ISSN 2957-1898 Print
ISSN 2957-2096 Online

ACADEMIA POLONICA

SCIENTIFIC JOURNAL OF POLONIA UNIVERSITY
PERIODYK NAUKOWY AKADEMII POLONIJNEJ

76 (2026) nr 3

CZESTOCHOWA 2026

Periodyk Naukowy Akademii Polonijnej, Częstochowa, 2026, 76 (2026) nr 3, s. 486.

PARTNERZY / PARTNERS

Scientific journal has the scores, is available in the Open Journal Systems database (http://pnap.ap.edu.pl/index.php/pnap) and has the DOI prefix.
Academia Polonica – Scientific Journal of Polonia University is admitted to the following international scientific databases:

- DOAJ (Directory of Open Access Journals);
- Polish scientific and professional electronic journals;
- General Impact Factor;
- DRJI;
- Nukat;
- Sindexs;
- ROAD;
- IndexCopernicus;
- WorldCat;
- Universitätsbibliothek Leipzig;
- ESJI;
- PBN;
- Scilit.

The paper version of the Journal is the original version. The Journal is available in the electronic form on the website: www.pnap.ap.edu.pl

ISSN 2957-1898 Print
ISSN 2957-2096 Online

© Copyright by Publishing House of Polonia University „Educator”, Czestochowa 2026

Wydawnictwo Akademii Polonijnej „Educator”
ul. Gen. Kazimierza Pułaskiego 4/6, 42-226 CZĘSTOCHOWA
tel: +48 530 137 864, wydawnictwo@ap.edu.pl, www.ap.edu.pl

EDITOR IN CHIEF

Maciej RUDNICKI, Prof. PhD, Polonia University in Częstochowa, Poland, email: mrudnicki@ap.edu.pl, orcid.org/0000-0002-0019-3469

DEPUTY EDITOR IN CHIEF

Dariusz J. DRAJEWICZ, Prof. PhD, Polonia University in Częstochowa, Poland, email: ddrajewicz@ap.edu.pl, orcid.org/0000-0002-5258-0380

SECRETARY

Wojciech POTOCKI, PhD, Polonia University in Częstochowa, Poland, email: wpotocki@ap.edu.pl, orcid.org/0000-0002-9390-6519

TECHNICAL EDITOR

Oksana BABELYUK, Prof. Dr Sc. (Philology), email: babelyuko@gmail.com, orcid.org/0000-0003-4837-1225

EDITORIAL BOARD

CHIEF

Dariusz J. DRAJEWICZ, Prof. PhD, Polonia University in Częstochowa, Poland, email: ddrajewicz@ap.edu.pl, orcid.org/0000-0002-5258-0380

MEMBERS

Maciej RUDNICKI, Prof. PhD, Polonia University in Częstochowa, Poland, email: mrudnicki@ap.edu.pl, orcid.org/0000-0002-0019-3469

Renata ZACHARCZUK, Prof. PhD, Polonia University in Częstochowa, Poland, email: rzacharczuk@ap.edu.pl

SCIENTIFIC COMMITTEE

CHIEF

Ioan HORGA, Prof. PhD, The University of Oradea, Romania, email: ihorga@uoradea.ro, orcid.org/0000-0001-8791-5243

DOMESTIC MEMBERS

Władysław MAJKOWSKI, Prof. PhD, Polonia University in Częstochowa, Poland, email: majk@wa.onet.pl, orcid.org/0000-0002-3382-4511

Jan MAZUR, Prof. PhD, The Pontifical University of John Paul II, Poland, email: jm.osppe@wp.pl, orcid.org/0000-0002-0548-0205

Mirosława SKALIK, Prof. PhD, Polonia University in Częstochowa, Poland, email: mskalik@ap.edu.pl, orcid.org/0000-0002-6259-4794

Piotr STEC, Assoc. Prof. PhD, University of Opole, Poland, email: pstec@uni.opole.pl, orcid.org/0000-0003-3797-1321

Wojciech PODLECKI, Prof. PhD, Polonia University in Częstochowa, Poland, email: wpodlecki@ap.edu.pl, orcid.org/0000-0001-5645-2100

Jacek WIATROWSKI Prof. PhD, Polonia University in Częstochowa, Poland, email: jwiatrowski@ap.edu.pl, orcid.org/0000-0001-7032-5036

FOREIGN MEMBERS

Viktória ALBERT, PhD, Kodolanyi Janos University of Applied Sciences, Hungary, email: dr.albertviki@gmail.com, orcid.org/0000-0001-7059-3946

Abdelaziz BENJOUAD, PhD, International University of Rabat, Morocco, email: contact@uir.ac.ma, orcid.org/0000-0002-0459-4219

Gerrt DEMUIJNCK, Prof. PhD, EDHEC Business School, France, email: geert.demuijnck@edhec.edu, orcid.org/0000-0002-9475-1897

Alla DENYSOVA, Prof. PhD, Odesa National Polytechnic University, Ukraine, email: alladenysova@gmail.com, orcid.org/0000-0002-3906-3960

Andre KADANDJI, Prof. PhD, Saint Jerome Catholic University of Douala, Cameroon, email: akadandji@univ-catho-sjd.com, orcid.org/0000-0002-8463-5585

Waheeda KHAN, PhD, Shree Guru Gobind Singh Tricentenary University, New Delhi, India, email: dean.ir@sgtuniversity.org, orcid.org/000-0002-4384-7047

JiA KRUPKA, Prof. PhD, University of Pardubice, Czech Republic, email: jiri.krupka@upce.cz, orcid.org/0000-0002-3385-2774

