualified, the competitive, the competent graduates should be noted so, these references-points should be perceived by the subjects of the education not only as the appropriate, the normative, but also those that correspond their interests and the desire. That is why at the numerous meetings of the applicants of the higher education, of the lecturers and of the potential employers (stakeholders), the complex of the general and the special competencies has been processed reflexively, which has been supplemented with the formation of the values and the worldviews grounds of the future lawyers, their ability to realize the personal features, the worldview and the way of the thinking, and to develop as the creative person, the intellectual with the critical thinking and with the scientific worldview and as the educated conscious citizen [<http://geo.mdpu.org.ua/prirodnicho-geografichnij-fakultet/kafedra-prava/osvitnij-protses-kafedri-prava/>].

So, in this way the linguistic turn of the worldview “works”, that provides the great opportunities of the “proclamation” of the informatization through the discursive practices as the “meetings” of the subjects of the different preferences, through the different linguistic constructions, the narratives, the dialogic interpretations, etc. The new knowledge, which has been enriched with the multicultural values and the meanings, it enables the way to common values and the meanings, to the adoption of the practical rules of the common mastering of the professional, the intellectual, the ethical and the spiritual norms of the common to all mankind life.

Moreover, in the communicative-dialogical activity there can be the constant increase of the level of the reflexive qualities of the personality of the future specialist, because in this activity both the external (the explicit) form of the reflection and the internal (the implicit) are interacted, the contradictions between the subject's expectations and the actual reaction of the object, etc. are interacted

For the understanding of the pedagogical reflection, it is also important comprehension of the reflexive-innovative process in the humanities, which are considered it in the different socio-cultural contexts (L. Vygotskyi, A. Leontiev, D. Elkonin, V. Slobodchikov, G. Shchedrovitskyi and others). The reflection in these contexts is understood not only as the process of the rethinking and the heuristic overcoming by the subject of the patterns of the thinking, but also as the new type of the thinking, the new way of the communication, including the different values- worldviews positions, the experience of the cultural-discursive practices and the individual-creative properties of the personality. Such model of the pedagogical reflection has the tendency, in our opinion, to become the certain methodological construct, in particular in the professional preparation of the future specialists at all levels of the methodology. This methodology orients the pedagogical reflection not on the comprehension of the technological processes of the teaching, but on the in-depth, thoughtful meta-activity as for the initial cause and the principles, which are the basis of thinking about the education, the culture, the personality,

and so on, as the knowledge about the receiving of the new knowledge and the quintessence of the approaches, the principles and the methods of its growth, and as the requirement for the compliance in the researches and the activities of the cultural maxims.

We propose to consider the pedagogical reflection as the procedure of the philosophical activity, which is significantly different from many components of the philosophical fund (analysis, synthesis, homogenization, totalization, universalization, theorizing, generalization, etc.). Moreover, it is not the critical thinking, which is “promoted as a brand” today, but is formed, in our opinion, without the analytical techniques and the reduction of the creative thinking.

So, generalizing the experience of the reflective-pedagogical activities as for the modeling of the purposes of the educational-professional preparation of the future bachelors of the law, at the level of the specific (the philosophical-educational) methodology, we note:

- the pedagogical reflection should become thinking, which in form always returns to the subjectivity (in our case it is the purpose, the contents, the organizational-administrative conditions of the professional preparation of the future lawyers) conceptually to the ultimate, the marginal principles which are comprehended, the ways of its fixation, the different manifestations of the natural, the social, the cognitive, the anthropological factors;

- the reflection highlights the amplitudes (the originality of the subject, its spiritual formations, the beliefs and the ideals, the totality of the semantic, the value, the existential, the willed intentions and the determinations) of all subjects of the common activity;

- in such way, the reflection “builds” the modern students in the common to all mankind search, returning to the eternal sacramental questions (How? Why? What for?) to the past and the future (other contexts);

- perceiving unquestionably the position that the philosophical-pedagogical reflection, as the reflection of the second order (it theorizes not the subject of the reality, but the images, the notions and the categorical-logical forms of the reality), it deals with the ideas, the principles that stimulate spiritually the personality and it orients on the humanity of the purpose and the activities.

5. Conclusions

The research of the problem and its formulation in such aspect has been confirmed the actuality of the involvement in the innovative move of the pedagogy of the philosophical-educational reflection, which allows taking into account in the modeling educational processes and the actions of the worldviews of the attitude of the subjects of the education, the use of pedagogical technologies with creative, the personal orientations and the reflective methodological procedures of the axiological direction. The explication of the reflection, from the point of view of the modern philosophy, as the self-consciousness and the self-knowledge, as the correlation of the elements of the thinking and the reality, as a methodology which aimed at the reproduction in the process of the thinking of the universal connections of the world, as the standard of the scientific methodology and the moderator of the interdisciplinary dialogue, it gives the opportunity to prevent, on the one hand, the exaggerated reduction of the reflection to the partially-practical procedure and, on the other hand, it has generalized it to the thinking as such.

The functioning in the educational process and in the modeling it through EPP without the pedagogical reflection is not possible: neither motivational, nor cognitive, nor organizational-activity components of the teaching will become effective without students' choice of personal educational trajectory, in particular the purposes of the education, without the communicative-dialogic interaction and the consensus, without the common choice of the purpose

based on the meanings and the values of all participants of the realization of the EPP process. In this way there are the wide opportunities of the building of the applicants of the higher education of their own trajectories of the move in the cultural-educational space and it provides (apodictically) the integrity of the explicit and the implicit components of the reflection and the harmonization of the introverted and the extroverted features of the subjects of the education.

The methodological receptions, namely: the approval in the consciousness of the human of the post-metaphysical thinking, the philosophical-linguistic comprehension of the reality, the concretization of the mind, the practice-oriented teaching and the education, the providing of the discursive communication, the communicative-dialogical interaction and the humanity (human dimension) of the subjects of the education should be the object of the deep pedagogical reflection of all components of the educational-professional process, and their research is the subject of our further scientific work.

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PEOPLE WITH SCHIZOPHRENIA AND POSSIBILITIES OF THEIR EMPLOYMENT IN THE WORK MARKET

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Summary

The paper deals with the viewpoint of social workers on schizophrenia and people suffering from the illness, with their further possibilities to prepare and employ themselves in the labour market. The aim of the paper is to characterize schizophrenic illness, reveal consequences of the illness in real life and give the legislation background, regulating the possibilities of employing the people with disabilities in our labour market, and with directly addressed schizophrenia issues viewed by social workers. The final part focuses on the opportunities of people suffering from schizophrenia to be prepared as well as to be employed in the labour market.

Keywords: people suffering from schizophrenia, employment, labour market, opportunities, social worker

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Introduction

Many people with various physical disabilities can be seen in the society and our surrounding, but people with mental illness cannot be always so easily observed. What often happens is the situation that the society condemns some person for his/her unusual behaviour, but that can be also bound with his or her mental illness.

However, we need to think further and realize that mental illnesses exist, and they are a part of our society life. Each disease or illness has specific symptoms and manifestations with various incidences. The ICD-10 (International Classification of Diseases-10) provides their division and characteristics.

Within the basic diagnostic categories of mental disorders according to ICD-10 belong:

- Organic mental disorder including symptomatic, mental disorders (F 00-F 09). This group includes disorders caused by morphological changes in the brain or disorders caused by physical or systemic diseases.

Here belongs dementia, psychosis, mood disorders, or delirium;

- Mental and behavioural disorders due to psychoactive substances use (F 10-F 19);
- Schizophrenia, schizotypal disorders and delusional disorders (F 20-F 29).

The disease development is preconditioned by genetics, by biological but also environmental factors;

- Mood/Affective disorders (F 30-F 39) represent a composition of syndromes and symptoms accompanied by several other problems, such as manic depression or permanent mood disorders;

- Neurotic, stress-related and somatoform disorders (F 40-F 48) are caused by the survival of stress or somatoform disorders;

- Behavioural syndromes associated with physiological disturbances and physical factors (F 50-F 59);

- Disorders of adult personality and behaviour (F 60-F 69) are based on an imbalanced of individual personality traits, such as paranoid disorder, dependent personality disorder, etc.;

- Mental retardation (F 70-F 79);
- Disorders of psychological development (F 80-F 89);
- Behavioural and emotional disorders with onset usually occurring in childhood and adolescence (F 90-F 98);
- Unspecified mental disorder (F 99) Probstová, Pěč (2014).

At present schizophrenia becomes more and more common type of mental illness. Schizophrenia is triggered not only by greater pressure from society, increased stress caused by the economic situation, or the use of various addictive and narcotic substances, but also by many other factors.

Schizophrenia does not only affect the life of the illness carrier, but it further affects the lives of family members and his surrounding, but an unfavourable health state is not the only thing that accompanies a person. In the case of schizophrenic illness, person has to visit a psychiatrist on regular basis the, go to day-care hospitals or social service homes.

The loss of income, required care, expenses for ensuring sufficient care are further consequences but the most important is their inability to enter the labour market which is caused by various reasons. The illness in high stage must be understood as the impossibility to work, but do not also forget that different situation comes with people at different stages, who suffer from a mild forms of schizophrenia, or are already stabilized after overcoming the most acute phase. The practical experience points to the fact that people at this stage are able to work, but they are not allowed to do so. Their situation is complicated by the lack of knowledge where and in which area to apply for a job. Fear in a part of society or stigmatization can be placed in a high position within the effort of a person suffering from schizophrenia to enter the labour market.

Main part

Schizophrenia is a very serious mental illness with its origin deeply rooted in genetics. Bleuler (*in Hell-Fischer, 1987*) described schizophrenia as an illness characterized by a mismatch of feeling and thinking, where the symptoms are observed from an early adulthood. Through reduced functionality the illness mainly affects cognitive, behavioural, emotional, but also social skills. Schizophrenic symptoms can be accompanied by auditory or visual hallucinations, the person is often confused, depersonalized, and rarely appears the state of delirium. Schizophrenia is connected with manic-depressive states, impaired memory, but also autistic behaviour, the attention should be paid to remission or relapses, means the stage that at least twice must be manifested and that is the most acute period of illness. Only after remission or relapse overcoming it make sense to set up the rehabilitation process in order to return the person into normal life.

The weakening of skills has negative impact on a person and his standard of living, as it affects the loss of employment, associated with the loss of income. From schizophrenia suffers about one percent of Slovak population (*League for Mental Health, 2012*). Schizophrenia is ranked among the most serious mental illnesses in the world, it belongs to one of the ten most common causes of permanent disability of people (*Češková, 2005*).

Health disadvantage and job loss are within the society perceived as social cases, understood as an unfavourable situation. Based on the unfavourable situation that arose from the above mentioned reasons, a person with a disability is entitled to certain legislative forms of assistance. The position of society related to the situation of the handicapped reflects the mental level of the state and his way of thinking. From the social work viewpoint important are

consequences, such as a decline of economic income, increased need for health care, exclusion from work and subsequent social isolation from the society and social life (*Levická et al., 2007*).

Important is to keep in mind that anyone with schizophrenia who passed through the most serious period of illness, and reached the stable stage is then able to lead own independent life, secure himself with financial sources, can be independent from the family members. With the participation, help and support of specialists and social workers, during the rehabilitation period, it is possible to prepare a person with schizophrenia for a job interview and further employment. Seemingly ideal solution is highly influenced by labour market opportunities, reflected also by the viewpoint of employers and their standpoint to employ people with schizophrenic illness. A part of blame lies on society, which often supports negative attitudes towards the mentally ill people, what reduces their possibility to find a job in the labour market. Important is the fact that society needs to realize, mainly the employers, that everyone has the right to the quality life, regardless the health, but unemployment reduces the quality of life to a very high extent and on the opposite side the work significantly affects the quality of our lives, and at the same time represents an integral part of our living. As declared by law, it is a source of income through which we secure the basic necessities of life or the little things that evoke a feeling of joy in us, that directly increases the quality of life from which personal growth can arise.

As it was already mentioned, a person suffering from schizophrenia after passing the most acute phase, under the supervision of experts, in cooperation with a social worker, has the opportunity to find a suitable job. Nevertheless, it is important to realize that the mentally ill person definitely has certain limitations, so choosing the job should be tailored to his possibilities and abilities. At the very beginning should be permanent employment excluded and recommended are the ways of employment that include work in sheltered workshops or protected workplaces, contract works – where the employee can work maximum ten hours per week (maximum of forty hours per month) or work part-time, with the possibility to work twenty, maximum thirty hours per week. The length of working hours must be adjusted based on individual needs and based on the agreement between the employee and the employer.

Important is the type or scope of work specification, as people with mental and health disabilities are not able to perform tasks where maximum concentration is required, or to lead people or have important responsibilities. Therefore, social workers recommend their involvement and work in administration, culture, or work manually, but not physically demanding work. Regular contact with people at work is just beneficial and a person with schizophrenia can faster adapt and get back to the society (*Olšovská, 2018*).

Dragonová (2006) claims that to provide job to people suffering from schizophrenia is a serious problem, they find it very difficult to find a job on the labour market. Employers have various prejudices that reduce job opportunities for people with disabilities. In the case of persistent prejudice and stigmatization of people with schizophrenia, beneficial can be education of employers in the context of schizophrenia.

Act no. 5/2004 Coll., § 55 regulates the employment of people with schizophrenia and mentioned legislation in detail describes the employment services and the possibilities of employment in sheltered workshops or protected workplaces. The job positions are specially adjusted to conditions, adequate health status of employees. The law also mentions the benefits for employers resulting from the job provision to a disadvantaged candidate. If the employer meets the specified conditions stated in the Act, then he has the possibility to gain various contributions and subsidies from the competent authorities. § 58 of the Code also points to the possibility of employment mentioned through the agencies for supported employment, which

open new opportunities for the people with schizophrenia in the labour market. The team from supported employment agencies provides support, advice and assistance to the candidate in obtaining and subsequently maintaining the job. They also provide work and legal protection, advice in the field of finance, or help to orient them in the labour market (*Act No. 5/2004, 2004*). From the social work point of view can be mentioned that the legislation represents a significant support in solving the unfavourable life situation of people with schizophrenia and the effort to find a job in the job market.

It is not easy to prepare a person suffering from schizophrenia for a labour market. A good choice is to start with rehabilitation during the time of hospitalization as the addition to pharmacological treatment of schizophrenia. During the stay in a hospital, in the most cases psychiatric wards provide their patients with therapies aimed at work and practical activities, where their tasks are adapted to the individual possibilities of patients. After discharge from the hospital, it is good to supervise the patient so that he does not stagnate. What should be kept in mind is that the patient was hospitalized or isolated from society for some period of time and his only contact was the psychiatrist, a social worker or a family, what means that he or she needs to be reintegrated into society and gradually prepared for employment.



Pic. 1. Process of preparing for work

Source: Hell, Fischer-Felten, 1997

The social workers play a key role in the mentioned process, because they accompany the client throughout the process, but with permanent, important participation of experts. In the case of people with schizophrenia, important is the participation of a psychiatrist, a GP, and the family members. The social worker has at disposal several types and possibilities of therapy while working with a client, where social counselling is one of them, as it focuses on help, support and development, and helps a person suffering from schizophrenia to overcome a difficult life situation. The aim of counselling is to find a new vision of himself/herself, the surrounding, gain new information useful in practice (*Matousek, 2013*).

After social counselling completion to a person suffering from schizophrenia, further can be implemented steps through the development of an individual action plan. This method belongs to the most effective tools for achieving goals. When working with an individual, appropriate is the specific task-oriented approach, where its mission and procedures, can increase the client's chance to employ in the labour market. In the task-oriented approach, the employee focuses mainly on the short-term intervention, an ideal path when preparing for employment. The benefit of task-oriented approach is the support of self-confidence or humanity. In the cases of people suffering from schizophrenia, self-confidence and self-esteem promotion is an important factor in finding and subsequently maintaining the found job (*Vaska, 2014*).

The social worker also focuses on support and development of client's skills, knowledge and competencies, useful for work and employment. Suitable are exercises of social skills, during which the social worker focuses on communication. Other additional help is a group work, where clients have the opportunity to train various situations that may occur at work, but the training must be voluntary from the client's side. Training is the biggest benefit for the upcoming job interview or starting a job, effective is the role-play implementation. Clients of a day-care centre or home of social services, together with a social worker imitate various situations and train reactions suitable for practice, during the training the social worker then cannot save praise, because they are of great importance to a person suffering from schizophrenia.

Weeghel (1995, in Wilken, Hollander, 1999) comes up with an interesting theory of occupational rehabilitation. He argues that occupational rehabilitation can be beneficial in returning to working life and renewing the work process, important in occupational therapy is to provide support for a person suffering from schizophrenia in order to avoid loss of self-confidence. The benefit of occupational therapy is the elimination of the lost social skills at the time of hospitalization. There are many ways to prepare a client for the labour market, but they are all at the discretion of the social worker.

Setting of the client's plan, choice of training or therapy are exclusively in the competence of the social worker who based on a doctor's report, an interview with a client or his family, prepares an individual plan, adapts it to the client's needs and based on it runs a rehabilitation program.

Conclusion

The characteristics of schizophrenia allowed us to describe clearly the illness consequences, while we were focusing on its impact on employment. The above mentioned information shows that not only the symptoms but also the consequences of the disease affect their ability to enter the labour market. The high impact is also connected with the issue and the viewpoint of employers and society towards people suffering from schizophrenia. Nevertheless, we have identified ways and types of employment adequate for people suffering from schizophrenia. The main point for us was the legislation, protection of people with disabilities and at the same time support of employers who provide employment to disadvantaged applicants. At the end were described various possibilities of social work useful in practice in the process of preparing a person suffering from schizophrenia for the labour market. Despite the quality preparation for employment by a social worker, it is important to work systematically to eliminate prejudices and not to stigmatize people suffering from schizophrenia.

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FOLLOWING L&D TRENDS: CONTINUOUS LEARNING IN CANADA**Halyna Nosulich**

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Summary

The article analyzes the best practices of building the culture of continuous learning in Canadian organizations through the prism of such global corporate Learning and Development trends as increasing investment into corporate learning, extensive use of technology, effective prediction, assessment and addressing skill gaps, especially in the area of soft skills development. As the Canadian authorities play a significant role in promoting the culture of continuous learning in organizations, the following aspects of their involvement are analyzed: recommendations of Canadian government on continuous learning within a company, predicting and addressing demands of the future in terms of emerging skills development, enabling access to education at all stages of person's life. The article further dwells on two major challenges faced by companies in Canada due to technological disruption: keeping up with rapid pace of changes in terms of employees' digital literacy and using technology effectively to build the culture of continuous learning. The issue of constant lack of time for a modern professional is also addressed. As companies strive to keep up with the pace of global changes, new employment opportunities are constantly created requiring professionals with diverse skillsets which might be currently in scarcity. A number of ongoing projects run by Canadian companies and authorities is analyzed to illustrate the best practices of building the culture of continuous learning to address the issue. Particular attention is paid to soft skills development.

Keywords: learning & development, continuing education, skill gap, learning technology, Canada.

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Introduction

The most important corporate L&D trend in the world nowadays is building the culture of continuous learning which is crucial for company's sustainable development and creating its competitive advantage. According to the research by authoritative Association for Talent Development, more than a half high-performance companies worldwide make continuous learning a priority in their L&D strategies and encourage their leaders and employees to become lifelong learners (*Ho et al., 2018: 2*). Coursera, one of leading online-learning providers with access to data on millions of learners, states that building the culture of lifelong learning within an organization is one of the most consistent global L&D trends (*L&D from both sides of the table, 2018*).

In view of this, the paper dwells on the experience of Canadian organizations in building the culture of continuous learning. Canada is a highly developed country ranked the 13th in the IMD World Talent Ranking 2019 by the International Institute for Management Development (*IMD World Talent Ranking, 2019*). Canada has a diverse system of corporate L&D which is significantly supported at the governmental level. This research aims at analysing Canadian experience on the issue of continuous learning at workplace in order to benchmark it against current global L&D trends and reveal the best practices applied in Canada which can be implemented by companies in other countries.

Review of previous studies

Continuous learning lies in the core of any learning organization which constantly adopts “translating new knowledge into new ways of behaving” (*Garvin, 1993: 80*). It “gives organizations the vehicle to build skills, which increase morale and encourages employees to reach their full potential” (*Margol, 2017: 15*).

Continuous development of employees’ skills and competencies is an indispensable part of professional life (*Billet et al., 2014: xviii*).

An important feature of continuous learning is self-direction (*Ho et al., 2018*). Knowles (1975) stated that responsibility is an essential aspect of self-directed learning as learners should be able to identify their learning needs and choose what learning activities could meet those need. According to the latest LinkedIn Learning report on workplace learning, one of the major L&D trends is understanding a learner (*3rd annual 2019 workplace leaning report, 2019: 32*). Tannenbaum (1997) argues that diversity of learning activities and opportunities for employees significantly contributes to effectiveness of continuous learning in an organisation.

Since the activities are provided to the learner at workplace by the company, this is L&D organization’s task to make such selection relevant, qualitative and aligned with business goals. Technology has become an integral aspect of corporate learning culture. According to Edwards (2002), technology motivates learners through enabling more personalized learning experience. Appropriate application of technologies in learning organizations reinforces the culture of continuous learning as it increases engagement, especially with Millenials and Gen Z employees (*3rd annual 2019 workplace leaning report, 2019*).

Self-directed learning as a result of effective and ongoing skills assessment is the most effective approach to developing the workforce (*ibid., 2019*). In time of shrinking budgets, skills gaps identification allows L&D organizations build relevant learning solutions for employees to develop continuously (*Ho et al., 2019*). Additionally, assessment of the areas for employees’ improvement increases engagement of employees into learning activities (*3rd annual 2019 workplace leaning report, 2019: 19*).

Methodology

By employing the research methods of systematization and generalization, the paper thoroughly analyzes findings of such organizations as The Conference Board of Canada and Statistics Canada which investigate diverse aspects of the L&D industry in Canada. The Conference Board of Canada is a national research institution publishing the comprehensive reports on the state of L&D in the country. The latest report was fully dedicated to learning cultures in Canadian organizations (*Cotsman & Hall, 2018*).

Theoretical analysis and synthesis allowed to benchmark the Canadian experience against the world trends in the area of continuous education. For this purpose, the research refers to an authoritative L&D organization Association for Talent Development (ATD) and a number of world-leading online learning providers like LinkedIn Learning and Coursera which track and analyze consolidated data from millions of learners and a big number of corporate clients. A number of ongoing projects run either by a specific company or by Canadian governments is analyzed to illustrate the best practices employed by Canadian organizations in building the culture of continuous learning.

Proactive Attitude of Canadian Authorities

The governments of the Canadian provinces are committed to helping business in transition to continuous learning culture. In general, Canadian employers are aware of increasing need in investing into L&D within their organizations (*Navigating change, 2018*) as this will prepare employees for the challenges of the future and prevent unsurmountable skill gaps. However, a substantial part of Canadian private sector, i.e. small and medium businesses, often lacks resources to face these challenges efficiently (*ibid.*). The steps to build continuous learning culture suggested by the government do not require as much resources as, for instance, developing and implementing cross-company long-term educational programs.

The government of Canada distinguishes the following most effective actions to be taken for establishing foundations of continuous learning culture: company's management should re-evaluate their approaches to measuring employees' performance so that learning activities were taken into consideration; non-formal learning has to be encouraged and rewarded at all organizational levels; company has to realize that formal training should constitute only 15 per cent of all learning as it is usually enough for a professional to function effectively; continuous learning should be promoted along with the processes of knowledge management in organizations (*Navigating change, 2018*).

Canadian government together with the private sector put a lot of efforts to address the issue of rapidly changing demands of the job market acknowledging that working people will need to acquire new skills and adapt to changing work environments as global economy is rapidly transforming (*Learning nation, 2017*). According to the Canadian Council for Economic Growth, about \$15 billion of investment in general will be required for reskilling employees in Canada within the next two decades since at least 20–25 per cent of work-related activities will be automated across all industries (*ibid.*). The main steps in this direction are aimed at encouraging employees and their employers to take proactive attitude. And employers respond respectively: according to the 2018 Business Council Skills Survey, more than 50 per cent of Canadian organizations reported spending at least \$1000 a year per employee as expectations for entry-level and mid-career workers increase (*Navigating change, 2018*).

Canadian authorities recognize necessity of access to education at all stages of life encouraging interconnections between formal learning at educational institutions and training at the workplace. The Skills Plan for Working Canadians is one of the initiatives launched with the purpose to allocate more than \$220 million over five years starting from 2017 in order to provide a great number of work integrated learning placements within Mitacs initiative (*Canada's innovation and skills plan, 2017*). Mitacs is a non-for-profit organization building connections between educational institutions and industry through research, training programs, and funding projects for fostering innovation in Canada.

Access to relevant information on effective skills development is very important for closing skill gaps and preparing professionally to the challenges of the future. In scope of the research on developing skills, the Canadian Chamber of Commerce has suggested implementing and maintaining the database of open educational resources as such repository could be reused and adapted by companies for internal training. Such resources would go in line with formal training and thus, contribute to facilitating the continuous learning environments (*Skills for an automated future*, 2018).

Leveraging Technology for Continuous Learning in Organizations

Technological disruption has been influencing every aspect of a modern life. The pace of technological development raises two major challenges for organizations of all kinds: keeping up with rapid pace of changes in terms of employees' digital literacy and using technology effectively to build the culture of continuous learning. A global consulting and technology services company Accenture suggests that Canadian companies should look for ways to increase their return-on-investment with the help of using technology. Employers are encouraged to take great advantage of technologies for delivering modern and relevant education at workplace which, in its turn, would drive productivity of employees and competitiveness of business (*Increasing the return*, 2015).

Due to numerous efforts both at the governmental level and in the corporate context, Canadians are above the OECD average in technology use, according to the OECD Programme for the International Assessment of Adult Competencies (PIAAC) (*Scerbina et al.*, 2013). In 2013, Canada was the second at the highest level of proficiency in technological problem-solving, with 37% of Canadians demonstrating the best results, compared to the average of 34% (*ibid.*). Consistent approach to developing and implementing digital literacy strategies will most probably increase these numbers. On the other hand, around half of Canadian companies need more digitally skilled workforce for implementing strategic initiatives (*Digital IQ 2017*, *n.d.*). According to the OECD PISA Study, though above average globally, Canada is behind some of the highly developed countries in terms of training employees on digital skills (*O'Grady et al.*, 2016). Companies and trade unions have to put more efforts into increasing digital literacy among adult Canadians (*What employers can do*, 2017).

Another aspect of fast technological change is usage of technology in innovating learning delivery methods which enable learning at one's own pace at the right time. Studies show that number one reason for employees not to engage into learning is the lack of time (*2018 workplace learning report*, 2018; *Ho et al.*, 2019). Efficient use of technology might be a solution to overcome this issue.

Businesses that provide "on-the-job training, mentoring ... sharing knowledge and social learning, skills gap analysis and talent development plans" stay ahead in the competitive market demanding highly skilled and digitally literate workforce (*Asliturk et al.*, 2016: VII). Nevertheless, companies still heavily rely on instructor-led training and online learning (*Lee & Lee*, 2018). Organizations gravitate towards online learning with increasingly preferred micro-learning format which allows delivering "small, coherent and self-contained content for short learning activities" (*Göschlberger & Bruck*, 2017: 545). This results from the fact that the most pressing issue for ensuring effective learning at workplace, especially in North America, is scarcity of time (*Ho et al.*, 2019). To ensure quality of technology enhanced learning and communication, the Canadian eLearning Enterprise Alliance (CeLEA) was established. The Alliance maintains the Canadian eLearning Directory which enlists 228 organizations providing various formats of online courses, including micro learning.

Continuous Learning for Building Skillsets of the Future

As companies strive to keep up with the pace of economic changes, new employment opportunities are constantly created requiring professionals with diverse skillsets which might be currently in scarcity. Therefore, corporate L&D organizations need to face this challenge, find effective ways to train employees respectively and thus, enhance the culture of continuous learning in their organizations.

A bright example of such activity is “Workforce 2020 Program” of the company AT&T in Canada. Company’s management acknowledges the fact that more than a third of employees held positions which might become obsolete by 2020. The company spends more than \$250 million a year on the program which provides employees with information on the required skills, career opportunities, and learning solutions to progress towards desired results. All training activities, including online learning, are free of charge to the employees on the condition that working time is managed appropriately (*Learning nation, 2017*).

Demand for soft skills training remains the priority for most companies in the global market and Canada is not an exception. The latest research by the Royal Bank of Canada “Humans Wanted – How Canadian youth can thrive in the age of disruption” shows that more than a half of working Canadians will be impacted by ongoing automation at the workplace in the nearest future and there is urgent demand in developing such “human skills” as critical thinking, active listening, problem solving (*Humans Wanted, 2018*).

A survey of large private-sector employers conducted by the British Council Canada proved that Canadian companies are seeking employees with developed soft skills since they are indicative of leadership potential (*Developing Canada’s future workforce, 2016*). Professional organizations in Canada suggest that the most effective soft skills development results from on-the-job or experiential training, observation and feedback (*Cotsman & Hall, 2018*). At the same time, though Canadian employers highly value soft skills such as communication and problem solving, they tend to invest more in job-specific and industry-specific skills of employees (*Learning nation, 2017*).

While Canadian companies build their L&D systems around soft skills development, there are several stand-alone initiatives to help both private and public sector to address the issue of emerging skill gaps in general. One of them is MaRS Discovery District based in Toronto. Being a large innovation hub since 2005, the organization is focused mostly on developing training of entrepreneurial and innovation skills for adults. In 2015 the company launched online education delivery. According to 2018 MaRS Impact Report, the company had more than 17 million positive touch points through training, workshops, and other engagements (*Impact report, 2018*).

Building a culture of continuous learning in any organization is almost impossible without predicting future skills development needs through effective skill assessment. One of the initiatives to address the issue of emerging skill gaps in Canadian companies was “FutureSkills Lab” suggested by Canadian Council of Economic Growth. It was planned as “a national non-governmental organization to operate as a laboratory for skills development and measurement in Canada” (*Building a highly skilled, 2017: 2*). The organization would have operated in three major directions: discovering and supporting innovative skills development approaches, finding resources of information on new skills, advising federal and provincial governments on development and implementation of skills programs. Effectiveness of this initiative would strongly depend on established cooperation with existing organizations and direct stakeholders.

Though “FutureSkills Lab” has not been implemented in the initially suggested form, the attitude and approach has laid the foundation for other related initiatives. In 2019, the Future

Skills Center has been established as “a federally funded initiative to identify and cultivate emerging skills within the Canadian workforce” (*Bridging the gap*, 2019). Another organization funded by the Canadian authorities is The Future Skills Council which monitors the impact of emerging technologies and trends on Canadian job market. The Council is an advisory body for the Minister of Employment, Workforce Development and Labour at the national and regional levels (*Future Skills Council*, 2019). An important task of both organizations is raising awareness of the issue among Canadians.

Recommendations

In times of constant technological disruption and economic instability, the culture of continuous learning might become a lifeline for any organization, especially for small and medium businesses which often lack sufficient resources to develop long-term training initiatives. Example of Canada illustrates that encouraging and maintaining constant drive for learning results in higher engagement of employees and better readiness of organizations to face challenges for the future.

Active involvement of state authorities into promoting continuous learning among working adults proves to be an effective way to raise awareness and motivate employers to take proactive measures in covering learning needs of their workforce and thus, achieving business goals efficiently. Cooperation between public and private sectors in implementing national and local initiatives for identifying and addressing skill gaps, particularly in the area of soft skills development, leads to mitigating uncertainty among working population and enhancing their performance in general.

Culture of continuous learning should be integrated into daily routine of a demanding learner constantly lacking time. For this, L&D organizations should apply innovative learning formats and educational technologies based on efficient learning needs identification.

Conclusions

Canadian authorities and companies acknowledge necessity of building and maintaining culture of continuous learning within organizations. It is achieved through keeping up with such global L&D trends as extensive use of relevant technology, implementing effective programs for assessing and addressing skill gaps, placing focus on soft skills development inter alia.

Canadian government is proactively involved in ensuring the effectiveness of workforce learning, particularly by developing recommendations on enabling continuous learning in organizations and conducting skills assessment for Canadians to be prepared for the emerging demands of the future. The response of Canadian corporate education to rapid technological change is supported by deep analysis of the future of workforce in order to adequately predict learning needs of Canadians at the national and local levels.

Canadian employers understand the significance of continuous development of their employees. While investment into L&D function in Canadian companies has been on the rise, technology-enhanced learning and recognizing the importance of soft skills development became important aspects of learning strategies within organizations.

In general, the experience of Canada is exemplar in terms of the attitude and approaches to continuous learning of the workforce. Canadian organizations keep up with the global L&D trends. Canadian best practices in the sphere of corporate learning illustrated by ongoing projects at the national and local levels should be regarded as a successful example for other countries.

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LOGISTICAL SUPPORT OF SECONDARY EDUCATION ESTABLISHMENTS IN THE EARLY XXth CENTURY IN KATERYNOSLAV PROVINCE

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Summary

The article describes the equipment of secondary education institutions of Katerinoslav region with libraries, textbooks, premises and means. It is revealed that in the early XX century in the territory of Katerinoslav province there were private and state institutions of secondary education, which had external and proper financial support. The main attention is focused on material and technical support of male and female gymnasiums, pro-gymnasiums and real schools. The achievements and problems of the key principles of functioning of these educational cells are also characterized. Almost all secondary education institutions had their own facilities which met sanitary and hygienic requirements of that time. It was found that the material and technical condition of secondary education institutions, such as gymnasiums, pro-gymnasiums and real schools had been improved through government subsidies, private donations and increased tuition fees. Funds were also given for tutorials, educational literature, office supplies and equipment for cabinets and libraries.

Keywords: financing, education institutions, male and female gymnasiums, pro-gymnasiums, real schools, secondary education, cabinets, libraries.

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Creating favorable educational space for successful learning and development of a full personality is an urgent need of every state. In recent decades, Ukraine has experienced a complex and contradictory process of secondary education reform and its adaptation to the high qualification standards and requirements of European countries. Ensuring the necessary quality, the most efficient and cost-effective scenario for the development of a system of training for teaching specialists is impossible without extensive logistics for both teachers and the school itself. Research and analysis of the development of the secondary education system is an important condition for updating the experience and ideas that have been accumulated during the existence of this system, which will contribute to the revival of the national teacher training school.

The aim of the article is to characterize material and technical support of secondary education institutions, such as gymnasiums, pro-gymnasiums and real schools in Katerynoslav province in the early XX century (the first decade of the 20th century).

Both Soviet and contemporary historians have considered these issues in their works. For example, A. Rozhdestvensky in his work "A brief historical essay of the ten-year existence of the Katerinoslav II Real School named after His Imperial Highness Tsesarevich's heir and Grand Duke Alexei Nikolaevich" (1911) gave a characteristic of Katerinoslav real school, including the question of its logistical equipment. Mariupol historians and regional specialists in their collective work "Mariupol and its surroundings: a look from the XX century" have dealt with the development of secondary education institutions in Mariupol, as well as questions of their financial condition (2008). Many researches were devoted to philanthropists and leading public figures and teachers. For example, modern Ukrainian historians Liakh G., Fatachuk S. have studied the figure of Hartakhai F., through which the male gymnasium was opened in Mariupol (2005).

In the Russian Empire, later than in all major states in the late XIX, industrial revolution finished. It took place simultaneously with industrialization, which caused high concentration of production and rapid economic development. But working conditions were very difficult, which led to a working strike movement throughout the empire in the early 20th century. Also the great economic crisis happened that time (1900–1903) and Russian-Japanese War (1904–1905), which was lost by Russia. All these events could not but affect the development of individual provinces, in particular, Katerynoslav. Before the First Russian Revolution, Katerynoslav Province was a rich metallurgical region, which was the part of the “young south”. All-Russian events also resonated with Katerynoslav region. The first to strike workshops of Katerininskaya Railway, they were joined by factories and tram workers (*Premisler I, 1911*). But secondary education continued to develop during this difficult time for Russian Empire. Especially during intensive development of economy during the second stage in 1905–1913. It contributed to the formation of a sufficiently strong financially wealthy section of the population, such as bourgeoisie and merchants. It is thanks to their funds, which they allocated for the development of education, that the state of financial support and educational and material base of the majority of gymnasium institutions has significantly improved. It promoted both creation of new gymnasium institutions and reorganization of previously created ones (*Litvin ta in., 2011*).

In general, at the beginning of the 20th century there were private and public gymnasiums, pro-gymnasiums and real schools on the territory of Katerynoslav Province. One of the important factors in the successful course of education was the financial situation of the educational institution, which included: external financial support and its own building, premises, manuals, library, etc. The main obstacle to the creation of new secondary education institutions in the province since the second half of the 19th century was the lack of sufficient number of equipped premises. Buildings that were allocated for gymnasium educational institutions were divided into three forms of ownership: local – were provided by the cities where gymnasiums were located, hired – were rented by gymnasiums from private individuals and private – bought or built with the gymnasium funds. Depending on where the financing of the gymnasium came from, it was divided into public (education costs were provided by the public treasury) and private (individuals or certain communities). Private educational institutions were maintained by the funds paid for by education, by the holders of the institutions and by charitable contributions. Public ones were maintained at the expense of the treasury, country council and city administration, also tuition fees, charitable contributions of citizens. The funds were kept and used according to the rules established by the Ministry of National Education (*Ustav, 1864*).

The management of these institutions was entrusted to councils that worked in each institution: guardianship – for public assistance in their development – and pedagogical – to deal with issues relating to education and training. The Board of Trustees was responsible for the establishment and continuous maintenance of order and improvement of educational institutions, the search for funds for them, the preparation of annual cost estimates and the supervision of the proper use of funds, the determination of tuition fees, etc. (*Rozhdestvenskij, 1911*).

At the beginning of the XX century, most gymnasiums were housed in hired premises. This allowed the management of educational institutions to spend the main funds on purchase of teaching aids and school equipment. Since the funds allocated for gymnasium institutions from the state treasury and local treasury were very limited and the number of students was insignificant, it was the best option in solving this issue. If there were hired premises, they were usually rented from local residents for long periods. The teachers' councils concluded

agreements with the latter stipulating the amount of the rent as well as the obligations of the landlords to keep the premises in good condition.

Let us consider the material and technical situation of some secondary educational institutions.

Mariupol female gymnasium opened its doors on September 16, 1876 under the direction of A.A. Henglez (*Istoriya najstarishoyi shkoli Mariupolya*). For several years the gymnasium was housed in a rented room, and since 1894 it received its own premises of the school of the time. At the beginning of the XX century the gymnasium was an important center of women's education in the province. As of January 1, 1901 the gymnasium consisted of 14 classes. The library consisted of 599 items in 860 volumes, the school library – from 1513 items in 2075 volumes. It was acquired 23 items for the main library and 135 items for the academic library. Libraries did not have their own premises and were located in corridors. The study of Physics had 643 devices, 31 of which were purchased in the reporting year for 127,94 rubles. The Natural Sciences Cabinet had no separate room, it was located in the Physics Cabinet and had 728 units of literature: zoology – 441, botany – 59 and mineralogy – 228. In total, the property of the office was estimated at 505,25 rubles. The cost of annual training of one student in 1900 was about 60,30 rubles. It was 0,59 rubles cheaper than in 1899 (*Otchet, 1902*).

As of 1903, the gymnasium had its own fundamental library of 736 titles in 1,097 volumes and an academic library of 2,113 titles in 2,791 volumes. This year 61 names in 100 volumes for 83,25 rubles were purchased. For the Fundamental Library and 285 titles in 321 volumes for 329,13 rubles. The library had no own premises and was located in corridors. The gymnasium also had a Physics Cabinet, which owed 659 devices, which in the reporting year were purchased for 148,31 rubles. In general, all the room maintenance cost 2829,86 rubles. The Natural Science Cabinet was located in the Physics Cabinet, there was no separate room for it. As of January 1, 1904 there were 792 copies of textbooks, zoology – 488, botany – 65, mineralogy – 239. In total, the Cabinet content was 549,95 rubles (*Otchet, 1904*).

In 1906 the gymnasium was located in its own two-story building, consisted of 24 rooms. As of January 1, 1907 there were 691 items in the Physics Cabinet, 3 of which were purchased that year for 6,5 rubles. The cost of the whole office was 2972,86 rubles. There were 1,050 items in Natural Sciences Cabinet, 3 ones were purchased that year for 6,5 rubles. The cost of the cabinet was 2,972 rubles: 701 in zoology, 110 in botany, 239 in mineralogy. The cost of the Cabinet was 661,2 rubles.

The fundamental library had 811 titles in 1233 volumes, the teaching library was 2520 in 3210 volumes. At this peak, 1381,75 rubles were spent on the fundamental library, on the studying Library – 3045,30 rubles (*Otchet, 1901*).

Funds for maintenance of Mariupol Mariinskaya female gymnasium

Year	From the State Treasury, rubles	From city community, rubles	Tuition fees, rubles	From country council, rubles	In total rubles
1900–1901	900	9332	17147	-	27381
1901–1902	1500	8600	20189	600	30889
1903–1904	2000	5656,75	26081	300	34038,12

According to this table, using the example of the Mariupol female gymnasium, we can conclude that during the economic crisis, funds for secondary education were allocated by both state and local governments.

In the early 20th century, real education was developing and the number of educational institutions was growing. For example, the Katerynoslav Real School was successfully developing and was inaugurated on September 28, 1875. From the first years of its existence the school had certain problems connected with the development of its material base. At first it was in rented houses, and in August 1891 it moved into its own separate two-storied building. The school budget was made up of public funds, tuition fees and private investments. Tuition fees were used to create so-called “special school funds”. The tuition fees were set in accordance with the Charter of real schools at the beginning of the school year. At the early XX century, the financial situation of the school improved significantly. For the meteorological station, which was located in the school, a separate premise in the yard was built. The funds for these purposes were allocated by Katerynoslav provincial country councils and annual subsidies for its existence – 1080 rubles a year (*Otcet, 1907: 7*). It had good fundamental (3868 names in 8295 volumes) and educational (1345 names in 3539 volumes) libraries. The school also had a Physics Cabinet with 537 devices. The Natural Sciences Cabinet had 471 textbooks. In addition, school had Drawing and Chemistry cabinets.

In September 1901 the 2nd real school in Katerynoslav was opened, it was initiated by the acting mayor Volkov P. (*Rozhdestvenskij, 1911: 5*). Inspector of the state councilor Timoshchenko S.F. was appointed as a director of Katerynoslav First Real school. The school had its own small wooden building, covered with bricks. Since 1904 the school was moved to another large two-story building, because the classrooms were overcrowded. The school had 14 classrooms, a large assembly hall, a Physics Cabinet, two large drawing Cabinets and a gym, a Natural Sciences Cabinet, a Chemistry Cabinet, a fundamental and educational library, etc. (*Vsepoddanejšij otchet, 1905: 274*). If in the first years of the XX century the fundamental library had 185 volumes, the teaching library, which was created in 1903, had 83 volumes. By 1911 the number of books increased significantly: the fundamental library had 3197 volumes, and the academic library – 2215. If the 1st real school was maintained primarily at the State expenses, the 2nd – at the City expenses. Since 1901 tuition fee was 40 rubles per year (*Sistematicheskij svod postanovlenij, 1916: 60*).