Ricardo Villanueva LOMELI, Prof. PhD, Universidad de Guadalajara, Mexico, email: lomeli@cgci.udg.mx, orcid.org/0000-0002-7425-3030

Augustin Guy Heff NYAMSI, PhD, John Paul II International University of Bafang, Cameroon, email: augustinheffa@yahoo.fr, orcid.org/0000-0001-8132-2148

Iveta MIETULE, Prof. PhD, Rezekne Academy of Technologies, Latvia / Visiting Professor of Polonia University in Czestochowa, Latvia, email: mietule@inbox.lv, orcid.org/0000-0001-7662-9866

Alla MYKHATSKA, PhD, Borys Grinchenko Kyiv University, Kyiv, Ukraine, email: a.mykhatska@kubg.edu.ua, orcid.org/0000-0002-8886-7877

George PADIKARA, PhD, Sampurna Montfort College, Bangalore, India, email: padikara@hotmail.com

Mykola PALINCHAK, Prof. PhD, Uzhhorod National University, Ukraine, email: palinchakmm@gmail.com, orcid.org/0000-0002-9990-5314

Bogdan PIOTROWSKI, Prof. PhD, Universidad de La Sabana, Colombia, email: bogdan.piotrowski@unisabana.edu.co, orcid.org/0000-0003-1124-1179

Martin RUSNAK, Prof. MD, CSc, Trnava University, Slovakia, email: martin.rusnak@truni.sk, orcid.org/0000-0003-3321-1042

Bancha SAENGHIRAN, Prof. PhD, Assumption University of Thailand, Bangkok, Thailand, email: bancha@au.edu

Michal SOLTES, doc. Ing. PhD, Technical University in Kosice, Slovakia, email: michal.soltes@tuke.sk, orcid.org/0000-0002-1421-7177

Goran STOJILJKOVIC**,** Prof. PhD, University of Novi Sad, Serbia, email: goran.stojiljkovic@mf.uns.ac.rs, orcid.org/0000-0002-5675-2418

Rasa SUBACIENE, Prof. PhD, Vilnius University, Lithuania, email: rasa.subaciene@evaf.vul.t, orcid.org/0000-0001-6559-8478

Shukhrat Jumayevich TESHAEV, Prof. PhD, Bukhara State Medical Institute named after Abu Ali ibn Sino, Bukhara, Uzbekistan, email: bumi_info@edu.uz, orcid.org/0000-0001-7313-9888

Jordan ZJAWIONY, Prof. PhD, University of Mississippi, United States, email: jordan@olemiss.edu, orcid.org/0000-0001-5242-2799

CONTENTS

LANGUAGE, CULTURE, COMMUNICATION

Vafa Abbasova, Shahnabad Ismayil
HOLISTIC AND ALTERNATIVE PEDAGOGICAL APPROACHES IN THE MODERN EDUCATION SYSTEM..... **11**

Liudmyla Aleksieienko-Lemovska
PROFESSIONAL READINESS OF FUTURE IT SPECIALISTS IN THE DIGITAL ERA: CONCEPTUALIZATION, STRUCTURE, AND LIFELONG LEARNING DIMENSIONS **19**

Ruhlana Idris Baghirova
MAIN PROBLEMS IN THE TRANSLATION OF PARTICIPLE II CONSTRUCTIONS..... **29**

Nadiia Balovsiak
SOCIAL MEDIA AS A HABITAT FOR HYBRID THREATS: A COMPARATIVE ANALYSIS OF COMMUNICATION MODELS FOR PLATFORM REGULATION IN THE EU, THE U.S., AND CHINA..... **37**

Ilaha Bayramova
THE ROLE OF LEXICAL UNITS IN THE EXPRESSION OF COMPARISON..... **45**

Nataliia Bober, Rusudan Makhachashvili
BNC AND COCA AS CORPUS RESOURCES OF THE VERBAL EMOTICON IN CONTEMPORARY ENGLISH: REPRESENTATIVENESS, SEARCH TOOLS, AND LIMITS OF INTERPRETATION..... **53**

Iryna Bondarenko, Yuliia Kurylova
METAMODERN ETHICS AND THE FORMATION OF A EUROPEAN CULTURE OF TOLERANCE: CONTEMPORARY UKRAINIAN CULTURE IN A POST-TRAUMATIC CONTEXT..... **63**

Nina Gerasimenko, Yanina Kulinska
DOCUMENTING WAR REALITY IN WOMAN'S EGO-NARRATIVE: A COMPARATIVE ASPECT (ASTRID LINDGREN AND LIUBOV DOLUK) **81**

Narmin Hasan Guliyeva
AN INTERDISCIPLINARY APPROACH TO THE CONCEPT OF MULTICULTURALISM..... **93**

Iryna Horokhova, Serhii Horokhov
COGNITIVE, SOCIAL AND PROCEDURAL VECTORS OF CRITICAL THINKING: FROM THEORY TO EDUCATIONAL IMPERATIVES..... **102**

Bozhana Hulian
LEARNER ERRORS IN ENGLISH LANGUAGE ACQUISITION AND EFFECTIVE CORRECTIVE FEEDBACK STRATEGIES..... **109**

Viktoriia Imber, Liudmyla Luzanova
THE INTEGRATION OF VIDEO CONTENT AND ARTIFICIAL INTELLIGENCE IN THE DEVELOPMENT OF LISTENING SKILLS AMONG HIGHER EDUCATION STUDENTS WHEN LEARNING FOREIGN LANGUAGES..... **114**