Funds for maintenance of the 2nd real school in Katerynoslav

Year	Tuition fees, rubles	Municipal Council, rubles
1901	2440	11005
1905	4996	30344
1910	21355	31157

According to the table financial situation of the educational institution improved each year, that was reflected in the equipment of the educational cell.

Let's consider the material and technical situation of the institution of male secondary education on the example of the Mariupol male school, which was opened in 1876 at the request of a teacher and public figure Khartakhai F. A., who was appointed as a director of the gymnasium. In 1880 it was renamed to Alexandrivska (*Bozhko, 2008: 126*).

Since 1899 the Oleksandrivska gymnasium was located in its own premises, on the funds that the city borrowed from the Kharkiv Land Bank and took a ten-year loan from the Ministry of Public Education. There were equipped Physics and Natural Science Cabinet, a Drawing Cabinet, a museum (contained collections of scribbles, coins, jewelry, etc.). There was a good library – fundamental and educational: in 1902 fundamental library contained 5882 titles in 9980 volumes to the sum of 20744,5 rubles. And Academic library contained 2075 titles in

3211 volumes to the sum of 4004,51 rubles.; in 1903 – 6093 names in 10 278 volumes to the sum of 21418,81 rubles, studying – 2,238 names in 3,471 volumes to the sum of 4,302 roubles; 1903 – 6,093 names in 10,278 volumes to the sum of 2,1418,32 roubles; 1904 – fundamental – 6279 names in 10 523 volumes to the sum of 22038 rubles. 55 к., studying – 2,485 names in 3,706 volumes to the sum of 4,548,40 rubles. In general, at the beginning of the 20th century such funds were spent for development of Oleksandrivska gymnasium.

Funds for the maintenance of the Oleksandrivska male gymnasium in Mariupol

Year	State Treasury, rubles	Tuition fees, rubles	Municipal Council, rubles	Country Council	Other, charitable contributions
1902	23375, 97	22585,92	2100	1450	666, 6
1903	24435,47	24218,68	2150	1700	1156, 77
1904	27348,9	24339,62	2150	1700	1581,94

If we compare the funds for the maintenance of secondary educational institutions, we'll see that the amount of money for the development of this link of education has been increasing every year. In general, in gymnasium schools, tuition fees were set individually, so the amount varied from one institution to another.

Thus, it can be concluded that the material and technical support of secondary education institutions in Katerinoslav province at the early 20th century was improved by state subsidies, private donations, and increased tuition fees. Those gymnasiums which managed to attract additional sources of financing (e.g. zemstvo) were in a better financial position. Almost all educational institutions had their own premises, and met sanitary and hygienic requirements of that time. Many funds were allocated for educational literature, equipment of classrooms and office supplies. As a rule, the manuals used by teachers and pupils met the requirements of the time and provided training to clever and talented pupils. Despite the difficult economic and foreign policy situation of the Russian Empire, secondary education institutions in Katerinoslav Region developed and modernized.

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FEATURES OF THE DEVELOPMENT OF MEDIA EDUCATION IN THE UNITED STATES OF AMERICA

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Summary

In the article the author analyzed the features of the development of media education in the United States of America. Media education in the USA has come a long way in its development: from film experiments to the founding of the National Association for Media Literacy Education. There are presented content and the list of documents which regulate the development of media education, associations and organizations for media education in the USA. Abilities and skills which children should have for using media are defined. Statistics of Pew Research Center about time which children spend with media is given. The author analyzed concepts “media education” and “media literacy”. The article examines several examples of using media educational tasks on different lessons. According to the documents of National Association for Media Literacy Education (NAMLE) principals and aims of media education are defined. The prospects for the development of this problem are shown.

Keywords: media, media literacy, principles of media education, association for media literacy, USA.

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Introduction

The intensive development of mass media (television, press, radio) and their growing influence on the younger generation require targeted preparation of the individual for the competent usage of media technologies. According to the Pew Research Center, 99% of American families with children under 18 years of age have a TV. 74% of families have cable or satellite TV, 69% have personal computers (and 85% of those are connected to the Internet). An American teenager spends more than 6 hours a day interacting with media technologies, 42% of this time children spend watching TV shows and films, and only 12% of it reading printed texts (*Pew Research Center's Internet & American Life Project, 2011*). These alarming statistics are proving that a modern child should be guided in a growing informational environment and must have practical skills in working with media technologies. This is also evidenced by media education associations and numerous international conferences, such as: the Grunwald Declaration on Media Education (1982), UNESCO General Conference resolution (1989) which included “the development of critical media education”, Vienna Conference “Education for the Media and the Digital Age” (1999), Seville Conference “Youth Media Education” (2002), Resolution of the European Parliament on media literacy in the world of digital technology (2008) (*Motion for A European Parliament Resolution, 2008*), the European Commission's Communication “A European approach to media literacy in the digital environment” (2007) (*A European Approach to Media Literacy, 2007*), where scientists and educators from many countries discuss the problems and trends in the development of media education. Today, the UNESCO,

as international organization, emphasizes that media education is the priority in the development of pedagogy, defines it as part of the fundamental right of every citizen of any country to freedom of expression and information, and recommends including it in the national curricula of all states and in the system of additional and non-formal education (*G. Onkovich, 2010*). Therefore, the development of media education among the younger generation is an urgent pedagogical problem. Taking into account, that today the USA is one of the world's leaders in the field of media education, we consider reviewing and analyzing its history and experience in this field is to be appropriate. In our opinion, this will contribute to the development of media education in Ukraine as to a more effective process.

The purpose of our article is to review and analyze the main stages and directions of development of media education in the USA.

Terminology analysis

The concept of media education is relatively new. For the first time this term was used in documents of a joint meeting of the UNESCO Communication and Information Sector and the International Council on Film, Television (at present, the International Council on Film, Television and Audiovisual Communication (ICFT)) in 1973. The Oxford Encyclopedia (2001) defines media education as "media study". In English-speaking countries, the term "media education" is replaced by the synonym "media literacy". Because of that there is no single terminology for the definition of these concepts in pedagogical science, and scientists offer various options for formulating this concept. Here is the definition of media education presented in UNESCO documents – "it is teaching theory and practical skills with the aim of mastering modern media of communication, which are considered as part of a specific and autonomous field in pedagogical theory and practice, which should be distinguished from the use of media as auxiliary tools in teaching other sectors of knowledge, such as, for example, mathematics, physics or geography" (*Kubey, R. & Baker, F., 2000: 8*).

The American researcher D. Considine notes that today in the USA both terms are used almost equally, where *media education* is knowledge about media, and *media literacy* is focused on the formation of critical thinking among young people and protection from the negative effects of media (*D. Considine, 1999*). But most of the world's scientists, for example, such as L. Masterman and K. Vorsnop, are inclined to believe that media education is a broader and more comprehensive concept than media literacy. K. Vorsnop also notes that media literacy is the result of media education, the study of media. The more you study media (using media), the more media literate you are, i.e. media literacy is the ability to experiment with, interpret, analyze and create media texts. R. Kubey believes that media literacy is the ability to use, analyze, evaluate and transmit messages in various forms (*W. Costanzo, 1992*). Based on the foregoing, we can conclude that all scientists are inclined to believe that media literacy is the media analysis and evaluation skills acquired during training.

Stages of the development of media education

Three main stages can be distinguished in the historical development of media education in the United States.: Stage I – the stage of the initial development of media education (60s–70s of the 20th century), Stage II – the formation of the basic models of media education (80s of the 20th century), Stage III – the development of modern multimedia media education (90s of the 20th century) (*J. Sim, 1977*).

The history of media education in the USA goes back for many decades. It began to emerge on the basis of cinematography forming, back in the 20s of the 20th century. Those were single practical courses embedded in school curricula, first based on the cinema art material, and subsequently on the materials of the press, radio and television. Until the end of the 50s of the 20th century in the USA there was no holistic concept and system of media education. The first curriculum on media education was developed by the Canadian scientist Marshall McLuhan, which later influenced the development of American media education (*K. Tyner, 1999*).

So, in the early 60s of the 20th century US media education has focused on film education. Schoolchildren learned to film short documentary or role playing stories. It was during this period in the United States that the first Association for Screen Education emerged. However, in most cases, screen media education was practical. Pupils mastered the skills of using cinema and television equipment, and media materials were used to illustrate actual problems of society. It should be noted that during this period the development of aesthetic (artistic) media education begins. In some schools, the study introduced cinema language, the history of cinema, the work of famous screen workers, the aesthetics of films and a detailed analysis of media texts to interest students in art house masterpieces. Children studied some cinematic terminology and used it to analyze films viewed in the classroom. They analyzed the characters, plots, and means of creating the atmosphere of the film. Such viewings were constructed by analogy with the history of literature courses. But the artistic media education of the United States in this period coexisted in parallel with the so-called “injection” or “vaccination”, which began to emerge in the 30s and 40s of the 20th century. Teachers were worried that the media could negatively affect children, form unacceptable values and norms of behavior, for example, students can get involved in violence on the television screen. Therefore, media education was aimed at protecting students from the negative impact of media on the moral and behavior of the younger generation (*O. Fedorov, 2007*).

In the 1970s of the 20th century television has become increasingly popular. As a result, educators began to realize the need for including film and television into the curriculum as separate subjects. Media education has also focused on the study of advertising, news and the influence of the media. At this time, approximately 35% to 40% of the total number of secondary schools offered students modules or courses called “Media” or “Mass Communication” (*K. Tyner, 1999*). These courses have focused on the study of television.

In 1969, educators at universities in Ohio and Utah prepared materials for the development of critical viewing. In 1973, with the support of a charitable American organization (Ford Foundation), a “critical viewing” movement appeared in the United States. The American Philosophical Association (APA) gives the following definition of the term “critical vision”: “focused, self-regulatory judgment that ends with interpretation, analysis, assessment and interactivity, as well as an explanation of the obvious, conceptual, methodological, contextual considerations on which this judgment is based”. American educators and researchers supported a political debate on televiolence and its impact on children. As a result, the mandatory “critical viewing” course has been introduced into the US education system. But soon this course was excluded from the curriculum (*J. Sim, 1977*).

In the 80s Media education has begun to gain popularity among school teachers, teacher trade unions, professionals in the media industry and non-profit organizations. In different states pedagogical associations were created, which included the study of various aspects of media into educational programs. For example, the National Telemedia Council, a nonprofit educational organization, conducted various media educational symposia for teachers, parents, and researchers from different states. The Houston organization “The Southwest Alternate Media

Project” hosted seminars, presentations, and further training education courses. On the initiative of teachers the number of electives for media education has increased significantly. Some teachers have tried to include media education in their humanitarian courses, technology programs, or even into a daily schedule. In some cases, a media education course has been added to the existing schedule as an optional subject, for example in Texas. So, during this period, supporters of media education tried to incorporate it into the school curriculum (*R. Kubey & F. Baker, 2000*).

An important factor in the development of American media education was the development of extracurricular education. The extracurricular education was focused on the organization of educational TV programs, media programs in art galleries and museums, numerous children's exhibitions and film and television festivals. Such informal extracurricular courses in media education were common in almost all states of the country (*W. Costanzo, 1999*).

Many non-profit organizations contributed to the development of media education in the United States. But in general, most of them tried to adapt it to achieve social benefits. For example, media education acted as a promotion of a healthy lifestyle, the fight against violence and censorship on television. The result of such one-sided usage was that media information has practically turned into a form of political and social propaganda (*O. Fedorov, 2007*).

However, according to modern historians of pedagogy, media education in the United States during the 20th century did not develop very intensively, unlike in Great Britain, Canada, and Australia. One of the obstacles to its development was the American decentralized education system, where each state has its own independent policy in the field of secondary and higher education. And each educational institution develops its own autonomous curricula and yearly plans. At the same time, a number of media educational organizations (the National Council on Television and Media, the Center for Media Literacy and the Center for Media Education) created in the USA were not officially included in the state educational system and developed on their own initiative. Another limiting factor was the lack of training standards and a scientific data base for media education. Teachers could include various aspects of media education in their curriculum. The result of such situation in the United States is that, even today, various directions of media education are competing with each other. Some scholars believe that media education should focus on the analysis of media and focus on issues of power and ideology. Representatives of another direction prefer focusing on the ability to use the latest technologies and aim at mastering the skills necessary for the effective use of media technologies (*R. Kubey, 1998*).

Positive changes in the development of media education were identified only in the early 1990s, when US teachers and researchers began to turn to foreign experience. It was then that a variety of media began to play a dominant role in the life of the population. The state could no longer ignore the need to develop media education. It was during this period that it began to be regulated by state curricula. In April 1994, the US president signed into law Goals 2000: Educate America Act (P.L. 103-227). This law introduced educational standards in nine subjects, and the compulsory module on media education was included in the “Arts” discipline (*Goals, 2000*).

Media education began to develop rapidly. In 1992, Harvard University founded the first American Pedagogical Institute for Media Education. In 1993, after the national conference on media education, the Northwest Media Literacy Center was founded in Seattle (*W. Costanzo, 1992*).

By the mid-1990s educational institutions in 12 states (California, New York, Minneapolis, New Mexico, Texas, North Carolina, Wisconsin, Minnesota, etc.) have included

compulsory media education modules in their programs. Five years later, 48 states, except Kansas and Kentucky, had courses in media education in their curricula (*R. Kubey & F. Baker, 2000*). In 46 states, it was taught as part of the English language and the arts; in 30 states it was included in the curriculum in social sciences, history, law, ecology and medicine. It is also worth noting that at this stage of development, media education continued to be a teaching strategy that was used as propaganda of antisocial phenomena (fighting against smoking, alcoholism, drug addiction, violence, etc.) and as a continuation of the “injection” model against the negative effects of media (*O. Fedorov, 2010*). UNESCO supported this movement by creating the UNESCO International Clearinghouse on Children and Violence on the Screen. This organization collaborated with many media teachers of the world and was engaged in conducting scientific and pedagogical conferences, creating Internet sites, publishing books and magazines on the problem of the negative impact of media on children. In 2002, this organization received another name: The UNESCO International Clearinghouse on Children, Youth and Media. This change caused the organization to realize that the fight against televiolence is not the only task of media education. A more important area is the formation of critical, independent, creative thinking in the younger generation (*O. Fedorov, 2010*).

The Role of Associations and National Organizations in the Development of Media Education in the USA

Today, in the USA, media education is a priority in the development of education. There is a whole network of major media education associations: Center for Media Education in Washington, Center for Media Literacy in Los Angeles, Citizens for Media Literacy in North Carolina, Media Education Center in New Mexico, Educational Video Center in New York, Strategies for Media Literacy Association, National Alliance for Media Arts and Culture in San Francisco, Media Education Foundation, National Telemedia Council in Virginia, Media Arts Center in Seattle, etc. (*W. Costanzo, 1992*). A large number of conferences, Internet sites, publications, which today actively influence the development of media education in other countries, is the evidence of their active work.

In 2007, the International Technology Education Association, founded by NASA in collaboration with the US Department of Education, developed the National Standards for Educational Technology for Students, according to which, “students must be able to use the full range of digital media to find, organize, analyze and evaluate information from various sources”. In 2009, the National Association for Media Literacy Education (NAMLE) developed a document on educational policy: The Core Principles of Media Literacy Education in the USA. This document defines the goal of media education as helping “individuals of any age to develop the skills of analysis and mastery of media necessary for critical thinking and effective communication in the modern world” (*V. Ivanov, O. Volosheniuk, L. Kulchynska, 2011: 45*). According to these documents, media education in the USA:

- 1) requires an active analytical and critical approach to the messages that we receive and create;
- 2) extends the concept of literacy into all types of media (including print);
- 3) is aimed to shape appropriate skills in individuals of any age;
- 4) aspires to educate well-informed, critical and active citizens who are the foundation of a democratic society;
- 5) is based on viewing the media as part of culture and an important agent of socialization;

6) notes that people use their individual skills, beliefs and experience in order to construct their own meanings of media messages (*V. Ivanov, O. Volosheniuk, L. Kulchynska, 2011*).

The members of this association have developed "Five key questions that we should be guided by when analyzing media communications": who created the message? What techniques are used to attract my attention? What values, lifestyles and perspectives are presented in the message? Why was this message sent? How can other people understand this message differently from me? (*V. Ivanov, O. Volosheniuk, L. Kulchynska, 2011*). The developers (NAMLE) believe that these questions create a kind of analytical model that leads students to a deeper and more critical understanding of media messages.

Integrating Media Education in School Subjects in the USA

Today, media education is integrated into the discipline "Arts" in all fifty states. It aims "to implement visual skills and strategies for understanding and interpretation of visual media texts, and also on comprehension of the features and components of media texts of various spheres" (*O. Fedorov, 2007: 83*). For example, a media education course for high school students was developed at the University of Rhode Island. The goal of this course is to rear a competent media audience that will be able to distinguish lies from facts; audience that cannot be manipulated. To fulfill this task, students, along with teachers, watch various TV programs and commercials in the classroom, listen to the radio and read newspapers and magazines. Students learn to identify gender, ethnic, social, media stereotypes, analyze advertising, news, popular songs, television shows, and press materials by using this technique. Another example of this methodological approach is the introduction of media education in primary schools in Maryland. During the lessons, children also watch various videos, for example, a story about hamburgers: why are hamburgers not always as attractive and mouth-watering as in advertising? Such a plot demonstrates a bun, which is decorated with sesame seeds using tweezers before it has been filmed for advertisement so that it has a salable appearance. The result of this method is the development of independent critical thinking in children.

Conclusions and suggestions

According to the analysis of the scientific literature, we came to the conclusion that media education in the USA has come a long way in its development: from film experiments to the founding of the National Association for Media Literacy Education. Having originated in the mainstream of film education back in the 1920s, for several decades it existed in the form of separate branches of the television, the press and radio material. Only in the early 60s media education began to gain popularity due to the rapid development of television. This period is characterized by the emergence of artistic media education, which coexisted with the so-called "injection", which aimed at overcoming the pathogenic influence of media on young people. The next decade was marked by the emergence of the "critical viewing" movement and the first media centers, conferences and the active work of teachers on integrating media education into school subjects. During this period, media education was not included in the state curriculum, but developed only via the initiative of teachers and non-profit organizations. Only in the early 90s media education began to be regulated by state educational standards. At present, school media education in the United States is at a fairly high level and is officially integrated into the curricula.

The prospects for the further development of this problem are: a detailed study of models and approaches of media education and trends in its development in the United States.

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THE USE OF SMART TECHNOLOGIES WITHIN THE CONDITIONS OF DUAL EDUCATION SYSTEM

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Summary

The article reviews dual learning as a form of educational process organization, which provides a systemic and organic combination of two main components: theoretical (educational) component provided by the institution, and applied (practical) provided by the enterprise (potential employer). It is emphasized that the peculiarities of professional training of future specialists in the dual form of study include the creation of innovative educational and production environment of vocational education. An influential factor in the formation of necessary innovative environment are smart technologies that promote the organization of independent cognitive, research, project activities of students; implementation of educational process in a distributed learning environment; interaction of students with the professional community; individualization of learning process, etc. Greater focus is placed on the fact that smart technologies in education contribute to comprehensive multilevel problem solving, critical thinking, creativity in a broad sense, ability to manage people, interaction with people, emotional intelligence, self-opinion and decision making, customer orientation, negotiation skills, intellectual flexibility.

Keywords: dual form of study; models of dual education; professional training; innovative educational and production environment; smart education.

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Introduction

Modern trends of rapid change in technological level require the training of specialists able to daily updating of theoretical knowledge and practical skills, to possible and repeated changes in the direction of their application and even profession. Lifelong learning is no longer a competitive advantage, but a necessity related to life dynamic. The term “lifelong learning” is defined in European Commission documents as “all lifelong learning activities aimed at improving knowledge, skills and competences in perspectives of personal, civic and social development, as well as / or getting a job”, and the concept of lifelong learning provides for a person’s possibility to obtain necessary information throughout life to support their active life and self-realization (*Commission of the European Communities, 2001*). Education is constantly improving, implementing new concepts, approaches and techniques of teaching. Traditional methods are becoming less effective as they cannot be applied to new generation training. A dual system of education is widespread in European countries, that is a reasonable balance of theory and practice while studying at a university or college. Mastering the gap between education and production, as well as improving the quality of training, including employers’ requirements in the framework of new organizationally different forms of education – is the main task of introducing a dual form of education (*Osipchuk, 2019*).

In Ukraine, the preparation process for the implementation of dual method of education began with the approval of the Concept of training specialists in the dual form of education on

September 19, 2018 by the Cabinet of Ministers. The concept of dual education, stages of its implementation in Ukraine, basic rights and responsibilities of educational institutions and enterprises are defined in it. On April 3, 2019, the CMU approved the Activity Plan for implementation of Concept of training specialists in the dual form of education, which provides specific tasks for regulations development, analytical and organizational measures to implement the dual form of education in educational process. For the Activity Plan implementation, the Regulation on the dual form of vocational education was approved, which defines the grounds, conditions and procedure for obtaining such education in dual form in vocational education institutions. Today, the dual form of education is just beginning to be introduced into Ukrainian educational process. It is designed to establish effective cooperation of educational institutions with the labour market and create a real opportunity for market professionals to influence the content of educational curricula. At the same time, the dual form of education should not be absolute, and decision on its implementation and the choice of specialties, training of which will be carried out in the dual form, should be made considering employers' requirements and national economy and legislation features.

The purpose of the study – is to highlight the aspects of smart technologies use in the context of dual education in higher education institutions of Ukraine.

Research tasks

1. Studying scientific views of domestic scientists on the introduction of dual education in higher education institutions of Ukraine.

2. Generalization ideas of scientists and professionals activity results study for the use of smart technologies within the conditions of dual education.

The introduction of elements of dual system of education in Ukraine is carried out in accordance with such regulations as the Law of Ukraine “On Education”; Medium-term plan of the government priority actions for the period of 2017-2020, section III “Human capital development”, subsection 8: “Modernization of vocational education”; Order of the Ministry of Education and Science of Ukraine dated 16.03.2015 № 298 “On the introduction of elements of dual system of education in training of skilled labour”; The Concept of Dual Education was approved by the Cabinet of Ministers of Ukraine, which aims to combine study and work to acquire a certain qualification. This concept (*Concept, 2018*) allows the employer to be involved in the process of training students, rather than retraining them in the production environment, as well as to use partial and financial resources of students, institutions, employers. Training in this form is based on the agreement between the employer, the institution of higher education and the student, it will give the opportunity to get education, gain certain skills, get acquainted with the production, learn to work on modern equipment using the latest technologies (*Korkuna et al., 2018: 90*).

The term “dual system” was introduced into pedagogical terminology in the mid-60s in Germany as a new, more flexible form of vocational training. In other words, it is a dual type of education in which the training of individuals in educational institutions takes place in enterprises. Duality as a methodological standard of vocational education includes a coordinated interaction of educational and industrial spheres for training qualified personnel of a certain specialization within the organizationally different forms of education (*Dual Education, 2018*).

Dual education is actively practiced in many European countries. It has given new impetus to the development of East Asian countries such as South Korea and China. Nowadays, some educational institutions, enterprises and organizations in Ukraine are ready to introduce a dual system of education. Elements of such education are already used in a number of domestic institutions of higher education – Sumy State University, Sumy National Agrarian University,

National Forest Engineering University, Donbas National Academy of Civil Construction and Architecture, National Aerospace University named after M. E. Zhukovskiy, National Mining University and others. In these universities, students acquire knowledge not only in educational institution, but also in a real production setting. Due to this, graduates are guaranteed to get a job to which they are almost completely adapted.

The concept of dual education involves three stages of its implementation. At the first stage it is necessary to develop the legal framework for dual form introduction. The second stage is standard models development of dual education jointly by educational institutions and employers. At the third stage – the creation of dual education clusters on the basis of competitive educational institutions. There are some domestic examples of introduction of a dual form of education. It is referred to the experience of introducing dual education at the Robert Elworthy Institute of Economics and Technology (Kropyvnytskyi, Rector Vasylenko). Thus, the dual form of teaching bachelors in economics is a training focused on practical component. The purpose of introducing a dual form of education at Robert Elworthy Institute of Economics and Technology is to overcome the mismatch between the provision of educational services by higher education institutions and employers' inquiries about the structure of educational process, content and scope of curricula and programs providing the opportunity to respond quickly to changes in business technology and the ability to update the content of higher education, taking into account the requirements of specific enterprises. The choice of such trends is largely determined by presence of a wide range of potential partner companies engaged in jointly with higher education institutions in order to provide a fundamentally new system of training. Of course, the dual form of education is not suitable for every student, as it requires much more effort and self-organization (Osypchuk, 2019).

Research methodology

The following groups of research methods are used in the study: *observation* – a systematic purposeful study of the object with a specific purpose; *comparison* – finding out the differences or similarities, finding common ground for two or more objects; methods used at empiric and theoretical levels of research, in particular: *abstraction* – selection (identification or isolation) of essential features, properties of the subject in order to highlight certain aspects; *analysis and synthesis* – division of the whole into components and the study of subject in consistency, unity and relationship of its parts; *induction and deduction* – the conversion from individual to general in the process of formulating conclusions about features of the subject in general and introducing general provisions in the analysis of individual; *modeling* – the use of systems that replace the cognitive object and are a source of information about it; application of the system (model) are similar to studied objects with a high level of resemblance and insignificant differences; *a systematic approach*, which oriented to study the relationship of individual aspects, parties or parts as a whole and their interactions.

These methods play a leading role in research, based on theoretical foundations and data obtained on the studied problem, determine the way of further research.

The main text

The peculiarities of professional training of future specialists in the dual form of education include the creation of innovative educational and production environment of vocational education institution. Innovative educational and production environment is a set of pedagogical,

organizational and managerial, program-methodical, material and technical, information conditions and corresponding resources of educational institutions and enterprises, which provide high quality training of competitive qualified specialists for innovative development of the country's economy. Goal-oriented design of educational and production environment of educational institutions under the dual form is carried out in order to ensure compliance with the content of education, defined by state standards, the requirements of modern production, innovative technological processes and technical support. Creating this environment is possible under the condition of developing a system of training qualified specialists on the basis of partnership between enterprises-customers of specialists and educational institutions. The educational environment was studied by both foreign (J. Gibson, W. Mace, T. Meng, M. Turvey, V. Yasvin and others) and domestic (G. Ball, I. Bekh, E. Bondarevskaya, S. Maksymova, O. Pekhota, V. Rybalka, V. Semychenko, V. Serikov, S. Sysoeva and others) researchers. The approach of V. Yasvin is considered to be appropriate, as he understood the educational environment as a characteristic of life within the educational institution, the system of influences and conditions of personality formation, as well as the system of opportunities for personal development contained in social and spatial environment (*Herliand et al., 2019: 88*).

The main task of introducing elements of dual form of education is to eliminate the major disadvantages of traditional forms and methods of training future professionals, to bridge the gap between theory and practice, education and production, and improve the quality of training considering the requirements of employers (*Khakhula, 2019: 4*).

Scientists note that dual learning is a form of organization of educational process, which involves a systematic and organic combination of its two main components: theoretical (educational) component, which provides the institution, and applied (practical), which is provided by the enterprise (potential employer) (*Dernova, 2014: 139*). In other words, dual learning (in Germ. *Duales Studium*) is a system of vocational training, in which students receive theoretical knowledge in educational institution and professional skills in the company of the employer simultaneously (*Drazhnytsia, 2016: 17*). The dual form of education involves the combination of theoretical training with practical – in the workplace in order to acquire appropriate professional qualifications. This is the duality – the obligatory supplementation and improvement of acquired theoretical knowledge by practical experience. While implementing this form of education, the educational institution and the employer are equal partners, as the latter can participate in the development of working curriculum and individual education plan and evaluate the results of each student. The interest in such cooperation is to receive a young highly qualified employee who is highly motivated to work at the company immediately after graduation.

Organizing educational process according to new, productive educational technologies includes: introduction of innovative technologies that have a high potential for viability; providing the educational process with information sources; the presence of the enterprise of the customer, as a social partner, with a high organization of production process, provided with the latest production technologies and equipment and skilled labour resources; creation of innovative climate among teachers, their active involvement in innovative tasks implementation and their high professionally qualified level and creativity; introduction of advanced educational technologies; requirement for skilled workers of certain professions and the prospect of further graduates' employment.

The dual form of education offered by the Ministry of Education and Science provides for a combination of higher education and on-the-job training. Lectures are held in lecture halls, and practical and laboratory, as well as course projects – in the company. Such a student-worker fully performs his duties, receives a scholarship roughly the same as the salary. It is important

not to confuse the experience of students who combine work and study with dual education. According to this, the student misses classes, which then have to be made up, and also risks of being left without a diploma. In universities a large amount of work placement is often referred to as a dual form of education. In fact, in dual programs, a student spends about the same amount of time in the workplace as in an educational institution.

For a proper practical training in the workplace, according to scientists, it is necessary to develop a practical training program for each discipline, which should reflect: purpose, objectives, templates (tables, formulas, graphs, etc.), recommendations for conclusions, list of recommended sources and assessment criteria of knowledge, skills and practical abilities acquired during the practical training. (*Khakhula, 2019: 25*).

Although it is believed that dual education is best suited for training in technical specialties, the German experience shows the range of applications of this model is much wider. Thus, in Germany the list of programs that include dual training includes: finance, manufacturing, trade, services, transport and logistics, tourism, international business administration, business informatics, IT, construction, electrical engineering, mechanical engineering etc (*Romaniuk, 2019*).

In scientific discourse it is generally accepted that the dual study – is a means of obtaining vocational education, which involves combining the training of individuals in educational institutions with training in the workplace at enterprises, institutions and organizations to obtain appropriate qualifications on the basis of a contract for vocational education in dual form.

The task of dual study is to ensure that the quality of vocational education meets the requirements of the labour market. The dual study of vocational education is based on the full-time form of vocational education and can be combined with other types of institutional forms of vocational education (*Regulations, 2019*).

The introduction of dual system of higher education should ensure:

- 1) balance between supply and demand of specialists in the labour market;
- 2) participation of professional communities and business in formation of educational programs, professional standards and educational process organization;
- 3) formation of a new generation of curricula, in which, in addition to the theoretical component, practical training in the workplace will occupy an important place;
- 4) convergence of two structures – education system and employment system, ensuring a balance of interests between employers' demands and educational institutions' supply;
- 5) increasing the share of employment of graduates of higher educational institutions;
- 6) along with the professional qualifications of young professionals, their acquisition of social and communicative competencies;
- 7) an opportunity for the employer to choose the best specialists for work;
- 8) financial confidence of the student during his studies, employment guarantees and future professional career;
- 9) improving the image of the university among applicants and employers, qualitative and motivated student body and their successful employment, the prospect of obtaining new technologies and teachers' upgrade training, additional funding, improving facilities and closer integration of education, science and business (*Khakhula, 2019: 4*).

The main principles of dual education system: the university / college and the enterprise take part in educational process; ratio 30/70%: studying is based on the principle of "30/70", where 30% is theory studying, and 70% – practice; correct motivation; sufficient funding for training; course projects and diploma papers are real researches that the enterprise requires.

The concept of “Modern vocational education” states that modern educational environment is a material and technological, social and physical-spatial environment (accessible, innovative, business-oriented, open, inclusive, value-oriented, developmental, motivating), programs, technologies and teaching aids, smart design, which contribute to the acquisition of personal competencies of professional education throughout life. It should provide a transition to the systematic introduction of IT in all types of educational activities, the creation of online platforms with educational and methodological materials for students and teachers, the use of electronic textbooks, content libraries, smart systems, new IT technologies, multimedia training, social professional networks. High-tech educational and practical centers and laboratories are being created, startups, simulation centers, educational and production clusters, and business incubators are being launched in educational process. All these conditions ensure the commonality of educational content and the content of production, as the source of formation of the content of professional (vocational) education are technological processes, equipment and production techniques (Herliand et al., 2019: 90). In general, the creation of innovative educational and production environment of educational institution under the conditions of dual system of education makes it possible to ensure the modern quality of training and retraining of workers and specialists for primary industries with the involvement of social partners; to achieve correspondence between educational and professional interests of the person, labor market demands and the number of trained experts of declared specializations; to regain prestige of working professions and recognize the values of practice-oriented education (Herliand et al., 2019: 92).

In today's evolving development of technology, a constant educational trend is smart education, the concept of which provides a significant number of sources, maximum diversity of multimedia, the ability to quickly and easily adjust to the level and needs of students (Tykhomirov, 2011: 22). Researchers of smart education call its basic principles the use of relevant information of the curriculum to solve educational problems; organization of independent cognitive, research, project activities of students; implementation of educational process in a distributed learning environment; interaction of students with the professional community; individualization of training; providing a wide range of opportunities for all who wish to learn (Gurevych, Kademiia, 2016: 71). The most accurate illustration of smart education is on-line courses or their platforms, for example, Prometheus – Ukrainian public project of mass open on-line courses, the main purpose of which is to provide free access to university-level courses to anyone regardless of residence, age, wealth and health (*Best education for everyone*, 2020). Prometheus contains both a domestic educational product and Ukrainian-translated courses for foreign universities or educators. In particular, domestic courses are not always adapted to the on-line listener, tend to a more static academic teaching style with no dynamic content, partly only by one author, have relatively long video lectures with many irrelevant examples concerning life, jokes, inaccurate narrations of historical facts.

As for the assessment of learning outcomes, used tests also differ significantly: domestic formulations are aimed at accurate memorizing, rather than obtaining general essential knowledge, and tests themselves contain a large number of complex questions. When focusing on the formation of skills as a competence of a modern specialist, “hard skills” as professional knowledge, skills and abilities necessary for successful work in specialty, can not always be formed on-line, especially, due to regulation of certain activities and absence of strict verification of on-line tests listener when passing the test for a certificate. But “soft skills” necessary for self-development can be formed in such a dynamic mode of smart education. Such skills include Complex problem solving, Critical thinking, Creativity in a broad sense, People management, Coordinating with others, Emotional intelligence Judgment and decision-making,

Service orientation, Negotiation, Cognitive flexibility (*Job of the future: 10 skills in demand in 2020*). If not to master, then to update these skills is not only real, but also necessary with the help of on-line education. Thus, lifelong learning, duality, smart education, formation of soft skills with the help of on-line courses can be highlighted as modern educational trends. Online courses, digital resources, services and applications, on-line conferences, webinars and personal virtual lessons in real time – these are not complete tools of virtual E-Learning education. Today, researchers are talking about a new profession – the curator of the online platform.

He designs online courses for distance learning, adapting the requirements of specific disciplines to online environment, administers the work of platform, solves communication problems between teachers and students; can help form search criteria, where and how to search information, how to evaluate and interpret it; forms critical and logical thinking, helps to separate important from unimportant, explains which resources can be trusted and which cannot, teaches media literacy and network security (*Professions development forecasts in education, 2020*). Information technologies in higher education institutions should be used in the territory of institution, in dormitories, because their mission is to help in scientific research, during teaching, communication, management. Open Course Ware project is successfully operating in European universities, with the help of which there is open access to the material of lectures, seminars, laboratory works online on the university website. In some institutions of higher education, for example, video lectures are popularized. Students receive handouts for a week or homework if they do not have time or miss. Such lecture is always finished, and the next one begins with a reminder of questions; there is a control system, plan, links to other materials. The student's electronic workbook is positively evaluated, where the lecture is given in short-hand form. Cloud technologies are successfully used, where the teacher places a methodical complex to his disciplines. The folders "Teacher's Cabinet", "Student's Cabinet", "Curricula", "Student's Works" are created (the student has access, can get methodical material for reading, can see his grades), "Group list", "Miscellaneous" (instructions, schemes, the plan for each group), Sugar Sine – the system which carries out the admission through the messenger and its degree (office hours, monographs, announcements, control works, educational and professional programs). The programs are not very difficult, so both the teacher and the student are able to collaborate and gain experience of Internet opportunities.

SMART-technologies are widely implemented and applied in pedagogical practice in the context of STEM-education. The modern teacher faces important tasks that must be solved to make the learning process interesting, creative and such that to meet all the needs of the modern student and intensify cognitive and exploratory activities in teaching physics. Due to this, there are changes in the process of teaching physics and technical disciplines in higher education with the use of modern information technology. Personal computers, SMART boards and Internet are essential tools in learning process. In addition, the use of SMART technologies in learning process allows you to more widely and fully reveal the creative potential of each student (*Halishnikova, 2007: 8*). Thus, it becomes clear the relevance of SMART technology use in educational process: students perceive information faster, participate in group discussions, work together, pass individual tests; effective feedback is established in the "student-teacher" system (*Rostoka, 2019: 81*).

Conclusions

Thus, the dual form of vocational education is based on full-time form and can be combined with other types of institutional forms of vocational education. Among modern forms that effectively influence the educational process are smart technologies. Smart technologies

in education contribute to complex multilevel problem solving, critical thinking, creativity in a broad sense, the ability to manage people, interact with people, emotional intelligence, own opinion and decisions formation, customer orientation, negotiation skills, intellectual flexibility.

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TRAINING OF OFFICERS OF THE NAVAL FORCES OF UKRAINE IN HIGHER MILITARY EDUCATION INSTITUTIONS: PRESENT AND PROSPECTS

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Summary

The purpose of the article is to outline the features of the educational process at the Institute of Naval Forces, taking into account the main principles of the Navy Sailor Program – 2035 professionalism and competence. One of the main tasks of the program realization of the Strategy of the Naval Forces of the Armed Forces of Ukraine 2035 concerning the development of the personnel “Navy sailor 2035” (professionalism and competence) is the modernization of the education system, which includes three components: the system of candidates selection who enter the Institute of Naval Forces; educational activity; creating a campus of a new type. The Strategy of the Naval Forces of the Armed Forces of Ukraine 2035 outlines their development in three components: conceptual, physical and moral. The principles of compatibility training of officers of the Armed Forces of Ukraine with NATO standards are relevant. Components of NATO’s leading DOTMLPF methodology are being embedded in the modern educational process of the future Naval officers’ training.

The Institute of the Naval Forces provides a thorough training of tactical level officers in 3 specialties with relevant specializations, which are constantly updating as a result of three staged transition of the Ukrainian Naval Forces to NATO standards. The educational activity of the Institute is aimed at training highly skilled military specialists for the needs of the Naval Forces of Ukraine, able to perform military management of tactical units, organize the tasks of units and take personal and professional responsibility for their actions.

Keywords: officers of the tactical level, the Armed Forces of Ukraine, Navy Sailor Program, higher military education in Ukraine, NATO’s basic principles and values

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1. Introduction

In the context of constant military operations in the east of the country (since 2014), the mission of the Armed Forces of Ukraine is constantly changing, ensuring the “deterrence and resistance to armed aggression against Ukraine, protection of the airspace of the state and underwater space within the territorial sea of Ukraine in cases determined by the law, take part in measures aimed at combating terrorism” (Ukrainian Military Pages) (*Ukrainian Military Pages*). Training of specialists capable to ensure mentioned above is laid on the establishments of higher military education (with peculiar conditions of the educational process organization). In particular, the training of specialists for the Ukrainian Naval Forces is carried out by the only establishment in the country – the Institute of Naval Forces of National University “Odesa Maritime Academy”. The particular characteristic of the Institute's activity is the structure of the educational process based on the step-by-step professional military specialists’

training, training of tactical level officers, and orientation to NATO standards. As the purpose of the “Naval Forces of the Armed Forces of Ukraine is the deterrence of aggression, protection of sovereignty and territorial integrity of Ukraine, ensuring maritime security, economic growth, and international stability, in cooperation with national defense and security forces, strategic partners, on the sea and from the sea direction” (*Navy Strategy of the Armed Forces of Ukraine 2035*).

One of the main tasks of the program realization of the Strategy of the Naval Forces of the Armed Forces of Ukraine 2035 concerning the development of the personnel “Navy sailor 2035” (professionalism and competence) is the modernization of the education system, which includes three components: the system of candidates’ selection who enter the Institute of Naval Forces; educational activity; creating a campus of a new type. These should influence the formation of future tactical level officers’ professional competence as “an indicator of the level of a military officer’s training capable to perform their duties in a specific position with high quality and efficiency”, which includes the following components: strategic thinking, influence, decision-making, analysis of information, focusing on the task, flexibility, focusing on the quality (*Sailor Program – 2035 Professionalism and Competence (PIC)*).

Considering mentioned above, *the purpose* of the article is to outline the features of the educational process at the Institute of Naval Forces, taking into account the main principles of the Navy Sailor Program – 2035 professionalism and competence. Its separate tasks are as follows: 1) to characterize the main positions of 2019-2020 on the realization of the educational process at establishments of higher military education in Ukraine; 2) to outline the peculiar features of the restructuring of the educational process at the Institute of Naval Forces.

The basic principles of the theory of cognition and information, resource, and professional approaches represent *the methodological basis* of the article. A set of methods substantiating the main principles was used: theoretical – general scientific (for substantiating the initial theoretical positions), specific-scientific: structural (to identify and outline the features of educational activity of cadets of relevant specialties) and problem-thematic (to determine real and future opportunities); empirical – content analysis (to identify a set of professional competences of future navy sailors).

2. Regulating positions on the implementation of the educational process at establishments of higher military education in Ukraine

The Strategy of the Naval Forces of the Armed Forces of Ukraine 2035 outlines their development in three components: conceptual (offers a thinking structure, intellectual basis for troops, provides commanders with the ability to understand the situation in difficult conditions with the help of creativity, ingenuity, and initiative), physical (means of conducting armed struggle: military personnel, armament and military equipment, unit cohesion, combat readiness and logistics/comprehensive provision) and moral (based on the legitimacy of troops, ethical principles, enthusiasm and readiness to fight, encouraging the offensive spirit, initiative and determination to fulfill a combat mission) (*Navy Strategy of the Armed Forces of Ukraine 2035*). The activity of higher military educational establishments as for the training of naval officers has to be directed exactly on their formation and further development.

In this context, the principles of compatibility training of officers of the Armed Forces of Ukraine with NATO standards are relevant, as both physical and conceptual components are possible “only due to mastering NATO’s principles, standards and values in education, training

and use of the Naval Forces of the Armed Forces of Ukraine” (*Navy Strategy of the Armed Forces of Ukraine 2035*), and Ukraine is a country of “Accelerated dialogue” partnership.