Natalia Kemska
INTERDISCIPLINARY TRANSFER FACTORS OF THE AMERICAN SOCIO-POLITICAL TERMS..... **121**

Liudmyla Kotvytska
„DICHTUNG UND WAHRHEIT“ IM MODERNEN UKRAINISCHEN MILITÄRDISKURS : AM BEISPIEL DES GEDICHTS „IN DER NÖRDLICHEN RICHTUNG HERRSCHT RUHE…“ VON ANATOLIY ANATOLIY..... **128**

Anastasiia Kovalyshyn
BIOGRAPHICAL STUDIES IN UKRAINE AND POLAND: A COMPARATIVE ANALYSIS OF THE CURRENT STATE..... **134**

Nataliia Kuspis, Larysa Sanotska
EXPRESIVENESS IN ENGLISH TEXTS OF HOTEL TOURISM ADVERTISING: COMMUNICATIVE-PRAGMATIC AND SEMIOTIC APPROACHES **142**

Halyna Lysak
PHONETIC PROCESSES IN THE HISTORY OF THE ENGLISH LANGUAGE: MAIN TRENDS AND CONSEQUENCES TO THE PRESENT..... **158**

Tetiana Makarova, Hanna Lysak
THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE AMONG HIGHER EDUCATION LECTURERS IN MODERN EDUCATIONAL ENVIRONMENT..... **166**

Valentyna Moisiuk, Liza Ozarko
L’EXTENSION METAPHORIQUE DU TERME *RÉARMEMENT* DANS LE DISCOURS PRÉSIDENTIEL D’EMMANUEL MACRON (2023-2026): DU DOMAINE MILITAIRE AUX POLITIQUES PUBLIQUES CIVILES **172**

Olena Nosyryeva
BRITISH EXPERIENCE IN STANDARDIZATION OF THE IT INDUSTRY..... **181**

Maria Prokopchuk, Iryna Korniiko, Serhii Kovalenko, Anhelina Zalizniak
INTERACTIVE PLATFORM MY ENGLISH LAB (MEL) IN ORGANIZING INDEPENDENT WORK OF FUTURE PHILOLOGY TEACHERS..... **188**

Lyudmyla Rakityanska
PRECONDITIONS FOR FORMATION OF ARTISTIC REFLECTION AMONG PRESCHOOL CHILDREN: INSTRUCTIONAL ASPECT..... **197**

Diana Rusnak
VALEURS SOCIALES DANS LA PUBLICITÉ COMMERCIALE: QUELS ENJEUX EN CLASSE DE LANGUE-CULTURE ÉTRANGÈRE?..... **205**

Asmar Safarli
PHRASEOLOGICAL COMBINATIONS WITH NUMBER COMPONENTS USED IN THE EPOS OF KITABI-DEDE GORGUD..... **217**

Nargiz Salimova
STYLISTIC SHIFTS IN EVERYDAY CONVERSATION: THE ROLE OF CONTEXT AND COMMUNICATIVE INTENTION..... **224**

Maryana Salyuk, Mykhailo Mykyta
TRANSFORMATION OF METHODOLOGICAL TRAINING OF FUTURE GEOGRAPHY TEACHERS ON THE BASIS OF THE CONCEPT OF SUSTAINABLE DEVELOPMENT..... **230**

Tetiana Shevchenko
PIANIST’S PERFORMING CREATIVITY AS A DISTINCT FORM OF ARTISTIC ACTIVITY..... **237**

Inna Shkarban
INTEGRATING AI-ASSISTED TRANSLATION TOOLS
INTO FOREIGN LANGUAGE CURRICULA..... **245**

Nataliia Tatsenko, Vladyslav Khovanskyi
REPRESENTATION OF THE RUSSIAN-UKRAINIAN WAR IN ENGLISH
PUBLICISTIC DISCOURSE: LINGUOSTYLISTIC AND TRANSLATION ASPECTS..... **253**

Valentyna Tymkova
LEXICAL TRANSFORMATIONS OF THE MODERN UKRAINIAN LANGUAGE
UNDER MARTIAL LAW: SOURCES OF ENRICHMENT
AND FUNCTIONING OF NEW VOCABULARY..... **264**

Nataliia Tymoshchuk, Uliana Shostak
ENGLISH-LANGUAGE PSYCHOLOGICAL DISCOURSE:
A TRANSLATION STUDIES PERSPECTIVE..... **271**

Tetyana Verbytska, Maryna Maltseva
SPRACHVARIABILITÄT DER MAHLZEITENBEZEICHNUNGEN
IM PLURIZENTRISCHEN DEUTSCH..... **276**

Petro Vorona, Larysa Vorona
DIALOGUE BETWEEN THE AUTHORITIES AND THE VETERAN SECTOR
WITHOUT BARRIERS: PROBLEMS AND EXPERIENCE..... **285**

Lesia Vysochan
STUDENTS' RESEARCH ACTIVITIES IN THE EDUCATIONAL PROCESS
OF THE NEW UKRAINIAN SCHOOL..... **295**

Nataliia Yuhan
BETWEEN PROPAGANDA AND NATIONAL NARRATIVE:
LITTLE RED RIDING HOOD IN SOVIET, RUSSIAN,
AND UKRAINIAN POPULAR SONG CULTURE..... **302**

Margaryta Zaitseva
THE MAGIC OF THREE IN LEGAL DISCOURSE:
THE ART OF PERSUASION IN THE COURTROOM..... **316**

Arifa Zeynalova
FUNCTIONAL-SEMANTIC ANALYSIS OF LEXICAL UNITS
IN ASHIG ALASGAR'S POEM..... **322**

Nataliia Zlenko, Anatolii Sustrietov
GLOBAL PRACTICES IN LIFELONG LEARNING AND THEIR ADAPTATION
TO THE UKRAINIAN EDUCATION SYSTEM..... **328**