The legal and regulatory framework of educational activity of higher military education establishments has been updated, in particular, at the beginning of 2020, the Regulation on the peculiarities of the educational activity organization at higher military educational establishments of the Ministry of Defense of Ukraine and in military training units of higher education establishments was adopted and ratified (Decree of the Ministry of Defense of Ukraine, 09.01.2020 № 4). Emphasis is placed on the candidates’ competencies acquisition in humanitarian, social, scientific and natural, technical and military spheres, which is of significant importance for professional activity, and intellectual, moral, spiritual, aesthetic and physical development (Regulations on the peculiarities of the organization of educational activities in higher military educational institutions of the Ministry of Defense of Ukraine and military educational subdivisions of higher education institutions, Section I, paragraph 5) (*MDU Order of 09.01.2020 № 42*). Mentioned above correlates with the components of The Strategy of the Naval Forces of the Armed Forces of Ukraine as for their development and signifies certain actions ensuring the compatibility of military offices’ training.

In the context of NATO’s basic principles and values, the Regulation declares that the content of higher military education is determined by the “goals and needs of society, the state and the Armed Forces of Ukraine” and has to be formed considering the priorities of national interests and national security; national interests in the information sphere, development of the system of strategic communications of the national security and defense sector of Ukraine; changes in the economy, politics, social relations, and public consciousness; the latest achievements in science, technology, and culture, providing a military specialist’s broad outlook; prospects for the development of military science, armaments, and military equipment, methods of conducting an armed struggle” (Regulations on the peculiarities of the organization of educational activities in higher military educational institutions of the Ministry of Defense of Ukraine and military educational subdivisions of higher education institutions, Section I, paragraph 8) (*MDU Order of 09.01.2020 № 4*).

Along with the standards of higher education for the training of highly qualified officers capable of effective professional performance, a special practice-oriented in meaning and content place occupy professional standards as the “requirements for the military specialist’s competencies, which are the basis for professional qualifications” and are developed by “the body of military administration, that is a customer for the military specialists’ training with the participation of representatives” of the higher military educational establishment with the appropriate agreement and approvement (Regulations on the peculiarities of the organization of educational activities in higher military educational institutions of the Ministry of Defense of Ukraine and military educational subdivisions of higher education institutions, Section I, paragraph 10) (*MDU Order of 09.01.2020 № 4*).

The Institute of the Naval Forces of National University “Odessa Maritime Academy” provides a thorough training of tactical level officers in specialties “Provision of Troops (forces)”, “Armament and Military Equipment”, “Transport” with relevant specializations, which are constantly updating as a result of three staged transition of the Ukrainian Naval Forces to NATO standards. Peculiarities of the training of Master’s Degree students – the officers of the Naval Forces are outlined in the previous author’s works, therefore we emphasize the competences which are cross-cutting for obtaining a Bachelor’s degree and a Master’s degree. These are, in particular, professional and military and professional competencies: the ability to organize personal service activity and the activity of the unit in accordance with

the statutory requirements; ability to use legal arrangements properly in solving official and professional tasks; ability to manage military personnel; ability to ensure compliance with the safety requirements when solving professional assignments; ability to make informed management decisions when the unit performs set tasks; ability to manage day-to-day operations of units following the requirements of management documents; ability to control the actions of a general military platoon while performing the main set tasks; ability to organize the protection of the unit from weapons of mass destruction; ability to provide management and negotiate through means of communication; ability to properly organize and implement measures to combat the survivability of the surface ship; physical readiness to perform set tasks; ability to ensure the preservation of state secrets; ability to communicate in English in the social and professional spheres (we note that the article contains information that is not a state secret and is taken from the open sources).

Mentioned above interacts with one of the components of NATO's leading DOTMLPF methodology, which includes a doctrinal base (D), organization (O), training (T), resource provision (M), leadership and education (L), personnel (P), and military infrastructure (F), providing the establishment of new staff structures on adaptation and implementation of NATO's standards, principles, and values (*Navy Strategy of the Armed Forces of Ukraine 2035*).

3. Features of the educational process organization at the Institute of Naval Forces

The Regulation adjusts the organization and provision of educational activity; organization of the educational process at establishments of higher military education and structural subunits; training and advanced training of management and academic staff; other activities (Regulations on the peculiarities of the organization of educational activities in higher military educational institutions of the Ministry of Defense of Ukraine and military educational subdivisions of higher education institutions) (*MDU Order of 09.01.2020 № 4*).

The Institute of the Naval Forces of National University "Odessa Maritime Academy" is governed by The Regulation on the organization of the educational process, developed in accordance with the Constitution of Ukraine, laws of Ukraine in the field of education, regulations of the Ministry of Education and Science of Ukraine, the Ministry of Defense of Ukraine, the Statute of National University "Odessa Maritime Academy" (further – the University), the Regulation on the Institute of the Naval Forces of National University "Odessa Maritime Academy" (further – the Institute), as well as taking into account the requirements of the General Staff of the Armed Forces of Ukraine, the Command of the Naval Forces of the Armed Forces of Ukraine, features, and experience of educational activity at higher military educational establishments of the Armed Forces of Ukraine (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*). According to the Regulation, the educational activity of the Institute is aimed at "training highly skilled military specialists for the needs of the Naval Forces of the Armed Forces of Ukraine, able to perform military management of tactical units, organize the tasks of units and take personal and professional responsibility for their actions" (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*).

Among the main tasks of the educational activity of the Institute are "candidates' achievement of the competencies defined in the educational programs and professional standards of the military specialists' training; introduction of the combat experience of troops (forces) in the educational process; improvement the quality of information and methodological support

of the educational process through the development and publication of textbooks and manuals, collection of lectures and practical tasks; improvement the quality of the material and technical support of the educational process by creating computer classes with specialized mathematical software; improvement the maritime cadets' training by their participation in a boat and motorboat trips, involvement in combat training of the Naval Forces of the Armed Forces of Ukraine, conducting practical classes and training on ships (vessels); study of the standardized NATO naval tactical procedures, improvement of the language training level and practical skills of cadets in methodological, military-professional and military-special training by ensuring full and high-quality implementation of measures for improving practical training of cadets" (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*), aimed at implementing NATO's leading DOTMLPF methodology.

Cadets are trained on a full-time basis according to the educational programs of a Bachelor's degree and a Master's degree in specialties "Provision of Troops (forces)", "Weapons and Military Equipment", "Transport" and by correspondence without interruption of their official duties within the retraining and advanced training program of military officers of the Armed Forces of Ukraine.

Consequently, the implementation of the educational process at the Institute of Naval Forces is regulated by its points. We focus only on the main organizational forms of the educational activity: academic classes (compulsory types: a lecture, a seminar, a group class, a practical class, a laboratory class, a group exercise, a training, an individual task, a tactical (special-tactical, combat-tactical) class, and training, command post exercises and military classes (military-special, military-historical) games, consultation); self-study work; practical training (initial military-professional training; academic, military, repairing, ship, medical, pedagogical, scientific and other types of practices; military naval internship); check measures (*Regulations on the peculiarities of the organization of educational activities in higher military educational institutions of the Ministry of Defense of Ukraine and military educational subdivisions of higher education institutions*) (*MDU Order of 09.01.2020 № 4*) and training (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*).

According to the Regulation on the organization of the educational process at the Naval Institute, training is the most important type of cadets' practical preparation, carried out on simulators and military equipment, on the ground or in the specially equipped training fields, classrooms aimed at improving and maintaining the necessary skills of cadets concerning armaments and military equipment usage, the organization of unit management (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*). Training in special (technical) preparation, training in unit management in combat, fire training, training in compliance with standards for protection against weapons of mass destruction, training in compliance with standards in military topography, training in compliance with standards in technical preparation is required. This significantly improves the quality of military training, as it is of a completely military-specialized character, along with the command and staff training, war games and military training – aimed at acquiring and improving knowledge, skills and practical skills in performing duties of the relevant position in the army (forces) and is carried out in military units (on ships, at institutions, at establishments) (*Regulations on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Maritime Academy"*).

4. Conclusions

In accordance with the set purpose and defined tasks, the conclusions are as follows: the educational process of the Naval officers' training at the Naval Institute is based on the basic principles of the Strategy of the Naval Forces of the Armed Forces of Ukraine 2035, the Navy Sailor Program – 2035 professionalism and competence, the Regulation on the peculiarities of the educational activity organization at higher military educational establishments of the Ministry of Defense of Ukraine and in military educational units of higher educational establishments (Decree of the Ministry of Defense of Ukraine, 09.01.2020 № 4), The Regulation on the organization of the educational process at the Institute of Naval Forces of the National University "Odessa Naval Academy" and others, which became the basis for their making; higher education standards and educational and professional standards. Components of NATO's leading DOTMLPF methodology are being embedded in the modern educational process of the future Naval officers' training. A significant aspect of increasing the level of cadets' military professional preparation is training and military internships, as they contribute to the improvement of cadets' skills acquired during the training.

Prospects for improving the educational process at the Institute of the Naval Forces are as follows: increasing the level of professionalism of the teaching staff by involving combat officers and strengthening of the scientific component of the current teaching staff; improving the system of professional cadets selection and providing conditions for their professional development; improving the material and technical base to provide opportunities for internships in terms of real technical equipment of the Ukrainian Naval Forces; strengthening of cooperation with higher educational establishments of NATO member countries on the implementation of the main provisions of the NATO's DOTMLPF methodology.

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THE METHODOLOGY FORMING OF ECOLOGICAL COMPETENCY OF FUTURE TEACHERS OF NATURAL SCIENCES DURING VOCATIONAL TRAINING

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Summary

The aim of this paper is to substantiate the effective combination of methodological approaches in the organization of the educational process of professional training of future teachers of natural sciences in the context of the formation of their ecological competency. It is proved that the combination of several methodological approaches (competence, system, personality-oriented, activity, technological, contextual, reflective and coevolutionary-noosphere) on the principle of synergetic interaction will ensure the effectiveness of their combined pedagogical influence in training and is a methodological basis for determining the content, forms, tools and technologies forming of ecological competency of future teachers. It is established that the main role among the mentioned methodological approaches to the organization of the educational process of professional training of future teachers of natural sciences is given to the competence approach. The introduction of a competency-based approach to the practice of higher pedagogical education makes it possible to achieve a number of educational goals. Methodological bases (ontological, epistemological, axiological, praxeological), as well as general and partial pedagogical regularities of competence-oriented education in the process of professional training are determined. They ensure the effectiveness of the formation of ecological competency of future teachers of natural sciences.

Keywords: methodological approach, pedagogical regularities, methodological bases, students, institution of higher pedagogical education.

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Introduction

The focus of pedagogical science was on the issues of education, development, upbringing and socialization of the younger generation with socially demanded qualities, able to realize its full potential in a rapidly changing information society. Therefore, high-quality training of future teachers must meet the social order, and the formation of their professional competency becomes an important area of scientific and pedagogical research. Thus, we can say that the ultimate goal of higher pedagogical education is teacher training, the specificity of which is the need to train a specialist with a wide range of personal competencies, ie one with a number of professional general and professional competencies and relevant experience. The importance of teacher training as a highly qualified, mobile teacher in the context of lifelong learning is emphasized in the European Commission's Common European Principles for Teachers' Competences and Qualifications program (*Common Europe, 2004*). It states that the teaching profession has key priorities in shaping the worldview of future generations, preparing students for personal realization as active, responsible and successful citizens. Here is a list of key competencies that a modern teacher should have: to show the ability to work with other people; be able to work with different types of knowledge, technology and information; to work with society and in society.

The report of the European Commission on the content of the program “Education and Practice 2010” to the general professional competencies of the modern teacher includes the following: the ability to learn independently; ability to analyze their work; ability to conduct research work that is part of professional development; acquisition of a culture of lifelong learning; ability to critically evaluate their professional activity; ability to work in a team (*Education and Training 2010 Program, 2008*). Thus, a socially in-demand teacher must possess not only professional knowledge and skills, but also certain personal qualities based on a system of values, the ability to reflect, the desire for career growth.

Therefore, the success of the introduction of competence-oriented education as a core procedural concept of professional training of future teachers, in our opinion, will be achieved only if an effective combination of methodological approaches in the educational process based on the principle of logical complementarity, which was the purpose of our study. In accordance with the purpose, the following research tasks were set: to substantiate the methodological approaches to the organization of the educational process of professional training of future teachers; to determine the methodological bases and pedagogical regularities of the implementation of competence-oriented education in the process of professional training, to which the effectiveness of the formation of ecological competency of future teachers of natural sciences is subordinated and ensured.

2. Methodological approaches in professional training of future teachers

According to the views of I. V. Blauberg, E. G. Yudin, the methodological approach in pedagogy should be understood as “the principled methodological orientation of research, the point of view from which the object of study is considered (the method of determining the object)” (*Blauberg, Yudin, 1973: 74*). A similar interpretation is expressed by L. M. Rybalko, who interprets the methodological approach “... as a form of cognitive and practical activity, a set of starting points that determine the research strategy from the appropriate point of view, the basic value orientation” (*Rybalko, 2014: 65*). Thus, based on the generalization of these definitions, we can conclude that methodological approaches allow to build a strategy of pedagogical activities in order to achieve specific educational goals based on the basic principles, provisions or general pedagogical regularities.

Since educational systems, including pedagogical processes, are dynamic open systems, they are characterized by the ability to self-organize their components through the formation of nonlinear connections between them, which corresponds to the principle of synergy. The latter reflects the theory of self-development of open systems, according to which, according to S.U. Goncharenko, education is transformed from a way of teaching a person into a means of forming an adequate creative personality for this society, which has the synergy for further growth and self-improvement (*Goncharenko, 2008: 76*). The application of synergetic ideas in pedagogy was investigated by V. G. Kremen, who noted in this regard: “As for pedagogy, the principle of openness is a necessary condition for the pedagogical process, which is self-organizing, when the existing methodologies do not reject, but complement each other. This makes it possible to organically use a variety of pedagogical approaches, methods and technologies...” (*Kremen, 2013: 7*).

Thus, it is legitimate to conclude that a synergistic combination of methodological approaches will ensure the effectiveness of their combined pedagogical impact in the process of training future teachers of natural sciences. An additional argument is the fact that in the content of professional training of future teachers of biology, physics, chemistry, adaptive to the ideas of synergetics is assumed provides interdisciplinary synthesis of natural sciences in

order to form a holistic scientific and natural picture of the world. In the context of formation of ecological competence of future teachers an important role in this process is played by mutual strengthening of natural-scientific and social-humanitarian training on the synergetic principle of joint action, which allows future specialists to understand social, economic, political origins of ecological problems, finding effective mechanisms to overcome them and to avoidance in the prognostic perspective.

Therefore, the professional training of future subject teachers in the context of the formation of their ecological competency is considered from the standpoint of competency approach in synergetic combination with systemic, personality-oriented, activity, technological, contextual, reflective and coevolutionary-noosphere methodological approaches.

According to scientists, the systems approach is one of the main methodological approaches in pedagogy. The Ukrainian pedagogical dictionary states that the systematic approach is aimed at revealing the integrity of pedagogical objects, identifying various types of connections and bringing them into a single theoretical picture (*Goncharenko, 1997: 305*).

System approach, according to A. V. Fokshek, allows “to consider the pedagogical process in terms of its structure, content, functions, set of methods, system connections, the ability to transform the pedagogical skills of the teacher in practice” (*Fokshek, 2011: 216*). From this we can conclude that the pedagogical process of professional training of future teachers of natural sciences has systemic properties (such as integrity, hierarchical structure, multiplicity of connections) that allow to direct it to achieve a certain educational result – the acquisition of professional competencies, including ecological. The system approach creates methodological bases for constructing a conceptual model of formation of ecological competency of the future teacher in the process of professional training taking into account complex interactions and connections between structural and functional elements of the model, conditions and mechanisms of their functioning. At the same time, we consider the system approach as a methodological substantiation of means and methods of cumulative pedagogical influence on the individual in order to develop certain set qualities: interests, needs, attitudes, motives, values, responsibilities that underlie the genesis of ecological competence of the future specialist.

No less important role in this process is given to the personality-oriented approach, which in pedagogy developed on the priority of the idea of subjectivity in the educational process. In particular, O. M. Piekhoty notes that personality-oriented education presupposes “... cooperation, self-development of the subjects of the educational process, identification of their personal functions” (*Piekhoty et al., 2001: 31*).

Thus, the subject-subject interaction of the participants of the educational process, as the main condition for the implementation of personality-oriented approach, is the necessary basis for the development of intellectual and moral and ethical potential of the individual and his civic responsibility. Based on the psychological mechanisms of formation of consciousness and self-awareness, this approach allows to develop the spiritual sphere of the individual, his system of values and worldviews, which serve as a necessary, motivating factor of competent professional activity in the future.

At the same time, the implementation of a personality-oriented approach in the training of future teachers in the context of forming a system of competencies creates conditions for interaction between all participants in the educational process on the principles of cooperation, incentives to develop an active position in educational activities and rests on the acquired subjective experience of the higher education applicant, his motivation and ability to self-reflection and self-development. A detailed interpretation of the personality-oriented approach is given in the work of G. K. Selevko, which emphasizes the importance of this approach in creating a

favorable environment for personal growth of participants in the educational process, and on the other hand is seen as "...a methodological orientation in teaching, which allows through reliance on a system of interrelated concepts, ideas and methods of action to provide and to support the processes of self-knowledge, self-construction and self-realization of the individual, the development of his unique individuality" (*Selevko, 2006: 138*). Thus, there are grounds for concluding the importance of this approach in the development of personal qualities of students as a basis for the formation of their competency, in particular, ecological.

In turn, the achievement of the goal of the educational process – the acquisition of a number of general and special competencies – is carried out through activities that are adequate to the practical application of knowledge, skills and abilities acquired in the learning process. According to I. V. Burhun, one of the internal factors that determine the introduction of the competency approach is the reorientation of the knowledge paradigm of education to the model of the activity approach (*Burhun, 2010*).

From the analysis of scientific and pedagogical works we can conclude that the activity approach actualizes the purposeful activity of the person caused by its interests, needs and motives focused on statement and the decision of problems in a certain sphere of activity. From the standpoint of psychology, the effectiveness of education is manifested in the activities of its subject.

In turn, educational activity is characterized by the fact that it is aimed at learning about the object, rather than its transformation by the subjects of activity. In this context, I. D. Bekh notes that the activity approach appeals to the formation of knowledge as beliefs, to the formation of a scientific worldview. To this end, fragments of practice are involved as a testing ground for the application of acquired scientific knowledge (*Bekh, 1998: 4*). Then really practice serves as a criterion of truth of cognitive results and confirmation of expediency of their application in purposeful professional activity and serves as an indicator of formation of competency of the future specialist. This interpretation confirms the relevance of the activity approach in environmental education of future teachers of natural sciences, because, in our opinion, it is environmental beliefs implemented in practice are the core basis for the formation of their ecological competency and implemented in ecological training of pupils.

The implementation of the activity approach in the professional training of future teachers is closely related to the use of modern pedagogical technologies, so the application of the technological approach in the organization of the educational process of teacher training is relevant and justified.

The expediency of the use, content and functions of modern pedagogical technologies in the educational process of higher education institutions at different times were substantiated in the works of domestic and foreign scientists. From the analysis of these scientific sources we can conclude that pedagogical technologies are considered from two positions:

- as a procedural component of the educational process in an educational institution, which operates with certain educational goals and objectives,
- as a general didactic unit, which is identified with the pedagogical system, as it algorithmically reflects the activities of the holistic educational process.

In particular, according to a study by V. P. Bepalko, pedagogical technology was originally interpreted as training that requires the use of technical means. Over time, there has been an in-depth understanding of the significance of this phenomenon, so the author considers it as the embodiment in practice of a pre-designed educational process, ie pedagogical technology is a project of a particular pedagogical system implemented in practice (*Bepalko, 1989: 5–6*).

In turn, G. K. Selevko interprets pedagogical technology as a concept with a fairly wide functional load: on the one hand as a means and method of achieving certain educational goals,

and on the other – as a scientifically based pedagogical system that ensures the functioning of all components of the pedagogical process and leads to predictable results (*Selevko, 2006: 35–37*).

In the context of substantiation of synergetic combination of several approaches, as methodological bases of achievement of the purpose of our research, we consider the technological approach in the perspective of application of a certain set of pedagogical technologies in educational process of establishments of higher (technologies of problem-based learning and group work, design, interactive and game technologies), which, in our opinion, are a priority in the formation of ecological competency of future teachers of natural sciences. The relevance of these technologies is due to the challenges facing higher pedagogical education in the training of teachers with professional competencies necessary for the implementation of training and education of the younger generation in a post-industrial society.

At the same time, the personal development of the future teacher aims at continuous improvement of the level of formation of his professional competencies, which according to A. A. Verbickij, can be carried out through the comprehension of the acquired knowledge, which occurs due to the restructuring of the past experience of the learner, taking into account the new content of information in relevant practical situations. That is, educational information must be assimilated in the context of its further practical use in activities, then it acquires value. These provisions were laid down by the researcher in the development of the theory of contextual learning, which later grew into a new methodological approach in education, which is closely related to the competency. “To become theoretically and practically competent, a student needs to make a double transition: from a sign (information) to a thought, and from a thought to an action. The transition from information to its use is mediated by thought, which makes this information meaningful knowledge”, – says the scientist (*Verbickij, 2004: 55*).

Thus, the contextual approach in higher pedagogical education involves the saturation of the educational process with elements of professional pedagogical activity, then the acquired knowledge will be confirmed by actions and deeds in practice. An important feature of this approach, according to O.A. Dubaseniuk, O. B. Vozniuk is a consideration of pedagogical activity through the sphere of pedagogical values, which fill this activity (*Dubaseniuk, Vozniuk, 2011: 94*). Thus, the contextual approach makes it possible to fill the educational content of professional training of future teachers of natural sciences with the value and professional content through awareness and self-reflection of the acquired knowledge, skills and abilities.

From this we can conclude that it is necessary to apply a reflective approach in the training of future teachers, because it is the work of a teacher requires constant personal development, professional growth and self-improvement of their own pedagogical skills. Involvement of this approach in competence-oriented higher pedagogical education is justified by the need to develop a sense of responsibility of the individual for the actions, based on self-reflection and self-analysis of the results and consequences of their own activities, including professional.

The pedagogical dictionary states that reflection is not just knowledge or understanding of the subject himself, but finding out how others know and understand of the “reflector”, his personal characteristics, emotional reactions, cognitive ideas (*Yarmachenko, 2011: 398*). Reflection as a personal quality of a teacher is substantiated in the work of V. D. Sharko, where it is interpreted as a professionally significant quality of the teacher, ie the ability of the teacher's mind to be focused not on the subject of their own activities, but on the activity itself. At the same time, as the author notes, reflection as a process is a comprehension of one's own activity, its analysis for the purpose of further purposeful improvement (*Sharko, 2006: 141*). Thus, summarizing these views, we can conclude that the reflexive approach in shaping the system of competencies of future teachers has a broad functional purpose: it performs the function of

self-control of the effectiveness of their professional activities, development of responsibility for its consequences and stimulates professional self-development and self-improvement.

Relevant to the professional training of future teachers of natural sciences, especially in the context of the formation of their ecological competency, is the application of a relatively new in pedagogy coevolutionary-noosphere approach, identified by O. A. Dubaseniuk, O. B. Vozniuk. Scientists interpret it as "...consideration into account in the process of human development various evolutionary environmental factors (including family, group, state, socio-cultural, socio-natural, cosmoplanetary), which must be combined, correspond to each other in order to create the effect of mutual potentiation (strengthening)" (*Dubaseniuk, Vozniuk, 2011: 12*). The genesis of ecological competency of an individual is influenced by factors that are determined by the dominant social ecological values and the state of the socio-natural environment on the one hand, and on the other – the educational development environment of educational institutions. Taking into account their impact on the formation of components of ecological competency of future teachers of natural sciences is carried out by building an educational process from the standpoint of concepts of coevolution of nature and society and sustainable development as a basis of implementation for humanistic values, noosphere thinking in the content of training of future teachers.

Naturally, the main role among these methodological approaches to the organization of the educational process of professional training of future teachers of natural sciences is assigned to the competency. In particular, the advantages of the competency approach in constructing the content of the educational process of vocational education were argued by S.V. Lisova. In her opinion, they are as follows (*Lisova, 2011: 49*):

- move in higher education from its focus on the reproduction of knowledge to the application and organization of knowledge;
- base a strategy to increase flexibility in favor of expanding employment opportunities;
- set as a basis interdisciplinary-integrated requirements for the outcome of the educational process;
- focus the activities of graduates on a variety of professional and life situations.

Competence approach in higher pedagogical education, according to the authors of the collective monograph "Professional pedagogical education: competence approach", combines elements of professional and general culture, experience and creativity, which together characterize the level of integration of future professionals in the professional environment (*Dubaseniuk, Vozniuk, 2011: 11*). Thus, the competence approach in the modernization of higher education should provide training and education of students from an activity standpoint, which will contribute to the experience of a holistic systemic vision of their future professional teaching, choosing the best ways to effectively solve new problems and tasks.

In this perspective, the opinion is relevant of O. L. Zhuk, which identified four main functions of the competence approach in education (*Zhuk, 2008*):

- operational, which involves the identification (operationalization) of the system of knowledge, skills and abilities, types of student readiness, which determine its competence and guarantee the effectiveness of professional, social and personal tasks;
- activity-technological, which provides construction of the content of activity-type learning, maximum approximation to the future sphere of the student's activity, development and introduction into the educational process of tasks, the methods of solving which correspond to the technologies of professional activity;
- educative, which means strengthening the educative component of the educational process, the formation of students organizational and managerial experience, the culture of personal and professional communication;

- diagnostic, which involves the development of a more effective system for monitoring the quality of the educational and professional process, in particular, the diagnosis of the achieved levels of competencies.

In turn, the introduction of a competency-based approach to the practice of higher pedagogical education, in our opinion, makes it possible to achieve the following educational goals (*Siaska, 2018: 175*):

- structuring the system of knowledge in order not only to reproduce them, but also to apply, ie reorientation from declarative knowledge to procedural;
- formation of a number of general competencies, which significantly expands the opportunities for further employment of the graduate;
- strengthening the interdisciplinary content of education, necessary for effective activity in the information-post-industrial society;
- inclusion in the educational process of search and problem-research activities with strengthening of its practical orientation;
- intensification of independent work of students, their involvement in public activities with the acquisition of organizational, managerial and communicative experience.

3. Methodological bases and pedagogical regularities of professional training of future teachers of natural sciences

The most common regulators that are part of the methodological support of pedagogical research are methodological bases, which are based on the relevant philosophical provisions. We have identified the methodological basis for the implementation of the competency approach in the process of environmental education of students of natural faculties of higher pedagogical educational institutions in order to form the ecological competency of future teachers of natural sciences:

- ontological philosophical and cultural provisions on the dialectical knowledge of phenomena and processes of interdependence and interaction of nature and man, which substantiate the ideas of coevolution, sustainable development of nature and society and the need to harmonize interactions in the system “nature – human – society”;
- epistemological concept, which characterizes the main stages of the learning process (feeling, perception, understanding, understanding, generalization, consolidation, application) and reflects the relationship of knowledge, values and motivational components as the basis of behavior and activities of the individual in the environment;
- axiological recognition of the subjective attitude to nature and the non-pragmatic nature of interaction with it, which is based on the priority of environmental value orientations;
- praxeological principles of effective ecologically expedient activity in the environment, taking an active ecological position in the process of solving professional and life situations on the basis of the formed system of ecological values in relation to nature.

The implementation of these methodological basis for the educational process of higher education is based on certain pedagogical regularities, which by definition S.G. Goncharenko, reflect the objective, stable and essential connections that determine the effectiveness of the educational process (*Goncharenko, 1997: 131*). In pedagogy there is no single approach to the separation and classification of regularities of the pedagogical process, because according to A. V. Hutorskoj, each didactic system is based on a special set of pedagogical regularities (*Hutorskoj, 2007: 86*). Therefore, scientists distinguish general pedagogical regularities that reflect the whole pedagogical process, and partial, when their action extends only to certain components of the educational process).

In accordance with the purpose and objectives of our study, we have identified a list of general pedagogical regularities of competence-oriented education and partial regularities, determined by the peculiarity of professional training of future teachers of natural sciences in the context formation of their ecological competency.

On the basis of the analysis of scientific works to the first group we carried the generally accepted regularities of pedagogical process concerning professional training of future teachers: 1) conditionality of pedagogical process to needs of a society and the person (post-industrial society needs competent specialists – teachers with established life and professional competencies, able to carry out adequate education and upbringing of student youth in accordance with modern requirements); 2) personal development (in the process of professional training due to the influence of the educational environment is the development of personal qualities as a basis for the formation of the system of competencies of the future specialist); 3) management of the pedagogical process (regulation and correction of the educational process taking into account the feedback between its subjects allows to ensure the effectiveness of the pedagogical impact on the professional training of teachers); 4) stimulation and motivation (the effectiveness of the educational process depends on external incentives – social, material, pedagogical and internal motivation of the students); 5) unity of sensory, logical and practice (based on the psychological features of the formation of emotional-sensory, abstract-logical and associative connections during the perception and assimilation of educational material and its effective application in practice in solving pedagogical problems or situations); 6) the unity of the task, content, forms, methods and means of the educational process with the expected results of training (determines the feasibility of choosing the components of the educational process in accordance with the objectives and achieving educational results – the formation of life and professional competencies of future teachers); 7) the dynamics of the pedagogical process (compliance with the sequence and stages of personal and professional growth of students in the process of professional training); 8) the integrated result of the pedagogical process (taking into account all the relationships that arise between objects, subjects and stages of the educational process is the key to its success and effectiveness).

In the context of this issue, the study of N. D. Andreeva is relevant, in which she substantiated the pedagogical regularities of formation of the content of environmental education of student-biologist in order to prepare them for environmental and pedagogical activities (*Andreeva, 2000: 31–32*). The general regularities identified by the author reflect the links between the components of the educational process and its subjects and their interaction with the process of ecological and pedagogical training of students, which ensures the integrity of the structure of the educational system in higher pedagogical education.

Taking into account the above developments and taking into account the above general regularities of competence-oriented education in the process of professional training of future teachers, we have identified partial pedagogical regularities that govern and ensure the effectiveness of ecological competency of future teachers of natural sciences:

1) socio-pedagogical conditionality of the content of environmental education and upbringing in higher education institutions in accordance with the public demand for sustainable development of nature and society;

2) functional dependence of the content on the purpose and tasks of competence ecological education and education of students, caused by educational standards;

3) the unity of the structural components of the educational process (content, forms, methods, tools), aimed at forming the ecological competency of future teachers of natural sciences;

4) interdisciplinary interaction of humanitarian and natural science education in the formation of ecological value orientations, ecological consciousness, culture and worldview of student youth;

5) stages and sequence of the relationship of theoretical and practical ecological training of future teachers with the gradual acquisition of experience in their application in professional activities;

6) the relationship between the development of personal qualities of students (interests, needs, motives, beliefs, subjective attitude to nature) with the formation of ecological competency of future teachers.

Conclusions

In domestic pedagogy, a significant contribution has been made to the development of theoretical and methodological approaches to the organization of competence-oriented education. However, most studies relate to the formation of key competencies in general secondary education or have a general pedagogical orientation. Therefore, the introduction of a competency-based approach in the process of professional training of teachers of natural sciences is an urgent problem and requires a detailed theoretical and methodological justification. Defined methodological approaches and bases, general and partial pedagogical regularities of organization of educational process of professional training in the context of realization of ecological education of students, allow to build strategically correctly conceptual model of formation of ecological competency of future teachers of natural sciences. In particular, the organic combination of methodological approaches (competence, system, personality-oriented, activity, technological, contextual, reflective and coevolutionary-noosphere) on the principle of synergetic interaction is the methodological basis for determining the content, forms, means and technologies of environmental competence of future teachers. in the process of their professional training. The formation of ecological competency of the future teacher of natural sciences involves the need to ensure effective pedagogical conditions and appropriate organization of the educational environment in the institution of higher pedagogical education, the development of assessment tools to check the level of formation.

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FORMING AN INTEREST IN PRACTICING TOURISM ACTIVITY FOR THE PURPOSE OF RECREATION AND WELL-BEING OF TEENAGERS IN A PRESENT-DAY ENVIRONMENT

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Summary

The objective of this paper is to prove the hypothesis: an interest in practicing recreational tourism is forming by raising awareness of needs, teaching of vacation travel philosophy, and specific pedagogical approaches at summer recreational camp (SRC) for recreation and well-being; should consider psychological and physical peculiarities of teenagers: teenager as phase of development of intersubjective interaction (competition, compromise, cooperation, adjustment, avoidance) differ in motivation (interests of individuals and interests of group); contentment of tourism activity in terms of SRC will be reached in case of balancing its individual and group needs. In the process of forming the interest in tourism activity in terms of SRC, it is expected to achieve an outcome when the combined knowledge (about becoming more self-aware and the world by means of tourism), sport and recreational activity and satisfaction of its results. In today's unstable and crisis situation, society should care for giving children the opportunity to have a quality recreational time, particularly in terms of activity at SRC.

Keywords: summer recreational camp (SRC), vacation travel philosophy

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1. Introduction

Uncertain political, socio-economic, and environmental conditions in Ukraine and rest of the world, brings in a feeling of protesting and resisting, rejecting and detaching, an extreme self-reliance, neglecting of taking reasonable care for own health, causing a lack of self-awareness and self-realization. These are exactly for the reasons of necessity of providing physical and valeological education in terms of recreational activity as a complex, intersubjective, as well as personally and socially driven physical activity. One of the ways to perform such an exercise is tourism activity in terms of SRC.

Educational novelty of the exact problem is to determine causes and consequences of lower interest rates among minors, regarding to tourism, and reasoning of the ways and means of its discrediting. Specifying this, we mean that due to the lack of factual desire among minors, which should be grounded on the basis of self-actualization approach, valeological culture of a person and social competence. (Hence due to the lack of the factual desire of minors, the process itself, should be grounded on the basis of self-actualization approach, valeological culture of a person and social competence.)

The **objective** of the paper is to reveal and establish the ways and means of forming an interest in practicing recreational tourism among teenagers in present-day surroundings. Within the specified objective it is considered to accomplish following **tasks**:

- reveal modern environment for recreational activities among teenagers at SRC;

- establish the aspect and value of tourism activity to improve personal development of teenagers;
- rebuild the process of forming a positive attitude for tourism activity among teenagers in terms of SRC.

The **methodology basis** of the research includes the concepts of the vacation travel philosophy and pedagogics, along with the teachings of personally-oriented approach, and valeological education. In order to define the efficiency of applying the methodology basis, regarding to the vacation travel philosophy and pedagogics, in the process of forming an interest in tourist activity in terms of SRC, we established valid hypothesis, theoretical and empirical methods, combination of research methods, which represents the working process with factual material.

The working concept of our research is built upon on the belief system, which can be found in a complex of connections of cause and consequence as to the consistency of the process, pertaining to forming an interest in tourist activity among teenagers in terms of SRC:

- it is necessary to consider psycho pedagogical aspects of the problem, that is psycho-physiological peculiarities of teenagers, argumentation of developing of the interest in tourist activity by means of awareness of one's needs, together with teachings about the philosophy and pedagogics of vacation travel; create a proper educational environment of SRC accordingly to the requirements of the regulatory records, which manage the process of similar out-of-school institutions;

• the problem of forming up an interest in tourist activity in terms of SRC can be resolved in union and contradicted interaction of personal and individual along with group motivations. Expected outcome in the process of forming the interest in tourist activity among teenagers in terms of SRC, is in union of knowledge (abilities to know the self and the world by means of tourism), sport and wellness tourist activity and satisfaction of its results. Besides, we have to remind ourselves that:

- the phase of teenagers encompasses a personal and an individual dominance over group;
- different forms of intersubjective communication (competition, compromise, cooperation, adjusting, avoiding) are modified on the basis of a leading motive (individual or group interest);
- a pleasant feeling from the tourist activity in terms of SRC will be achieved under certain conditions of maintaining balance between its individual and group needs.

2. Present-day surroundings for recreation and well-being

In the whole world, teachers and other professionals in the educational field and humanitarian practice are looking for means to resist the civilizational challenges of a present-day. One of the most powerful challenges of today is a coronavirus pandemic (COVID-19), caused by SARS-CoV-2.

Senior Fellow of the Center for Universal Education at the Brookings, Rebecca Winthrop in her report dated March 31, 2020 "COVID-19 and school closures: What can countries learn from past emergencies?" (*Winthrop, 2020*). In her opinion, mobile learning spreads life-saving health-related messages to the public. The United Nations Educational Scientific and Cultural Organization (UNESCO) is observing the impact of the pandemic on education. COVID-19 as of March 30, they estimated that 87 percent of the world's students – that's 1.5 billion learners – have been affected by school closures. The extent of these students are enrolled in primary and secondary schools, but there are also millions of students affected at the pre-primary and higher education levels. More than 180 countries have shut school doors

nationwide, while others have implemented localized school closures. In emergencies community, the lessons and good practices are delivered in almost any case, where the education process is disrupted for a protracted period of time. Particularly, Rebecca Winthrop suggests the idea of mobile education to address the importance of life-saving messages to the public. Educational activities can provide a routine that gives young people a sense of stability amid rapid change. This is a meaningful process of helping children to progress and adjust to their uncertain external environment, as a consequence to develop new skills to be able to deal with during these times. The safety and public health related information is usually shared through education activities, and as it was mentioned above, can demystify the crisis and help children feel more in control of their environment. During long-term crisis, education on the other hand, gives hope for a better future, as a great aspect of supporting natural resilience. In order to bring in these benefits, however, it is essential that education activities are safe, appropriate, and inclusive. There is a spectrum of possible ways to make school systems stronger due to COVID-19 crisis (*Winthrop, 2020*).

Achieving the objective of recreation and well-being for children in terms of SRC, and by means of organizing and maintaining tourist activity, may be combined with advancing a valeology education. This is exactly how mobile education of summer recreational camps is going to be exercised in favor of spreading a vital knowledge how to avoid the danger of getting sick during pandemic times.

Today Ukraine is solving a problem of incorruptible learning and educational process in regard to in and out schooling. Besides, in cooperation with government institutions along with science teachers and practitioners, the decision was made to reopen summer recreational camps on August 1, 2020. However, the decision was made in favour of parts with lowest COVID-19 rates only. The regional state administrations reached such a decision accordingly to articles 6, 23 Law of Ukraine "On Local State Administrations", Law of Ukraine "On recreation and well-being of children", by authorization of Prime Minister of Ukraine since 28.05.2020 № 20002/1/1-20 addressing the Ministry of Social Politics of Ukraine since 14.05.2020 № 6842/0/2-20-29 on asserting the rights of organizing recreational and well-being development of children in 2020, by the authority of Ministry of Social Politics of Ukraine since 09.06.2020 № 390 "On development and validation of events planned for children's well-being and recreation in 2020", etc. Fulfilling the objective for children's well-being and recreation in summer of 2020 and quality control pertaining to children's recreational institutions by means of sticking to temporary instructions, for the purpose of anti pandemic measure at children's recreational institutions, and creating a proper learning environment.

3. Tourist activity: its purpose and value

In terms of SRC tourist activity aims to combine recreation, health improvement, increasing of physical activity, fulfillment the need of being active, forming a mindful attitude towards own health, mindfulness of responsibility to stay healthy, solving other accompanying problems such as aesthetic, moral, self-perception through the lens of gender, ditching the bad habits, opportunity for self-realization, self-identity, self-actualization, etc.

By means and methods, health-improving physical culture differs from simply physical education, because not all the exercises are healthy, but only those which are directed to develop physical qualities and factors, therefore bringing about health, as a state of balance of the human body in relation to its environment, when physical, mental and other capabilities of a personality arrive fully and easily, providing the intensity of functioning, preserving the

distinctiveness of the organism, its efficiency, adaptation to the natural and social environment that is constantly changing.

The process of forming an interest for tourist activity among teenagers, in our opinion, is going to be successful, when the objective of education coincides with the objective for self-education. The goals determine to find the path, choosing proper tourist activity, where the goal shows how strong a teenager's intentions are to walk a chosen path.

4. The process of forming an interest in tourist activity among teenagers in terms of summer recreational camp

Forming an interest for physical exercising and particularly tourist activity in terms of SRC is a complex, structural-semantic aspect.

The fundamental basis in the process of forming an interest in tourist activity among teenagers in terms of SRC is to understand the meaning of the "interest" and "process of forming an interest for tourist activity", using methodological approach and theoretical framework of the forming the interest mentioned above, defining the objective and its task for tourist activity in terms of SRC and its ways and means of achievement, disclosing the applicable pedagogical preparations, forms, and methods at SRC, gender-related peculiarities of teenagers as the object of pedagogical cooperation, founding the subjects of educational impact on teenagers in the process of forming an interest in tourist activity in the terms of SRC, roles within family and school as to physical education for teenagers, the main factors in the formation of an interest in tourist activity, validation of stable interest in tourism as the outcome of its forming process in terms of SRC. Let's consider some of the above individually.

The principal definition of the concept "interest" is the idea of individual objective and need in tourist activity. Fulfilling these elements for a teenager personally, allows to create a new psychological pattern in the form of a long-term interest in tourist activity, arrived at through its forming process in terms of SRC.

The fundamental of the process of forming an interest in tourist activity among teenagers in terms of SRC lies in a process of pedagogical interaction with an individual participating in it: "teacher/instructor/coach – teenager", "teenager – teenager". Pedagogical interaction as a determinant principle of educational process, whereas tourist activity in terms of SRC – is a mutual activity, which is based on habit-forming abilities through learning and practicing of health behavior principles and standards.

Forming an interest in tourist activity, a teacher/instructor/coach should start with learning theory research. First and foremost, the analysis of the psychology of the interest should be studied together with children: 1) defining the need for tourist activity (as a result of mindfulness of necessity for move, travel, change of view, physical activity, self-awareness and self-improvement), personal development/self-development, forming up stable physical qualities, other needs and feelings; 2) search of means to satisfy this need; 3) defining the objective; 4) deciding to choose and follow the path of the tourist activity; 5) gaining a result as a reward; 6) feeling satisfied of the tourist activity, as a satisfaction of a strong need for this kind of activity.

Forming an interest for tourist activity in terms of SRC – is one of the complex processes of self-motivation skills. With these means we should differentiate intrinsic and extrinsic motivation.

However, it doesn't matter how strong the extrinsic motivation might be, but the interest occurs only as a result of intrinsic motivation. Though, it might only occur when the extrinsic motives and goals coincide with the capabilities of a teenager along with being optimal (nor

too difficult nor too easy), meanwhile, feeling of responsibility which is a must for a teenager in order to succeed. Successful realization of motives and goals inspires teenagers for further success, evoking willingness to go on, while demonstrating their own initiative. This is the process of intrinsic motivation and developing teenagers interest in a tourist activity. Intrinsic motivation may also arise naturally from within a teenager, because altogether – the process, the environment of the classes, relationships with teacher/instructor/coach and other members of the team are naturally satisfying.