INNOVATION, WORK, SOCIETY

Glib Aleksin, Viktoriia Chepka, Iryna Kaminska
INNOVATION IN UKRAINE'S POST-WAR RECOVERY GOVERNANCE:
DIGITAL INFRASTRUCTURE, TRANSPARENCY
AND ENTREPRENEURIAL RENEWAL..... **335**

Mariia Bratasiuk
RATIONALIZATION AS A WAY OF FORMING AND IMPLEMENTING
NAZI DISCOURS IN HITLER'S GERMANY AND MODERN PUTIN'S RUSSIA..... **345**

Yurii Cherleniuk
A MULTIDIMENSIONAL FRAMEWORK FOR EVALUATING ARTIFICIAL
INTELLIGENCE IN HEALTHCARE GOVERNANCE..... **353**

Viktoriia Formaniuk
HISTORICAL AND LEGAL PRECONDITIONS FOR THE ESTABLISHMENT OF EUROPEAN UNION AGENCIES.....**364**

Michael Girel
CHINA'S MODEL FOR FUTURE SKILLS DEVELOPMENT: FROM OVERSEAS STUDY TO WORK-INTEGRATED LEARNING.....**372**

Yana Kachan, Tetiana Lebid, Andriy Ivanov
INSTITUTIONAL SUPPORT OF PUBLIC ADMINISTRATION IN UKRAINE: CONSTITUTIONAL AND LEGAL FOUNDATIONS, ANTI-CRISIS MECHANISMS, LEADERSHIP, AND DOCUMENTARY-COMMUNICATION PROCESSES.....**385**

Nazim Rahbar Mammadov
DAMAGES TO AZERBAIJANI HEALTHCARE AS A RESULT OF ARMENIAN AGGRESSION.....**395**

Vadym Mashtalir, Oleksandr Krasnokutskyi, Valerii Korin
SYSTEMATIC ORGANISATION OF UKRAINE'S MILITARY-TECHNICAL AND DEFENCE-INDUSTRIAL POLICY.....**403**

Nataliia Stashevska
CYBERSECURITY OF DIGITAL CRIMINAL JUSTICE INFRASTRUCTURE IN UKRAINE: A PROCEDURAL SAFEGUARD OF ELECTRONIC EVIDENCE INTEGRITY AND FAIR TRIAL.....**411**

Nataliia Syza
THE CONCEPT OF JUSTICE IN THE CRIMINAL PROCEEDINGS OF UKRAINE.....**421**

Antonina Zghama, Viktoriia Kachuriner
BLOCKCHAIN-BASED TRACEABILITY IN AGROECOLOGY: LEGAL GOVERNANCE UNDER EUROPEAN UNION LAW.....**430**

HEALTH, ENVIRONMENT, DEVELOPMENT

Volodymyr Drobotenko, Olha Sivak
CRITICAL PUBLIC HEALTH COMPETENCIES IN THE TRAINING OF FUTURE DOCTORS: AN ASSESSMENT OF EDUCATIONAL IMPERATIVES UNDER MARTIAL LAW.....**439**

Dmytro Filipiuk
THE ROLE OF ARTIFICIAL INTELLIGENCE IN NURSING EDUCATION AND PRACTICE.....**454**

Mykola Nesterenko
EFFECTIVENESS OF TARGETED PSYCHOTHERAPEUTIC INTERVENTION MODELING FOR FUNCTIONAL ANXIETY PATTERNS.....**461**

Viktoriia Petrushenko
ANTHROPOLOGICAL PARADIGM IN LEGAL PSYCHOLOGY.....**472**

Andrii Volianskyi, Maiia Smilianska
POST-VACCINATION IMMUNITY: FORMATION AND ASSESSMENT OF EFFECTIVENESS IN THE POPULATION OF THE KHARKIV REGION.....**477**

INTRODUCTION

Dear colleagues, authors and readers of the Academia Polonica (Scientific Journal of Polonia University, PNAP – Periodyk Naukowy Akademii Polonijnej)!

Congratulation on the release of a new Academia Polonica 76 (3) (2026)!

This issue brings together a diverse and intellectually vibrant collection of scholarly contributions that reflect the complexity of contemporary research within the humanities, social sciences, education, and applied sciences. Structured around three thematic clusters – ***Language, Culture, Communication; Innovation, Work, Society; and Health, Environment, Development*** – the volume highlights the dynamic intersections among language, identity, governance, environment, and human well-being.

The first section foregrounds the role of language, culture, and communication in shaping identity, pedagogy, and public discourse. The collected papers span linguistics, translation studies, discourse analysis, and language education, addressing both theoretical and applied dimensions of the field. Contributions such as *"Main Problems in the Translation of Participle II Constructions"*, *"Social Media as a Habitat for Hybrid Threats: A Comparative Analysis of Communication Models for Platform Regulation in the EU, the U.S., and China"*, and *"Representation of the Russian-Ukrainian War in English Publicistic Discourse: Linguostylistic and Translation Aspects"* demonstrate the interdisciplinary approaches across translation, media, and discourse studies. Articles, such as *"Learner Errors in English Language Acquisition and Effective Corrective Feedback Strategies"* and *"Integrating AI-Assisted Translation Tools into Foreign Language Curricula"* further highlight the pedagogical and technological dimensions of contemporary language education.