Satisfying the interest doesn't lead to its disappearance, on the contrary, it is constantly changing, developing, becoming deeper and versatile. Being interested is extremely important in a tourist activity: makes the process of learning easier, encourages practice will-power, helps to develop patience, persistence and perseverance.

There are several negative aspects in the process of forming an interest in tourist activity among teenagers in regarding to SRC, such as:

- deficiency in tourism infrastructure and tourism development;
- contradiction between the theoretical knowledge about the benefits of physical activity and the regular practice of the activity;
- poor level of taking responsibility for own health;
- immature of will power and emotional intelligence;
- poor time management skills.

We should remember for the sake of steady interest in the activity a teacher/instructor/coach should gain profound knowledge in the field of motivation and inspiration for teenagers in general, and especially in relation to different degrees of motivation, like: 1) socially important (to be healthy, ready for work, ready to deploy); 2) educational (master new skills and gain knowledge), 3) resultative (achieve particular result, fulfill a certain standard, perform well in a competition, health-improvement, body exercise, etc); 4) process of motivation (enjoying the process on the way to success); 5) praise (receiving praise from adults and friends, for self esteem improvement). Every of mentioned above, as Rybalko P. noted (*Rybalko, 2011*) is tightly connected with one another. Thus, the process of tourist activity gives a teenager a perspective of gaining something, quality of a champion, sense of team building, achieving high results, communication with peers and adults (teacher/instructor/coach), etc.

Eventually, need or desire leads to an action, whereas a motivation directs to a certain activity and fulfilling the desire in a particular way, giving this activity a direction and keeping a teenager coordinated. The motivation allows us to understand why these objectives were set, resulting in developing a strong willingness to succeed. It is typical for every teenager to have plenty of driven energy as concerning physical activity, thus it's necessary to realize what is all about.

Having a need for tourist activity is an impulsive, guiding and regulating factor of teenage behavior. This is the need to be active, communicative, connected, and spend quality time with friends, playing, having fun, along with self-esteem, enhancing self-awareness, sense of comfort and well-being. All the needs mentioned above, are emotionally driven, which give pleasant or unpleasant, satisfying and unsatisfying sense of being in the process of tourist activity. Teachers of physical education in terms of SRC should always remember teachings of personality-oriented approach to education: teenagers choose the activity which meets their needs (for communication, spending quality time, playing, emotional activities, boosting self-esteem, etc) at the same time experiencing positive emotions.

Teenagers will benefit from tourist activity, when all of the contradictory aspects between tasks of physical education and individual skills are eliminated, together with all of the personal needs and actual capacities for its achievement.

Raising of a recognition and motivational attitude of teenagers for tourist activity will be obvious when teachers of physical education at SRC meet all the means and technologies of every teenager, gender and age specific, as well as social-demographic individual peculiarities.

The process of forming a willingness for tourist activity should be individually-oriented in its form and function, where there is no place for forcing, neither pressuring, nor punishment.

Personality-oriented approach is of a dialogical nature, collective (teenager and adult) problem-solving strategy in order to improve skills in physical education. As for an adult individual (teacher /instructor/coach) who carries out student-teacher interaction in order to create an interest in tourism, it is advised to have the appropriate knowledge and techniques to achieve this goal.

5. Conclusions

In today's times of crisis, it is necessary to provide our children and young people with the access quality time, associated with recreation and general well-being, specifically in tourism activities in the terms of SRC.

The basis of the process of forming an interest among teenagers in these activities is defined in regulatory documents regarding on physical, health-improving education in a modern Ukraine and the world; the humanistic theory of teaching and learning, personality-oriented education; a vacation travel philosophy and pedagogics, which main ideas are freedom, creativity, willingness (interest) and mutual interaction, valeological recommendations as an integral science (on the fundamental laws of spiritual, mental and physical health as for both, an individual and society), the main purpose of which is to create a healthy lifestyle for a child, ability to prevent, but to be ready to the worst, an suitable reaction and psycho-physical recovery to sum up. The **prospect** of further research on the problem is to clarify professionally oriented research of tourism aspects in terms of SRC.

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DIGITALIZATION OF EDUCATION AS A CONDITION FOR TEACHER PROFESSIONAL DEVELOPMENT

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Summary

The article deals with the issue of distance learning implementation during the Covid-19 pandemic and the readiness of teachers for professional development by means of information and communication technologies. Significant problems that arose during the organization of distance learning in educational institutions during the pandemic crisis are noted. The rapid development of digital and information technologies has led to new prospects for personal development in a networked society. Theoretical provisions on the essence of the notions “information competence”, “digitalization of education”, “distance learning” are considered. The content of distance learning platforms such like Edera, Prometheus, EdX, Coursera for the development of teachers' professional competence, including information and communication competence in the intercourse period is analyzed. The possibility of introducing new methods of pedagogical support of tutoring, coaching and mentoring during the organization and implementation of competency-based learning is considered. The article can be useful for specialists of general secondary education during the organization of distance learning and in the development of individual plans for professional development of pedagogical staff.

Keywords: information competence, distance learning, coach, mentor, tutor, non-formal education.

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Introduction

During 2019–2020, humanity faced a surprisingly global problem on a worldwide scale, the Covid-19 coronavirus pandemic. The education systems of different countries, including Ukraine, found themselves in new conditions that required rapid action and reorganization of the educational process, which led to a thorough rethinking and search for modern approaches to the organization of the educational process by means of distance learning. Despite the fact that the introduction of digital technologies in the educational process over the past two decades has been fairly rapid, the enough impact on the professional level of proficiency and the quality of teacher training has not been achieved. The pace of digital technology is far surpassing any other technology of previous generations. Scientists testify that due to the appearance of new information, the aging of professional knowledge, and hence the decline in employee competence, is annually updated about 10% of theoretical and 25% of professional knowledge. Changing the paradigm of the educational process from subject to person-centered requires the search for modern relevant forms of pedagogical process, there is a need to develop and implement new approaches to organizing the educational process in educational institutions, mastering modern pedagogical technologies and methods of students' pedagogical support in the educational process, which are able to implement the tasks of pedagogy by means of digital education. One of the main challenges of the digital transformation in education has been the need for mass training and retraining of teachers. Rapid transition from the traditional (full-time) system

to the remote system training intensified the work of all members of the teaching staff to quickly master the technical means of training.

The aim of the article is to analyze the readiness of teachers to organize and implement distance learning during a pandemic crisis, to identify opportunities for teachers' professional development by means of distance learning in the intercourse period. To achieve the aim of the study, such theoretical methods were used: comparative analysis of pedagogical literature, generalization of scientific and theoretical data to reveal the problems of distance learning and teachers' training.

The rapid development of information technology makes information and digital competence key for everyone, the ability to work with digital technologies is a priority requirement in today's labor market. During the Covid-19 pandemic, the education system faced certain challenges that sometimes made it impossible to organize distance learning in educational institutions, including the lack of an effective distance learning system at the time of quarantine, the lack of distance learning programs and professionals who ready to create their own educational content, insufficient methodological preparation of teachers for distance learning, not all students have gadgets and access to the Internet, which causes the emergence of "digital inequality".

Informatization of the educational process should ensure the implementation of software and pedagogical guidelines, improve forms and methods of organizing the educational process aimed at intensifying the educational process. The works of N. Bibik, L. Bilousova, M. Zhaldak, E. Markova, N. Olefirenko, V. Osadchyi, O. Savchenko, O. Spivakovskiy, O. Shyman and others are devoted to the problems of informatization in education. The experience of using information and communication technologies in education practice is reflected in scientific researches of Yu. Horvyts, O. Kryvliuk, M. Levshyn, N. Morse, Yu. Pervin, O. Rybalko, N. Sarazhynska, S. Khomych, L. Khoruzha, general and technical issues of using the Internet technologies in education were studied by V. Bykov, A. Vahramenko, Yu. Zhuk, K. Kolin and others.

Currently, in quarantine, the need for the **implementation of the educational process by means of distance learning** and effective methods of pedagogical support of the educational process becomes very relevant, so the development of teachers' information competence acquires a new vector of development and modern approaches to its formation.

The term "distance learning" came into use in the West in the mid-1970s, with the opening of a new type of institution, open universities. The first distance learning program was successfully launched in Western Europe in 1988 (*Vasiuk, 2011*). Distance learning is an open education system which that involves active communication between teacher and student with the help of modern technologies and multimedia tools. This form of education provides certain advantages, e.g. free choice of place, time and pace of learning. The Order of the Ministry of Education and Science of Ukraine dated 25.04.2013 № 466 "On approval of the regulations on distance learning" states that *distance learning* is an individual process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through indirect interaction of remote from each other participants in the learning process in a specialized environment that operates on the basis of modern psychological, pedagogical, information and communication technologies (*Kravchenko, 2020*). The organization of distance learning in an educational institution involves the creation of an appropriate educational environment and conditions, namely the availability of computer equipment (individual PC, laptops, tablets, smartphones etc.), high-speed Internet access, licensed training programs etc. When organizing distance learning, the teacher's first task is to take into account the age and

psychological characteristics of the relevant category of pupils (primary, general, senior), who will master educational material, select the material so that it implement the State Standard and Educational Program, its size, content, tasks, consider feedback from pupils. Develop a lesson to make it as accessible as possible, interesting, visual, motivating and stimulating to learn and expand knowledge (*Akhaian, 2007*). To do this, the teacher should adjust the calendar-thematic planning, optimize the educational material and review the expected results, taking into account the conditions of distance learning. Themes, that cannot be mastered by pupils themselves, should be postponed to a later date (if possible). When preparing for online lessons, the time for presentation the educational material should be taken into account, it should be less than 35–40 minutes of a traditional lesson, also you should not start distance learning on a new theme. For better communication with pupils and parents' understanding of the education goals, it is necessary to develop an online schedule (lesson model) taking into account the topic, expected learning outcomes and selected tasks, types of work that will ensure the achievement of learning outcomes. The issue of feedback on meeting the educational process, educational needs, psychological comfort, compliance with the content and mode of learning, creating opportunities for the development of creative potential of pupils, etc. is extremely important. Feedback is the basis for the interaction of all participants in the educational process, it serves as a basis for planning and improving the educational process by means of distance learning, allows teachers to respond quickly to difficulties in mastering the material. The quality of distance learning depends on many factors, e.g. selection of educational material, skill and level of information technologies mastery by the teacher, the content of the lesson, the provision of technical means etc. When organizing distance learning, the teacher should form the educational content so that in the educational process pupils develop the need for independent knowledge, the ability to operate with information from various sources, to create conditions for active learning using modern pedagogical technologies which stimulate disclosure of pupils' internal potential and the development of their individual educational trajectory.

When the structured effect of time and place, which is generated by schools, decreases and online learning begin to play a dominant role, the role of teachers does not decrease, but rather increases. The teacher keeps an important place in the direction and coordination of pupils' learning through direct teaching or through methodical assistance in pupils' support, including distance learning, in synchronous and asynchronous modes. Synchronous mode (online mode) allows the teacher to cooperate with pupils in real time, the advantage is the instant involvement of pupils in the educational process, as all participants are in the web environment at the same time. Asynchronous mode (offline mode) provides the implementation of the educational process in a convenient time mode for pupils with audio-, video lessons, discussion board, presentations etc. When choosing a mode of study, the teacher should combine synchronous and asynchronous modes, mixed learning will form in pupils a responsible attitude to self-mastery of subjects, but accompanied and adjusted by the teacher. Modern trends in the development of innovative society due to the rapid development of information technology, prepare a challenge for teachers who should constantly develop, deepen their professional knowledge and increase professional competence, including the mastery of information and communication technologies in education (*Sokolova, 2013*).

One of the important issues is the **training and retraining of teachers**, who have problems with mastering and applying computer technologies, creating educational programs, modern techniques and tools that facilitate visualization during distance learning: interactive interface, e-textbooks, interactive presentations, e-notes, video lessons, etc. Teacher information

competence, as noted by A. Akhaian and O. Kyzyk, is closely related to the ability to use information technology, gadgets and apply information and communication methods. In a broad sense – with the ability to rethink information, solve information retrieval problems using various information retrieval systems, i.e. to carry out information activities using both traditional and new technologies (*Akhaian, 2007*).

The rapid introduction of information technologies in everyday life, and in the educational system in particular, makes digital competence key for every modern person and today digitalization is a major factor in the development of the world labor market. The ability to work with digital technologies has become the life norm. It is impossible to imagine the educational process without information technologies, educational programs require the use of modern educational technological tools that contribute to the visualization of learning: interactive interface, multimedia content, online courses, online exams, tests, electronic (digital) textbooks, interactive presentations, electronic notes etc. The most popular educational platforms and services for e-learning in Ukraine are “iLEARN”, “MOODLE”, “MY CLASS”, “PADLET”, “LEARNINGAPPS”, “CLASSTIME”, “EQUITY MAPS”, “GOOGLE CLASSROOM”, “GOOGLE SITES”, GOOGLE FORMS, Zoom, Viber, Telegram, Skype, Meet.google.com, etc. were used to create effective interactive teacher-pupil-parent feedback during distance learning.

Modern education requires from the teacher **new approaches to the support and development of personality**. The teacher's pedagogical activity acquires new functions: facilitation, tutoring and coaching. In the system of education, the approach of which is focused on the pupil, the most popular are the methods of “coaching”, “tutoring” and “facilitation”. This practice originated in the early 70's in Western Europe, is a modern tool for personal and professional development. Scientists A. Andriiev and N. Dolyna believe that the method of coaching arose on the border of psychology, management, philosophy and logic, which makes coaching a tool that reveals the inner potential of man. The scientists' works deals with the innovation and advantages of this technique in the work on the formation of personality and his or her development. The implementation of this approach allows an individual not to be a pupil, but to be a partner in the educational process. In the Concept “New Ukrainian School” considerable attention is paid to the implementation of educational activities in educational institutions on a partnership basis. The pedagogy of partnership is based on the principles of humanism and creative approach to personal development, the transition to a qualitatively new level of building relationships between all participants in the educational process. Coaching technology is inherent in higher education, postgraduate education, etc., but we see that the coach's activities implement the functions inherent in the modern teacher, which include: mentoring, communication, coordination, partnership in the educational process, especially during distance learning. A modern teacher can act as a mentor (from the Latin mentor intention, purpose, spirit) – teacher, mentor, leader, consultant (*Vylegzhaniina, 2015*). “Mentoring” in the educational process is implemented as a didactic, personal long-term relationship between a competent mentor and the applicant on the basis of professional, academic and personal development (*Byrko, 2018*). To implement group communication activities, the teacher can act as a facilitator (from Latin facilis – easy, convenient). The facilitator is a person who provides group communication during the meeting, provides the rules of group work between participants of the process. Taking into account the international practice, it can be argued that these techniques (mentoring, coaching, tutoring) promote the development of personality and academic achievements of pupils and can be applied at all levels of formal and non-formal education.

Digital technologies provide lots of possibilities to master the educational material at a convenient time, allow to design an individual educational trajectory and give the opportunity

of lifelong learning. Distance learning requires a teacher to widely use information, communication and digital technologies, and therefore have information and digital competence. Information and digital competence involves the teacher's ability to navigate in the information and digital space, to find and organize information in accordance with the needs and requirements of modern society. One of the professional competencies of a modern teacher is information and digital competence. Ability to navigate in the information space, search and critically evaluate information, be able to operate it in professional activities, through the use of personal computers, office equipment, e-textbooks, teaching and methodical manuals, instructions, recommendations in electronic forms, visual aids and pedagogical software means (Sokolova, 2013). That is why in order to correct knowledge and skills in the field of modern information and communication technologies in education, the issues of systematic mastering and improvement of information and communication technologies of teachers in the intercourse period are acquired.

S. Kravchenko notes that digitalization in education is the creation of digital educational content, it is not only a tool but also a living environment that reveals new opportunities. For example, learning at a convenient time, lifelong learning, the ability to develop their own educational trajectory through the Internet, etc. (Kravchenko, 2020).

L. Yemets claims that the informatization of education is one of the main directions of the informatization process, dictated by the needs of modern society, in which the main driver of progress is individual development (Yemets et al., 2013).

Distance educational platforms have been created for the **professional development of teachers** on the Internet: *Prometheus* is the first and largest free education project for everyone in Ukraine, created in 2014 by Ivan Prymachenko and Oleksii Molchanovskyi for mass open online courses. Among its partners are the best universities in the country: Kyiv-Mohyla Academy, Kyiv National University named after Taras Shevchenko, Kyiv Polytechnic Institute, Ukrainian Catholic University and Lviv IT School (LITS). *Coursera* is a project that changed the perception of online learning, founded in 2012 by Stanford University computer science professors Andrew Ng and Daphne Koller. According to statistics in 2016, Coursera had 1,563 training courses prepared by 140 universities from 28 countries. *EdEra* is a Ukrainian project, an online education studio, a platform for mass open online courses. The peculiarity of EdEra is that the platform offers a wide range of courses that are focused on teachers: on teaching in primary school, non-discriminatory approaches in education, working with children with special educational needs etc. In the EdEra blog, the platform team provides tips on how to effectively summarize, learn, and memorize materials. EdEra partners include the Ministry of Education and Science of Ukraine, Osvitoria, VoxUkraine, Intel, Studway and many others. For pupils, EdEra offers a platform to prepare for external independent assessment. *EdX* is an open interactive course platform founded by Harvard University's Massachusetts Institute of Technology. On this platform you can take training programs from the world's best universities online. EdX courses are divided by topics, level of difficulty and languages. In the course menu, all these filters can be configured so that the system offers you exactly the ones that suit you the best. EdX, like Coursera, has free and paid courses. It all depends on the program and which higher education institution prepared it: there may be paid certificates or study materials. EdX is praised for supporting tutors who can prompt and correct students' mistakes, but if you are not willing to pay for it, you can sign up for the curriculum in "auditlearner" mode. Educational platform operates a loyal system of financial assistance for those who really want to study on the platform, but do not have money to pay for it. The assistance can be up to 90% of the cost. Developing video lessons, Salmon Khan launched a full-fledged educational platform

“Khan Academy”. The educational field of mathematics and computer science is widely represented on the platform. The open platform does not require registration and has three sections “For pupils”, “For teachers”, “For parents”. The peculiarity is the lack of tests, tasks to perform, but it should be noted that there are no certificates too. According to the plan of the the platform founder, pupils, teachers, parents should decide at what pace to study and how deeply they want to study a particular subject. Hence, we can see that information and communication competence is defined as one of the basic competencies all over the world.

Conclusions

The pandemic has accelerated the use of electronic services and the acquisition of distance technologies by teachers and education applicants. It led to the rapid development of mastering new methods and technologies of accompanying pupils during distance learning. But in the current challenges caused by the COVID-19 pandemic, global cataclysms, military conflicts, environmental and economic disruptions that threaten the right to unimpeded and accessible education of children and youth in Ukraine and around the world, the education system needs a thorough rethinking and finding new approaches to learning and personal development. The demand for distance learning is growing, quarantine has shown that not all teachers are ready to work remotely, not all are able to rethink and restructure the educational process. The education system of different levels faces new challenges, including: the official launch of the permanent National Educational Electronic Platform, the development of educational materials, software for distance learning; means of monitoring pupils' academic achievements, providing correction of the educational program for revision and assimilation of educational material; methodological support, training and retraining of teachers in digital technologies and providing educational institutions with technical equipment for remote learning, connection and access to the Internet, quality of the Internet, increasing attention to families in difficult circumstances to reduce educational inequality, etc. Educational processes are in a state of transformation, the world around us is becoming more mobile under the influence of many factors, thus education should become more flexible and individualized.

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FORMATION OF READING LITERACY OF PUPILS BY MEANS OF PHYSICS

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Summary

Based on the theoretical analysis, the concepts of reader literacy and reading competence are researched and formulated, and the structure of reader literacy is determined. The author considers the components of reading literacy, which are formed in the process of studying physics through the components of key competencies identified by the program. The most characteristic types of visual presentation of information in physics textbooks are also identified and its significance for the formation of both subject competence in physics and the experience of reading such information. The contribution of physics to the formation of developmental and activity components of reading competence is determined and certain generalizations and recommendations for enriching the experience of reading activities of various texts especially those containing graphs and tables are formulated. The author substantiates the hypothesis of increasing the level of reading literacy of main school students by formulating certain meta-cognitive reading strategies and generalized conclusions and recommendations when working with subject graphics.

Keywords: reading competence, reading experience, various texts, types of visual information, reading graphs, charts, tables.

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Introduction

We live in a world where the amount of information is growing at an unstoppable pace. The development of information and communication technologies has also led to the emergence of a large amount of electronic information that penetrates into all spheres of life. Changing the nature of information, increasing the amount of information we process daily from various sources, increasing the formats of its presentation, the educational community faces the task of finding quality methods to develop the school pupils skills to work with such information and learning the knowledge needed in today's world.

In the process of learning activities, pupils will receive new information to a greater extent through reading activities. Reading skills, which were considered necessary for success in learning and in life a few decades ago, are different from those needed today. Today it is important to understand the context of the material read, the ability to quickly get acquainted with a large number of different information and highlight its main aspects, analyze for further conclusions and use. The very interpretation of the text has also changed. Therefore, the issue of forming reading skills in the pupils of main school for successful further self-realization and lifelong learning is relevant today. The purpose of the work is finding out the essence of the concept of "reading literacy" and the possibility of the subject of physics for the formation of reading literacy in pupils.

The concept of reading literacy and reading competence in the research of scientists

The development of technology is constantly changing the nature of receiving, reading and exchanging information. Today, life forces us to use not only printed information, but also electronic. More and more information is presented in a compact form using various forms of visual representation of a material, which in turn requires special reading skills (*Waters, Schneider, 2010*). In the scientific, psychological and pedagogical literature there are the concepts of “reading literacy”, “reading competence”, “reading skills” (*Smetannikova, 2009; Westhoff, 1997; Savchenko, 2011 etc*). The concept of reading competence is associated with the ability of an individual to read in order to acquire new knowledge that helps in practical life and further learning (*Orlova, 2008*). A number of researchers consider reading competence “as a collective integrative personal quality that contains both developmental (development of thinking, reading mechanisms, formation of emotional and volitional sphere) and activity components (formation of reading skills and strategies – goal setting, search and analysis of information, understanding and text interpretation, evaluation and formation of judgments about the text), which correspond to the tasks of each level of education” (*Smetannikova, 2009; Savchenko, 2011*).

The formation of reader literacy is possible only in the process of reading, which is an active, purposeful process of perception, comprehension, interpretation and evaluation of the read textual information. Reading activities are different at each level of education.

Reading literacy of main school pupils

It should be noted that in most methodological studies of domestic scholars the content and structure of reading competence was considered on the basis of studying the subjects of language and literature in primary school and Ukrainian and foreign fiction in high school (*Chepelieva, 2004*).

Foreign researchers began to study the issues of reading literacy of main school pupils in the framework of the international monitoring study PISA (*The Organisation for Economic Co-operation and Development, 2018*). In this investigations we read :– the ability to read visual texts, written by hand or printed on the screen, which can exist both independently and be part of larger texts, is defined as reading ability; – reading skills are the basis for full participation in the economic, political, social and cultural life of modern society; the term “text” refers to all language that is represented in graphic form: handwritten, printed or on the screen, visual images such as diagrams, illustrations, maps, tables, graphs and comics that contain elements of written speech (eg captions) (*OECD, 2018: 13*).

Reading in the form in which it occurs in everyday life (reading newspapers, posters, ads, social networks, educational sites, formulas, etc.) is a reading activity. The expansion of the field of reading (the emergence of electronic texts, different types of visualization) necessitates a broader definition of “reading skills”, which includes both basic reading processes (learned in primary school) and higher level skills – reading different types of visualization and digital reading (*Leu et al., 2013; Taboada, Tonks, Wigfield, Guthrie, 2013*).

Based on the research, we can say that the formation of reading literacy and reading skills does not end in primary school, but continues throughout school, and has different tasks in accordance with the objectives of education at each level of education. According to the results of the monitoring study (2018), conducted for 4-th grade pupils (*Ukrainskyi tsentr otsiniuvannya yakosti osvity, 2019*) and 15-year-olds to determine the level of their literacy (*OECD, 2018*),

it is clear that there is a gap of 12,1% between the number of primary school children, who have reached the basic level of reading literacy and the number of main school children. The basic level of reading literacy was set for each age period.

For 15-year-old pupils, “basic reading literacy is defined as the level at which pupils can not only read simple and familiar texts and understand them in a straightforward manner, but also demonstrate, even in the absence of clear instructions, a certain ability to connect several pieces of information to draw conclusions that go beyond the information explicitly stated in the text, and to link information from the text with their own experience and knowledge” (Mazorchuk, Vakulenko, Tereshchenko, Bychko, Shumova, Rakov, Horokh, 2018). The analysis of the questionnaires showed that the main reasons for the presence of a large number of main school pupils (25,9%) who did not reach the basic level of reading literacy are low motivation to read in general and lack of experience in reading texts containing tables, charts and graphs, hyperlinks (Mazorchuk and other, 2018).

The contribution of physics to the formation of reader literacy

Physics as a subject also contributes to the formation of reading literacy, it is physics that has the opportunity to form the experience of reading graphs, charts, tables and more (Kovalenko, 2016). Analysis of normative documents and programs in physics has shown that the separate concept of “reading skills” or “reading literacy” does not occur, but we can identify some of their components through which they are expressed. These components are components of key competencies (Table 1) (Liashenko and other, 2017).

Table 1

Components of reading skills in key competencies

Key competencies	Components
Communication in the state (and native – in case of difference) languages	Skills: – understand information from textbooks, manuals and other textual and media sources in the state / native language; – present textual information in another form.
Communication in foreign languages	Skills: – use foreign language educational and popular science sources to obtain information of physical and technical content, self-education and self-development.
Mathematical competence	Skills: – apply mathematical methods to describe, process and evaluate the results of the experiment.
Information and digital competence	Skills: – identify possible sources of information, select the necessary information, evaluate, analyze, recode information; – use modern devices to receive, process, store, transmit and present information
Ability to learn throughout life	Skills: – to apply the acquired knowledge for mastering new ones, for their systematization and generalization.
Initiative and entrepreneurship	Skills: – to evaluate the possibility of applying the acquired knowledge of physics in future professional activities, to effectively solve everyday problems.

From the table we see that the skills to be formed in pupils in the study of physics correlate with the components of key competencies. Therefore, selecting the means and methods for the formation of subject and key competencies, the teacher will form both the developmental and activity components of reading literacy. We will pay special attention to the possibilities of physical material for the formation of metacognitive strategies and to enrich the experience of reading. Correct reading experience and elements of reading strategies are formed in physics lessons when working with textbook texts, workbooks, instrument manuals, device passports, online sources and sites for studying physics, when performing laboratory work necessarily under the guidance and assistance of a teacher. Such metacognitive strategies of reading should include: setting goals for reading (understand the instructions, memorize the rule, highlight the main idea, find commonalities or differences, etc.); adaptation of reading depending on the set goals (this includes tips or recommendations of the teacher on how best to achieve the set goals); knowledge of how to summarize what is read or memorize important information (for example, the use of memo descriptions of the device, the phenomenon, the algorithm for processing graphs of certain types); knowledge of how to solve problems with understanding (solve a problem, take a test, answer questions on a topic, etc.) (*Waters, 2010*).

Due to the use of computer technologies in the educational process and life, we often deal with mixed text formats, which contain both fixed texts and dynamic (*Waters, Schneider, 2010*). Fixed texts are texts with a given linear structure, instructions, almost no navigation elements. They can be presented both in printed format and in electronic form. Dynamic texts have a more complex, non-linear organization and many navigation elements. To build their own text, the reader should have self-regulated reading, which means: the integration of physical actions such as clicking, scrolling down with cognitive processes, such as forecasting, evaluating and analyzing the quality of information. Pupils gain experience reading fixed texts by working with textbooks and clearly defined linear texts on the Internet. It is more difficult for a teacher to organize activities to gain experience working with dynamic texts. Within the curriculum, this can be organized in the project activities of pupils. Both fixed and dynamic physics texts have a lot of visual information. Visualization is the presentation of information, data, facts in a visual form (*Ukrainskyi tsentr vidkrytykh danykh, 2015*). The main tasks of visualization are to interest, motivate and make more compact large amounts of information more accessible to perception. According to statistics, among the most used types of visualization in texts are histograms; bar charts; line diagrams (graphs), scattering diagrams and bubble diagrams; pie charts; table as a visualization technique (*Ukrainskyi tsentr vidkrytykh danykh, 2015–2020*). School physics, due to its specificity, makes a significant contribution to the formation of the experience of “reading” tables, graphs, as well as formulas, models, diagrams, reading data from the dials of analog and electronic devices. Graphs, as a type of visual information, allow you to effectively show a variety of relationships, relationships between different variables. It is worth noting that graphical dependencies are studied in the course of mathematics, but the use of these graphical dependencies on real-life examples is inherent physics course. The contribution of physics to the experience of reading is given in the *tables 2–3*.

The table provides information on the use of graphical visualization, such as graphs, charts, nomograms, geometric constructions in physics to explain and better understand the subject (*Kovalenko, 2016; Liashenko an oth., 2017*) provided by the requirements of physics programs, and formulates some generalizations, recommendations, conclusions for visual information reading that can be used in the future for conscious reading of various texts.

Table 2

The contribution of physics to the experience of reading (Mechanics)

Physics section	Use of graphical visualization in physics	Gained experience for reading activities
Mechanics	Body movement graphs; graphs of body speed; the method of graphical integration to determine the path traveled by the body; using the graphical method to formulate the concept of the average speed of non-uniform rectilinear motion; consideration of oscillatory motions; consideration of concepts: momentum, work, power; demonstration of the dependence of the force of elasticity on deformation; demonstration of the dependence of the acceleration of free fall on the distance of the body to the Earth's surface; description of the features of the force of friction at rest; dependence of work on time; changes in kinetic energy, potential energy of a deformed body and potential energy of a body raised above the Earth in closed systems	Graphs – a way to set the functional dependence; graphic method – a method of scientific research; graphical and tabular presentation of measurement results; skills of analysis of graphs and determination of additional parameters according to graphs, implementation of additional calculations or indirect measurements; extrapolation of the obtained results to simplify individual calculations and calculations; understanding the hypothesis of “direction” of the graph; understanding that data points in the coordinate plane can show both a trend and typical deviations from it; “whiskers” added to the points on the graph show the limits of probable error; the experimental curve as a band of a certain thickness can show the limits of probable error (ie deviation of theoretical calculations from experimental measurements); in line diagrams there can be a combination of several lines, which is very convenient for comparing the parameters of several similar objects; the color or type of reference lines on one coordinate plane is used to encode different dependencies; understanding of scaling on axes and when denoting three or more variables; reading graphic images of functional dependencies that underlie various technological installations, structures and machines; understanding a bar chart in which each column consists of layers, the thickness of each of which encodes a variable, the sum of which is a significant whole (reading energy charts in which each type of energy for a given stage is presented as a rectangle with height or width corresponding to the energy value).

Table 3

The contribution of physics to the experience of reading (Molecular physics and thermodynamics, Electricity, Optics, Atomic and nuclear physics)

Physics section	Use of graphical visualization in physics	Gained experience for reading activities
1	2	3
Molecular physics and thermodynamics	Use of graphs to describe thermal processes, in particular melting and crystallization of solids, evaporation and condensation of liquids, boiling; the use of diagrams for the analysis of energy conversion in thermal processes, thermal balance as a consequence of the law of conservation of energy in thermal processes; use of models to demonstrate the principle of operation of heat engines; graphic representation of isoprocesses in gases; phase transitions in thermodynamics; use of models to depict types of crystal lattices.	Graphic method – a way to set the functional dependence; understanding and reading diagrams; work with models; understanding and reading on graphs the dynamics of phenomena and processes; use of prognostic function at the analysis of the schedule for clarification of “behavior” of the investigated variable; reading instructions in the workplace, the ability to interpret the results of the experiment on schedule.

Table 3 (Continued)

1	2	3
Electricity	Explanation of concepts: wavelength, amplitude of oscillation, period, resonance, phase, phase shift in electromagnetic oscillations with the help of graphic images; using graphs show the dependence of the resistance of the conductor on the length at a constant cross-sectional area, the dependence of the resistance of the conductor on its cross-sectional area at a constant length, illustration of the dependence of current on voltage and electrical resistance; electrical resistance to temperature for metals and semiconductors, the use of nomograms to determine the resistance of any number of conductors connected in parallel.	Visual representation of the relationship between quantities; combination of formula and graph for the formation of concepts; reading and calculations of electrical circuits both analytically and using nomograms.
Optics	Use of constructions for understanding and analysis of the course of rays in lenses; solving problems on the application of the laws of geometric optics, on the calculations of optical systems.	Recognition, understanding and analysis of geometric optics constructions; nomogram analysis skills.
Atomic and nuclear physics	Using a graph of the dependence of radionuclide activity on time.	
	Use of nomograms; reading of semi-quantitative graphs (in which not only numerical values are plotted on the axes, but the ratio of quantities, conditional values of quantities or the value of a quantity is set through the number of conditionally accepted values); ability to read or submit the dependence on the third value in the quantitative graph.	

Conclusions and suggestions

Thus, reading literacy is an integrative quality of personality that includes both components of development and activity, elements that correlate with the components of key competencies. Reading literacy is improved and developed through the experience of conscious reading in the learning process. The components of students' reading literacy in physics lessons are formed by the teacher, forming the key competencies defined by the program. Physics texts also make a special contribution to the formation of reading literacy of technical texts or texts with visualization. Enrichment of experience and formation of strategies for reading technical texts or texts with many types of visualization, such as graphs, charts, diagrams, tables, occurs in the formation of subject physical competence, by formulating certain conclusions, general recommendations, algorithms for reading graphs that can be used in such cases or texts. Prospects for further research are the development of generalized recommendations for each topic in physics, which contains elements of the considered types of visual representation of information, which would be used as a guide for reading various texts.

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FORMATION OF THE WORLD VIEW OF CHILDREN AGED 5–8 YEARS

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Summary

The article is devoted to the problem of the world's view formation of children from five to eight years old, the urgency of the problem of the formation of the world's view formation of children of senior preschool age and primary school age is revealed, the essence of the concept of "world view" as a component of the multilevel structure of the world view is determined. Preschool age is the basic period of the formation of the child's personality, the formation of their worldview. The constantly growing requirements for the content and organization of education and upbringing require new, more effective approaches to the formation of the personality of older preschoolers and younger students.

Development programs for children of senior preschool and primary school age orients teachers towards the introduction into practice of a holistic approach to the development of a child's personality: viable, flexible, conscious, creative. And the foundation of the new model of the organization of the child's life is the development of their personal culture, it begins, first of all, with the perception of the world. Therefore, in solving these problems, the problem of forming the foundations of the worldview of children and primary schoolchildren is of particular importance.

The features of the formation of the worldview foundations of children of senior preschool age and primary school age are considered. Studies of the problem raised are analyzed. The key concepts that form the substantive basis of the research are characterized.

Keywords: worldview, outlook, self-awareness, image of the world, world picture

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Introduction

One of the key directions of reforming modern Ukrainian education is the integration of approaches to building the content of the educational process, which is due to the need to form systemic thinking of children, a holistic world picture. A child is able to navigate in the environment, to act effectively in it only because it constantly receives information about the world in which it lives with the help of its senses. The objective need of the Ukrainian society for innovative educational practices actualizes the problem of forming the worldview foundations of children of senior preschool and primary school age.

Research analysis. The theoretical analysis allows us to conclude that in the domestic and foreign psychological and pedagogical literature, the problem of the formation of worldview foundations of children 5–8 years old is not sufficiently studied, there is no single approach to determining the structure and potential of this process. The peculiarities of the formation of the worldview of children of preschool and primary school age are presented in scientific modifications by I. Belaya, G. Burmenskoya, E. Nefedova, L. Shelestov, N. Shishlyannikov, T. Shmeleva, psychological characteristics of life experience and worldview of young school age are studied by Sh. Amonashvili, L. Bozhovich, I. Kudaev, A. Lyublinskaya.

The purpose of the article is to actualize the problem of forming the worldview foundations of children 5–8 years old.

The main text

A child's cognition of the world around him must begin with an idea of her through her communication with nature, with her living contemplation and with an emotional perception of natural phenomena. Learning about nature, children 5-8 years old have the opportunity to perceive the world around them holistically. Each child has his own individual world, which depends on his own perception, on his attitude to the perceived, her assessment of the phenomena of the surrounding world. The study of philosophical and psychological-pedagogical literature made it possible to clarify the essence of the concept of "worldview".

In psychology, the concept of "perception" (perception, from Lat. *Perceptio*) is defined as a cognitive mental process, consisting in the reflection of objects and phenomena by a person, in the aggregate of all their qualities, with a direct impact on the sense organs (*Gering, 2004*). The scientific category "perception" is also interpreted as a complex process, during which information about individual properties of an object is combined into a sensory image and interpreted as information generated by objects or events in the environment (*Chepa, 2010*).

It is important to note that the concept of "perception" is a holistic reflection of objects, situations and events, arising from the direct impact of physical stimuli on the receptor surfaces of the sense organs, as a result of which a perceptual image is created.

According to E. Nefedova, the perception of the world is a personal state that determines the readiness to carry out worldview activities, expressed by interaction with the environment on the basis of ideas about the world and about oneself, social norms and values (*Nefedova, 2006*).

In the understanding of G. Kondratenko, "perception of the world" is a component of the multilevel structure of the worldview as a holistic, sensory-figurative representation of a person about the environment, which determines its relationship with the world (*Kondratenko, 2007*).

A person's worldview is formed not only with the help of certain beliefs or impressions, but also on the basis of their own life experience. As L. Obukhova notes, individual life experience is a child's holistic idea of nature, social environment, people, culture, a set of vital-semantic knowledge about the world that determine her image of the world, on the basis of this knowledge a habit of addressing is developed (*Obukhova, 1995*).

N. Gromova notes that the image of the world, in addition to the system of meanings and images is also characterized by the child's own attitude to the world around him, the vision of himself and his role there, which leads to the appearance of such emotional states as pleasure or conversely, disappointment (*Gromova, 2008*).

The children's world picture, according to A. Kononko is a set of ideas of a growing personality about the natural world, a man-made world, people around, themselves and their place in life, which regulate behavior and activities in a manner typical of its culture. The researcher identifies the following aspects of world picture as: completeness – particular, harmony – disharmony, clarity – schematic, width – narrowness, adequacy – inadequacy of the child's ideas about the world and himself there. The modern world picture determines the field of cognition and activity of a growing personality is constantly expanding, becoming more complex, becoming more diverse.

The general world picture of a growing personality according to A. Kononko, consists of four main "plots", "child and nature" (the nature of the planet Earth and the nature of Cosmos), "child and the man-made world" (everything that is created by the hands of people, their mind,

talent and constitutes a cultural heritage), “a child and other people” (different in age, sex, kinship, attractiveness, occupation, social status ...), “the child is his “I” (external and internal) (Kononko, 2010).

Yu. Schwalb notes that the world picture is not built from scratch every time, but it is built on top of the already formed “core” (Schwalb, 2010).

On the basis of a holistic world picture, the child’s worldview is formed, it will later become the basis for the child’s worldview as a reflection of the child’s inner view of light in its integrity, diversity; awareness of the meaning of the world in your life; the ability to see the main thing in him, to feel, to consider, to discover all its main “plots”, to enrich his life ideas, impressions, experience; to understand the meaning and value of the world, the meaning of oneself for the people around, in order to navigate correctly in it, find one’s place, and solve problems constructively.

A. Kononko identifies four successive stages in the child’s acquisition and assimilation of information about the world around him and himself: the acquisition of knowledge about life, nature, objects, works of art, the role and activities of man, norms of behavior, basic values, and likes; mastering experience, positive or negative emotional-rational attitude to a certain value, its acceptance or rejection; the formation of a conscious attitude, which means the willingness to act in accordance with certain values (the basis of belief); the emergence of an incentive to action, the readiness to make volitional efforts, an elementary form of an active life position (Kononko, 2010).

The world picture is a kind of result of the child’s cognition, as a result of which a certain model of the structure of the surrounding world is formed in the mind of a preschooler, and the formation of world picture is an important condition for the harmonious entry of a growing personality into the complex wide world around. The world picture is characterized by integrity, on the one hand, as a vision of connections and dependencies between objects and phenomena of the surrounding reality, and on the other, as an opportunity to see the world in its various aspects: from the point of view of certain scientific facts; knowledge of the world through images; cognition through relationships.

In the structure of the world picture L. Shelestova distinguishes three components: cognitive (awareness of the laws of the world in the unity of four worlds: nature, culture, society and one’s own “I”); emotional-value (awareness of one’s own moral / immoral orientation in relation to the world) activity (the ability to regulate one’s own behavior in accordance with one’s own worldview and moral / immoral orientation in relation to the world) (Shelestova, 2014).

A 5–8 year old child has not yet formed a worldview as an integral harmonious system of views, relationships, understanding of the surrounding social and natural world, personal “I” (Yakimenko, 2017).

Therefore, in our opinion, it is more appropriate at this age stage to form the foundations of the world perception as a process of cognition and comprehension of the world, including the conscious and unconscious in its psyche and behavior. An essential ability of the child, it allows you to distinguish yourself from the world around you, to realize yourself and find your place in the world of self-awareness (Obukhova, 1995).

The child’s cognition to himself creates what we call self-consciousness and includes consciousness, but is not a mechanical sum of the latter, since it contains what constitutes it. Self-awareness is higher than consciousness. Spiritual and creative unification of consciousness and self-awareness forms the child’s worldview. Elements of consciousness (knowledge of the surrounding reality) are present in the worldview in a systematized and generalized form, and self-awareness (awareness of this knowledge and oneself, one’s “I”) organically fits into the system of one’s own knowledge (Yakimenko, 1992: 9).

As D. Feldshtei notes, the child's consciousness reflects the influences of the external world in the form of feelings, thoughts, motives, manifestations of will, which form a certain attitude to the surrounding reality, facts and phenomena of life. Perceiving the initial information from the surrounding world and society, the child expresses it through his own perception of the world (*Feldstei, 1989*).

The worldview has an activity nature, being a personal state, which determines the readiness of a person to interact with the natural and sociocultural environment on the basis of existing ideas about the world around him, other people, about himself and his activities, social norms and values. The process of the formation of the child's worldview occurs as a change in time in the way the personality interacts with the environment and it is due to the growth of the child's subjectivity. The purpose of the process of forming the worldview of a 5-8 year old child is to create the prerequisites for increasing subjectivity in its interaction with the natural and sociocultural environment. Since the age period of 5-8 years corresponds to senior preschool and primary school age, it is the content of preschool and primary education that provides children with a holistic knowledge of the world, their assimilation of social norms and values. Let us consider the features of the worldview formation of children of senior preschool and primary school age (grade 1–2).