The research in the second section examines innovation, governance, and social transformation amid the challenges of post-war recovery and institutional resilience. Among them, *"Innovation in Ukraine's Post-War Recovery Governance: Digital Infrastructure, Transparency and Entrepreneurial Renewal"*, *"Systematic Organisation of Ukraine's Military-Technical and Defence-Industrial Policy"*, and *"Cybersecurity of Digital Criminal Justice Infrastructure in Ukraine: A Procedural Safeguard of Electronic Evidence Integrity and Fair Trial"* offer critical insights into institutional adaptation under conditions of security and legal uncertainty. Papers, such as *"A Multidimensional Framework for Evaluating Artificial Intelligence in Healthcare Governance"* and *"Blockchain-Based Traceability in Agroecology: Legal Governance under European Union Law",* further underscore the growing role of technology and law in shaping public administration and sustainable development.

In the third section, the focus is shifted to health, human development, and psychological well-being, with contributions that integrate clinical, educational, and social perspectives. Among them, *"Critical Public Health Competencies in the Training of Future Doctors: An Assessment of Educational Imperatives under Martial Law"* and *"The Role of Artificial Intelligence in Nursing Education and Practice"* reflect advances in medical education and practice, while *"Targeted Psychotherapeutic Intervention Modeling for Functional Anxiety Patterns"* and *"Post-Vaccination Immunity: Formation and Assessment of Effectiveness in the Population of the Kharkiv Region"* underscore the clinical and epidemiological dimensions of contemporary health research.

Taken together, these issues exemplify the richness of interdisciplinary dialogue and the importance of integrating diverse methodological and theoretical perspectives. It offers not only a snapshot of current academic inquiry but also a platform for future research, fostering collaboration across disciplines and geographical boundaries.

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

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

LANGUAGE, CULTURE, COMMUNICATION

HOLISTIC AND ALTERNATIVE PEDAGOGICAL APPROACHES IN THE MODERN EDUCATION SYSTEM

Vafa Abbasova
Doctor of Philosophy in Philology, Department of Humanities, Azerbaijan State Oil and Industry University, Azerbaijan
e-mail: vafa.rzayeva.74@mail.ru, orcid.org/0000-0002-5596-0995

Shahnabad Ismayil
Doctor of Philosophy in Philology, Department of Humanities, Azerbaijan State Oil and Industry University, Azerbaijan
e-mail: sh.ismayil77@gmail.com, orcid.org/0009-0007-4701-3246

Summary

The article examines the global changes taking place in the education system in modern times and the holistic education concept formed against the background of these changes. The study analyzes the challenges of the 21st century – digitalization, globalization, technological development, environmental problems and the transformation of the traditional education model in the context of the emergence of human capital. It is especially emphasized that the holistic education approach considers the intellectual, emotional, social and spiritual development of a person within a single system. The article comparatively analyzes the main principles, development theories and the teacher factor of alternative pedagogical models such as Waldorf and Montessori, and refers to the theoretical views of educators such as Rudolf Steiner, Maria Montessori, Lev Vygotsky, Carl Rogers and John Dewey. At the same time, global problems of modern education – issues such as digital inequality, adaptation to the labor market, emotional well-being, inclusion and teacher shortage – are examined, and ways to solve them are identified. As a result of the study, it was determined that the modern education system should be formed not only as a mechanism for transmitting knowledge, but also as a humanistic and flexible model that ensures the comprehensive development of the personality.

Key words: holistic education, alternative pedagogy, Waldorf school, Montessori education, modern education, 21st century skills, personality-oriented education.

DOI https://doi.org/10.23856/7601

1. Introduction

In our world, which has shrunk considerably with the development of science and technology, all states, regardless of their level of development and political position, have been forced to act together in a number of important directions. The use of technology, waste resulting

from global warming, environmental protection against possible nuclear wars, clean energy production, etc. have become common goals of the states of the world. On the other hand, due to the rapid development of communication technologies, there is a desire to "share information" and "get information quickly". These desires and tendencies will take a firm place in the educational philosophies of states and the ideals of humanity as both defense mechanisms of humanity and lifestyles in the coming decades. However, cultural differences and their reflection in educational concepts and practices will continue to exist in tolerance. For this reason, the general trends in education adopted by all countries will be based on unity in diversity (living in a common and unified world). Thus, no matter how general and global the problem of education in the new world is, the development strategy should be determined according to the character of the nation, and small nuances should not be overlooked.

Holistic education and alternative pedagogical approaches are one of the widely studied directions in world pedagogical thought. Rudolf Steiner's Waldorf pedagogy, Maria Montessori's development-oriented education system, John Dewey's pragmatic pedagogy, Lev Vygotsky's theory of socio-cultural development and Carl Rogers' humanistic concept of education have created important theoretical foundations in this area. Foreign researchers have characterized holistic education as a personality-oriented, creative and socially integrative approach. In the modern era, against the background of digitalization and global challenges, the holistic education model has regained relevance.

Purpose and objectives of the study. The main purpose of the article is to examine the essence of the holistic education concept, the characteristics of alternative school models and the role of these approaches in solving modern educational problems against the background of the challenges of the modern world.

Methods. The article uses analysis, comparative analysis, historical-pedagogical and systematic approaches to investigate the concept of holistic education and alternative pedagogical approaches, and the results obtained are scientifically systematized based on the generalization method.

2. The main part

The concept of holistic education and the demands of the modern world

Education is the most important strategic area of the state and is organically linked to the development of society. What is happening in the world shows that in order to keep up with technological processes and not lag behind the rapid development of the times, radical changes are needed in many areas. In our opinion, the most important of these areas is education. As a process of assimilation of various knowledge, the renewal of education in terms of both structure and content is of great importance in the development of the younger generation and its active integration into international processes.

In the modern world, there are various forms of education in terms of content and form. From time to time, these alternative directions that oppose traditional education become more popular and expedient. One of such alternative models is holistic education. The most important factor in education is quality. Quality education should aim to educate the learner at the highest level, both academically, socially and physically. Because a person is a being consisting of mind, body and emotions. It is from this perspective that some experts believe that the most appropriate approach to human nature is the direction of "holistic education".