According to I. Bila, from a psychological and pedagogical point of view, the importance of the preschool period of the formation of the world perception is difficult to overestimate, since during this period the image of the world is intensively constructed and built from those elements, images that the child, accompanied by an adult, perceives, assimilates and accumulates in his worldview deposit. Preschool education, which is compulsory today, aims at shaping the child's personality, developing a positive outlook, gaining social experience, maintaining and strengthening the physical, mental and spiritual health of the child (*White, 2016*).

Preschool age is the basic period of the formation of the child's personality, the formation of his worldview. A preschool child begins to perceive the world around him based on the impressions he receives from communication with adults and his immediate environment, accepting certain qualities of the environment to which he gets used to, in which he grows and shows interest in the activities that dominate in this environment. Thus, the child gradually builds up her own prism of perception of the world, which allows him: to see everything around from a certain angle of view, build images, choose visual structures among them priority ones, which determines his worldview, outlook and, finally, life path.

According to A. Kononko, the dynamics of the development of a preschool child as a person is associated with a change in his attitude to the surrounding reality and to himself. Each change is a new stage in the development of his consciousness and self-awareness and is associated with how the child identifies himself and compares with the world around him (*Kononko, 2013*).

In particular, the author notes that a picture, or image of the world, is a reflection of the child's inner view of the environment and himself, directly connected with the system of its values, with what is of particular importance for him has acquired a personal meaning (*Kononko, 2009*).

According to the research results, V. Rusevich asserts that the "I" image is already a more or less permanent personality neoplasm of a 5-6 year old child (*Rusevich, 2009: 145*).

I. Kondrat believes that in the practice of preschool education institutions, the possibilities of an integrated educational space are not realized, which is favorable for the child's understanding of the interconnections and interdependencies available at the age and therefore an effective way of forming a holistic picture of the child world. Therefore, there is a need to develop

integrated tasks of cognitive and cognitive-creative content, which would provide for the development of cognitive independence of children and provide them with the opportunity to convey their life impressions in different ways – verbal, artistic-figurative, etc. (*Kondrat, 2013: 6*).

Important scientific principles of the Basic component of preschool education are the formation of ways of knowing the preschooler, understanding and reflection of the internal (mental) and external (Universe) world picture. Each child builds his own “prism” of the worldview, which corresponds to social life, the life of a child living both in a preschool institution and in a family circle (*Bila, 2013*).

The more emotional, the brighter the child’s entry into the system of relationships with the surrounding reality, the more productive the process of forming a 5-6 year old child’s worldview will be. I. Kulikovskaya, exploring the peculiarities of the worldview of preschoolers, notes that knowledge acquires value for a child when it is built into a holistic world picture – like a map on which the child is guided (*Kulikovskaya, 2004*).

The worldview formation of a younger student in the educational process is due to the peculiarities of his life experience, the dialogical interaction of all subjects of the educational process and the integration of humanitarian and natural science knowledge in the content of education. A characteristic feature of primary school is the practical orientation of the content, the integration of knowledge, which makes it possible to take into account the defining feature of younger students better – the integrity of the perception and development of the surrounding reality. The knowledge of the laws of nature by the younger schoolchild and the explanation with their help of the surrounding world, human life coincides with the child’s natural desire to explore his life world and its practical development, to communicate with the world, to design, create a product of activity as a way of self-realization, self-expression.

In elementary school, the child perceives the world in unity, learns his life world in accordance with his age characteristics. “The consistent assimilation by a schoolchild of an integral system of knowledge about a person and the world around them provides for the deepening of ideas about reality by concretizing already acquired knowledge and their subsequent generalization of a new content and level, fully corresponds to the cognitive capabilities of primary school children” (*Yakimenko, 1992*).

Based on the concepts of psychologists I. Bekh, L. Vygotsky, V. Zinchenko, E. Morgunov, the school should be a school of holistic thinking, a school for the development of a child’s intellect (*Bekh, 2002; Zinchenko, 1994*).

According to N. Borytko, and Kolesnikova, V. Serikov “the worldview formation of a younger student in the educational process is productive, provided a holistic approach to this process” (*Borytko, 2000; Serikov, 1999*).

According to A. Nefedov, the formation of the worldview foundations of a junior schoolchild occurs naturally at three interconnected stages: superficial, realistic and holistic, each of which enriches the younger student with different ways of worldview and hierarchical subordination of which opens up prospects for seeing the world from different points of view and is the basis for a holistic a multifaceted worldview. Methodological support of the educational activity of a younger student in the context of the formation of his worldview is reflexive methods that induce him to think about himself, his activities, and comprehend the existing life experience; interactive methods aimed at the interaction of all participants in the educational process and design methods aimed at designing, creative modeling of worldview situations by the child of his own activity (*Nefedova, 2006*).

The success of the child’s formation of his own world picture around him and of himself depends on how organic the help provided by the adult to the child in “fitting” the world, which

is constantly expanding, in its small life experience, experiences and feelings causes the child to enter a new world, will be (Kononko, 2009).

Conclusions

Consequently, the formation of the worldview foundations of children of 5-8 years old is a complex integrated process of cognition of the surrounding world and their own attitude towards it, the result of which is the formation of the worldview foundations of the child's personality. Prospects for further research are the theoretical definition of structural components, criteria and indicators of world view of children 5–8 years old.

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LANGUAGE EDUCATION PROJECTS IN PRIMARY SCHOOL IN GREAT BRITAIN IN THE SECOND HALF OF THE XXth – BEGINNING OF THE XXIst CENTURY

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Summary

The article analyzes language education projects in primary school in Great Britain in the second half of the XX – beginning of the XXI century. The aspirations of specialists in the field of language education were aimed at democratizing the educational system in the country. The idea of an early start in teaching foreign languages to students was put forward. During the second half of the century in England, Wales, Scotland, a number of projects were conducted to teach a foreign language at the level of primary education. The implementation of the projects highlighted both the positive features and the difficulties of the initiative.

Teaching foreign languages in primary schools requires consideration of a number of factors, including didactic, psychological aspects, issues of ensuring appropriate teacher training, and so on. In general, the research of British scientists in the field justified the positive assessment of the projects, identifying positive dynamics of student performance in a foreign language, increasing student motivation to study the discipline and a positive attitude to it, expanding the general and educational interests of children; the importance of teaching the subject for general education and development of children, better development of their speech skills and stressed the need for didactic development and pedagogical implementation of foreign language teaching in primary education with continuity and consistency in the curriculum at secondary education, special training for primary school teachers schools for teaching foreign languages.

Keywords: pupil, level, knowledge, school discipline, teacher, government, subject

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Introduction

In primary schools in Britain until the second half of the twentieth century language education was provided only in the form of the native language. A foreign language was not provided in the curriculum. In the 1960s and 1970s, government agencies, teachers, and scholars challenged views on foreign language learning from elementary school.

An analysis of monographic studies and government documents revealed that the idea of the introduction of foreign language teaching in primary school in Great Britain was first seriously substantiated in the Annan Report in 1962. It stated, in particular: “The benefits of introducing foreign language learning at an early age are that students are thus introduced to idiomatic foreign language expressions at an age when their ability to imitate reaches its peak. Usually an integral condition for success is fluency in the spoken language by teachers and the appropriateness of teaching methods”(Annan, 1962: 32). That is, if teachers are properly trained and implement appropriate teaching methods, initiating foreign language learning for young children will be able to yield significant positive results.

This idea of early learning of foreign languages was considered appropriate in the early second half of the twentieth century a number of psychologists have done a lot of research on this subject. Thus, a study by Canadian neurosurgeons W. Penfield and L. Roberts in the book "Speech and brain mechanisms", noted that teaching children foreign languages in school should begin somewhere from 4 to 10 years, because at this time the child's brain is more flexible and more able to learn the language (*Penfield, Roberts, 1959: 286*).

Professor R. Johnstone, Director of the Scottish Center for Foreign Language Information (CILT), wrote about the research conducted in this area: "In terms of development, each age has its own special advantages and disadvantages for language learning and learning. In the 1960s, mistakes were made in anticipation of the magical results of starting to learn a foreign language at an early age. But the miracle did not happen. Although the introduction of foreign language teaching at a later age also does not solve the problem" (*Johnstone, 1997: 171–175*).

However, another problem was identified, which did not concern the aptitude of students, but their attitude to learning a foreign language as a school discipline. Researcher K. Burstall drew attention to this problem. He was convinced that the peculiarities of the period of sexual growth deepen certain psychological characteristics, especially in boys, which makes the beginning of learning a foreign language by children at the age of 11 extremely unfavorable (*Burstall, 1970: 226*).

The experimental introduction of foreign language teaching in primary school at the national level was due to the desire to improve the language situation in school education.

On March 13, 1963, Sir Edward Boyle, with the support of D. Morrell, an employee of the Ministry of Education, and LF Brown, director of the Naffield Foundation, which supported the reform of foreign language teaching at all educational levels, announced in parliament the launch of a pilot scheme to determining the possibility of introducing foreign (French) language teaching in primary schools to students from 8 years of age.

The Plowden Committee, founded by Boyle in 1963, believed that the project advocated "old-fashioned" forms and methods of classroom teaching: "... early foreign language learning leads to ... the development of tradition ... classroom teaching and formal lessons" (*Plowden, 1967: 555*).

However, despite high-profile debates, controversies, and doubts, the pilot scheme gained support and became one of the optimistic hopes for the implementation of the education reforms of the 1960s.

A study by the Naffield Foundation found that in England, Wales and Scotland, 58 local regional education departments in the public sector reported that foreign language teaching was or would be introduced in primary schools at the end of the 1962–1963 school year in 200 schools in England and 80 – in Scotland (*Lazaro, 1963:29*). Meanwhile, only 18 of the 58 regional education departments provided support for the introduction of a foreign language into the curriculum, while in other regions the initiative for such work belonged to the schools themselves.

In 1963, a foreign language was studied only from the age of 11, but not in all schools, but only in selected grammar schools. Thus, at that time there were serious changes in the regional education authorities in the content of education in both primary and secondary schools.

The country failed to meet the goal of conducting a limited study, as regional education authorities that were not selected for the experiment rejected the exclusion and about 90 more were recognized as "associated regions." This was done in order to prevent self-employment and to ensure compliance with the requirements set by the Ministry of Education, although without a detailed study of the results of the experiment obtained from them. The result was

the widespread introduction of French in primary schools in the early 1970s. According to scientists, about a third of primary schools in the country have included teaching French in the curriculum (Hoy, 1977: 146).

The most difficult problem, as it turned out later, was the lack of teachers. It was very difficult to train and retrain a large number of primary school teachers.

In 1960, there were only 37 institutions, namely colleges that trained specialists in the relevant French language. Their number grew rapidly and in 1963 reached 63, and in 1971 there were 91 such colleges.

Training courses were organized for teachers who had a high and intermediate grade in French in the General Certificate of Education. This was supported by Her Majesty's Inspectorate and a new corps of foreign language advisers. Thus, a sufficient number of foreign language teachers were trained.

According to E. Hawkins, due to the activities of the National Fund for Pedagogical Research "no school subject has been studied so carefully for a number of years" (Hawkins, 1997: 155–164). The study was conducted on students aged 8 to 11 years. The success of language learning over a period of time was assessed and compared with other components of the curriculum in primary education.

The results of the study of all these aspects were important, but the devastating conclusion made in Burstall's final report that early foreign language learning did not yield significant achievements in mastering a foreign language almost rejected all the fruitful achievements of the project and identified the inappropriateness of its continuation. Such a disappointing official conclusion led to the completion of the project at the national level, and in 1974 the government stopped funding it.

Scholars and educators have sharply criticized Burstall's report, pointing to the vagueness and scientific fallacy of evaluative judgments and calculations. Thus, K. Gumble and A. Smalley, noting other technical shortcomings of the evaluation of the project, indicated that the number of students studied at the beginning of the project was 11,300, and in 1973 – only 1,227, which did not allow to speak of an objective analysis. data (Gamble, Smalley, 1975: 124–129).

The Naffield Foundation was strongly opposed to the termination of the project. He invested heavily in its financing. The National Advisory Committee, led by linguist and former head of the JR Ponter Language Learning Information Center, met to review the project's results and implications. P. Hoy prepared a report, which indicated the interest that this project has aroused in Europe. P. Howe was an inspector of modern languages and had his own experience of the last stages of the pilot scheme. The author of the report said that the results of the pilot scheme were discussed at the Council of Europe seminar in Copenhagen in September 1976. The symposium did not accept the view that the experimentation should be justified, but instead recommended that the Council of Europe continue teaching modern foreign languages to young children at an early age and called for further pilot experiments.

P. Hoy emphasized that in order to succeed in teaching foreign languages at an early age, it is necessary to clearly define the goals and objectives in this area and to clarify the necessary conditions for successful learning by prioritizing, focusing on adequate training of qualified teachers and clear definition of short-term tasks of teaching and learning. He pointed out that the researchers had drawn their own conclusions about the pros and cons of teaching foreign languages in primary schools, ignoring the question of the success of learning and learning French in primary schools, which could lead to a retrospective statement of the results of the experiment. looking ahead, inspiring the development of conditions for the success of such training (Hoy, 1977: 146).

The main findings of the pilot scheme

P. Hoy, summarizing the main conclusions of the pilot scheme in a press release of the National Foundation for Pedagogical Research, identified:

- younger children showed a better ability to understand what they heard, to learn to listen;
- they showed a more positive attitude to the conversation in French (foreign);
- girls show the best results in learning a foreign language at both primary and secondary education;
- at the level of secondary education, the introduction of French language teaching in primary education has had a negative impact on the place of other modern foreign languages, provided that French is given the place of the most common foreign language in schools and an increase in the number of students that learning a foreign language is not for them;
- there is a linear relationship between success in mastering the French language and the socio-economic status of students and their families;
- both boys and girls do better in schools with separate education;
- students in small rural schools do better than in large urban schools;
- students in the south of England are more positive about learning French than students in the north of the country;
- the level of success in learning French by students is influenced by the attitude of school management;
- the feeling of success at an early age has a positive effect on further success in old age;
- The biggest stimulus for learning French for students is the opportunity to go to France. If the students were convinced that they would not have to go to France, the students regarded its study as a waste of time;
- children who went to France achieved better learning outcomes than other students (according to the study, the social status of these children was usually quite high, their attitude to learning French was better and to visit the country);
- those who achieved the best results in learning a foreign French language preferred traditional teaching methods, especially negative about the constant use of a tape recorder and reading aloud in French;
- younger students were deterred from learning French by teaching in the classroom only in French without checking its understanding (Hoy, 1977: 146).

P. Hoy's report and the project's conclusions offered an objective assessment of the pilot scheme, but did not help to implement it. They reflected both purely national indicators of foreign language teaching in primary schools and those that can be used and taken into account when initiating foreign language teaching in primary schools in other countries.

Language education projects in Scotland

In Scotland in the late 1960s and early 1970s, as in England, French was introduced in primary schools. The initiative covered about 500 primary schools and faced similar challenges. In 1969, in the Report of Her Majesty's Inspectorate, based on a review of the educational process of 106 schools, it was noted: 1) the lack of consistency between the content of foreign language teaching in primary and secondary education; 2) insufficient professional level of foreign (French) language proficiency of many primary school teachers. Meanwhile, research by scholars, including J. Nisbet and G. Entwistle, has shown that students who began learning French in elementary school maintained a positive attitude toward learning the subject in high school. They drew their conclusions based on a study of the performance of students in

the second year of high school. Their research also pointed to the positive features of teaching the discipline on the possibility of expanding the general knowledge and learning interests of students and the development of speech skills (*Nisbet, 1970: 192*).

In the late 80's of the twentieth century. The initiative to introduce foreign language teaching in primary school was announced as a national pilot program for foreign language teaching (Modern Languages at Primary School – MLPS). Scottish government officials and politicians saw the introduction of early foreign language learning at school as one of the components of Scottish economic growth and competitiveness in the future, as the idea of creating a common European market spread.

In Scotland, students attend primary school for 7 years and go to secondary school a year later, at the age of 12, than children in England. The national pilot scheme was “launched” in the autumn of 1989 in 6 secondary schools and attached primary schools, which helped to create school complexes (clusters), which facilitated the transition of children to secondary school. Each school complex included several primary and one secondary school. The training in the complex was to facilitate the transition of students to secondary school, given the coherence of curricula and the common policy of foreign language teaching. In 1990, 6 more secondary schools and structurally related primary schools joined the project. Thus, a total of 12 secondary and 76 primary schools were involved in the project.

During the first year, the introduction of a pilot scheme of foreign language teaching was introduced for students aged 11 to 7, and in subsequent years for children aged 10–11 in the sixth and seventh years of schooling. In a number of schools, foreign language teaching was introduced for students aged 7–8 in the fourth year of study. In addition, in several small primary schools, the introduction of foreign language teaching was carried out from the very beginning in the classes of mixed-age students.

Initially, the project did not involve the introduction of a foreign language into the content of education in all primary schools in Scotland. But the results of the project led to the formation of an agreed assessment by Her Majesty's Inspectorate, advisers, teachers, parents on its approval. In 1992, the Secretary of State for Scotland announced that in 5 years all Scottish primary schools would include foreign language teaching in the curriculum.

The Scottish project from the project carried out in England, noted 4 features. First, the project did not provide for the teaching of all students as a foreign language only in French. Some schools taught German, Spanish, or Italian, which showed an understanding of the importance of language diversity in foreign language teaching. Secondly, the leading feature of foreign language teaching in primary school was the study of language, which is achieved by involving students in various activities by means of a foreign language in order to achieve a serious level of language knowledge and speech skills. Although during the implementation of the project it was recognized as necessary and useful and conscious knowledge of the language to ensure the successful study of a foreign language. Third, it was based on the view that a foreign language in primary school should not be taught as a separate subject, and its study should be “immersed”, ie integrated into the curriculum of primary school. And lastly, in most complexes – “primary school + secondary school” – foreign language teaching was to be carried out jointly by class teachers of primary school and teachers-specialists in foreign language of secondary schools. The linguistic qualification of secondary school teachers, therefore, was to be supplemented by pedagogical, methodological, psychological knowledge of primary school teachers, their knowledge of the curriculum and the content of education in primary school.

The Scottish Ministry of Education conducted an independent study of the results of the project to determine the achievements of students involved in the project compared to the

results of foreign language learning by students who did not learn a foreign language in primary school and analysis of the content of the foreign language course. methods of teaching a foreign language in primary school (*Low, Brown, Johnstone, Pirrie, 1995: 5*).

The study was conducted in several stages. The first (January 1991 – December 1992) – according to experts, based on the analysis of student performance in the late first and second years of high school, students who began learning a foreign language in primary school, showed better results in mastering and learning a foreign language in compared to those who were deprived of such an opportunity. They showed better performance in mastering the phonetic structure of a foreign language, produced longer expressions in a foreign language, showed better motivation to learn a foreign language, showed a more positive attitude to the use of communicative teaching methods, were more willing to communicate in a foreign language in class. The advantages of mastering a foreign language by students of all levels of abilities who started learning it early in comparison with those who started learning it at the level of secondary education, and especially by worse students, were recorded.

At the second stage of the 1993–1995 study, the consequences of the project were analyzed: psychological, pedagogical and methodological issues of teaching and learning a foreign language; student performance; needs of professional development of teachers. Within these areas, three main areas have been identified: language knowledge, learning methods and the transition from primary to secondary education.

Differences between the organization of education in primary and secondary schools were identified, which posed certain problems. Thus, studying a foreign language in primary school, students got acquainted with a very wide range of topics, language structures, activities due to the system of “immersion”, which is characteristic of primary school education, and in secondary school the content of education is more regulated by foreign language curriculum. The organization of education in primary schools followed the pedocentric guidelines for the organization of the educational process around the interests of the child, while the educational process in secondary school focused on the subject principle of organization, which made it difficult to maintain systematic and consistent learning. These factors and others needed real consideration and solution in the transition from learning a foreign language at primary to secondary education. But at the end of the pilot project in 1995, they were not fully resolved.

Regarding the degree of success in mastering a foreign language among the studied groups of students, the analysis showed that students involved in the pilot scheme showed higher foreign language proficiency in the first year of secondary school and slightly lower in the second year of secondary education. Although the notion of “better” referred to numbers (for example, the number of lexical units used by students); most of their expressions were idiomatic structures, which they used with little ability to manipulate. The researchers tried to trace the results of learning a foreign language to pilot groups of students before they pass the standard final exams. It was difficult to draw specific conclusions based on the results of the exams of the first pilot group, and yet the data of researchers showed advantages in the success of foreign language students of the pilot scheme compared to those who began to study it in high school (*Hotho, 1988*).

Following the completion of the project, a process was launched in Scottish primary schools to introduce foreign language teaching as part of the curriculum in all primary schools in the country. This practical implementation contained a significant difference from the pilot scheme: all foreign language teaching was carried out by a primary school teacher. In order to provide primary school teachers with professional linguistic knowledge, speech skills and methodological background, a national foreign language training program for primary school

teachers has been launched in Scotland. In the 1993/94 academic year, 370 teachers underwent such retraining, in 1994/95 – more than 800 people and more than 800 – in 1995/96.

The introduction of foreign language teaching in primary school has made us think more seriously about the role of the child's native language in the development of foreign language competence. It is now recognized in the country that language knowledge and language proficiency should be an important component of a child's holistic language and speech development, and if an elementary school teacher speaks and can introduce children to more than one language, he or she can provide invaluable assistance.

4. Unresolved Issues by R. Johnstone in language education

R. Johnston pointed to the existence of many unresolved issues, including:

- 1) the number of foreign language-trained teachers that will be required in each primary school;
- 2) what further training they will receive;
- 3) who will carry out such training and provide its financing;
- 4) whether students will always have the right to continue learning a foreign language in secondary school, which they began to learn in primary school, or under the pressure of administrative measures they will be forced to change a foreign language to learn;
- 5) how primary school teachers will be able to cope if the changes affect another area of the curriculum;
- 6) how to establish and maintain close ties with secondary schools by primary school teachers;
- 7) what changes will take place in the curriculum of a foreign language in secondary schools in order to ensure the sequence of learning in the transition from primary school to secondary education (*Johnstone, 1997: 174*).

Although the researcher asserted with confidence: "As long as there is strong political support for foreign language teaching, which is reflected in the financial provision of schools with the necessary number of teachers, their training and professional development and there is an understanding that the inclusion of a foreign language in the general primary curriculum is a long process – the prospects for this endeavor are quite good" (*Johnstone, 1997: 174*).

The Scottish experience of teaching a foreign language to primary school children has shown that teaching a foreign language at this level requires teachers to combine language skills and speech skills with training in teaching methods, with an emphasis on those appropriate in primary education. The task of providing a sufficient number of qualified teachers necessitated radical changes in teacher training, namely the introduction of a foreign language as a compulsory component of any primary school teacher training course. But the central government of Great Britain at that time did not take such a position.

In England, following the publication of Burstal's Report on French in Primary School: Attitudes and Achievements and the cessation of public funding for the pilot scheme in 1975, a small number of regional education departments and individual public and private schools continued to experiment with French in primary schools.

These studies of foreign language teaching in primary schools in the UK allowed P. Satchwell to conclude about the ability and positive attitude of younger students to learn foreign languages, which was seriously underestimated even in the recent past and to say that: children did not consider learning a new language difficult, adults sometimes exaggerated the difficulties in matters that did not pose serious problems for children; even five-year-olds are able to learn quite

complex topics by means of a foreign language, if the language is presented in an interesting and exciting way; it is necessary to revise the approaches to curriculum development and scheduling in primary schools and, in particular, in relation to a foreign language (*Satchwell, 1997: 169*).

P. Satchwell emphasized that:

- teaching a foreign language twice a week is insufficient and recommended to refer to the experience of Scots who tried to include foreign language learning in everyday schooling in order to train language structures in a variety of learning situations in teaching arithmetic, music, aerobics, art, etc.;

- one of the consequences of the introduction of foreign language learning by all students was to improve listening skills, better understanding of the language – both native and foreign, improve self-confidence, self-balance, improve social skills through the use of pair, group work, dramatization, deeper penetration into the life and culture of other peoples;

- learning a foreign language was an important experience and an important part of children's general education, which was confirmed by the results of a number of projects in the UK, other European countries, Canada and Australia. Children under the age of 10 quickly learn a new language and use it creatively for their own purposes. They are interested in acquaintance with the culture and life of children in other countries, they enthusiastically study poems, songs, dramatize with the accuracy and correctness of pronunciation and intonation, if from the very beginning it is aimed at learning a foreign language;

- Not everyone can become a foreign language teacher in primary school. The country considered that a primary school teacher did not need to have a language degree, but needed a qualification defined within the “competencies” defined, for example, by the Scottish Office for Education (SOED) in the Teacher Retraining Program (1994). Special pedagogical training cannot be acquired at night or in distance learning, teachers need intensive training with the help of qualified tutors and teacher advisors (*Satchwell, 1997*).

The researcher emphasized that the quality and success of children's foreign language learning and their attitude to a foreign language depends on the personality and competence of the primary school teacher, in which the experience of Scottish initiatives was very important and positive.

5. Conclusions

Study and analysis of pedagogical experience in the implementation of pilot schemes for teaching foreign languages in primary schools in the UK in the second half of the twentieth century show the idea of the appropriateness of including the teaching of a foreign language in the content of the curriculum of primary schools in Great Britain spread from the 60s of the twentieth century with the strengthening of the movement of educational reforms aimed at democratization of the country's educational system and its components.

Scientific, technical, technological advances of developed countries have attracted the attention of governmental organizations and the general public to the need to study foreign best practices and theoretical developments and highlighted the importance of foreign language skills, which provides rapid adequate study of the latest data, information exchange, communication.

Specialists in the field – scholars, teachers – could not agree with the short-sighted attitude to learning a foreign language in the country and made efforts to convince the government and government agencies and the general public of the importance of introducing foreign language teaching at all levels of school education. The result of their activities was the launch of a pilot scheme for foreign language teaching in primary schools in England.

Although the pilot scheme implemented in England did not receive a favorable decision at the state level, its results convinced supporters and propagandists of the idea of the practical usefulness of early foreign language learning. The cessation of official funding and the completion of a pilot project on the introduction of foreign language teaching in primary schools in England did not stop activists, some regional education departments from further experimental practical pedagogical activities to implement early schooling for foreign school children.

The Scottish pilot scheme confirmed the positive results of foreign language learning in primary school, encouraged the Scottish Ministry of Education to decide on the feasibility of introducing foreign language learning in primary education, taking into account a number of recommendations, including the desire to diversify foreign language learning, integration of foreign language teaching into the curriculum of primary schools, providing training and retraining of primary school teachers in foreign languages, taking into account and solving the problem of ensuring consistency and continuity in language teaching at the level of primary and secondary education.

It was hoped that in time a consistent national policy on language education at school would eventually be developed, which would contribute not only to students' successful mastery of a foreign language but also to their personal development, including awareness of regional and international identity.

In general, the analysis of pedagogical experience of early start in foreign language teaching in the UK shows: positive dynamics of the results of students' success in a foreign language at the level of secondary education; increasing the motivation of students to learn a foreign language, the formation of a positive attitude of students to its study; the importance of learning a foreign language for general education, upbringing and development of children; the need for careful didactic development and pedagogical implementation of foreign language teaching at the level of primary education, as well as to ensure consistency and continuity in the curriculum of the subject at the level of secondary education.

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SOCIAL SCIENCES

DIRECTIONALITY OF THE LIVING: EVOLUTION, FORMS
AND CONSEQUENCES OF MANIFESTATION (FILOMENOLOGICAL ASPECT)**Inna Dyachenko**

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Summary

Based on the analysis of natural science research on directionality of evolution, a general criterion of evolutionary progress is formulated: a living being achieves the highest level of activity of the organism as a whole. The idea of a living being potential connection with his activity and life is stated. Potential is considered as a set of biological properties, qualities, internal adaptation mechanisms of any living organism, physical, mental, socio-psychological abilities, that are inherent for a human being and are inside him. Life, the attribute of which is activity, is impossible without full realization of the received potential and is the goal, to which a living being will always aspire, creating corresponding conditions of his existence. Value is a form of a goal manifestation. Everything that contributes to the achievement and realization of the goal will be values for a living being, a man. The main value for any living being is the desire to fully realize the inherent potential, to live a full life in an ever-changing environment. A general value of a man, as a living being, is the desire for the fullness of his life or love of life (philomenology). The degree of awareness of a man's existence and activity goal as well as the level of the general value development determines the nature of a man's attitude towards everything that he establishes links with, what/who he chooses, how he acts and the result of his activity.

Keywords: evolution directionality, life activity of a living being, a human being, life, potential, goal, value, philomenology.

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1. Introduction

Pandemic 2020 is an extreme situation, a space for a man to meet what he cannot change (death, suffering...). It is an opportunity to readdress the questions about one's nature, a chance to make the right choice: to live or not to live? To confront or to match? Experiencing an extreme situation makes one think about the degree of his loneliness and remember his belonging to the world of the living.

The modern worldview climate creates a context for a specific-historical discussion of human behavior aspects related to biological, social and cultural regulation.

Today the recognition of a greater universality of biologically regulated aspects of human behavior, as compared to cultural and social ones, allows us to consider biological determinants as a basis for the typology of human behavior (*Serikov A., 2015*).

However, the basis that integrates aspects of behaviour and connects all levels of its regulation is not clear. As a consequence, there is no generally accepted typology of human behaviour in all behavioural sciences. A man and his behaviour remain an open problem and a risk factor for a man himself and for the living world at large, which brings the topic of our work up to date. It is impossible to clarify the motives, goals, values of activity, behavior of a human being as a biosocial being without addressing the issues of evolution, the highest result of which a human being is.

The aim of the study is to formulate the main direction, purpose, value of a living being functioning, human activity, which integrate and regulate all forms of human behavior.

The research tasks: 1) to analyze and systematize the results of scientific research on the problem of directionality of living organisms evolution; 2) to reveal and substantiate the connection of a living being and a human being activity with their potential; 3) to prove the connection of the potential of a living organism with his life; 4) to clarify the content of the concepts of “potential”, “life”, “human life”, “goal”, “value”; 5) to theoretically support the connection between the purpose and fundamental value (philomenology) of changes in a living being, their influence on the nature of human attitude to the world.

The author uses the dialectical method, which implies thorough study of the object and constant reflexion over its own content, and the freely functioning complex and synthetic method, which allows to approach the meaning of human life through the actualization of the idea of human birth.

2. “Biological” and a man: the problem of directional evolution

Among many theories of evolution (Darwin-Wallace, epigenetic, synthetic, theory of “neutrality”, theory of “intermittent equilibrium”, “philetic gradualism”, neodarwinism, lamarckism, philembryogenesis and others) the concept of directional evolution (orthogenesis) occupies a special place.

The main ideas of orthogenesis are to recognize the predisposition of a living organism to vary in a certain direction, which causes evolution, first of all, and the refusal to recognize adaptation as the general direction of evolution.

The idea of directional evolution appeared during the XIX–XX centuries in more than 20 concepts (theory of perfection, mechanic and physiological bases of evolution (1856–1884), heterogenesis (1864–1872), batmism, batmogenesis, neolamarckism (1868–1897), purposeful world creation (1876), orthogenesis (1893, 1987, 1919, 1950, 1958), ologenesis (1898–1931), aristogenesis (1912–1934), nomogenesis (1922–1926), historical biogenetics, biogenesis (1914, 1924), apogenesis, allelogenesis (1900, 1920s), physiological reduction (1930s–1940s), typrostrophism (1930s–1950s), organicism (1950s–1960s), panbiogeography (1960s), Frankfurt School of Constructive Morphology (1970s–1990s), “contours of evolution” (1982, 2002), co-evolution, autoevolution (1980–90s), the theory of “individuality-autonomy” (1990–2006) and others) in all developed countries of Europe, America, Asia, in different branches of science such as biology (botany, histology, microanatomy, zoology, ichthyology, embryology, microbiology, animal morphology, cytogenetics, paleontology), economics, chemistry, geography, philosophy (*Popov I., 2006: 14–15*).

Developing arguments for the idea of directional evolution (existence of non-adaptive features, convergence and/or parallelism, limitation of variability, existence of regression

directions and evolution inertia, neoplasm in evolution), its representatives avoided the teleological question, showing reluctance to clarify and justify the purpose/general orientation of evolution.

The vagueness of this theory representatives' statement about the mechanisms of evolutionary development orientation did not contribute to the clarification of the situation with the directionality of evolution: there are mechanisms, but as long as they remain unknown (G. Osbrn), the mechanisms are associated with the action of supernatural forces (E. Dacke, T. de Chardin), the knowledge about the molecular bases of biology may clarify the issue of the mechanisms of evolution directionality (L. S. Berg, L. Plate), the mechanisms of evolution directionality are associated with the processes of cosmic scale (D. N. Sobolev).

Thus, instrumentalism in the approaches to understanding the predisposition of organisms to vary in a certain direction drew attention of directional evolution representatives to the phenomena that were difficult to explain, for example, "non-adaptive traits", "parallelisms", "irrational directions of evolution", "inevitability of extinction", "emergence of new organs". This fact moved the researchers away from solving the problem of directionality aim and mechanisms of its implementation rather than brought them closer to it.

Close to orthogenesis is the idea of "organicism", according to which species and groups of higher taxonomic level undergo birth, growth, blossoming and natural death like specimen. The similarity of the concepts of vitalism (*Driesch H., 2020*) and 'directional evolution' also had no positive result in solving the main contradiction of vitalism-orthogenesis: is it possible to reduce biological processes to those known from other natural sciences, or do the living beings still have a certain originality, that is, autonomy, which can be correlated with the direction of their development.

Moreover, it was stated that the directionality of evolution was determined by the same processes as inorganic nature (*Thompson D., 1992*). The reduction of the animate to the inanimate only aggravated the situation, on the one hand.

On the other hand, the research results in the context of "directional evolution" have proved that everything in the body is interconnected and, as it becomes more complex, a complex system of correlation of different processes or organs develops, which further limits its ability to vary. This has led the researchers to think not only about a certain directionality of evolution, but also about the fact that the body can only do what it is designed and is capable to do, and the system of "prohibitions" (*Zavarzin G., 2018*) narrowed the directionality to the task of survival of this particular organism.

Thus, the most primitive beings can synthesize all the organic substances they need from inorganic ones, and then, as the complexity grows, the ability to synthesize steadily decreases. The most complex beings depend on the receipt of many different complex organic substances (mainly proteins and vitamins) and can no longer vary greatly in this respect, and since everything is interconnected in the body, then the scope of possible changes in other features of these organisms is also reduced. Hence, the evolution represents definitely directed development, as the features of structure, functioning, physical and chemical composition of the organism, the system of "prohibitions" limit the possible vectors of development and to a great extent determine the directionality of evolution. The importance of the selection itself, that implies many directions of variability (it is also limited), has come into question, so it can function on the basis of random selection. If this set of variability directions does not exist, then perhaps the selection itself is a mechanism that allows organisms to move in a certain direction, first of all. Secondly, if the directionality of evolution does not depend on natural selection, the reason of orthogenetic evolution must lie in the organism itself.

So, the field for comprehension of the potential in a living organism, its connection with functional activity and directional change in different conditions was formed.

The relevance of this research vector is confirmed by the fact that when the modern scientific community recognizes the inevitability and constancy of variability, the questions remain open: what makes an organism that is already well adapted to the living conditions still change over time?

3. The directionality of a living being individual development and evolution mechanisms in the concepts of “Synthetic Theory of Evolution” architects

To support our vision of solving the problem of changes directionality in a living being in general, and a man as a biosocial being, in particular, we turned to A.N. Severtzov (*Severtzov A., 2017*) and S.A. Severtzov's (*Severtzov S., 1941*) concept of morphofunctional and biological progress, the theory of ontogenesis autonomization of Ivan Schmalhausen (*Schmalhausen I., 1982*), and J. Huxley's theory of evolutionary stasis (*Huxley J., 1957*). This choice is due, firstly, to the fact that the architects of STE (synthetic theory of evolution) embodied in their theories the highest level of systematization of research material. Secondly, they proposed a fundamentally new way of theorizing (triad: genetics – individual development – evolution). Thirdly, they searched for a common criterion of evolutionary progress applied to any large taxon. According to J. Huxley the criterion was the biological “improvement”, that did not interfere with further progress, and, according to I.I. Schmalhausen, – the increase in the life activity of an individual living being as a whole. Fourthly, they retain their importance at present (*Vorobyeva E. et al., 2008*). It is especially important that neither I.I. Schmalhausen nor J. Huxley were supporters of gradualism on speciation and origin of higher taxa, which is often blamed on supporters of STE/evolutionary synthesis, first of all. Secondly, having rich experience in embryology, growth, morphology, they constructed a single holistic concept of evolution without dividing it into micro- and macroevolution, without controversial extrapolations and panselctionism.

A.N. Severtzov's morphofunctional and biological progress theory reveals ectogenetic character of evolution and distinguishes two different types of changes progress/direction: biological and morphophysiological. Within the boundaries of the adaptive scheme of evolution of animals and based on the classification of the main types of adaptations L. Plate, G. Osborn, A.N. Severtzov pays attention not so much to the diversity of adaptive changes as to their expediency, which is associated with the benefits for the living organism as a whole: “...even among the passive organs we have not been able to find indifferent organs, i.e. useless formations consisting of functionally or morphologically coordinated tissue formations that have undergone more or less complex and long term evolution and have not been ever useful to the animal in which they developed. All active and most passive organs of animals evolve as useful formations, i.e. as adaptive traits” (*Severtzov A., 1939: 254–257*).

Formulating and characterizing by examples all ways of biological progress (aromorphosis, idioadaptation, cenogenesis, degeneration) he comes to the conclusion: it is the evolution in the direction of biological progress that leads the evolutionary species to biological prosperity. It is achieved through the development of those organs, whose functioning influences the rise of the general vital activity of the animal body. In its turn it determines the activity and longevity of the representatives and the biological species as a whole.

Thus, the direction of evolution is revealed by A.N. Severtsov with the help of concepts of biological progress, usefulness for the organism, general vital activity of the organism, activity and life expectancy of species and its representatives.

I.I. Schmalhausen proceeded from the classification of evolution directions developed by A.N. Severtsov, which he thoroughly differentiated (aromorphosis, epimorphosis, allomorphosis, telemorphosis, hypermorphosis, catamorphosis, hypomorphosis). I.I. Schmalhausen, having carried out the fundamental large-scale synthesis of knowledge from mutations and adaptive modifications to the problem of human formation as a final phase of evolutionary progress, thoroughly documented not only the wide spread of individual adaptation of organisms, but also revealed the evolution of forms of individual response (growth regulations and structural changes in plants and sedentary animals, changes in body color in insects, fish, amphibians, behavior flexibility in birds and mammals). A variety of zoological and botanical material showed that the modifications are the result of historical development of response norms, which is a class of potential phenotypes created by a certain genotype without mutation changes under genetic control. In this connection the ability of organism to develop adaptive modifications was the result of interaction of genotype and medium variables, in which this biological species lived and could survive.

Obviously, adaptive modifications perform a protective function because they allow the organism to react quickly to sudden changes in the environment and thus ensure survival.

The formation of adaptive modifications occurred by differentiating systems of general value reactions into more particular ones. If adaptive modifications are constantly needed for organisms' survival, then there is a replacement of reaction systems by correlative ones, i.e. external factors of individual development are replaced by internal ones. I.I. Schmalhausen called this evolutionary method the autonomization of ontogenesis.

The researcher suggested that the genetic mechanism of transition of non-inheritable changes into hereditary ones lies in selective replacement of adaptive modifications with similar phenotypic manifestation mutations. Adaptive modifications prepare an outwardly imperceptible process of hereditary transformation of the organism through natural selection of genocopies.

It is especially important that individual adaptability, as I.I. Schmalhausen considered, gives a huge advantage to the species, because it allows to adapt very quickly to new conditions and to find in them favorable conditions of existence.

The direct individual adaptability of organisms, which is caused/conditioned by the variability of living conditions in general, acquires a special importance in case of a thorough change of the external environment, as it allows organisms to survive many such changes until stronger hereditary changes are established (*Schmalhausen I., 1983: 43*).

I.I. Schmalhausen's view on the direction of natural selection in the process of anthropogenesis almost coincided with J. Huxley's position. In the process of biological evolution selection for survival is more significant, because it is this very selection that influences the specimens by differential survival, causes evolutionary effects, that were described by Ch. Darwin: 1) most of the specimens who will survive and mature, will mate and leave offspring, 2) most of the phenotypes that survived have a genetic basis.

Natural selection, according to J. Huxley, may also act by means of differential reproduction of mature individuals, but in fact it is a reproductive selection, which has extremely small evolutionary effects.

I.I. Schmalhausen also singled out the selection for fecundity, which coincided exactly with the selection for reproduction, and the selection for the highest organization or selection for viability. Interpreting the survival J. Huxley mirrored I.I. Schmalhausen having suggested the concept of selection for viability.

An attempt was made to link the theory of natural selection with the problem of progressive evolution, including the origin of a man.

Morphological formation of a man is due to the development of the brain, which was activated by the development of higher forms of nervous activity, which allowed a man to use his hands for making tools. These changes have the character of aromorphosis], which is the basis of the entire mammalian branch (*Schmalhausen I., 1939: 59*), namely: these are such changes in the organization and functions of animals, which having a general meaning, increase the activity level of the animal organism. Changes in the organization and functions of animals, which have a general meaning, prove useful to the animal not only in some favorable changes of the environment, but also in many adverse changes.

So, on the basis of almost all domestic literature and foreign sources on genetics, ecology, species structure and species formation, the problem of growth and embryology, theories of evolution, paleontology and morphology, I. I. Schmalhausen and J. Huxley linked and outlined the directionality of evolution in general, and of human beings in particular, as the final stage of evolutionary/biological progress, with viability, survival, continuation of life due to individual adaptability or genotype flexibility and expansion of interrelations / interconnections between genotype and phenotype. In other words the living organism aspires to realize that internal, potential which is caused when interacting with the external environment. It contributes to the formation of adaptations/adaptation modifications and raises the organism viability and guarantees its survival and life expectancy.

Functioning, biological progress or regression, purposeful movement of a living being is conditioned by the presence of the potential received from birth, which aims at actualization and realization. Regardless of the conditions, the potential of a living organism will seek to be realized. Conditions only affect the speed and completeness of the potential realization by animals. An animal will always strive to realize this potential as Aristotle pointed out in “Metaphysics” (*Aristotle, 1976: 240*).

Thus, from the biological point of view, the main need of a living organism is related to the preservation of his uniqueness in different environments, that focuses the directionality of its evolution to active life, as well as the use and formation of those mechanisms that will be significant / valuable for the biological progress of a living organism. In the context of evolutionary doctrine, the essence of a man and his invariant is definitely related to everything that is connected with life and is inherent to a living being.