Our lifestyle, which was formed as a result of the industrial revolution, as we mentioned above, has created the need to cope with climate and environmental problems such as global

climate change, plastic pollution, etc., which threaten to destroy the future of the world. Naturally, a large part of the solution to such problems is the task of our modern youth. In this regard, the modern education system must foresee what awaits the world in the near future and be built accordingly.

In this era, where concepts such as artificial intelligence and space travel are relevant, the concept of industry is changing and industry 4.0, where fields such as the Internet of Things, big data, robotics, biomimicry and biogenetics come to the fore, is rapidly developing.

In the new era, the main qualities that distinguish us from robots, such as affective/emotional aspects, empathy, human sensitivities. The development of competencies such as critical thinking and creativity and problem-solving skills has become more important than the habit of following instructions. Creativity and innovation, critical thinking and problem-solving, communication and collaboration; literacy in the field of media, information and communication technologies; 21st century skills, summarized as flexibility and adaptability, entrepreneurship and self-management, social and intercultural skills, productivity, responsibility and leadership skills and competencies, are now one of the most important areas of testing and questioning for educational institutions that aspire to prepare learners for the future.

On the other hand, good education and education should equip the students with human values. This requires a learning environment where teachers are equipped with similar values and serve as good role models for children and young people. In the new century, students will no longer have a narcissistic, selfish personality structure, but will instead have faith, compassion and mercy; The greatest need for the individual is to have a set of active ethical values of cooperation, love, sharing, initiative and active.

It is obvious how the "age of reason" that we have witnessed in the last two centuries has led the world to disasters by ignoring the human spirit, the desire for eternity, which is the greatest need of that spirit, and the truth of the afterlife, and that our children will face the permanent scars of this both now and in the future.

In such a case, humanity needs a true "revolution of compassion". Good education should contain the seeds that will make such a revolution possible. More precisely, good education should be able to convey to children that life, the world, the universe are entrusted to us; It should be able to teach how to use those trusts with caution, courtesy, and compassion, and love, understanding, friendship, and brotherhood should be brought to the forefront in society. It should prepare children for the future of this world as well as the future in the "other world" that awaits them once the door of this world closes. Parents looking for a good school should consider all these factors when making a decision.

Alternative school models in a holistic education system

Recently, as a result of the changes taking place in the modern education system, private schools that meet the requirements of the new era have begun to form. Among these institutions, educational models that are based on R&D-based activities and apply the concept of a "whole education system" are especially distinguished. In this approach, the educational process is perceived not only as the transfer of knowledge, but as a complex system that ensures the comprehensive development of the student's personality from an intellectual, emotional, social and creative perspective. Based on this view, the holistic education philosophy also evaluates a person as an indivisible whole and defines the goal of education as the development of this wholeness.

In this context, the educational process is built on student-centered principles and is based on the active participation of the child. The student is no longer a passive recipient of information, but acts as an active subject of the learning process. According to Maria Montessori, "The environment must be rich in motives which lend interest to activity and invite the

child to conduct his own experiences" *(Montessori, 1949: 92)*. This approach shows that the educational environment is the main factor shaping the child's learning behavior and changes the role of the teacher, bringing him into a guiding and supporting function.

The role of the teacher in the new pedagogical system is also clearly expressed in the approach of Rudolf Steiner. He notes that "The task of education is to bring the child into relationship with life" *(Steiner, 1996: 15)*. This idea, emphasizing the direct connection of education with life, highlights the importance of integrating learning with real experience and life processes. Thus, the teacher becomes a pedagogical guide who creates conditions for the development of the student rather than a central figure who transmits knowledge.

In alternative school models, educational activities are carried out through broad and integrative programs covering various areas. Dramatic art, culinary, design and other creative workshops develop students' individual interests and abilities, as well as their cooperation, communication and social skills. These activities provide students with not only theoretical knowledge, but also practical life skills and create conditions for their formation as creative personalities.

The integration of technological development into education is one of the important components of this model. Through computer science, STEM and engineering-oriented lessons, students develop algorithmic thinking, problem-solving and analytical skills. The introduction of coding from the early stages increases students' technological literacy and prepares them for the digital society of the future. At the same time, modern education is not limited to academic and technological skills, but also aims to develop critical and reflective thinking skills. Philosophical teaching approaches applied to this end strengthen students' questioning, analysis and evaluation skills. This approach turns them from consumers of information into active subjects who produce knowledge.

The development of language skills also occupies a special place in this system. By working with original and artistic texts in native language and foreign language lessons, students master the expressive capabilities of the language, as well as develop critical reading and writing skills. Foreign language teaching, implemented from an early age, strengthens their intercultural communication skills and creates conditions for global integration.

Art and aesthetic education are also an integral part of this educational model. Music, visual arts and theater activities develop students' aesthetic sense and form their emotional-intellectual balance. At the same time, sports activities, along with physical development, serve to form discipline, teamwork and a healthy lifestyle.

The theoretical foundations of these approaches are closely related to Rudolf Steiner's Waldorf pedagogy and Maria Montessori's educational concept. According to Steiner, the main goal of education is to bring the child into a deep connection with life, while Montessori emphasizes that the learning environment and the active role of the student are decisive in the learning process. Unlike traditional pedagogy, these systems emphasize the natural development of the child, internal motivation and individual potential.

The philosophical essence of this approach is further strengthened by the thought of Swami Vivekananda: "Education is the manifestation of the perfection already in man" *(Swami, 1963: 358)*. According to this view, education is the process of revealing the potential that exists within a person.

Consequently, alternative school models based on a holistic educational approach act as a complex pedagogical system that ensures not only academic knowledge, but also the multidimensional development of personality in accordance with the requirements of the modern era, and elevates education to the level of a dynamic process integrated with life.

Developmental theory and the teacher factor in holistic education models

One of the frequent elements of the new pedagogy is its own theory of development: what stages children go through and with what characteristics. Unfortunately, this was not without free interpretations and biased assessments. The underdevelopment of developmental psychology, combined with poor methodology, led to the fact that each such theory (including the Steiner and Montessori theories) contained both accurate observations and false generalizations. For example, the stages of development proposed by Rudolf Steiner were rigidly modeled on the basis of seven-year periods. This division is only partially associated with certain biological indicators – the change of milk teeth at about the age of seven and the observation of hormonal changes at the age of fourteen. However, it is likely that the mentioned classification is more related to the symbolic and sacred meaning given to the number seven in the European theosophical tradition to which Steiner belonged than to scientific grounds.

In the concept of development proposed by Maria Montessori, two three-year periods are distinguished within the six-year stages. These periods are conventionally associated with the intensive development of abilities, on the one hand, and the processes of assimilation, processing and comprehension of the acquired experience, on the other. The mentioned phasing is mainly based on Montessori's personal pedagogical observations and experiences, but the issues of its scientific substantiation and objectivity have become the subject of certain critical approaches in pedagogical research.

However, unlike the Waldorf school, the Montessori system also assumes individual differences in the pace of development. Despite all this, both systems have their weaknesses. Thus, a number of issues are not explained at all. In particular, the concept put forward in individual approaches contradicts the observations of psychoanalysis. "Why does individual development manifest itself so differently, what factors affect developmental delay?" etc. The answers to such questions are fragmentary in nature, there is no systematic approach.

Another cornerstone is the solution of the question of the role of the teacher. Steiner solved this issue in a traditional way, inspired by the example of spiritual mentors. In his opinion, the teacher should be an unconditional authority for the student, a person who not only teaches, but also inspires, a friend, an example. The Austrian educator noted that "the purpose of education is not just to provide the child with knowledge, but to reveal his inner potential" *(Steiner, 1996: 30).* The most important thing for the Waldorf teacher is to captivate the child with the material, as well as the ability to reveal his talents.

Interest, creativity and active cognitive activity are important factors in the comprehensive development of the personality. These components create conditions for the formation of the child's intellectual, emotional and social potential in the process of interaction and activity. This approach is consistent with Lev Vygotsky's theory of socio-cultural development. According to Vygotsky, a person's mental development takes place in the context of social relations and cooperation: "Through others we become ourselves" *(Vygotsky, 1978: 169).*

One teacher leads the class until the end: from the first to the eighth grade, then other teachers teach some subjects. On the one hand, this is very convenient for children, especially those who have difficulty adapting to new people. On the other hand, this is a huge power and influence that essentially binds each student to the teacher for life. It should be borne in mind that this can sometimes negatively affect the process of individual development and hinder the student's personal development, self-awareness, independent decision-making, and in some cases make him a hostage to the values and ideas of others.

Since the central thesis of the system states that "Children are taught what surrounds them," the teacher becomes only part of a specially prepared environment, or rather, its guide.

This approach is consistent with Carl Rogers' humanistic pedagogical concept. Rogers saw the main function of the teacher not in the mechanical transfer of knowledge, but in the formation of an environment that stimulates learning and supports the development of the personality *(Rogers, 1983: 18).* In this concept, the child's activity and creative potential are put in the main position, and interference in this process is not considered appropriate. The adult acts not as a ready-made provider of knowledge, but as a subject who guides the child's independent acquisition of ideas and knowledge about the world, and at the same time supports the process of analyzing and systematizing this knowledge. Until the child asks for help, the teacher only observes, but not passively, tries to see the child's inclinations and level of abilities, to offer him didactic material of appropriate complexity. The ethics of communication with the student are expressed here in some detail: communication at the same level (sitting on the floor or squatting next to him), mandatory response to requests, respect for mistakes, gentle stimulation for what has not been mastered, lack of criticism. Both the Waldorf and Montessori systems, which reject traditional pedagogical principles based on prohibition and coercion, set as their main goal the creation of pedagogical conditions that would allow the child to develop freely, stimulate internal motivation, and form a natural learning environment. This approach is in line with John Dewey's pragmatic pedagogical concept. Dewey noted: "Education is not preparation for life; education is life itself" *(Dewey, 1916: 239).*

Thus, modern education faces serious tasks that require not only the renewal of teaching methods, but also a deep reconsideration of the goals and principles of the education system. How can we solve the global problems of modern education and make it truly effective and accessible to all?

Global Education Problems and Innovative Solution Strategies

We present five global problems of modern education that require immediate solutions:

1) Mismatch of education with the requirements of the labor market. Educational programs often lag behind the dynamically changing requirements of the modern labor market. Graduates are not always ready for real professional challenges, they do not have the practical skills and competencies necessary for a successful career;

2) Digital literacy. Not all schools and universities have the necessary resources and competencies to effectively use digital technologies in the educational process, which can lead to inequalities in access to information and the quality of education. Some students have access to modern educational platforms and online courses, while others lag behind in the digital world.

3) Access. Education should be accessible to all children, regardless of financial status, location, or physical limitations. However, in many countries around the world, education remains the prerogative of the wealthy and privileged groups of the population. Children from poor and low-income families are often deprived of the opportunity to receive a quality education.

4) Emotional well-being. Increased workload, competition and stress have a negative impact on the mental health of students. Modern students often experience feelings of anxiety, depression and burnout. The education system should pay attention not only to the intellectual, but also to the emotional development of children.