4. Life, the living, human being: philosophical perspective of the directionality problem (phenomenological aspect)

Today, thanks to the works of representatives of ecophilosophy, natural-scientific cosmism, teihardism, “awe of life”, “philosophy of life”, biophilosophy, a systematic approach in biology, a complex study of a man is still forming a new, neoclassical scientific picture of the world, a scientific worldview, is being formed. Life no longer opposes the laws of physics, it does not struggle against them to prevent its death. Most scientific community recognizes that there is living nature (wildlife) and it is unified (*Sattler, 1986*).

The idea of human inclusion in the world of living beings as a special species, whose identity is historical is stated and developed. Evolution is not considered to be guided by some transcendent or immanent teleology (*Nigmatullin Ch., 2005*), but is explained in terms of causality and teleonomy (*Pittendrigh C., 1958*). Thus, the antagonism of the subject to the object and a human being to nature, is removed. The human being is considered not as a kind of “reasonable man” (*Homo sapiens*), “Man playing” (*Homo ludens*), etc., but as a kind of “Man living” (*Homo vivens*) of the “*Vivens*” genus (*Dyachenko I., 2019*).

J.M. Schaeffer emphasizes that the term “animality” indicates the inclusion of a human being, as a biological species, in the continuity of the living world and he cannot be removed from it (*Schaeffer J.-M., 2010*).

In such context nature, a man, an object, a subject, cognition process, everything is involved in the network of life. Without understanding the essence of life neither further development of knowledge nor preservation of a man, society, nature is possible. At the current stage of science development, the concept of “life” acquires the character of a polysemantic philosophical category, the principle of understanding the essence of the world and human activity in it.

Obviously, the properties that characterize living organisms should also characterize humans as biosocial beings. Modern biologists distinguish the following abilities of living beings: 1) character of living organisms activity, i.e. ability to synthesize considerably more complex molecular structures in comparison with initial ones; 2) active maintenance of normal and moreover specific structure; 3) ability to reproduce themselves, i.e. creation of a new unit, in basic features similar to the previous one, requires not only specific synthesis, but also ability to transfer this specificity from initial unit to a new one, which is its offspring; 4) ability to transfer occurring from time to time specificity changes to the offspring; 5) ability not only to transmit information, but also to interact with the living and non-living environment; 6) ability to “self-regulate”, i.e. ability to “compensate” the disturbing influences and return to norm at later stages of morphogenesis; 7) ability to maintain at a constant level not some single parameter, but the long process of change, i.e. trajectory; 8) stability is characteristic for living beings. Its mechanism is represented by the ability of the system to return to the state of equilibrium (*Ashby W., 1962: 100–102*); 9) ability to adapt, i.e. ability to form structures and abilities, which allow living beings to successfully perform their amazing vital functions in the most unusual conditions, often very unfavorable for reproduction; 10) non-random phenotypic variability; 11) activity, which is confirmed by the results of studies of the life phenomenon and living beings in different directions of modern science (vitalism, mechanicism, reductionism, machinicism, organicism, psychophysics) (*Deniskin S., 2010*).

Based on these abilities of living beings, any system that has a structure with special properties of the living must exist as an independent active unit. Otherwise, it will not be able to carry out external activity if the living system itself is not capable of activity, of being. So what ensures the functioning of the living system as an independent unit?

Proceeding from obvious connection of living organism's activity with functioning of adaptation mechanisms, which act entirely inside a living organism and human body, let's suppose, that these adaptation mechanisms should correspond to properties, qualities of a living being in general, and a human being in particular, due to which these mechanisms are formed and used by living organism. Probably, these specific internal properties are “called” out in the process of functional connection of a living organism with external environment for performing certain tasks and for achieving some goal.

We associate the activity of a living organism/living being with a set of biological properties, qualities, internal adaptation mechanisms, etc. of a living organism, which we call its potential. Human potential is the totality of biological properties, qualities, internal adaptation mechanisms, psychological, socio-psychological abilities, that acts as a force acting inside a person, causing his directional evolution and functioning. The potential of a living organism does not exist outside it. The potential of a living person does not exist and does not change outside of him. Potential requires actualization, which in its turn determines activity.

Hence, activity does not exist independently, it presupposes the existence of internal potential, which requires realization in the process of interconnection and interaction of a

living organism, a human being with the external environment and formation of corresponding conditions.

A human being is a born creature, so, in our opinion, receiving his potential is to some extent connected with his birth. Birth is always a connection, transmission, reception, change, overcoming, transition, qualitative change. Firstly, birth presupposes the existence of the one who gives birth and the one who is born. Secondly, birth is always the connection of someone with someone, the transmission not only from someone to someone, but also of something that determines the continuation of life at this moment and in the future. Thirdly, birth is a transition from what was to what is and what/who can be. In his "Physics" Aristotle pointed out that "something that is born goes from something to something because it is born. So what is it born into? Of course, not into something, where it [came from], but into something what it will be" (*Aristotle, 1981: 84*). Fourthly, birth implies the existence of a life invariant, i.e. a set of basic features that remain unchanged during certain transformations. This makes a human being a generic creature, bound, capable of connectivity, which is a necessary condition of his existence and functioning as a living being and as a human being. The idea of homeothesis, proposed by C.H. Waddington, reflects the ability of the living to provide stability in the flow of formation from birth to death (*Waddington C., 1957*), i.e. to preserve the invariant.

The recognition of the birth of a living being suggests a heterogeneous potential. Firstly, the obtained potential should contain those properties and qualities that allow to keep the connection with the common/generic for the system / species, representative of which is a living being. Secondly, the potential necessarily implies those properties and qualities that allow its carrier to be an independent, certain representative of the community. Hence, the existence in potential of a living being, a "generic" and "species" human being, implies not only the gradation of properties, but also the existence of integrating/founding, core component of potential. This component is an invariant due to which a living organism determines the general strategic direction of movement, the character of changes in a living being, adaptation modifications are selected, and something is preserved that not only contributes to differentiation and specialization of a living system, but also to the integration of these differentiated among themselves, thus benefiting a living organism in general.

The potential striving for maximum realization allows the living organism to move from one level of development to another. This explains its ability to move, change. The very transition from something to something presupposes the existence of that, according to Aristotle, "for the sake of what" this transition is carried out, i.e. the goal (*Aristotle, 1976: 68*). Modern humanitarian and natural science recognizes and actively uses the teleological approach (*Petrenko V., Suprun A., 2012: 17–20*). The teleological approach contains a significant rational grain, which is found when the process of birth is considered as a whole, revealing at the same time the internal regularities of its course (the principles of self-moving of the system, the algorithm of its self-development), which allows to speak about the purposefulness of the process, about the internal necessity of generating one state by another.

Rethinking Aristotle's tradition, who stated that it is necessary to cognize a thing not up to a certain limit, but up to that limit "for the sake of what" every thing exists (*Aristotle, 1981: 87*), we consider the goal to be the long-term desired result of a living being. It may be unattainable in the considered period of time, but it is available in the future.

So, for the sake of clear understanding of the purpose or of something for the sake of what a living organism acts and changes, we should pay attention to something, without which any act, change or activity is possible.

Achieving the goal is impossible without realizing the potential and acting in accordance with its characteristics. If activity is recognized as an attribute of life, living system/organism/

person, and it is conditioned by potential and necessity of its realization, there is no life without realization of potential.

Hence, the purpose of living beings is to live, and thus to realize the existing potential.

The living will always strive to realize its potential, to act within the limits of what it is capable of, to stay/preserve a living, purposeful system. A living organism is functionally dependent on the external environment to a greater or lesser extent. A purposeful object must correlate with certain environmental features and must be oriented and guided by the goal. If the conditions surrounding the object change, the object acts purposefully, if it continues to pursue the same goal, changing its behavior when external conditions change (*Acoff R., Emery F., 1974: 22*). Hence, no matter how the conditions of a living organism existence change, it will strive to live, to realize the existing potential.

The potential of a man as a living being is aimed at the life of its carrier, it ensures the quality of his life, and can therefore be described as essential. The life of a man and his potential are interdependent and in direct proportion: the more actively the potential is recognised, functioning and fulfilled, the more viable a man will be, and the higher his or her adaptability or survival under changing conditions will be.

The researchers of subjective human vitality have made an invaluable contribution to the development and understanding of the essence and nature of human life potential (*Dyachenko, 2012*). They have experimental proofs of innateness and autonomy (*Deci E., Ryan R., 1991*) of this potential, and thus of the necessity of its manifestation, cognition and realization.

In this connection, we believe it is possible to correct the content of the concept “life” of a man as well as to specify the meaning of the general value of human activity.

From our point of view, the concept of “life” of a human being includes, firstly, the fact that he is forced to accept the undifferentiated vital potential that he received even before birth. The undifferentiatedness of potential characterizes its syncretic nature, which must be recognized. Something that a man can, wants and must realize must be crystallized in it. This, in fact, constitutes the content of his unique individuality and determines the degree of his personal resource.

Secondly, the efforts of a man, his actions on recognizing those abilities, properties, mechanisms in the latent potential, actualization of which will allow a man to realize his uniqueness and harmony of existence with the diverse forms of life in the Universe.

Thirdly, the concept of “life” includes human efforts to strengthen ancestral memory, i.e. the link that guarantees the identification and integration of a man in and with the existing world of objects.

To live means for a man to be purposefully active, to cognize himself and his potential completely, to perceive oneself as a whole, not to prevent the vital potential from manifesting and realizing in the process of human activity in the network of interconnection with all existing beings. This is the purpose of human activity, that determines the content of his life.

Everything that contributes to the achievement and realization of the goal will be values for a living being, a human being. In this context, a value is a form of purpose manifestation, that guarantees the preservation of life of a living being, his dignity, strengthening the connection with everything he is related to and connected both physically and metaphysically.

In our opinion the main value for any living being, will be the desire to realize its inner potential to the fullest extent possible, to live its full life in an ever-changing environment.

The general value of a man, as a living being, is striving for the fullness of his life or love of life (philomenology) (*Dyachenko I., 2017*). It should be noted that a man's love for his life naturally brings him or her to the level of love for Life as a whole.

A man, as a living being, characterized by inner activity associated with his potential, will always strive to realize this potential, to manifest and define his activity, that is, to live in the world that exists as an interconnected combination of natural, social and metaphysical reality. There is a single generating principle at all levels of the world. It is reciprocal connections, mutual consistency, and interconnectedness of parts into a whole. A man is involved and interconnected with each of the existing realities, so he is a bio-socio-spiritual being. Being an organic whole, a human being exists actively, organizes himself, steadily reproduces himself, on the basis of the organic links principle, realizing his potential in each act of his activity, i.e. a man self-actualizes.

Forming connections at all levels of realities (natural, social, metaphysical/spiritual), a man makes a set of connections and relations between objects of natural, social, spiritual realities directly participating in or related to joint existence and activity (activity manifestation). These sets of connections and relations between a man and objects of natural, social and metaphysical realities are called "body". There is a natural, social, spiritual body of a human being. "Social body" is not a soulless structure and function, not a separate norm or rule. It is a personified social reality, which exists exactly as long as there is an emerging and solvable social problem in synchronous and diachronic changes. The formation of social "bodies" implies the existence of dominant subjects and their personification. Those people who are part of our "social bodies" help us to solve the problems that arise in the process of realizing our inner potential, which aspires to its fullness, are called "ours". Those people, who do not help us in the process of realizing our inner potential, in the process of self-moving, self-discovery, self-fulfillment, are not in our social "body," even if they are close friends, brothers or matchmakers, they are "strangers".

Thus, philomenology (love of life) is the value that guides not only a particular man on the way to the fullness of his life, but also determines the nature of the relationship, and thus its consequences for a man and all those people whom he interacts with. The level of philomenology development affects the degree of intelligibility of a man in the connections and interactions that he forms. In its turn, it increases the requirements to education, upbringing, self-discipline, culture of a man and his responsibility towards himself and others. The "philomenology" value can act as a determinant of the education program, upbringing of a human being in general, their subjects and personnel in particular.

Life is what a man exists for, the purpose of his existence and activity. In this regard, everything that does not prevent him from living, allows him to completely realize his vital potential will be significant for him, that is, valuable. The goal is the only one. It is life, the general value is formed according to the goal. It will also be the only one. It is desire/love for life (philomenology). In our opinion, a value is a form of goal manifestation. The values will match the goals.

The degree of awareness of a man's existence and activity goal as well as the level of the general value development determines the nature of a man's attitude towards everything with which he establishes links, what/who he chooses, how he acts and the result of his activity. It should be noted that a man's love for his life naturally brings him to the level of love for Life in general. But as A. Schweitzer stated a man still has to learn to live among Life (of other living beings). Further development of the problem of philomenology will help in this.

5. Conclusions

1) The analysis of scientific research on the problem of living beings directional evolution confirms the existence of the basic need of any living being to live, to preserve his uniqueness and integrity in different environments, that focuses the directionality of its evolution

on active life, as well as the use and formation of those mechanisms that will be significant / valuable for the biological progress of a living organism.

2) In a modern neoclassical picture of the world the idea about inclusion of a man, as a biological species, into the continuity of the living world is stated as well as impossibility of withdrawal from it, with its characteristic features.

3) Activity, as life attribute and feature of a living being, does not exist by itself, it presupposes the existence of internal potential in a living organism, that requires realization in the process of interconnection and interaction of a living system, a human being with environment and formation of appropriate conditions. The human activity is connected with the potential, receiving of which is conditioned by birth of a man.

4) Life, activity and potential are interconnected: there is no life and activity without realization of potential.

5) A living being will always strive to realize its potential, to act within the limits of what it is capable of.

6) Life as realization of potential is the goal of existence of any living being.

7) Everything that contributes to the achievement and realization of the goal will be valuable to a living being, a human being. Value is a form of the goal manifestation.

8) The main value for any living being will be the desire to fully realize the potential inherent in him, to live his full life in an ever-changing environment.

9) General value of a man, as a living being, is the striving for the fullness of his life or love of life (philomenology).

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SPECIFICS OF THE SCIENTIFIC RESEARCH OF FAMILY AND MARRIAGE RELATIONS IN SOCIAL SCIENCES IN THE POSTMODERN PERIOD

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Summary

This article presents the comparative analysis of scientific interests and concerns in the domain of family and marriage relations in such social sciences as history, philosophy, psychology, law, sociology, demography and pedagogics.

The place and importance of philosophy are determined; its influence on the progress of the aforesaid sciences is also analysed. The place, role and importance of social philosophy are discovered.

The subject field of each aforesaid science is studied thoroughly. Also the subject field of social philosophy is discovered and distinguished, and its scientific concerns in researching family and marriage relations are studied.

It is found out that each of the scientific disciplines mentioned in the article delves into and studies family, marriage and family-marriage relations in its own sight with its own scientific concern, approach, in accordance with its subject and method of research. The author sets distinct limits of scientific researches of each mentioned discipline as well as social philosophy.

An opportunity to study family and marriage relations is found from the point of view of various sciences by engaging herewith their research tools. The focus is made on the fact that this combination makes it possible to enrich every scientific discipline with some additional knowledge.

In the article, the author proves that the contemporary period of postmodern and world globalisation of society are displayed in family and marriage relations.

The author proves the correlation between transformation processes going in the period of postmodern in different fields of public life and changes in family and marriage relations.

Keywords: globalization, society, social institutes, public relations, family life, post-modernization of society.

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Introduction

Each of us gets the first lessons of life in the family. The family creates an environment where a man grows, public relations develop. Family and marriage are two individual social institutes closely interrelated. It is possible to say that these institutes are basic for the society. As such, family and marriage presently are targets of research of the entire line of social sciences, e.g. of such sciences as history, philosophy, psychology, jurisprudence, sociology, demography, pedagogics and some others. However, every science has its own target and method of research, i.e. it has its own specifics. Therefore, every science analyses and studies family and marriage as well as relations originating among entities of these institutes from various viewpoints in

accordance with the subject and method of research of this science. Hence, the study of family and marriage relations has an interdisciplinary context.

Considering those changes happening in the world and the fact that the fact-based science and fact-based knowledge are developing in this contemporary period of postmodern, it becomes necessary to determine an area of scientific interests in the field of family and marriage relations in the said sciences. We believe that it is necessary to determine a place, role and importance of social philosophy in studying family and marriage relations. The timeliness of this article consists in this in our opinion.

The objective of this article is to find the essence of scientific interests and concerns of the aforementioned scientific disciplines in the field of family and marriage relations. The scientific-research task of this article is to find out what exactly planes of family and marriage relations are studied by different social sciences, to determine and distinguish the subject field of social philosophy in studying these relations as well as to set distinct limits of scientific researches of every discipline mentioned in the article.

In this research, we apply the principle of objectivity, historic principle as well as principle of comparativeness. Besides, we use the closely interrelated logical method and chronological approach in the course of this research. In studying family and marriage relations, it is allowed to use methods of exact sciences as the specifics of the said relations is in that they are studied by different sciences.

Exposure of the main material

The contemporary period of postmodern and worldwide globalisation of society are changing the world; the process of uniting the world in one system is going. Certainly, all these changes have influenced family and marriage relations either. Changes occur in them as in the society. For this very reason, society is studied by many different sciences from different perspectives, and for quite some time already. However, the scientific studying of the subject of family and marriage relations has started recently. As said, family and marriage as well as relations arising among entities of these institutes are presently studied and explored by quite many sciences. It is happening because of the fact that such family and marriage relations within the subject field of various sciences, disciplines arise during the family and marriage creation and functioning. Every science studies family and marriage relations from its perspective with its individual approach, subject and method of approach. Thus, we assert that family and marriage relations can be regulated by standards, methods and tools of different sciences.

Meanwhile, the science of the period of postmodern is characterised with such a feature as striving not just to find an answer to any question, but to give a clear unambiguous answer to it. That is why and in view of the fact that we study the postmodernisation of family and marriage relations at the contemporary stage of the society development from the viewpoint of social philosophy, we have a priority to set the distinct limits in studying these relations from the perspective of social philosophy. Therefore, we decided to distinguish scientific interests and concerns and to determine planes of family and marriage relations studied by such sciences as history, pedagogics, demography, psychology, law, sociology and social philosophy.

Starting with history

History as science is one of the oldest. It studies the past, life of society, its growth, course of events. The French historian of the Jewish origin, Mark Block, believed that history is science about people and their life in the society. In his scientific work "Apology of Histories

or Historian's Art", he wrote very poetically: 'History is a science about people in the time... Behind the visible landscape outlines, tools or machines, grey documents and institutes that are really far from those who created them, history wants to see people' (*Blok M., 1973: 18*).

From our viewpoint, history is a viewing of historic events, end of historic cycles first of all. It is possible to say that it studies the past of the human society and its modern times. Family and marriage relations are a part of the human society life. So one can assert that this science reveals patterns of the public life growth in various forms (especially in the form of family, marriage) in the measurements of space and time. Historic processes have a direct influence on events in the life of a human, particularly marriage in general. These events are extremely different and relate to the development of different sides of relations and activities of historic persons. Studying such historic processes is a purport of history.

History is a multi-branch science. It comprises a set of specific historic knowledge. Thus, for example, quite a young branch of historic knowledge, social history, expressly studies various social groups and relationships among them, particularly the role and functions of family as one of social groups, in public structures and processes, studies the influence of historical public movements on family and family-marriage relations, social conflicts.

Hence, history studies a man in various manifestations of his life and activities – in economy, politics, culture and so forth. And all of this goes on the back of family as a human's life goes in his family, marriage or out of the marriage in different times. That means that due to the historic science we are able to see how family and marriage relations of people were in different times and different countries.

Considering the next science – pedagogics

Pedagogics as subject area is one of the most ancient. We can assert that it is integral in its nature for history and human progress as pedagogic thoughts were first born and began elaborating in Ancient Greek, Ancient Eastern and Medieval philosophy and theology. Pedagogic ideas and principles, which were in the philosophic works of Platoon, Aristotle, Socrates, Democritus, Confucius and Quintillian, caused the origin of theoretical pedagogic concepts that formed a basis for an integral system of global education. Meanwhile, pedagogics was first distinguished from philosophy only in the beginning of 17th century with the efforts made by the English philosopher, Francis Bacon, who distinguished pedagogics and called it as a science separated from philosophy in his scientific work "About Dignity and Growth of Sciences".

Among our national activists-educators, we need pay our attention to the works of the world-class Ukrainian philosopher, theologian, prose writer, poet and teacher, Grygoriy Skovoroda. He made the focus on the need of natural education of children, obligatory teaching in the native language, insisted on the requirement of full development of the human personality. However, apart from this, Skovoroda proved the importance of education in the family in his works, as "the first natural educators and mentors of youth are parents" from his point of view (*Shvetsova I., 2012: 180*). In his parables, he displayed his views of family and marriage relations. So, for example, he propagated deep respect of parents by children, about the obligation of parents not just to give birth to physically healthy children, but to give a right education to them. In his stories and parables he revealed the essence of relations in the family, focused the attention on the importance of kind relations, feeling of gratitude, and showed his insights in family values.

Therefore, we see that the process of education appeared with the formed human society. Methods of education were developing in line with the human progress in accordance with different historical epochs.

At the modern stage, pedagogics is a multi-branch social science that functions and develops in conjunction with other sciences. It combines the information from almost every social science about children, influence of the family and family and marriage relations between parents on the child, about laws of development of educational social processes affecting the human evolution and progress in general.

We see that pedagogics as science studies family as the most important factor in the educational process of every child as the child comes to the company of his or her parents and next of kin. Correspondingly, from the very beginning family and parents help the child to socialise himself/herself in our world. It is important that family members, first of all parents, demonstrate and pass the system of values, moral and social behaviour standards to their child. From this very perspective it is impossible to overestimate the place and role of family in the education of children.

Having analysed the subject field studied by the science of pedagogics, we can conclude that this science looks at family, marriage and family-marriage relations in terms of their influence on the education and process of socialisation of children. Scientists-educators demonstratively prove that the key to the right and quality education in the family directly depends on inner relations in the family and mutual respect, care and patience of family members to one another.

Studying demography as the next scientific discipline

Demography is a science about principles of reproduction of population. We think that this science helps to understand the modern processes going in the society and to see and to think over the factors impacting these processes. The authors of the encyclopaedia dictionary "Human Population" state, "... as a specific science, demography studies principles and social conditions of birth rate, deaths, production of marriage couples and families, reproduction of population in general as unity of these processes. It studies changes in the age-sex, marriage and family structure of population, correlation of demographic processes and structures as well as principles of change of the overall number of population and families as a result of interaction of these phenomena" (*Melikian G., 1994: 113*).

Therefore, we see that family and marriage as social institutes also belong to the complex of objects of demography.

Demography considers family as one of the conditions of reproduction of population. Any family develops and obtains certain events during its existence. The complex of family events creates a line of stages, the sequence of which is called together as a life cycle of family. We would like to point it out that science of demography traditionally pays a great attention to the study of the family life cycle. And in this whole range of functions performed by the family, demography studies only those related to the demographic functions, i.e. reproductive, educative functions and functions that create conditions assisting in keeping life, i.e. recreational and therapeutic. Regarding marriage, demography considers marriage as a factor of creation of a family and birth of children. At the same time, this science is interested not only in the registered marriage, but in marital relations without legal registration as illegitimate birth is related to them. Moreover, this science studies the process of breakdown of married couples – divorces.

So we can see that demography studies different aspects of the problematics of family, marriage and family-marriage relations. The demographic analysis comprises various methods of study of the marriage rate.

Having analysed the said practical tasks of demography, we can conclude about the fact how closely they are related with one another. By means of their complex analysis and resolving, there is an opportunity to obtain that complete and comprehensive characteristics of trends and principles of the society demographic development.

Studying now psychology as a science

Analysing quite a great deal of scientific sources, we arrive at an idea that since the age of Ancient Greece and to the development of natural and social sciences and their distinguishing from philosophy only philosophers tried to understand the essence of a man and his interactions with the physical and social environment. Aristotle was the first Ancient Greek philosopher who suggested a concept of human soul as a function of his body, and not of an external phenomenon influencing it (*Godfrua Jo., 1992: 60*). The word “psychology” as a term describing the science about soul was first used in 1590. It was done by the German philosopher, scientist, doctor Rudolph Goclenius in his scientific work “Psychology, as About the Human Perfection, About Soul and Its Origin In Primis”. Meanwhile, this event did not result in distinguishing psychology and its specific functioning. Only in 1879 at the University of Leipzig, the first psychological laboratory was established. It was headed by Philosopher and concurrently Psychologist Wilhelm Wundt. He started experimental scientific researches of the human mind in his laboratory (*Godfrua Jo., 1992: 64*). Right since then psychology has been considered as an independent science.

On grounds of the aforesaid, we can assert that psychology as science is quite young. The interesting fact is that the apprehension of the target and subject of this science was changing in line with the stages of development of psychology as science. However, presently we have not found a single generally accepted definition of subject of psychology. Due to the aforesaid, the idea of our national scientist, O.A. Melnyk, about the existence of particular “specifics of certain approaches to the understanding and study of the subject of the psychological science” is very important and interesting at the same time from our point of view (*Melnyk O., 2011: 141*). In his article “Theoretical Fundamentals of the Formation of the Subject of Psychology”, O.A. Melnyk writes that ‘for the psychologist mind as a subject of psychology is firstly a human mind. So the subject of psychology at the philosophic-mindset level of problems is in the thoughts about problems of the human’s being in the world. The philosophic concept of human being, its essence and place in the world is that context where the subjective self-determination of the psychologist’s thinking happens’ (*Melnyk O., 2011: 141*).

The main research target of psychologists is a man as an entity entering many interactions with the world as an entity of various activities, communication and cognition. Ones of these relations which a man entering as an entity are family-marriage relations. At the contemporary level of progress, psychology as science pays quite a great deal of attention to the study of human behaviours in family and marriage, studies inner psychological processes going in the family-marriage relations, researches the role interaction of partners in their marriage and intimate communication, relations of children and their parents, and gives practical recommendations for improving these relations.

Thus, family psychology is a branch of the psychological science, the subject of study of which is principles of the family functioning, manifestations and mechanisms of family and marriage relations (*Stoliarchuk O., 2015: 5*).

By contrast with social philosophy and other scientific disciplines that study family and marriage relations, family psychology finds the real reasons for marriage, finds and studies the

causes of families becoming troubled, can give an answer to a man how he can combine his personal life with the family life in general and help adjust to the life in marriage, family, after divorce or during the formation of a new (second) marriage.

Summarising the aforementioned, we can come to the conclusion that family psychology studies the psychological peculiarities of every individual family and every individual marriage.

Studying law as our next science

The history of development of law is closely related to the origin and development of states as phenomenon. Law appeared with the origin of the first state as far back as the existence of the Ancient World. It was natural as the state is an organisation joining not only relatives, but people in general who live in a certain territory. With the passage of time it became clear that only customs, traditions, religious beliefs and moral principles were not enough to govern relationships among people. Law as a social regulator appeared then.

Thus, the purpose of law, in our opinion, is in governing all the aspects of life of the human society. Its essence is determined by the economic and political system of the state. It is influenced by traditions and common ideology existing in the state.

In a similar vein, law with its nature as concept, phenomenon, scientific discipline greatly differs from all those social sciences analysed by us before. First of all, it is due to the fact that law standards have an imperative nature, i.e. they are mandatory for implementation. Besides, law expresses the principle of formal equity among people in the society.

Law has its internal organisation, that is, a system. The system of law consists in the unity and coherence of legal rules within one individual state as well as in dividing all the standards of law of the country according to the branches of law and institutes of law as per an object of regulation. Nowadays, our state has quite many branches of law. However, according to the topic of our dissertation research, and in view of the purpose of this article, we are directly interested in the branch of Family Law of Ukraine.

Outstanding Ukrainian Legal Scholar V.V. Kopieichykov proposes the following definition: "Family law is an aggregation of legal standards and principles that regulate and protect personal and related property relations of individuals arising out of marriage and family belonging. That is, this law governs relations of spouses regarding the marrying procedure, personal and property relations between them, procedure and terms of marriage termination, relations of parents and children, other relatives. Family law of Ukraine regulates and protects relations of adoption, custody and care, etc." (*Kopieichykov V., 2006*).

Hence, by summarising the aforesaid, we can make a conclusion that family law opposed to all the other scientific disciplines studied above and next to be analysed does not study, analyse, treat of family and marriage. And with the assistance of the government, it protects families, marriages, family members, spouses and regulates specific relationships originating in families and marriages. The principle distinction and specifics of this scientific discipline consist in this fact.

One more social scientific discipline – sociology

Sociology is a science that studies society. This science is deemed as quite young because sociology as independent branch of scientific knowledge appeared only in the 40s of 20th century. Alongside, the human race has been interested in the formation and development of societies since ancient times. The first knowledge about society based on the ideas contained in the

ancient myths and legends. Philosophy with the knowledge about the world originated on the basis of mythology. Gradually, with its development and within its ambit, a particular aspect of knowledge about social phenomena – social philosophy was formed. So we may assert that sociology originated on the principles of social philosophy due to the progress of ideas about society and man.

This scientific discipline differs from all the previous sciences by the fact that it studies society through the lens of all those social processes and relations happening in the real life.

Russian and concurrently American Sociologist and Educator Pitirim Oleksandrovych Sorokin thought that ‘Sociology studies phenomena of people’s interacting with one another on the one hand, and phenomena appearing in this process of interaction on the second hand. This definition outlines certain phenomena studied by sociology. It says that all other forms and types of interaction are set aside from the area of sociological studies... Our sociology is homo-sociology. It deals with human interactions only’ (*Sorokin P., 1920: 2*).

The aforesaid proves that this science studies the social aspect of life and relations among large and small communities of people and among people themselves who are in such communities. So to study family as a social institute, its functions and importance for the society, an independent subject area was created – family sociology.

Scientists-sociologists were actively working on the concept of family. Some scientists still believe that the concept of family elaborated by scientific sociology is the most correct and comprehensive. So, for instance, Professor M.D. Shymin gives the following definition of family: ‘Family is a specific form of social life of people conditioned by the society economic system, based on marriage and or family including the whole aggregation of relations (between a husband and a wife, parents and children, among different generations) occurring on the basis of common all-round activities of its members where either society needs (in the physical and spiritual manifestation of a human personality, in securing a normal common life of people in the field of private life) or individual’s needs (in sexual relationships, personal family happiness) are implemented’ (*Shymin N., 1989: 21*).

Therefore, by analysing the aforementioned, we understand that the scientific discipline of family sociology distinguishes the concepts of family and marriage, and studies them as two standalone but interrelated most important social institutes that have top places in our society.

Studying the subject field of social philosophy

From our viewpoint, philosophy is a special subject area that studies the most common principles of development of nature, society, human being and world in general. Philosophy is intended to find answers to those questions, which no other sciences can find answers to.

The specifics of the subject of philosophy is that it constantly changes and is specified. Even presently, the subject of philosophy gets a new content. It is especially challenging now in the period of postmodern when revolutionary changes are happening in various aspects of our life. It happens because of the fact that life does not stand still, the society grows, human needs change, new questions arise, which the human race try to find answers to. Therefore, it becomes clear that the philosophic thought has been developing for its whole history. But it accumulates the explored on the one hand, and enriches with new knowledge on the second hand. All this leads to the fact that the research target of philosophy is limitless. And here is the exclusive specifics of philosophy as a science and discipline as well.

Furthermore, as said by A.M. Oriekhov, “Philosophy is not a dividable “monolith”; to the contrary, it can be broken in its middle, differentiated to many sciences (aspects, teachings)

used to be called as “Philosophic sciences”. Every philosophic science elaborates its aspect of philosophic knowledge” (*Oriekhov A., 2011: 8*). One of such philosophic sciences is social philosophy that studies the society. But it is very simplified elementary definition. From our point of view, the most expanded definition of this science and discipline is given by A.M. Oriekhov who thinks that ‘social philosophy is a science about the fundamental laws and principles of society development and a theory about the essence and values determining this development. Social philosophy is a scientific theory about boundary fundamentals of the society’ (*Oriekhov A., 2011: 11*). Moreover, we agree with his idea concerning the purpose of social philosophy. The scientist thinks that ‘the main aim of this science is to generalise, to integrate philosophic and private scientific knowledge about society to the rational and coordinated ensemble of theories and concepts, to elaborate the main axiological elements and features of this ensemble’ (*Oriekhov A., 2011: 9*).

The subject of social philosophy is society as a coherent social system and laws of functioning and growth of society. It means that social philosophy studies and explains different public phenomena and processes at the macro level, i.e. at the level of the whole society as a social system that develops independently and reproduces itself (*Lavrinenko V., 2004: 384*). Social philosophy considers society as different processes of public life and result of activities of people who realise their needs in certain historical conditions. It characterises the human progress in general. Besides, it studies the interaction of different elements, different segments of society. In this context, social philosophy studies the practical activities of people and their social relations. During the interaction, people come to various relations, which might be industrial, educational, family-marital or just family ones, kindred relationships, etc. All these relations together build the structure of the society, as any society is people in the first instance!

Alongside, social philosophy does not study a human being as a standalone personality. This science views a human being as part of somewhat community. One of the features characteristic namely for this scientific discipline consists in this. One of such communities is family. Correspondingly, family, marriage and family-marriage relations belong to the subject area of social philosophy.

It should be pointed out that the attention was first paid to the role and importance of family and marriage for a man, in particular and for the government in general by philosophers. Ancient Greek philosophers Platoon and Aristotle are deemed to be fathers of the definition of the status of family. So, from the very beginning, family and marriage as well as relations appearing within these institutes were first studied right in the subject field of philosophic thoughts.

Nowadays, the problems of family and marriage relations in social philosophy have become more timely due to the fact that many stereotypes which were based in the ideas about the society role and place in the family and marriage between the wife and husband broke down in the period of postmodern, i.e. the ideas about gender changed. Moreover, the ideas about family and marriage themselves greatly differ in the period of postmodern from the previous periods. Even the sense of life is seen by a modern man in other things.

Besides, the changes going in the Ukrainian society today result in the transformation of family functions. Professor Yevgen Ruslanovych Borinstein accentuates the fact in his monography “Specifics of the Sociocultural Transformation of the Modern Ukrainian Society” that ‘New integrational and regulative mechanisms have appeared in Ukraine. The result of ruining the traditional social integration structures and mechanisms is in a growing massive detachment, anomy (according to E. Durkheim) from the present and angst.’ (*Borinstein Ye., 2006: 851*).

The peculiarity of the social-philosophical conceptualisation of family and marriage is that they are considered as specific, very important social institutes. This understanding comes

out of the fact that family performs one of the most important functions for the society through family and marriage relations – generation of new members of society, implementation of their initial socialisation. Furthermore, the social-philosophic conceptualisation of contemporary family and marriage relations takes into consideration one of the characteristic manifestations of the period of postmodern, i.e. aspiration of people to individualise themselves and to self-realise. By the virtue of social philosophy, we are able to see and to analyse the evolution processes happening in the family, marriage and family-marriage relations for centuries. And, in our opinion, it is very significant as because of this we can forecast a further development of family and marriage relations in Ukraine. It is also very important and needed right in the present times.

Conclusions

Summarising the aforesaid, it should be pointed out that we want to determine the place and importance of philosophy as well as to show its impact on the progress of other sciences in this article, as philosophy is at the onset of many sciences. From this very perspective, it is sometimes named as “mother of all sciences”.

In addition, we establish scientific interests and concerns in the area of family and marriage relations amid various scientific disciplines and determine and distinguish the subject area of social philosophy in the research of these relations in the course of our work. Besides, we set distinct limits of scientific studies of every discipline mentioned in the article.

On grounds of the aforementioned, **we may come to a conclusion that** many scientists with different scientific interests and concerns worked on the issues of family, marriage and family-marriage relations in the past, and work on these issues nowadays. That is, the problems of family and marriage are studied by scientists in different times in terms of different scientific disciplines. However, family and marriage relations are still topical because some of their aspects have not been explored yet, and others have an absolutely different interpretation in the light of postmodernisation of the modern society. Thus, in particular, the attempts to give a definition of family and marriage till nowadays cannot be deemed as successful and completed. Every science studies these targets in its sight. So there is a great deal of definitions. But the understanding of family as initial cell of society was elaborated specifically by philosophers.

We also pay our attention to the fact that people say and write a lot about the problems of family and marriage in our state nowadays. When the problems of family and marriage relations are mostly studied in psychology, sociology, demography and law, to the contrary, a less attention is put to these relations lately in social philosophy. Due to this, we think that these circumstances should be corrected as the deep transformations of various aspects of social life with family-marriage relations happen in the period of postmodern. In our opinion, the social-philosophic theory about marriage and family has a special significance during this time. So we believe in the need of a deep special philosophic apprehension of such changes going nowadays in the institutes of family and marriage in Ukraine and worldwide as the social-philosophic research assists in creating an integral picture of scientific viewpoints to family and marriage relations and their dynamic development over time.

We also come to a conclusion that the institutes of family and marriage as well as family-marriage relations originating within these institutes at this stage of their development require a more detailed overthinking of legal, psychological, mind and social-philosophic aspects. The fact of some aspects of family and marriage relations belonging to the subject area of various sciences enables us to engage tools of such sciences for regulating these relations

and resolving tasks set. We believe that love, mutual respect, care about parents and other dear people, care about the education of children are important fundamentals that originate in the family and are kept in our society with its aid.

The perspectives of future scientific elaborations in this aspect are associated with a deeper study of family and marriage relations in terms of social philosophy as some aspects of these relations have changed and have an absolutely different interpretation in the context of postmodernisation of the society.

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FOREIGN POLICY OF THE HOLY SEE UNDER THE PONTIFICATE OF POPE FRANCIS

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Summary

There are many religious actors in world politics, but only one of them – the Holy See represents more than one billion people, is active in politics, is the only religious organization with a special status in the UN, has full diplomatic relations with almost all countries. as an ordinary actor in the world public and political sphere.

Today, the Holy See plays an even more active role in world politics than in the past. Since the election of Pope John Paul II in 1978, the Holy See has played a prominent role in world politics. The charismatic and successful leadership of the Church is of great importance for the establishment by the Holy See of an agenda in the international arena, which is an important prerequisite for the effectiveness of its foreign policy. Playing a special role in international relations, the Holy See takes an active part in world policy-making and has all the important foreign policy resources that should not be underestimated.

This article reveals the formation of the main priorities of the foreign policy of the Holy See, based on historical and modern examples.

The structure of the article consists of four main parts, in which the Holy See is considered as a global transnational actor in world politics, the personal factor of the Pontiff in shaping the Holy See's foreign policy is studied, the main foreign policy tasks and priorities of the Holy See are solved.

Keywords: Holy See, Catholic church, Vatican state, Foreign Policy, Pope.

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Introduction

Today there is a rethinking of the historical process and changes in the political structure of the world. Among the characteristic trends in modern world politics are the reduction of the military component in political processes, increasing the economy, financial markets, cultural attractiveness, influence and prestige of international institutions and the growing role of the religious factor. And after the events of September 11, 2001, interest in studying religious topics and religious actors increased even more.

The Holy See, due to its unique legal personality (a combination of both state and religious components), does not have the power to influence external interests, therefore it remains to rely on what J. Nye described as “soft power” – on attractiveness moral authority recognized not only by believers, but also by the international community. At the present stage, the Holy See develops foreign policy and diplomacy, making maximum use of all types of influence at the religious level: activates forms of communication alternative to official diplomacy, uses a flexible approach to the changing conjuncture of international relations. An important role in shaping these aspects is played by the Pontiff, head of the Apostolic See (respectively, the Catholic Church and the Vatican).

The author aims to highlight the role of the Holy See in international relations and participation in this Pope Francis and to analyze the main foreign policy priorities of the Holy see.

To test this hypothesis, the author formulated the following research objectives: 1. Whether the Holy See as a global actor in world politics?; 2. What is this personal achievement of the Pope in this case Pope Francis; 3. Conform to the foreign policy strategy of the Holy See global issues of our time? 4. As the Holy See responds to these issues at the diplomatic level.

This article was used an interdisciplinary approach and the historical method, comparison method and system analysis. The article is based on official statements of the Holy See and Pope Francis.

1. The Holy See is a global actor in World politics

From the international legal definition, the Vatican and the Holy See are two different formations, each of which has international legal personality. What unites them -the person of the Pope, who is also the Supreme head of the Roman Catholic Church and the Vatican state (*Otrosh, 2017*).

The Holy See or Apostolic see is the Supreme spiritual authority of the Catholic Church, its transnational leadership, which has legal personality to conclude international transactions and the implementation of all diplomatic rights on the basis of power, sovereignty, and jurisdiction vested in the Pope, as head of the Roman Catholic Church and the Vatican state. International actors recognize the Holy See as a sovereign authority capable of diplomatic relations with other countries. Unlike the Vatican, which became a state in 1929, the Holy See has existed since the first days of the Church. Thus, in international relations the Holy See is an actor *sui generis*. As the Holy See, not Vatican city, is a party to most international agreements, he States maintain diplomatic relations, he participates in the work of international organizations and conferences, so only the Holy See must be recognized as a subject of international law is internationally the interests of the Catholic Church (*Dyachenko, 2008: 7*).

It is worth noting that the rugged Vatican exists as a purely technical structure for giving the Apostolic Capital territoriality, so all countries maintain diplomatic relations not with the Vatican City State, but with the Holy See. The Vatican City State participates in some limited international institutions directly related to the territory, such as the International Postal Union and the International Telecommunication Union.

The Holy See has its own TV and radio broadcasting, the press and the network of educational institutions and is the only religious organization in the world that has its own professional diplomatic service (*Heviuk, 2010: 162*). The Holy See includes the Roman Curia and an extensive network of ecclesiastical and diplomatic structures that oversee the work of the Church and conduct active diplomatic work throughout the world. The Curia includes the Secretariat of State, congregations, judicial tribunals, dicasteries, papal council secretariats, interdepartmental commissions, and a number of subsidiary institutions (The Roman Curia). The Secretary of State since 2013 is Pietro Parolin, who coordinates the work of all the offices of the Holy See (*Reese, 1998: 174–175*).

For many centuries the Holy See was headed by Europeans, mainly the Italians, the Roman Curia was composed of cardinals and of European origin. From the second half of the twentieth century it started to become a global player, which is reflected in its internal organization, which includes cardinals from all parts of the world, and now he is led by neuropeace, a representative of the Western world.

In 1978, when the Pope was John Paul II, the Holy See maintained diplomatic relations with 84 States. Today the Holy See maintains diplomatic relations with 183 countries in the world and participates as member or observer in many international organizations. Among the

international organizations in which the Holy See takes an active part, the most important is the UN and its specialized agencies and conferences. The Holy See has permanent observer status at the UN with organizations such as the international Committee of the red cross, the League of Arab States, the Palestinian authority and the Secretariat of the United Nations. Today Apostolic has observer status in more than ten international organizations, including the Council of Europe, Organization of American States, the Organization for security and cooperation in Europe and the International atomic energy Agency (Chong, 2013).

The Holy See works actively on the European continent, although he is not a member of the European Union and is not planning to join (*Uchastie v mezhdunarodnykh organizatsiyakh...*), and maintains close relations with the European States and intergovernmental regional organizations as the Organization for security and cooperation in Europe (OSCE) and the Council of Europe. After the appearance in 1980 of the Commission of the bishops' conferences of the European community (COMECE), the Holy See has a new tool of political influence on the policies of the European Union. SOMECE committees dealing with social and legal issues of European foreign policy and EU enlargement, media and communications, migration and refugees, ethics of biological research, dialogue with Islam and Orthodoxy.

The internal basis of power and strength of the Holy See is the Catholic Church and her faithful. According to the published report "Global Catholicism: Trends and Forecasts" we see that in 1980 the Catholic population was more 783,5 million, in 2015 – more than \$ 1.2 billion. Comparison of data from different years shows that since 1980, the Catholic population has more than doubled. Almost 20% of the world population are Catholics. In Asia and Africa there has been a rapid growth of the Catholic population, since 1980, the number of parishes has doubled. In North and South America, the number of parishes increased by 25%, Oceania 5% (*Global Catholicism: Trends & Forecas, 2015*). All these data indicate a global shift of Christianity from North to South. Today, most Catholics in the world live in South America, Africa and Asia. And it is these regions that show positive dynamics. In 35 years, the Catholic Church remains not only the largest religious organization among Christians, but it remains the most multi-ethnic Church in the world (*Global Catholicism: Trends & Forecas, 2015*).

So, the Holy see, the top of the Church organization, which oversees all the bishops of the world, many of which occur at the national or regional bishops' meetings and conferences. Bishops, in turn, control different territorial units of the Church, including the diocese, which includes local parishes. It is worth noting that church elites have a direct influence on decision-making in the Church. In addition, the Holy See is the only part of the Church operates transnational. Conference of parishes and dioceses can act on issues of local or national importance, but of the Holy see, there are very few cases that could be considered a purely local or national. Conversely, the Holy See cannot ignore the rest of the Churches, since the implementation of the actions, the Holy See frequently use ancillary Church structures such as the monastic orders, missionary and charitable organizations that also join numerous secular social organizations – political parties, trade unions, youth, women, and other associations.

2. The personality of the Pope in the foreign policy of the Holy See

The Holy See is a chair, the seat of St. Peter, headed by the Pope, including his senior administrative staff, the Roman Curia. The Pope acts as a sovereign in his church, within his city-state, and especially in the international sphere. The Pope has the status of a legal entity in international relations. The personality of the Pontiff is of paramount importance in all spheres of activity of the Holy See and plays a fundamentally important role in shaping the foreign

policy course. As for the relationship between the priorities of foreign policy and the figure of the pontiff, the former may shift with the arrival of the new Pope. The accents of foreign policy are changing, new ones are appearing, but regardless of the pontiff's personality, the existing traditional directions remain unchanged. When choosing diplomatic tools, methods of use to achieve their goals, the pontiff plays a decisive role. These statements stem from the following factors.

The Pope has biblical roots, which in itself determines his role in foreign policy. The paramount importance of the pontiff's personality is enshrined in canon law. According to which "the pope enjoys in the Church the supreme, complete, direct and universal authority" (can. 331) (*Kodeks kanonического prava*, 2007: 156). It also determines the politics and diplomacy of the Holy See.

The pontiff's supremacy in the Vatican's organizational structure follows even from a moral point of view, when all clergy have a special duty: to show respect and obedience to the Supreme Pontiff (*Kodeks kanonического prava*, 2007: 65). The pope operates within the ecclesial community, initiating dialogue with all its members. Thus, the relationship between the Ecumenical Church and the local churches is built, to which the doctrine of the primacy of the Bishop of Rome is applied. As the "supreme legislator", the pope issues laws and legislation, and has the right to approve decrees issued by the College of Bishops or the Conference of Catholic Bishops. As the "supreme administrator" of the Church, the Pope has authority over all relevant activities of this institution, as enshrined in the Apostolic Constitution *Pastor Bonus* (*Giovanni Paolo II*, 1988). In the judicial sphere, for the entire Catholic world, the Pope is the supreme judge who has the right to administer justice personally. Its jurisdiction includes all litigation relating to the protection of human rights. The decisions of the Pope are not appealed, which allows the pontiff to act completely independently of any kind of political force in the management of the Catholic Church.

The personal aspect of papal policy is extremely important because all the foreign policy of the Holy See is an expression of the ideas of the Pope. The figure of the current Pope Francis is extraordinary: he is the first pope in the history of the Western Hemisphere, the first pope in more than 1,200 years "non-European", the first Jesuit pope and the first monk in more than a century and a half. Hispanic origins and related factors, in particular his non-European worldview, influenced the formation of Pope Francis' policy and diplomacy. For the first time in the history of the Holy See, the Pope takes the name of St. Francis of Assisi, who called for the restoration of the Church after a period of decline (*Vallely*, 2013). St. Francis transformed the idea of monasticism by replacing a hermit monk with a missionary apostle, creating a reputation as a peacemaker and friend of the poor. The main thesis of Pope Francis is that it is impossible to solve the problem of poverty without the participation of the rich. The pontiff emphasizes that the mission of the Holy See in international politics has surpassed the sovereignty of the Westphalian style and he will do everything to change the Church (*Vallely*, 2013). Therefore, the Pope speaks openly about the problems that exist in the church, solves important issues that his predecessors did not dare to solve, so as not to provoke a conflict within the church between conservatives and liberals. In essence, we can say that Francis is not a name taken by the pope, but a whole project of creating a church that should be "poor, simple and pursue an evangelical goal in its policy." Therefore, Francis refused to live in the Apostolic Palace and moved to the guest residence "Santa Marta" and refused to wear the papal purple cape (*Nuovo Papa: è l'argentino Jorge Mario Bergoglio*, 2013).

Every action and statement of the Pope has an extraordinary impact on the state of international relations in general. Thus, the most resonant statement in 2015 was the recognition

of the State of Palestine as the Holy See, which is still unrecognized by many European states (*Vatykan vyznav Palestynu suverennoiu derzhavoiu*, 2016). This step shows the readiness for dialogue and building a “bridge of peace and understanding” between Western and Eastern civilizations, especially the position of the Holy See goes against the will of the greatest actors in international relations, which testifies to the identity and independence of the Holy See.

Comparing the main features of the policy of the popes of the XX century, with the policy of the current pontiff, it is worth noting three characteristics of the policy of the current Pope, whose understanding helps to accurately identify the foreign policy priorities of the Holy See.

1. Deviation from “Eurocentrism” – for the first time the Pope is not associated with European traditions because of his Latin American origin. The Pope has the opportunity to see the problems of Europe through the prism of Latin America.

2. Departure from “ecclesiocentrism” – in addition to church affairs, the pope solves a range of social problems that the church can solve, while remaining a counselor, not a supervisor.

3. Departure from “Vatican-centricity” – The Vatican is not an unconditional center of power, emphasized by simplicity and accessibility.

3. Foreign policy regional priorities of the Holy See

Modern foreign policy of the Vatican was instrumentally and methodologically formed at the beginning of the pontificate of Pope John XXIII (1958–1963). Since then, the pontiffs have included in the range of their activities the usual now “openness” and “dialogue”. Prior to that, the relationship was either absent or hostile. Since the Holy See does not have a documented concept of foreign policy, from a detailed analysis of the pontificate of Pope Francis, we can identify the main global and regional priorities of the Holy See in the international arena.

1. The main direction of the regional foreign policy of the Holy See is the universalization of the Roman Catholic Church. The Holy See is moving from a policy of Eurocentrism to close cooperation with Latin America, Asia and the Middle East. In the context of regional priorities, Africa is seen not in terms of bilateral cooperation with the countries of the continent, but as a vulnerable region that requires the attention of the entire world community.

2. The priority of the Holy See's foreign policy is relations with China, which is the site of the greatest evangelization, with a population of more than 1.3 billion. According to the Holy See, it is China that can change the global religious landscape in the coming decades. Until 2007, China categorically did not recognize the right of the Holy See to ordain bishops and insisted on the exclusive right of the Communist Party to be responsible for this process. Later, in 2007–2011, relations entered a phase of warming: China began to coordinate the appointment of new bishops with the position of the Holy See. However, in 2011, China revised its policy and returned to a strict ban on the Vatican's participation in the process. As a result of the compromise reached on September 22, 2018 and the signing of a classified Interim Agreement (*Communiqué concerning the signing of a Provisional Agreement*, 2018), Beijing recognizes 30 “underground” bishops, and the Vatican – 8 ordained under the control of the Chinese party. Today there are two Catholic churches in China. The Holy See and China have signed an agreement that raises key issues of bilateral relations, namely, who has the right to elect and ordain bishops in China. The Vatican's preservation of diplomatic relations with Taiwan and the Holy See's support for Hong Kong's Catholic bishops, who support the opposition, remain problematic issues in bilateral relations. It is worth noting that the Chinese side is also interested in normalizing contacts with the Vatican, as a breakthrough in relations would be a diplomatic

success for Xi Jinping, which would not only improve relations with Europe, but increase its authority among Catholics.

Latin America is of particular importance to the Pope, as in part he sees in it the future of human development. This is where most Catholics in the world are concentrated – 39%, which is 60% of the total Latin American population (*The Pontifical Yearbook 2017*). A kind of recognition of the importance of this region for global Christianity was the election of the head of the Catholic Church of Latin America – Cardinal Jorge Mario Bergoglio. For the effective implementation of foreign policy tasks in the region, Pope Francis has been elected to prominent positions in the Vatican over the past few years, whose professional path was connected with Latin America. For example, in October 2013, Pietro Parolina, who had previously been the Apostolic Nuncio to Venezuela, was appointed Secretary of State of the Holy See (*The talents of the priest and diplomat Fr. Pietro Parolin, 2013*). In the fall of 2016, A. Abascal, a priest from Venezuela, became the General Rector of the Jesuit Order. The new General is the first in the history of this organization not from a European country, and the first, like the current Pope from Latin America (*Francis, 2016*). Pope Francis is often criticized for his special attention to the region” (*Iwanowski, 2014*).

With regard to regional policy on the European continent, it should be noted that the Holy See sees the European Union as a political project that needs to be given new life (*Francis, 2016*). According to Francis, Europe has lost its place in the world: “Although the European Union has become bigger and stronger, Europe looks” tired and old”, the other world looks at it” coldly, with distrust and even suspicion”(*Francis, 2014*). To get out of the crisis, Europe needs to “return to its roots, return to real human care”(*Francis, 2014*). He called the priority “building Europe not around the economy, but around the defense of human rights and the sanctity of the human person and inalienable human values. The pontiff offers Europe to revive its leadership in science, art, human values and faith”(*Francis, 2014*). In the EU project, the consolidating role is given to the Church, which is able to turn Europe into a stable structure, to face new challenges and threats. In this regard, the Holy See sees the need to establish a dialogue with European secular society.

4 In regional policy, the Holy See puts forward the idea of urban diplomacy as an effective and influential factor in the system of international relations to solve problems of regional and international importance. According to Pope Francis, the city can become a place of “real, lively and effective politics” (*Francis, 2016*). This position of the Pope is obviously influenced by the idea of the Jesuit order, scientifically expressed by the German philosopher and theologian Erich Przywara that “the idea of creating a united Europe should not be based on theoretical programs of political parties, but on the idea of cooperation between cities and towns” (*Przywara, 2013: 76*).

Given the Holy See's active position in the international arena, as well as the effectiveness of its diplomatic tools, it is clear that the Vatican is strengthening its presence in the international arena. The role of the Holy See in international organizations and in modern negotiating platforms is of considerable importance in the international community.

4. Foreign policy global priorities of the Holy See

The main foreign challenges of the Holy See are global foreign policy priorities, which are reduced to the protection of human rights and evangelization, charitable and educational activities, ecumenical and interreligious dialogue, peacekeeping and mediation, and the fight against environmental problems.

The most important direction of the Holy See's foreign policy is peacekeeping. The Holy See promotes the renunciation of war as a means of resolving disputes between states and disarmament, and is actively involved in resolving interstate, interethnic, and interreligious conflicts, calling on the warring parties for dialogue and the restoration of peace. In practice, the position of the Apostolic Capital means support for the concept of humanitarian intervention.

Pope Francis' main peace step took place on September 1, 2013, when the Pontiff declared that "war leads to war, violence leads to violence!" (*Angelus 1 sentyabrya*, 2013). It is obvious that after such a statement, the Holy See decided to reconsider the Catholic concept of "just war", which has changed over the centuries. The *Catechism of the Catholic Church* of 1992 determines the exact conditions of legal protection by military force (verse 2309). Not afraid to challenge old church doctrines, Pope Francis welcomes discussions about the church's basic tenets of war and peace. "Faith and violence are incompatible," he repeated during a prayer meeting in the Vatican in 2013 (*Papa pered "Anhel Hospodnii"*, 2013). Like his predecessors, he called for an end to the war, and went even further in the fight against nonviolent alternatives, calling for more active tools of "active nonviolence" (*Francis*, 2016a).

Given the power of modern warfare and the consequences of conflict resolution, the Holy See is trying to find a new direction for the global church (*Butigan*, 2016). The Conference on Nonviolence and a Just Peace: Promoting Catholic Understanding and Commitment to Non-violence called on Pope Francis to publish an encyclical on active nonviolence, and the final text of the conference called on the Church to integrate nonviolence at all levels of the global institution, including dioceses., universities, religious orders and organizations and urged not to use the concept of "just war" (*Mcelwee*, 2016).

Direct mediation policy has become a key feature of Pope Francis' pontificate. This was most evident in the Holy See's diplomatic mediation in the resumption of diplomatic relations between the United States and Cuba in December 2014. It was the pontiff who played a key role in the normalization of relations between the two countries. Pope Francis personally called on Obama and Castro to end the Cold War and resume dialogue. The Pope's mediation was so successful that, for the first time since the Cold War, relations between the United States and Cuba have warmed. Noting Pope Francis' great contribution to the settlement of the US-Cuban conflict, Raoul Castro said he could become a Catholic again (*Papa Rimskij vstretilsya s Raulem Kastro*, 2015). The example of the "soft power" of the Holy See is obvious – the communist leader publicly declares his positive attitude towards the Church.

Proof of the peace policy was the pontiff's visit to the Holy Land in May 2014 and Pope Francis' meeting in the Vatican with Israeli President Shimon Peres and Palestinian President Mahmoud Abbas (*In Vaticano l'abbraccio tra Abu Mazen e Shimon Peres*, 2014). This was the first meeting between the two leaders after another failure of peace talks.

The next foreign policy of the Holy See is interreligious dialogue and ecumenical activities, which have raised trust in the Catholic Church throughout the world. Interreligious dialogue in the context of intercultural relations is currently a key challenge for the Vatican, as Catholics are religious minorities and severely persecuted in the Middle East, Asia, including India, China, and Africa. Dialogue with other religions and cultures is an urgent task of the XXI century. The pontiff is highly respected among heads of state and government (including those who considered themselves his opponents), seeks ecumenical rapprochement with other Christian denominations and is open to dialogue with representatives of all denominations (*Iwanowski*, 2014).

Ecumenical activity has become prominent in world political processes. By signing a joint declaration on the situation in Iraq, Syria and the Middle East, Pope Francis and Ecumenical

Patriarch Bartholomew recognize the importance of a constructive dialogue with Islam based on mutual respect. They said: "Muslims and Christians are called to work together for justice, peace and respect for the dignity and rights of every human being, especially in regions where they once coexisted peacefully for centuries and are now tragically living together in the horrors of war" (*Spilna deklaratsiia, pidpysana Papoiu Frantsyskom ta Vselenskyim Patriarkhom Var-tolomeiem I u Stambuli*, 2014). They called on all the world's religious leaders to make every effort to strengthen interfaith dialogue to build a culture of peace.

Pope Francis called the visit to Bosnia and Herzegovina in 2015 a "pilgrimage of peace and dialogue." The main purpose of this trip was to overcome barriers between cultures and religions, as it is intertwined with different denominations and religions, and the key to a peaceful life is compromise and understanding (*Papa pro sluzhinnia dukhovenstva i chernetstva u Bosnii ta Hertsehovyni*, 2015).

Poverty and inequality, which is a serious international problem, are becoming threatening. In conditions of global competition, the Holy See pays considerable attention to this foreign policy direction. The Pope speaks of the social duty of the leaders of the countries towards the socially vulnerable population. The pontiff calls on the world community to distribute economic goods evenly, and this is the moral duty of every state (*Francis*, 2015).

Focusing on poverty and social inequality, the Holy See focuses on the poorest countries in Africa and Latin America and seeks to draw the world's attention to humanitarian and social issues that they ignore. During a trip to Brazil, the pontiff personally visited hospitals, prisons and poor favelas. Because of the "trickle-down theory," which argues that the benefits of monopolies coincide with the benefits of small businesses and consumers, Pope Francis is often criticized. Latin American leaders, especially the left, respect the pontiff's harsh criticism of "wild capitalism" and its calls for social justice (*Iwanowski*, 2014). "For their appeals to believers, in which Pope Francis opposes cultural discrimination and strongly criticizes neoliberalism, some media outlets refer to the Pope as "the leader of the world's left" (*Papa Franczisk – lider mirovykh levykh sil*, 2016).

Climate change issues are also a priority in the Holy See's foreign policy. The Vatican is actively calling on the world community to maintain a "common home." The problem of climate change is related to issues of ethics, justice and social equality. The current situation of environmental degradation is related to ethical and social degradation. Pope Francis considers discussing this problem not only with world leaders, but also with specific people in local authorities. Thus, mayors and officials responsible for these issues were invited by the Pontiff to a conference on environmental protection (*Pope Francis sends video message to UN Climate Action Summit*, 2019). Pope Francis emphasizes the role of young people who "pay increased attention to the complex problems that arise as a result of an emergency (*Climate crisis: what is COP and can it save the world?*, 2019). Pope Francis even dedicated an entire encyclical "Laudato si" (*Francesco*, 2015) to environmental issues, which was welcomed not only by environmental organizations but also by UN Secretary-General Ban Ki-moon, Ecumenical Patriarch Bartholomew, who said, that "the fight against climate change cannot be waged individually. This problem requires the attention and action of all mankind, especially the rich regions of our planet. In a conversation with our dear brother Pope Francis, we agreed on the importance of the Church of the East and the West working on this topic" (*Cop21: patriarca Bartolomeo: "non è troppo tardi per agire ma dobbiamo farlo subito"*, 2015).

Experts argue that "the encyclical was destined to go down in history as a turning point when environmental protection finally took its rightful place on a par with the dignity of human life and economic justice as the cornerstone of Catholic social teaching."

Experts argue that “the encyclical was destined to go down in history as a turning point when environmental protection finally took its rightful place on a par with the dignity of human life and economic justice as the cornerstone of Catholic social teaching” (Allen, 2015).

In turn, according to D. Vigano, “returning to the question of the desire of the current pontiff to make as direct contact as possible with people and members of the Roman Curia in order to more effectively promote their position, he sends an encyclical personally to each cardinal with a request to read the document” (Vigano, 2015).

The pontiff's call to the leaders of COP 25 to show political will to preserve a healthy planet became important. A climatic emergency is a “challenge to civilization” that requires profound changes in the economic system. In a message to governments meeting at the annual climate summit in Madrid, the pontiff said that political leaders had done little to address the climate crisis (*Climate crisis: what is COP and can it save the world?*, 2019).

The Holy See's call for the protection of the environment testifies to the Pope's contradictory position in comparison with the canonical provisions. For the first time, the representatives of the Holy See declare problems that are not related to church affairs, but are of general importance to all mankind.

Conclusions

Summarizing the features of the current state of the Holy See as a global world player, we come to the following provisions and conclusions:

The Holy See has always occupied an important place in the hierarchy of world politics, and is a true global political player. The Catholic Church is the only religious structure in the world that has its own professional diplomatic service, and therefore has all the leverage to pursue successful diplomacy and foreign policy. The Holy See has a significant influence on the formation of the modern system of international relations. Its influence on the course of international life is due to the large number of Catholics in the world, as well as a clearly structured organizational and hierarchical structure of the Catholic Church.

The personality of the Pope is of paramount importance in all spheres of activity of the Holy See. The pontiff plays a significant role in shaping the foreign policy of the Apostolic Capital. As for the relationship between the priorities of foreign policy and the figure of the pontiff, the former may shift with the arrival of the new Pope. The accents of foreign policy are changing, new ones are appearing, but regardless of the pontiff's personality, the existing traditional trends remain unchanged.

In the context of increasing the influence and role of the Holy See in world politics, it is worth paying attention to the latter's interest in global issues and expanding foreign policy priorities, namely globalization, the problem of poor countries and inequality, environmental protection, nuclear non-proliferation, international terrorism and international terrorism. organizations, interreligious dialogue and ecumenical activities. Through active peacekeeping and mediation activities, the Holy See plays the role of a moral regulator of international relations, which, using both political and religious influence, changes international relations, spreads peaceful sentiments and calls for the harmonious existence of all mankind.

The foreign policy of the Apostolic Capital meets modern challenges and threats. Its priorities are dictated both by the global interests of the Holy See in promoting the position of the Catholic Church in major regions of the world, and by strengthening the moral and ethical foundations of international law and international relations in general. In its foreign policy, the Holy See seeks to achieve its goals mainly through moral and legal action, and in the modern

system of international relations it is reduced to creating a common moral approach to man and the categories of security, justice and freedom. In the context of human interdependence, world order is achieved only if universal rights and responsibilities are respected and protected.

Formally declaring apoliticalness and alienation from political processes and politics in general, the Holy See continues to influence world politics, taking into account regional peculiarities. He is an active participant in the political process in Latin America, Asia and Africa. In Europe today, the main political issue for the Holy See is the issue of migrants. The Holy See sees the European Union as a political project in which it sees the consolidating role of the church, able to turn Europe into a stable structure, confronting new challenges and threats. In this regard, the Holy See sees the need to establish a dialogue with European secular society. The active work of the Catholic Church in South America and Africa is a vivid illustration of the new, modern approaches of the Holy See in achieving the global nature of Catholicism and entering the world as transforming the current state of affairs of Catholic civilization. South America is of particular importance to the Pope, as he partly sees in it the future of human development.

The Eastern policy of the Holy See has finally moved on, relations with Russia, China, and India have normalized. These countries complement the universality of Catholicism, which is almost half of humanity. However, the message of John Paul II about the common Christian roots of European culture from the Atlantic to the Urals and the need for Christianity to “breathe with two lungs” remains unrealized.

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SOCIO-CULTURAL DIMENSIONS OF MODERNITY IN THE CONTEXT OF COGNITIVE PRACTICES

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Summary

The article highlights the essence of the new reality which is the basis of global transformations of the society and the entire world order. The new social system is in the focus of attention for politicians, sociologists, economists, and philosophers, as previous assessments of the development prospects ("new industrial", "post-industrial", "information", "post-economic" and other societies) have proved to be imperfect from the standpoint of the real course of events. In recent decades, such concepts as "social postmodernism", "new order", and "globalism" have become widespread. But they also require revision and critical rethinking. Due to these circumstances, there is a problem of identifying opportunities and the role of thinking and knowledge in determining the essence and content of modernity. After all, changes in the society and technological innovations require the study of social transformations, which are the driving force and source of energy of modern civilization.

The peculiar feature of modernity is its dynamism, due to which the complexity and unpredictability of social development is created. Today, it acts as a complex self-developing system characterized by openness and exchange of knowledge and information energy. Its problem can be understood through synergetics, since its mental reflections have specified understanding the mechanisms of modern development. It should be borne in mind that when interpreting synergetics as a theoretical description of self-developing systems, they get rid of one-sidedness that arises when the links between the synergetic paradigm and the system approach are not clearly understood. It is in these connections that synergetic ideas about the meanings of knowledge, education, and learning can be incorporated into the modern picture of the world.

Keywords: society, thinking, knowledge, educational environment, global world, science, synergetics.

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1. Introduction

Defining the relevance of each phenomenon of social, cultural, economic, and political life of the society determines its inclusion in the context of "modernity". Multiple approaches to understanding the meaning of the "modernity" concept has led to a lag in social and scientific progress. Modernity is associated with the freedom of an individual, the independence of their

thinking and their own choice of position, and it activates the process of self-realization of the individual. There is a need to focus on the formation of modern cognitive and educational environment. It is also necessary to identify how knowledge, thinking, and intelligence determine the development of society and its social institutions while implementing the emerging global tasks.

The main purpose of the study is to reveal the essence and prospects of the world of knowledge and information in the cognitive dimensions of modernity, to establish the relationship between socio-cultural realities based on the experience of interpreting innovative thinking. The purpose involves fulfilling the task of exploring the cognitive field of sociosynergetic theories of thinking and knowledge.

The research methods are determined by the task. The semantic dimensions of modernity are considered and the scope of research on the problem of knowledge and reflections of cognitive activity are analyzed by means of the system approach and the principle of objectivity. The interdisciplinary approach allows revealing the specifics of knowledge development in the information world. Methodological approaches to postmodern discourses and a synergetic paradigm that has revealed the meaningful relationship between thinking and cognition are also used in the study.

The study proves that the problem of “modernity” is directly related to modernization, in the context of which, primarily, it appears to be the evolution of forms of thinking and changing its ways and types, which is historically determined. Today, thinking is one of the factors of “non-determinism”, which preconditions the productive development of the society and its structures in the implementation of the emerging global tasks.

2. Thinking as a basis for the development of socio-cultural reality

Having separated from the whole world through consciousness, a man proved to be capable of spiritual life and mental activity. Every self-aware person strives to go beyond the world. This means not only the boundaries of the macro- and micro-world, which are widened by our ever-growing knowledge, but also the boundaries of the social world limited by space and time, beyond which we cannot cross. The search for new meanings of the world is a phenomenon of rational and moral nature, because a human as a being dissatisfied with themselves, constantly overcomes themselves in the most important challenges of their life. It is awareness (understanding) and active creation as a condition for the generation of meanings which is “being as co-being”, “complicity thinking”, as “Dasein (design), as the release of things to the place of their completion, as expressing the intentionality of being, and its volitional intonation” (*Tulchinskij G.L., 2006: 25*). Due to this, we structure the world with our thinking.

In this context, the ability to think productively is an imperative for the evolution of society. It overcomes dangers, solves urgent problems, and, last but not least, opens up new opportunities for the person. In particular, they include the prospects of new life in all its dimensions – social, political, cultural, cognitive-scientific, and so on. These opportunities are determined by the fact that due to the activity of thinking, modern society becomes informational, “knowledgeable”. Intrinsically, “the exchange of information, its accumulation, record on physical media, transmission in time and space, coding and decoding are possible at all times and in different types of society” (*Medushevskij A.N., 2011: 8–9*). And definitely it becomes possible under active participation of thinking as a process of activity.

In order to turn the possibilities of knowledge into reality, thinking must improve its methods of obtaining new knowledge. This progress of thinking is associated with the accumulation of cognitive (information) resources. Since subsequent generations have more

knowledge and information than previous ones, we can state that this process is progressive (linear). Even failures that occur for one reason or another, being recorded in intellectual products, act as a “source and energy for the development of thinking of future generations” (*Medushevskij A.N., 2011: 8–9*). For each new epoch, which is determined by thinking, it becomes possible to have a “dialogue with time” – the appeal of modern thinkers to historical experience on issues that have become relevant in current situation. Thus, for the full implementation of political and constitutional reforms at the present stage it is extremely important to study the experience of successes and mistakes of their implementation in history and, consequently, to make critical and accurate analysis of relevant sources that capture the dilemma of intellectuals-reformers of the past and information and knowledge factors that determined cognitive decision-making mechanisms. Thus, in manifestation of mental practices, history regains the function of the “teacher of life” which was previously lost (*Medushevskij A.N., 2009: 37–38*).

It is important to keep in mind that history is a sequence of epochs, each of which has its “own” way of thinking. This method is an impersonal “ruler”, although it manifests itself in specific individuals (emperors, leaders, prophets, etc.). The epoch, so to speak, “was inside every great personality, while their actions, of course, formed the illusion of “lessons of history” “repeating” in time. But hardly anyone in the past knew that the true, decisive force of history is “neither the army, nor the economy, but the way of thinking during the era, that is, what was contained inside a man” (*Orudzhev Z.M., 2006: 22*). Thinking as an expression of aspirations, desires, and hopes, as a conceptual definition of the past, an assessment of the present and an outline of the future becomes the main driving force of history, no matter what economic imperatives interfere with it.

As long as the epoch “revolves” around an individual in the form of external events, military and environmental threats, economic crises, man-made disasters and socio-psychological and psychological pressures, technological successes, and global trends in the world, they naively believe that they oppose the epoch “externally” and can defeat it if they are strong enough. But by “force” they can mean military, economic (including wealth), political, and especially scientific and technical power. This external opposition of the man to the epoch took mostly the form of the struggle among some social groups, which often represented opposing social and political forces of society.

Thus, the historical epoch is a time of domination of a certain way of thinking in the society. The way of thinking begins to change when a new logical category, connection, or idea appears in its structure. This causes a “storm” of discoveries and innovations in culture and society in general, and a “new experience” or a new epoch is formed. Regarding the “new experience”, it should be pointed out that experience as such is not identical to knowledge in the process of constructing methods and criteria of evidence (they cannot lead the individual to the opposite conclusions). But empirical experience, of course, is transformed into knowledge as a result of critical examination of information and derivation of scientific formulas. Experience is “the accumulation of certain skills in the process of direct functioning. Knowledge presupposes recording this experience in certain formulas, in certain significant conclusions, which are also subject to verification, meet the criterion of classification and, thus, must be qualified, verified on the basis of historical sources” (*Medushevskij A.N., 2011: 9*).

In its turn, the analysis of historical sources should be based on the achievements of cognitive-information theory in historical science, which seeks to combine such concepts as information, psychology, and source studies. The essence of this theory is that the basis of our knowledge is information exchange. It can be direct when we pass information from person to person, and indirect. The latter is carried out through the purposeful formation of human

intellectual products-things (historical sources in the broadest sense), and, thus, is not limited in time and space. So, you can enter the context of another culture through things and cultural monuments by decoding the information embedded in them by the creators. Thus, cognitive information theory provides a new concept of understanding historical sources. It is the science of all human activities and forms of thinking that have been realized in the course of the evolutionarily and globally holistic historical process. Due to this, the purpose of history is to identify new information about the phenomenon of a man capable of thinking, which determines the prospects of a human and mankind in civilization, fate, and ways of survival (*Medushevskij A.N., 2011: 7*).

Definitely, such experience determines the development of mental reflection, intensifying the growth of art, logic, and science, especially social one. The reason for the great transformations is that the first changes in the way of thinking of the epoch, influencing its structure, play the role of a paradigm that generates new turns of thinking, solving problems that give non-standard (in terms of previous experience) results, discoveries in culture, science, socio-political, economic life, etc.

An essential indicator of the development of modern society is the movement “from centralization to decentralization”, which changes politics, business, and culture. The structure of the industrial society required strict centralization of labor, materials, capital, factories, etc. This is because mass industry was organized on the principle of economies of scale; the more products are produced in the same place and in the same way, the cheaper the unit of this product. However, “strong central leadership” leads to the “death of democracy”, says D. Neisbit (*Neisbit D., 2003: 144*). Decentralization forms new centers, and this means more opportunities and choices for individuals. Due to the decentralization of political power, changes can be made locally, which is, in fact, one of the ways to carry them out. Decentralization is an energetic factor in social change and, consequently, a new logic of thinking.

3. Formation of new thinking in the temporality of cognitive situations

The need to further develop the problems of modern thinking requires a revision of the traditional theory of thinking and cognition, their nature, status, conceptual apparatus, and possibilities of modification. Modern theory of cognition is understood as a specific, virtually existing phenomenon created by abstract thinking, which is sense-based and has special features. In this capacity, the theory of cognition deals only with ideal entities within knowledge itself, and its abstractions do not capture the “physical” reality. There is a task of rethinking the role and place of a cognizing subject. Therefore, the tradition of cognition should be based on the principle of trust to the subject.

The dominant factor in the new logic of thinking, which affects all spheres of public life, is the transition from “pyramidal” management structures to “network” ones. In the network management structure, the bureaucracy loses its position because its strength is in the “vertical of dependence”, which is incompatible with the logic of the network. “In the network structure, according to D. Neisbit, an important equalizing factor is the information itself. Networks are egalitarian not just because all their members are equal. On the contrary, since networks are diagonal and three-dimensional, they attract people of all levels. But in the network, individuals treat each other as equals because what is important for them is the information, a great equalizer. There are three fundamental reasons why networks now emerge as the most important social form: 1) the death of traditional structures; 2) information noise overload; 3) the history of hierarchy failures” (*Neisbit D., 2003: 282*). What is being created today is a “network” style of management and

thinking. Hierarchical methods, being so effective in the past, are largely ineffective today, primarily because they lack horizontal connections. Further on, more institutions will be organized according to the management system based on a network model, taking into account the lateral and horizontal connections that intersect and have different directions and vectors.

The new trend, which leads to a significant change in society, is related to the problem of changing individual inclinations of people, lifestyles, and cultures. An individual ceases to choose between two, usually opposite trends according to the formula “either-or”. This choice does not allow the individual to make independent decisions based on a new, critical attitude and thinking. Therefore, with the destruction of hierarchical structures, the choice of “either-or” was replaced by “the explosion of multiple individual ways of organizing life and its styles. But the main idea of societies of different possibilities has penetrated into other areas: religion, fine arts, music, food, entertainment, and now has formed those cultures, ethnic and racial differences” (*Neisbit D., 2003: 328–329*), which have emerged today in the world.

The loss of “collectivity” is a fact. “Individuality of an individual” becomes dominant, as a result of which the nature of “collectivity” begins to change. Collectivity, which is characteristic of the era of mass revolutions, wars and industrialism, is a thing of the past in those parts of the world where the way of life and activities of people are changing due to the widespread use of modern technology and the lack of large settlements, cities, etc. The absence of “mass groups” should lead to the development of creative abilities of a man, which cannot be developed under the dominant influence of “collectivity”. The information society does not have an urgent need to develop the “collective abilities” essential for mass activities. Processing homogeneous and necessary information is carried out today with the help of technologies. Therefore, having appeared in the reality of the “information world”, a person uses technologies for everything that does not require a purely creative approach or special creative efforts. The main activity of a man as an object in the “information world” is “cognitive activity”. Meaning, content, and knowledge are forms of information, whereas the information itself is the ideal object. “Knowledge is a transcendent attribute of the cognitive subject, the denotation of which is the cognitive activity (transformation cycle) of the subject. Each act of cognitive activity is a transcendental transition between levels of abstraction” (*Meskov V.S., Mamchenko A.A., 2010: 67*), and consequently, between new levels of understanding.

It is in such a situation and under such conditions, that the way of thinking of the present is formed. It is inspired by the “spirit” of research, experiment and creation. The first, urgent features of the way of thinking of a new emerging era are the variety and uniqueness of all levels and gradations that separate one pole from another, in other words, the continuity of transitions through each intermediate link as an independent “quantum step”.

4. Conclusions

The theoretical significance of the study lies in deepening the socio-philosophical meaning of the “modernity” concept, substantiating its semantic dimension in the parameters of science, knowledge, and thinking in the spiritual and intellectual codes of globalization. It is determined that all the factors and causes of modernity are due to the way of thinking. Its creativity, depth of understanding, and dynamics depend on the progress of civilization in general. The starting point is realizing that the empirical level of cognition assimilates logical connections of one type, but as cognitive activity becomes more complex, specific thinking processes are required. They generate increasingly complex forms of theoretical awareness of the world, i.e. philosophy, science, education, and various forms of their presentation, i.e. methodological

reflections, cognitive discourses, interpretation, synergetics, and communicative approach, due to which the modern era appears in its specific definition and objectivity.

The practical significance of the work is determined by the fact that the main provisions of the study will contribute to the further development of current socio-cultural, cognitive, and axiological problems of modern social philosophy. The research materials can be used for creating teaching and methodological support for such courses as "Philosophy of Science and Research Methodology", "Social Philosophy", "Methodology of Scientific Cognition".

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PHILOSOPHY OF POSTMODERNISM AS A THEORETICAL JUSTIFICATION OF THE WOMEN SOCIAL VALUE

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Summary

The study analyzes postmodern discourse and its connection with feminist, gender studies and the philosophy of postmodernism. The analysis proves that gender theory shares with postmodernism methods of explanation and interpretation of human experience such as reconstruction, hermeneutics and others. The constructivist methodology of culture reading allowed us to argue that socio-cultural inequality and the exclusion of women from the general picture of the world as an active subject has no natural basis, but arises as a result of socio-cultural marginalization of women. The study examines the philosophical aspects of gender discourse and their interpretation in postmodernism. The work characterizes gender discourse in the context of postmodern philosophy, the philosophical foundations of gender theory and the main aspects of the interaction of postmodern philosophy and gender theory. Historical and philosophical analysis of the formation of gender theory and its relationship to the philosophy of postmodernism show that there is much in common between gender theory and postmodernism. Both the theory of postmodernism and gender theory argue that the metanarratives of the Enlightenment lost their legitimizing force, that the demands and claims that were presented as universal were valid only for men and women of a certain culture, class and race and a certain historical period.

Keywords: patriarchy, postmodern turn, feminism, gender theory, subordinate position of personality, socio-cultural marginalization of women.

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Introduction

Modern ideas about the future of culture and society, in general, are inextricably linked with the need for maximum personal development of both men and women. One of the effective tools for achieving the goal of creating a just and harmonious society is the inclusion of gender research in the system of modern philosophical knowledge, which requires identifying the origins of this field of knowledge.

The purpose of the study is to reveal and subject to socio-philosophical analysis the content and role of gender research in postmodern culture, to identify trends in their development and interaction with the philosophical works of postmodernism. To achieve this goal, we solved such tasks as the study the philosophical and methodological interaction of gender theory and postmodernism in Western European philosophy, and establishing the essence of gender theory, the reasons for its emergence in the system of modern humanities.

The methodological basis of scientific research is characterized by a complex unity of hermeneutic, phenomenological, concrete-historical methods, the method of comparative analysis using various techniques based on the principles of methodological pluralism, which take into account the peculiarities of the dialectical method.

The problem of person both men and women, which took shape in the concepts of the crisis of philosophy in the second half of the 20th century, is, as we know, a multifaceted phenomenon and extremely important for a number of humanitarian sciences. The ensuing postmodern turn of philosophical thought raised problems that covered almost all areas of philosophical "discourse about person." This postmodern philosophical discourse, which was formed on the theoretical level primarily in the works of T. Adorno, M. Horkheimer, M. Foucault, J. Deleuze, J.-F. Lyotard, J. Derrida and others, entered into interaction with gender attitudes of the vision of the world by men and women, their identification, methods of cognition, problems of power and domination in the practical life. The connection of postmodern discourse with gender research, feminist philosophy in general, is a relevant and significant philosophical problem that covers both various areas of human activity and different approaches to scientific interpretation of their relationship, interaction. When developing on the academic basis of the last third of the XX century, gender theory is not separated from postmodernism. Postmodernism and gender theory are considered by scholars as the two most important cultural and political currents of the last decades of the last century. They are united by a deep critique of traditional philosophy. Despite a number of important features of feminist philosophy, the scientific consideration of gender theory is impossible without postmodern texts, without analyzing their relationship and differences, because although both gender theory and postmodernism have offered a deep critique of the institutions of philosophy, they evolved from opposite social and philosophical problems. Postmodernists began with developing a metaphilosophical perspective, but in gender studies philosophical issues are usually inextricably linked to social critique of the subordinate position of women in patriarchal culture. Feminist theory of the late 70's–80's worked out the foundations of gender research and paved the way for solving problems that are now defined as gender issues. Issues of the definition and nature of postmodernism as an outstanding phenomenon of the West at the end of the 20th century are the subjects of scientific debates not only by philosophers, but also by sociologists, literary critics, and political scientists. The range of assessments, which reflect the attitude towards this complex phenomenon, is very wide – from sharply negative to laudatory, but, as it seems to us, this cultural phenomenon gave the development to new directions in the humanities and therefore deserves the attention of researchers.

1. Formation of a New Philosophical Paradigm

When basing on the assertion that any theorizing should proceed from the purpose of the research, the focus of our scientific attention will be on those significant problems of postmodernism, which partially coincide or run parallel with the theory of gender and the practice of postmodern politics.

The theory of postmodernism, its flexible conceptual structure both constitutes and reflects postmodern culture with all its discourses. In this culture, gender discourse plays, according to scientists, far from the last role. The term itself indicates that the new postmodern culture in many of its forms and aspects continues and completes the traditions of modernism.

As we know, one of the most famous definitions of postmodernism belongs to J. Baudrillard, for who postmodernity is a characteristic of the universe, where clear definitions are impossible. Only the game of definitions takes place. The limit of possibilities has been reached. Self-destruction has occurred. The entire universe has deconstructed. All that's left for us is to play with the pieces of universe. Play with parts is postmodernity (*Kellner, 1990*). For Giddens' the late modernity, it is a term he prefers, is a time when we are becoming more and more cut off from social relations. This is a period of increasing risk for all members of society, mainly

because old truths are not perceived as such ones. This is a time of increasing self-reflection, when the very knowledge produced in the world helps to shape the appearance of this world (*Giddens, 1991*). We can add that this is the time when media images, modes of information, “modes of signification” and “aestheticization” of daily life became the wide spread feature of modern experience. We are living in the media and through the media. Postmodernism is the time of consumer culture, the time of new hyper technologies (*Stone, 1996*). W. Simon believes that the images associated with postmodernism are not just a subject of style, clichés or intellectual preferences, but an expression of such a profound change, “shift” that humanity has hardly experienced since the Renaissance. In many ways, these changes are even more profound, as they directly affect many more people and many more aspects of their lives than they affected in the Renaissance period. The “decentralization” that followed the Copernican revolution initially affected a few individuals. However, over time this has had an impact on many lives as a result of, for example, communication by satellite, and global access to the technologies of reception of this information in our time. As a result, these changes and the very experience of changes not only directly transformed our concepts of time and space, but also transfigured the very experience of time and space for millions of people (*Simon, 1996*).

Moreover, researchers talk about changes in human behavior and about “elasticity of identity”, about transforming and have already transformed dimensions of subjectivity, about changed dimensions of what it means to be human. According to researchers, one of the most difficult aspects of discussing the social conditions and qualities of subjectivity of experience, which is important for understanding postmodernism, is the pluralism of meanings, derived from the pluralism of perspectives and “voices”, and – more importantly – the pluralization and individuation of human experience.

Despite all its inconsistency and opacity the term “postmodernism” itself has been used extremely widely in the last quarter of a twentieth century – and not only in philosophy, but also in architecture, literature, painting, sculpture, aesthetics, linguistics, psychoanalysis, historiography, which allows scientists to talk about poetics of postmodernism. On the other hand, researchers argue that postmodernism cannot simply be used as a synonym for modernity. It is also not an international cultural phenomenon, being primarily a European and American phenomenon. As you know, the main debates about the theories that make up postmodernism are in the mainstream of the French philosophical school. Perhaps most cited is Jean-François Lyotard, whose book *The Postmodern Condition: A Report on Knowledge* (1979) is considered the most powerful theoretical expression of postmodernism. Lyotard calls to reject “grand narratives”, as he names metanarratives, universal truths of Western culture. The faith in them has been lost. It is a kind of bright postmodernism idea of its contempt for authority in all its manifestations.

S. Sim, the author of well-known works on the philosophy of postmodernism, believes that one of the best ways to describe postmodernism would be skepticism – skepticism about authorities, acquired knowledge, cultural and political norms, – everything that represents a centuries-old the tradition of Western philosophical thought, rooted in classical Greek philosophy. Skepticism, the researcher notes, is basically a negative form of philosophy that undermines other philosophical theories that claim to possess the “ultimate truth” or the criteria for determining it. The term that Sim proposes to describe this style of philosophizing is “anti-fundamentalism”. Anti-fundamentalists challenge the validity of the foundations of discourse by asking questions about what guarantees the validity of any grounds. It is noted that here an example for postmodernists in many respects was Nietzsche, whose call for a reassessment of all values was a kind of battle appeal for postmodernism (*The Routledge Companion to Postmodernism, 2011*).

Although the philosophy of postmodernism is fundamentally diverse, scholars note some recurring features, such as skepticism, anti-fundamentalism, and an almost reflexive dislike of authority. All this gives the right to discuss postmodernism as a recognized direction of philosophy. Scholars argue that postmodernism is fundamentally contradictory, unquestionably historical, and inevitably political. Its contradictions may be the contradictions of late capitalism, but whatever their reason, they certainly manifest themselves in the important postmodern concept of the “presence of the past” (the name of the world famous art exhibition in Venice – “Venice Biennale” in 1980, which gave institutional recognition postmodernism in art). Hence, according to L. Hutcheon, irony takes the dominant role in postmodernism (*Hutcheon, 2003*).

As it is controversial and working within the system, which it strives to overthrow, it is difficult to consider as a new paradigm. Scientists believe, when claiming that since postmodernism is not the new paradigmatic definition, it is not a logical concept that determines the real objects. At the same time, the heterogeneity of social experience, the pluralism of mirror reflections of the “ego”, a significant expansion of the field of mental reality allow scientists to assert that the rejection of paradigmatic orders and the transition to post-paradigmatic conditions are the main characteristics of postmodernism.

Paradigmatic contexts, W. Simon notes, implement a high degree of consensual meanings, shared meanings that “fit” almost seamlessly as they are drawn from a small number of dominant paradigms, which in turn are considered to be some universal ultimate source of truth.

Thus, patriarchy, for example, as a cultural practice describes (and prescribes) patterns of behavior not only within the family, but also between the monarch and the subject, the employer and the worker, the healer and the patient, the priest and the parishioner, the teacher and the student. Even though individuals change roles, dominant cultural styles remain unchanged. As a result, the principle of hierarchy is viewed as natural and universal as the relationship between the individual and the Lord God, the Heavenly Father (*Simon, 1996*).

A post-paradigmatic context, the researcher continues, is the place where this seamless integration gradually disappears. When they are manifesting in multiple forms, devoid of absolute authority, even the most iconic aspects of social life become platforms for conflicting or alternative interests and options.

To a lesser extent, it is assumed that there is some commonality of shared meanings or common knowledge, especially when discussing what we are all participants in – human experience. Postmodernists are sure: the dream of the middle of the XX century about the realization of a systemically integrated science of man remains a dream, perhaps deceptive and deceiving, and, like all dreams, driven by desire rather than reality. Ernest Gellner writes in his work “Mind and Culture” that in a stable traditional world, people had identities associated with their shared vision of nature and society. Instability and rapid changes in both knowledge and society have deprived such individuals of their former sense of security. Identities are now more ironic and conventional than they ever were, or when they unjustifiably thought so (*Gellner, 1992*).

Scientists argue that it is the normalization of change that is becoming one of the critical aspects of postmodernism, and the unprecedented degree in which change truly permeates all aspects of our life. At the individual level, changes occur at ever shorter intervals, with the result that close groups share fewer and fewer “natural paradigms.” In other words, the interaction of communities is constantly under threat as the ability to “share worlds” is taken for granted. This loss, as noted, engenders distrust in others, in self, etc. Even our conscious attempt to preserve the past experience causes, as noted, some a kind of nervousness, as if we expected to encounter those signs that proclaim that some part of our past is “closed for repair.” As a result, stress levels are continuous, uneven in intensity. Often, our strategic responses to

the stress of change are either adaptation to the demands of the present, which means the risk of alienation from who we were, or difficult, deliberate regulation of behaviors that were once unquestioned as our being in the world. For example, many people brought up in certain rules of gender behavior, in the new conditions of social values, must agree with radically changed rules (often at the cost of alienation from the old requirements of identity), or, on the contrary, resist these new values (at the cost of the risk of alienation from the “renewed” the world and yourself in it).

The dilemma of choice is characteristic of both women and men, for whom devotion to today’s socio-cultural gender changes is a kind of betrayal of their former selves. Such internal conflicts often include problems of marriage, divorce, number of children, family and work obligations, career and others.

The next aspect of postmodernism is the extreme rise of individualization, which scholars describe as a consequence of the multiplicity and segregation of roles available to the individual, and often imposed on him. As a result, people can share nearly identical role portfolios without sharing the same commitments or, for example, the same background. More importantly, however, such people will have little reason to share a common collective identity (*Simon, 1987: 60–89*).

Of course, this does not mean that strong group identities do not exist at all, but critics emphasize that most of us experience these shared identities only partially and conditionally. The social landscape arises where the ego and its narratives of self-affirmation, self-sustaining, and self-development are spoken by an increasingly decentralized self, and this self is more than the sum of a portfolio of social roles.

There is an implicit shift from behavior that expresses feelings of “natural identity” to one that is described as “presented identity”. As a result, the standardization or apparent uniformity of social life is hampering growing pluralism at the level of individual experience. The individual, to a greater extent, experiences postmodernity as an expansion and increase in choice, a choice that, nevertheless, is often irregular in its availability. Researchers assume that the “ego” is not presented as a ready-made construct within social life, but it manifests itself as a process, as a continuous production of social life, a production that must change even at its fundamental levels.

Since significant changes occur within a social group, W. Simon argues: the proliferation of choice should determine the qualitative growth of the internal dialogue of the “ego” and, thus, should also cause a shift in the policy of the “ego” (*Simon and others, 1993: 411–426*). The social roles we take are more and more experienced not as natural and fixed representations of the ego, but selective, like the costumes we wear from time to time, as statements who we are and whom we want to be. This broadened area of reflexive control, “management,” is the main source of the development of a guiding and abstract self. While this implies a strong ego, it is not always and not necessary. Sometimes we are not the part of our passions but we are the observers of these conflicting forces. The real “ego” is the “I” who is watching over “me” and the one who is the scene of all these incidents, these conflicts.

2. Gender Relations as a Form of Power

In the early 1990s, gender analysis of society, important for the humanities as a whole, introduced the category of gender into the sphere of anthropophilosophical discourse. In this vein, researchers pay special attention to gender as a set of expectations and instructions, as an important hermeneutics of truly all social experience and all responses to this experience.

To the extent that the gender system provides the basic structure within which the keys to identity are “sorted,” the complexity of responses will be an ever-increasing by-product of modern Western experience.

In those situations that gender differences are mutually exclusive, individuals often have to choose between specific desires, which usually declare their presence by strict restrictions on gender differences, and the implications of the broader meaning of gender identity.

Scientists agree that the importance of gender in developing and maintaining self-identity has certainly increased in recent years, as gender remains one of the few remaining aspects of identity that really affects all aspects of our life.

It is necessary to note the importance of M. Foucault’s ideas in postmodern theories, in general, and in theoretical models of gender, in particular. First of all, M. Foucault substantiated the high importance of gender in Western European culture, using concrete historical material to show how this importance was formed

Pointing to the special role of discursive practices, Foucault argues that their ultimate goal is the maximum possible control over the individual. M. Foucault connected the characteristics of discourse with the functions of power, introducing the concept of a system of exclusion and a system of control over the production of discourse. Paying attention to the most important role of ritual, Foucault argues that all concepts, including gender, appear before the individual not in a certain natural form, but as a result of discourse. He writes that the world is not an accomplice of our knowledge, and there is no any pre-discursive providence that would make it benevolent to us. Rather, discourse should be understood as the violence that we commit to things – at least – as a kind of practice that we impose on them; and it is within this practice that the events of discourse find the principle of their regularity (Foucault, 1996: 58–59).

Foucault showed that the gender of the individual over a long period of human history, especially from the middle of the 17th century, became an object of control and subordination. The verbalization of sex and related processes originates from the Christian principle of confession, which not only survived in modern times, but also developed into an out-of-church ritual of “exhaustive confession.” According to Foucault, the emphasis on gender differences should also be considered as a form of manifestation of power, since the gender of an individual is one of the elements of power relations.

Control over any manifestations of gender is possible only with the help of the above-mentioned discursive practices as a way of interpreting certain gender problems, attributing social significance to them. The social institutions (school, law, church, medicine, art, etc.) of Western European society, Foucault believes, constantly reproduce their “truth” about the essence of sex. Consequently there is a fixation of all manifestations of gender and the ascription of normativity and evaluation of them.

We are sure that the definition is always essentialist’s character, and therefore a norm is needed for power. Once a norm is created, its explanation organizes our understanding of all other variations and variations in the logic of the “normal”. The power of the “norm” is manifested in its ability to establish a “difference” and “mask” this difference, turning it either into a variety or a deviation.

The pressure that creates the “tyranny of the norm” is obvious, and the reluctance to explain it is not a problem of theory or methodology. Rather, it is a problem of social life or a problem of social theory in social life (Simon, 1996).

Poststructuralism has a profound impact on what Western criticism calls “the feminism of difference.” The most important argument for L. Irigaray, for example, is that gender identity,

especially female, is not fixed, it is a fluid process that cannot be reduced to any essentialism or norm of behavior (in this case, patriarchy is an extracted norm of behavior).

Theorists, following L. Irigaray, use this form of argument to challenge patriarchy, especially assumptions about specifically masculine and feminine traits, leading to gender stereotypes and used to oppress women (*Irigaray, 1977*).

It should be noted again that, according to researchers, the quintessence of postmodernism is the most influential voice of J.-F. Lyotard. In his philosophy the criticism of anti-authoritarianism runs like a red thread. Lyotard's goal is to destroy the authoritarianism caused by metanarratives ("grand narratives"), which, he claims, suppress the creativity of the individual.

We should no longer rely on them, he says; we must not let them guide us in public or private life. There is no need to fight metanarratives. You just have to stop believing them, and they themselves will "fade" (*Lyotard, 1984*).

Perhaps this is a somewhat idealized vision of the political process, but commentators see the correctness of such a vision in the collapse of, for example, the socialist camp in Eastern Europe: people stopped believing in the dominant ideology, and it simply ceased to exert any influence on their will.

In many respects, the difficulties of gender thinking are due to the fact that gender, both as an analytical category and as a social process, is relative and consists of internally interdependent components. However, gender relations are considered by almost all researchers as a relationship of domination and power, which is hidden and disguised in many different ways, including the very possibility of the word "woman", its definition in terms of sex or "Other", which was impossible without Foucault's concepts of systems of exceptions and control of society over its individual representatives.

Gender researchers show that the traditional order is more likely to be destroyed in highly differentiated societies, forming extremely diverse and situational. It, on the one hand, increases the possibility of contradictions within the framework of predominant gender logic and, on the other, offers multiple grounds for collective action, the theoretical basis of which in most cases are the analyzed works of postmodern philosophers.

Significant changes in the field of gender relations of modern Western society and postmodern culture undoubtedly took the form of constant and open egalitarian processes. Gender theory, which is an integral part of the philosophical discourse of postmodernism, directly affects how these processes take place not only in the socio-political sphere of European countries, but also in ethics, aesthetics, religion, natural sciences. It is in the direction of fundamental philosophical developments of gender theory, which explores the complex problems of society and culture in the modern world; it is possible to gradually overcome patriarchal views, reductionism and populist denial of gender science and feminist philosophy.

One of the problems that cannot be overlooked when considering power and authoritarianism of any kind is the construction of value judgments about justice and reason. Lyotard addresses this issue in *Just Gaming* (1979), arguing that one can make value judgments without even having to rely on grand narratives (*Lyotard, 1985*). The principle of new narratives, which will not claim universal and imperious legitimacy, will be the "language game". It is a concept borrowed from L. Wittgenstein, which will expose the false claims of linguistic consciousness to universality. Language play is defined by Lacan as a form of symbolic action performed by each act of communication. Moreover, the rules of such a game lie in the field of social pragmatics, not semantics; they are not generally binding, and universal. Unusually important for gender philosophy is also another concept introduced by Lyotard, what he calls "event", as well as the concepts of "different" and "sublime".

An event, according to Lyotard, is an event that drastically changes our view of the world and casts doubt on all our ideological assumptions. To recognize that there are events that cannot be predicted or captured by a “precise” universal theory is to recognize not only the limitations of “grand narratives,” but also the important openness of the future. This openness becomes a matter of faith for postmodernists: the future cannot be viewed as something predetermined in advance, that all human efforts are senseless.

In *Differend* (1983), the scientist analyzes conflicts of interest between the parties, which cannot be resolved, but which must be recognized, and must always be considered as being (*Lyotard, 1993*). Each side represents what Lyotard calls a distinct “regime phrase” whose goals are incommensurable with each other, and neither

In practice, especially in political practice, it takes place that one side in a dispute or conflict forces the other to accept its point of view, thus “resolving” the conflict. And it is the task of philosophers to help such suppressed phrasal regimes find their voice, what Lyotard describes as “philosophical politics.” Philosophical politics, the search for new, countercultural phrasal regimes, must be seen as the highest expression of postmodern philosophy. Resistance at the level of “small narrative” becomes an ethical act in action, and it is “discrimination” that must be defended by all means in the postmodern world.

For one people, J. Baudrillard is the highest preacher of postmodernism, who convincingly showed that “reality” is already quite different. Others believe that many important ideas have not yet been “read” in Lyotard’s texts. Still others believe that the most important thing is that the postmodern world of difference enabled the oppressed to find their voice and fight against their oppression. This problem of finding your voice has a lot to do with being able to use the word “I”. Nietzsche, grasping the grammatical basis of Kant’s subject, criticized the belief in a coherent and whole “ego” as a product of a misused belief in grammar.

S. Freud contributed his vision to this idea, drawing attention to the conflicts between aspects of the “ego”. As a result, postmodernism canonized multiple “egos”, thus completing the destruction of the integral “ego” in order to a certain identity appeared that could serve as the basis for a new identity. It is these dilemmas that are very acutely felt and hotly debated in gender studies. On the one hand, philosophers such as D. Butler argue that there is no “core” identity, there is no essential “I”. There is no essential category of “woman” that would serve the purpose of uniting a mass political movement. Instead, the ego and his / her gender are realized only as a performance (*Butler, 1990*). Others, however, support the essentialist category of woman, since if she is not there, then what comprehensible purpose does feminism serve? If we allow ourselves to move away from the essentialist reality of oppression of women, we simultaneously relieve ourselves of responsibility to real women, making feminism just an academic ploy. Since late capitalism, using the phrase of E. Mandel, popularized by F. Jason, is the main “player” of postmodernism, or post-industrial societies, as noted by many theorists and critics, the influence of its theorists like K. Marx on gender theory is undeniable. The concept of the political unconscious, developed by Jameson, distances the author at certain strategic moments from those polemical methods that are traditionally associated with the Marxist practice of ideological analysis

According to Jameson, Marx’s most significant lesson, the one that places him alongside Freud and Nietzsche as one of the greatest “negative diagnoses” of modern cultural and social life, is a lesson in erroneous consciousness, class biases and ideological programming. Behind Lyotard’s violent attack on Marxism lies the belief that neither human nature nor the historical process can be predicted, and therefore controlled, as argued by the theory of Marxism.

Behind Lyotard’s violent attack on Marxism lies the belief that neither human nature nor the historical process can be predicted, and therefore controlled, as argued by the theory

of Marxism (Lyotard, 1974). Ricoeur's doctrine of meaning and positive hermeneutics had an implicitly significant impact on gender science, as well as E. Bloch's ideal of hope, M. Bakhtin's concept of the dialogical, and the Frankfurt School's concept of strong memory as a trace of reward. All these theories contain the possibility of choosing articulations in a meaning that exceeds pure ideology.

In general, symbolic fundamentalism, which became part of postmodern philosophy, provided the most important material for theoretical models of gender. Gender identity is a cultural and communicative manifestation of a person in actions; it is a representation of self through symbols of style and manner of dress, color preferences, gestures, facial expressions and gait, through the symbolic series of communication methods. Thus, as an actor, we "make" our gender identity in every interaction with society, in every situation; in this sense, gender identity is performative, since it is a representation of self in a binary opposition from the point of view of another, a signification of oneself as a socio-cultural unit of society. Performativity of gender as a philosophical concept is widely discussed and analyzed in the works of feminist scientists, and above all, J. Butler, who asserts that all gender is performative (Butler, 2011). It is important to understand that the interpretive history of gender distinction, which attempted to constitute the relationship of the gender, is itself part of the social construction of cultural reality.

Conclusions

Based on the results of the analysis, it can be concluded that postmodern discourse and its relationship with gender studies, feminist philosophy in general, is an urgent and significant philosophical problem, covering both diverse areas of human activity and various approaches to the scientific interpretation of their interconnection, mutual influence. Postmodernism offered a deep criticism of the institutions of philosophy. Postmodernists began with the development of a metaphilosophical perspective and are inextricably linked to social criticism of the subordinate position of the individual in patriarchal culture. As analysis shows, gender theory shares with postmodernism many methods of explaining and interpreting human experience (deconstruction, hermeneutics) as a way of philosophical reading of culture, which made it possible to assert that the socio-cultural dichotomy between the gender is not so much natural or biologically explicable, but arises as a result socio-cultural marginalization by power relations of certain groups of people. Historical and philosophical consideration of the formation of gender theory and its connection with the philosophy of postmodernism shows that there are a number of convergences between gender theory and postmodernism. Both the theory of postmodernism and gender science prove that the metanarratives of the Enlightenment have lost their legitimizing power, that those claims that were put forward as universal are valid only for a certain culture, class and race, and are the product of access to power but not to truth.

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PECULIARITIES OF POLITICAL RATIONALITY IN POSTMODERNISM

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Summary

In the second half of the twentieth century, the debate intensified that the excessive rationalism of modernism in fact doomed political science to forced self-isolation, the utopian search for root causes, clear interdisciplinary boundaries that would become “monotheistic social orientations.” Once again there is a controversy about the destructive role of rationalism in political theory and practice, the universalization of common ideals. This article considers the phenomenon of postmodernism. As well as the comprehension the nature of the political from the standpoint of different types of political rationality and the main vectors of its development in postmodern political thought. Proponents of the postmodern approach believe that the ideal of total rationality does not correspond to the spirit of humanism, the absolutization of rationalism brings with it the dehumanization of the individual, is a source of global dangers, risks, threats to humanity. From the point of view of postmodernism in the modern era there was no awareness of the absence of structure, and therefore it is permeated with the ideals of general structural organization, the spirit of rationalism, rationalist criticism, the search for common ground, doubt, the atmosphere of resistance.

Keywords: postmodernism, rationality, political rationality, anti-scientism, global political rationality, local political rationality

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Introduction

Postmodernism and structuralism are called one of the most ambiguous and influential ideas of the last century, influential in many areas of scientific research, so it was especially evident in philosophy and the humanities (including research political science). Proponents and opponents for a long time continued debates about the position of postmodernism, especially in matters of rationality. Critics of postmodernism saw it as a kind of attack on rationality, which should be rejected as an attempt to distort the mind. At the same time, proponents of postmodernism saw it as a powerful critique of Western scientific traditions. Especially those aspects of political rationality that express hidden dictatorial relations that cannot themselves be based on any rational principles.

Today, postmodernism is seen as a new vector in political theory. It explains phenomena and processes in the political plane and form the so-called “postmodern” reality in the manner of post-industrial, postmodern society. Also it has to identify strategies, goals and objectives of human development in historical perspective, because the philosophical ideal of Modernism was detected as the unsuitable in this situation. The aim of this article is to study the phenomenon of political rationality in postmodern discourse and to identify a range of interpretations of political rationality in postmodern discourses and to outline the main features and issues of rationality methodology in postmodern discourse (*Grobber A., 1990: 494*).

According to the goal, the research task is to consider the evolution of political rationality in postmodern discourse, analyze the problems of political rationality, determine the structure of the invariant idea of political rationality and, based on the proposed structure, identify a scheme of typology of political rationality.

This work is based on the method of analysis of the structure of rationality to the specifics of political rationality in postmodern discourses, which ensures its internal unity. In addition, the principles and methods of historicism, objectivity, specificity, unity of historical and logical were used. At certain stages of the study, methods of semantic and comparative analysis were used.

The problem of political rationality in postmodern conditions

The crisis of the rationalist worldview of the Western world determines the need for a comprehensive critical study of modern processes of derationalization and irrationalization of politics, which are becoming a reality today.

One of the main drivers of these processes can be considered postmodernism, which is strongly influenced by political thought of the late twentieth century, including domestic. In such circumstances, the very foundations of this theoretical direction remain critically identified and unanalyzed, which often leads to incorrect assessments and interpretations. Another problem is the still unexplained efficiency and validity of the use of "postmodern" theories for political science analysis (*Alekseeva E.A., 1991: 32*).

A number of researchers, including Z. Baumann, R. Inglehart, J.-F. Lyotard, M. Heidegger, have studied the phenomenon of postmodernism from different positions and note its manifestations in politics, economics, art and technology. In particular, Z. Bauman, D. Bell and J. Habermas interpret postmodernism as a result of the interaction of politics and ideology of neoconservatism, which is characterized by aesthetic eclecticism, fetishization of consumer goods and other characteristics of post-industrial society (*Liota Zh.-F., 1998: 124*).

The effectiveness of rationality is recognized by all – philosophers, scientists of various specialties, psychologists, teachers, managers and others. Rationality provides an uninterrupted process of cognition of being, however, here it also reveals its limitations (*Porus V.N., 1995: 49*). This phenomenon was later defined as irrationalism, intuitionism, but received its justification only at the stage of non-classical and post-classical cognition. The question of how new knowledge arises, how the transition from feelings to concepts and from concepts to feelings, is one of the main in epistemology and philosophy of science.

Postmodernism is characterized by "distrust of metanarratives" (J.-F. Lyotard) and the rejection of the "vertical" dimension of existence. This leads to a rethinking of traditional for classical rationality "binary oppositions", the elimination of the dualism of being / thinking, subject / object paradigm, the rejection of "centrism", "chaos" of "space" and solving the problem of "gap" between being and thinking by bringing together the "world of things" and the "world of ideas" of comprehension in one plane (*Liota Zh.-F., 1998: 69*).

Theorists of science give different interpretations of ways and methods of obtaining new knowledge, however, no matter what innovative methods of cognition resorted to postmodernism, it is worth remembering that any new knowledge is based on traditional ways of understanding reality. Thus, along with the rational characteristics of scientific knowledge, philosophers are interested in the irrational sphere of scientific research.

Despite the challenge posed by postmodernism to the traditional understanding of rationality, postmodernist political philosophy, both implicit and explicit, contains positive

conceptions of the “new rationality.” Representatives of postmodern philosophical and political thought are looking for a way to break through “on the other side” of already known, to completely new knowledge.

Postmodernist discourse thus seeks to go beyond the meanings conditioned by classical metanarratives and to include in the “new rationality” the whole plurality of the spectrum of branched marginal meanings, in a way to “chaotize” existing structures of rational thinking and emphasize the “moment of paradox” entailing the abandonment of all forms of fundamentalist monism in favor of pluralism (*Rutmanis K.V., 1995: 30*).

Thus, we can generalize that postmodernists consider the structure of language as capable of independent development, the space of opportunities for philosophical experimentation. Today, the main task, even for “orthodox” – rationalist-oriented researchers of political discourse, should not be a total denial of postmodernist “discourses” and sometimes and sometimes quite original “philosophical experiments” on language structures, but, above all, an attempt to clarify opportunities for “new rationality”, “pluralism”, “plurality”. In other words, the critique of postmodernism, in our view, must be a rationalist critique in the Kantian sense of the word: a critique as the setting of new limits to the possibilities of reason in a world that is constantly out of the control of that very mind.

Within the scientific discourse, it is impossible to recognize the truth, the rationality of one point of view over others. In the case of the dominance of one position, its supremacy is based not on the power of truth, but on charisma, power or authority. However, postmodernism, as once empiricism, and later positivism, opposes any conceptual systems and interdependent determinations, resulting in political life appears as a variety of nuances, differences and individual characteristics, in which everything is equal. Postmodernism replaces science with “scientificity”, which does not require rigor, accuracy, predictability, provability, because nothing new can be created, all truths have already been obtained and all mistakes have already been made.

Postmodernism offers an expanded understanding of political rationality, which includes even its irrational and anti-rational forms based on principled plurality and pluralism, and therefore requires an emphasis on “erudition” as a way of understanding this plurality.

Features of global and local dimensions of political rationality

In order to interpret the concept of political rationality taking into account its global and local features, it is necessary to take into account a number of important factors.

- the paradigm of the rational is based on aggregate experience;
- rational, including political, must be considered in the dynamics: the change of activity naturally changes the meaning of the rational, so the rational in some situations may lose this characteristic in other situations;
- rationality combines efficiency, optimality, method of certain activities. Only by complying with the above characteristics can we predict the achievement of the goal with a minimum amount of losses;
- characteristics of the rational is manifested by assessing the activities and their compliance with the fundamental laws of social and political development. In the case of setting an inadequate goal and appropriate means – we get a distorted rationality (*Il'in I.P., 1998: 42*).

In the local dimension, political rationality is interpreted as an activity aimed at achieving real (adequate) goals. Thus, the local interpretation of political rationality occurs in the case of taking into account the situational characteristics of the goal and related activities.

In global interpretations of political rationality, it is interpreted as an activity based on practical principles and principles that do not contradict public goals. Global interpretations of political rationality take into account relatively universal socio-political constants.

Types of political rationality in postmodernism

Postmodernism tells us about the variety of types of rationalism. There are actually many of them, but this does not mean that they are segregated, isolated from each other, in opposition, not connected by any laws and connections. All types of rationality are connected, to some extent even imitate each other, however transitions between them are presented by qualitatively different types of communications and relations. That is why the characteristic continuity between different types of rationality is qualitatively different. Therefore, the transition to the study and development of new types of political rationality, the development of new types of political consciousness and behavior, requires a long time and serious socio-political changes.

Thus, the variety of types and forms of rationality does not reject rationality as the general ability of human thought to master the qualitatively diverse structural connections and relations of existence. To reflect each type of structural organization in the consciousness of the subject, it is necessary to form a certain type of rationality. That is why the structure of the political acts as a layering of historical types of rationality, so it is important to remember that these historical layers never disappear completely (*Gurevich P.S., 1995: 34*).

The lower structures represented by the earlier historical forms of consciousness and the corresponding types of rationality do not die out, but become subordinate structures of higher forms of consciousness and rationality, changing their basic functions and obeying the needs of the higher system. Rejecting the heredity of types of rationality, postmodernism creates an obstacle to understanding that structure still exists.

Postmodernism and anti-nationalist approach to the understanding of political

In the XX–XXI centuries. rational understanding of the political goes beyond philosophical and theoretical discourses, and becomes a real cause of existential concern, more and more often there are theses that the ideals of rationality are incommensurable with the guarantees of the future of civilization. Rationalism has become perceived as part of those crisis circumstances that can contribute to large-scale political crises, up to military conflicts and revolutions. At the head of such an anti-rationalist movement is postmodernism, which claims the role of a theory of philosophical doubt in the strength of the ideals of politics, its absolutes. Postmodern critique of rationalism comes from the critique of the methodology and ontology of structuralism (especially French), the central concept of which was the concept of structure.

Postmodernism claims that there is no rationality that is universal for all. one for all. There is no metaphysical, obligatory and generally acceptable solution to the problem of rationality. From the point of view of postmodernism, it is time to abandon all attempts to create a universal paradigm of rationality: such a paradigm does not exist and can not exist, each historical epoch is characterized by a special type of rationality (including political). There is no universal rationality, there is only a set of unrelated rationalities, as understood by the representatives of a particular social community.

Rationality is a phenomenon of consciousness, impossible, on the one hand, without intuition and imagination; and on the other – without analytical, discursive, orderly, normative and systematic. Thus, any rational discovery always destroys the established canons and

creates new ones, which will also inevitably be destroyed in the course of the historical development of society.

The current government often uses the lack of sound management for its own purposes, allowing political reactors to make their own decisions, play by their own rules and, as a result, blame themselves for political failures and take responsibility if the result does not live up to expectations. The more people involved in the political process feel uncomfortable, exposed to insurance (often anti- or irrational), the more influential the state feels in this situation, being able to manipulate them. In such conditions, a person does not lose the ability to think in terms of past and future, only the concept of “here and now” comes to the fore, which revolves around one's own “I”, not allowing him to abstract, look at the process or situation from the side and analyze events.

Conclusions

The theoretical and practical significance of the article is an attempt to rethink the problem and methodology of political rationality in the context of modern Western philosophy. In addition, the conclusions and main theses can be used in the development of special courses, elective classes, become the basis of scientific conferences and round tables, serve as the basis of monographs and scientific papers. Also, the main provisions presented in the paper can be used in the further analysis of epistemological and methodological problems of both scientific forms of political rationality and its non-scientific forms.

During the study we were able to draw the following conclusions:

- 1) The formation of new methodological approaches in the philosophy of politics to the phenomena of socio-political life is an urgent need of society;
- 2) Political rationality as a scientific problem is implicitly present at different stages of social development in those forms that were set by specific ways of its formulation and solution depending on the context of the era and the internal logic of its development;
- 3) Historical types of rationality change due to changes in the socio-cultural context within which they exist and function. These changes are gradual, and we can talk about the continuity of historical types of rationality and the continuous process of development of rationality. Conceptual and conceptual analysis of political ideologies allows us to say that the latter are derived from a specific type of rationality, namely – the type of rationality of the New Age;
- 4) Analysis of political processes in modern society (including Ukrainian), shows a steady trend towards the formation of a holistic political field, which allows to use in assessing the prospects of its development not only classical approaches but also methodological techniques of non-classical and post-classical types of rationality, each of which is an additional description system.

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THE CHANGING ATTITUDE TOWARDS STATE FRAGILITY

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Summary

The aim of the article is to trace the changes in the views of scholars on state fragility in recent decades. The paper marks the milestones of discourse changes on fragile states. The basic models and gaps in state functioning are covered, as well as the main aspects that have brought about changes in the attitude towards state fragility. The latest trends such as the usage of the resilient state term are also described. The article mentions the main poles of opinions towards the subject and mentions a range of existing debates in this regard. The greater context of international security is being taken into account. The view from the representatives of so-called fragile states is presented by the example of g7+ group. The article analyses the changes in the usage of the term, in the view of the core of the state functions and existing gaps as well as the latest trends in the discourse on state fragility.

Keywords: fragile states, international security, transnational threats, state-building discourse.

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Introduction

What is known today as the discourse of state fragility has taken a few decades in the making. From a catchy phrase constituted by the word combination “failed states” introduced by Helman & Ratner (1992) it has transformed into an argued upon yet frequently used definition of fragile states and further derivatives such as situations of fragility or fragile contexts.

This article aims at tracing the milestones that mark shaping of the current understanding of the notion. The concept of a fragile state is inherently connected with more notions such as “statehood”, “state effectiveness”, “sovereignty”, “governance” and more. The changes in the discourse on state fragility coincided with a few significant shifts in the world’s history, the main one being the 9/11 terrorist act. Until 2001, the main field where the term has been used widely was development-related areas. Later on, the security-development nexus has gotten the spotlight in the researchers’ circles, as well as the issue of transnational threats.

The organizations that have shown the primary interest in the concept of failed (later – fragile) states were USAID, World Bank Group, OECD and some of the developed countries, such as the US, UK, Germany, etc. Post-2001 times have seen the rise in the usage of the concept (Rotberg, 2011). Around these time the academia circles have been divided into the proponents of the usage of the term and those who viewed it as diminishing and/or even unnecessary.

The proposed changes and critique of the term has led to its transformation. The usage of the adjective “failed” has been widely seen as derogative and even offensive. An illustrative example of the shift in the attitude is changing the name of one of the most cited indexes measuring state fragility. Published from 2005 by the Fund for Peace in cooperation with Foreign Policy journal, FIS was known till 2014 as “Failed States Index” and as of now is known as “Fragile States Index.”

To trace the changing attitude towards state fragility, the following aspects will be taken into account for the purposes of this article:

- the changes in the usage of the term itself;
- the changes in the view of the core of the state functions and existing gaps;
- the latest trends in the discourse on state fragility.

The differing poles of opinion

One of the ways to trace back the changes in the terms that have been used to describe ineffective fragile states is by mentioning the differentiation proposed by Newman (2009). The analysts are divided into three groups depending on their attitude toward the concept. The poles of opinion are as follows:

1. Uncritically accepting scholars who recognize state fragility as a shift in paradigm and the fundamental threat to the international order;
2. Skeptical analysts who research the notion yet have many reservations in terms of epistemology, objective definition, measuring fragility and other points;
3. Those researchers who reject the idea of using the term failed states and seeing it as negative concept offered by those with interventionist connotations.

As some kind of a response to the third pole of opinion outlined above the presence of g7+ group is worth mentioning. Describing themselves as a voluntary association of countries that are or have been affected by conflict and remain in transition to the next stage of development, the members of g7+ group acknowledge the existing issue of fragility and have little problem with being known as such.

Though officially the group was formed in 2010, it is acknowledged by the members that the roots go back to signed in 2005 in France Paris Declaration on Aid Effectiveness (OECD, 2005). The document described by OECD as a “practical, action-oriented roadmap to improve the quality of aid and its impact on development” was based around five crucial elements of advancing aid in terms of effectiveness (ownership; alignment; harmonisation; results; mutual accountability)

In three years’ time, the Accra Agenda for Action (AAA) was accepted at the high level (OECD, 2008). This document outlined four main areas where improvement is needed towards achievement of the Paris goals (ownership; partnerships that are to be inclusive; orientation at delivering results; capacity development)

Around that time the talks on the g7+ group have already been taking place within informal meetings and in two years the 2010 Dili declaration was signed in Timor-Leste. As of now, there are twenty member countries presented at the ministerial level forming the Secretariat (Afghanistan, Burundi, CAR, Chad, Comoros, Côte d'Ivoire, DRC, Guinea, Guinea-Bissau, Haiti, Liberia, Papua New Guinea, Sao Tome and Principe, Sierra Leone, Solomon Islands, Somalia, South Sudan, Timor-Leste, Togo, Yemen)

Going back to the changes in the usage of the term itself, Bartenev (2017) traces the changes according to Google Scholar database mentions of the term between 2000 and 2015. The graph of largely interchangeable usage of word combinations “failed state” and “fragile state” is on the rise up to 2015, when the novelties such as “situations of fragility” becomes more preferable. There are also such notions as “fragile contexts” and “conflict-affected areas”, which is the result of the reigning security-development nexus consensus in developmental studies of the first decade of 2000s.

The functions, gaps and security

Getting back to the core of the term and the changes in the view of state functions and existing gaps, it is important to first give the overview of state functions and reflect the changing attitude to state fragility with the examples.

One of the first organizations focused on the research of fragile states was the US State Failure Task Force established in 1994. It was later renamed into Political Instability Task Force (PITF). The main research of this entity is Polity data series, of which the fifth part is the most up-to-date one. POLITY project was initiated at the end of 1960s by late Ted R. Gurr, and his former student Monty D. Marshall is in charge now (*Marshall, Gurr & Jaggers, 2016*). Up until early 2020, the research was supported by PITF.

The data for the Polity research covers all independent states with the population of 500000 or more (currently there are 167 countries analyzed for the period of 1800–2018). Though the POLITY project is more focused on the regime type, supplemental research on such issues as civil wars, genocide, politicides etc. has been of immense importance for state fragility discourse, among other fields and subjects. For instance, the key document Phase III Findings by Goldstone et al. (2000) advanced the research on state effectiveness and existing gaps, in particular the one on state capacity.

The gaps, of which there were many proposed variations, in state operation are the shaping drivers of the whole state fragility discourse. Thus, it should come as no surprise that dozens of scholars pay attention to this issue. One of the most comprehensive widely cited models was proposed by Carment, Prest & Samy (2010) and elaborated on by Grävingholt et al. (2015) is known as ACL abbreviation.

The model in question describes fragile states as such countries where the gaps in authority, capacity and/or legitimacy are present. Any of the proposed gaps can be subject to debating for both the definition and measuring. C. T. Call, for instance, offers the perspective on capacity-security-legitimacy, where the previously mentioned state authority aspect goes as a part of the first element (*Call, 2008*).

In order to proceed with highlighting the changes in the attitude towards state fragility, the gaps need to be elaborated on. Borrowing the definition from the User's Guide on Measuring Fragility (*Mata & Ziaja, 2009*), the model of the triquetra of gaps may be presented as follows:

- 1) How effective are countries in terms of performing their functions;
- 2) Whether the state possesses the monopoly on the legitimate use of force;
- 3) Whether there is the accepted legitimacy (the state is accepted by all parties)

Though some pose questions to the first two points (*Call, 2010*), the part with legitimacy seem to have unanimous consent from a majority of scholars engaged in state fragility studies. The state needs to be legitimate both in the eyes of the population and other international actors.

The main question about the first gap of state's capacity to perform core functions lies in the attitude towards the gap. Most indexes and research projects on state fragility counter the issue of state functions at the preliminary phases as no further discussion on whether state is or is not effective depend on the core of its performance.

In this regard, the definition of core state functions provided by the Institute for State Effectiveness (ISE) is of interest. Having Dr. Ashraf Ghani as the co-founder, the institution has worked in 21 countries that were mostly fragile contexts and conflict-affected areas. The ten functions as outline, among others, by Ghani & Lockhart (2007), are:

1. Governance and Public Sector Management that involves decision-making, guiding relationships between organizations and individuals and vice versa as well as providing opportunities to the population;
2. Market Engagement that covers citizens' involvement in the market and capitalizing on the economic advantages;
3. Security function encompasses the monopoly of the state on the legitimate use of force and security guarantees to the population;
4. Infrastructure as the basics of any societal community and all kinds of institutions;
5. Rule of Law relates to the presence and adherence to set standards and rules by all members of the society;
6. Human Capital function of the state highlights such spheres as healthcare and education, leaving some room to "Other Social Services";
7. Public Financial Management which is of extreme importance in fragile states due to lack of transparency and corruption;
8. Citizen Engagement & Participation function is based on state being able to provide equal opportunities and full inclusion of the society representatives;
9. Asset Management Function;
10. Disaster Readiness & Resilience may be called the opposite to fragility as numerously stated in OECD documents (*Lemay-Hébert & Mathieu, 2014*), in particular.

Many existing indexes and research projects focused on fragile states operate with similar definitions of state functions and the lack thereof in fragile contexts. The incorporation of the security aspect into the ACL triad is evident, for instance, from CAST (Conflict Assessment System Tool) Framework methodology used by the Fund for Peace in Fragile State Index.

A more recent example of an attempt to assess state fragility and offer an empirical typology is Constellations of Fragility project led by J. Grävingholt. (*Grävingholt et al., 2018; Ziaja et al., 2019*) Having ACL model of state fragility at the core, it offers a brand-new look at ten indicators on how to score states. One of the aspects related to security is taken from BTI (Bertelsmann Transformation Index, a separate project that also regards state fragility), namely, monopoly of violence indicator (*Bertelsmann Stiftung, 2016*).

An evident change in the attitude towards state fragility is stemming from the rising threat of transnational terrorism, in particular. Among other documents, it is evident from different issues of the US National Security Strategy. Often cited line from 2002 US NSS issue that is actually the opening one¹ seems to have sparked the ever-growing interest in whether there is an evident link between fragile states and transnational terrorism threat to the global security (*United States, 2002*).

Some scholars even argue that such a shift was hardly substantiated as wealthy countries are more likely to suffer terrorist attacks and that economic performance is not a statistically significant predictor of which countries terrorists emerge from (*Krueger & Laitin, 2008*). As M. Khan (2017) puts it, such a focus on security dimension is a reductionist framework to the fragile state problematique.

Yet, considering the period between 2001–2014 with regard to the discourse of security threats coming from fragile states, Barry Buzan (2006) contends that the event of 9/11 solved the threat deficit problem for the US.

One of the main latest trends in the attitude of the academic community that can be mentioned in this context is the term of a resilient state. Starting with the latest one, it is usually mentioned in the research on fragile state as the antonymous term.

¹ "America is now threatened less by conquering states than we are by failing ones" (*United States, 2002*)

The notion of a resilient state was introduced by the OECD DAC documents of 2000s (*OECD DAC, 2008*) as well as in the documents of the European Union (*Council of the European Union, 2007*).

The term stands for such states that are capable of absorbing shocks and transforming and channeling radical change or challenges while maintaining political stability and preventing violence (*OECD DAC, 2008*). Basically, resilient are the states that have little to no capacity, authority and legitimacy gaps. Thus, advancing resilience is the response to fragility of the states and is accepted by some scholars as the fourth generation of the state-building policy (*Pospisil & Kühn, 2016*). Choosing this term instead of weak may be called a response to the growing complexity and hybridity of the processes taking place on the international agenda.

In the ever-changing world of shocks, the states are presented by many as those that seek resilience – at times even more than power which is arguably the most contested notion in IR.

Conclusions

The academic discourse and scholars' attitude towards state fragility has had its ups and downs in recent decades. From being cautiously accepted in early 1990s, when such states were mostly labeled as failed, it has grown into popularity among researchers. With the growing concern over security issues, the term has been widely contested and argued upon.

Notwithstanding the differing views on the presence and relevance of transnational threats to international security coming from fragile contexts, the term is still being widely used in the documents of governmental institutions, international organization and research. Moreover, it has sparked the creation of many indexes that with differing level of success and recognition from scholars' cycles strive to measure fragility and provide some typology of the states depending on how fragile – or resilient – they are.

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