Lack of qualified teachers. Today there is a shortage of qualified teachers. There are not enough specialists in certain fields of knowledge, as well as teachers who are ready to use modern teaching methods and work with children with diverse needs.

These problems require global solutions and cooperation of all participants in the educational process: government, teachers, parents and students themselves. It is important to make

education more accessible, focusing on the development of a holistic personality of the student, ready for the challenges of the modern world.

There are several effective ways to address global challenges in education in the 21st century, aimed at making it truly accessible to all. So, what can you do:

Integrate technologies. Digital technologies can be a powerful tool for solving educational problems. It is important to ensure equal access to digital resources for all children, introduce modern educational platforms, and train teachers to effectively use digital technologies in teaching.

Cooperation between educational institutions, business, and society. The education system should work closely with business representatives to create educational programs that meet the requirements of the modern labor market. It is important to include practical experience and practical training in the educational process so that students gain real experience and develop the necessary skills.

Accessible and inclusive education. Education should be accessible to all children, regardless of their financial situation, physical limitations, or place of residence. It is important to create conditions for inclusive education.

Pay attention to emotional well-being. The education system should pay attention to the emotional health of students. It is important to develop emotional intelligence in children, the ability to manage their emotions, resolve conflicts, and build healthy relationships.

In the modern world, acquiring knowledge and skills is a vital necessity. In previous times, the main indicator of a state's success was the amount of natural resources. However, in our time, educated personnel have the highest value. The higher the quality of education a state can provide, the higher its competitive advantage compared to other countries. Alvin Toffler characterized this changing reality as follows: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn" *(Alvin, 1970: 414).*

In modern society, progress is shaped by an ever-expanding knowledge base. In addition, education is an important source of economic growth and productivity. It also serves to form the human capital necessary for the application of new technologies in healthcare, industry and other areas and the provision of high-quality services to people. In this regard, Theodore Schultz's theory of human capital is noteworthy. Schultz noted that "education is an investment in human capital *(Theodore, 1971: 26).*

Previously, a person could acquire a certain set of knowledge and use it throughout his life. Now, in the modern world, there is a need for continuous learning. A person should constantly be in search of new information. This approach is also consistent with Peter Senge's concept of the "learning society". According to Senge, "The ability to learn faster than your competitors may be the only sustainable competitive advantage" *(Peter, 1990: 4).*

Self-education is the most important component of a continuous education system. A person must independently find useful information and apply it in practice. But self-education requires discipline and responsibility. A person must find motivation to continue learning. This idea also resonates with the humanistic approach of Carl Rogers. Rogers wrote: "The only person who is educated is the one who has learned how to learn and change" *(Rogers, 1983: 120).*

3. Conclusions

The study found that the global social, technological and cultural transformations taking place in the modern era necessitate a reconsideration of the goals and content of the education

system. In this context, the concept of holistic education acts as an important pedagogical approach that considers the intellectual, emotional, social and spiritual development of the personality in an interconnected manner.

The study shows that alternative educational models such as Waldorf and Montessori are aimed at developing the student's individual potential, forming creative and critical thinking skills, as well as instilling humanistic values. At the same time, the modern education system is faced with important problems such as digital literacy, inclusiveness, emotional well-being and adaptation to the requirements of the labor market.

Consequently, in the conditions of the challenges of the 21st century, it is considered necessary to form education not only as a mechanism for transmitting knowledge, but also as a flexible and humanistic system that ensures the comprehensive development of the personality. In this regard, the holistic education approach can be assessed as one of the promising directions of modern pedagogical thought.

References

1. Montessori M. (1949). The Absorbent Mind.
2. Steiner R. (1996). The Education of the Child and Early Lectures on Education. New York: Random House Publishing Group, 48 p.
3. Swami V. (1963). Complete Works of Swami Vivekananda, Vol. 4, 534 p.
4. Vygotsky L.S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 169 p.
5. Rogers C. R. (1983). Freedom to Learn for the 80's. Columbus, Ohio: Charles E. Merrill Publishing Company, 318 p.
6. Dewey J. (1916). Democracy and Education. New York: The Macmillan Company, 434 p.
7. Alvin T. (1970). Future Shock, 561 p.
8. Theodore W. (1971). Schultz, Investment in Human Capital, 272 p.
9. Peter S. (1990). The Fifth Discipline, 424 p.

PROFESSIONAL READINESS OF FUTURE IT SPECIALISTS IN THE DIGITAL ERA: CONCEPTUALIZATION, STRUCTURE, AND LIFELONG LEARNING DIMENSIONS

Liudmyla Aleksieienko-Lemovska
Candidate of Pedagogic Sciences, Associate Professor,
Head of the Department of Psychology and Pedagogy,
Kyiv International University, Ukraine
e-mail: al-lem17@ukr.net, orcid.org/0000-0001-5391-0719

Summary

The article addresses the problem of professional readiness of future IT specialists within the context of digital transformation, lifelong education, and contemporary educational paradigms. The relevance of the study is determined by the growing demands of the digital economy for professionals capable of adapting to rapid technological changes, engaging in continuous professional development, and effectively operating in innovation-driven environments. The aim of the article is to conceptualize the phenomenon of professional readiness of future IT specialists within the lifelong education system, substantiate its theoretical and methodological foundations, and identify its structural components in the context of Education 5.0 and the digital transformation of society. The study is based on a comprehensive theoretical analysis employing methods of scientific literature review, synthesis, comparison, systematization, and conceptual generalization. The methodological framework integrates system, competency-based, activity-oriented, personality-oriented, axiological, and synergetic approaches, which provide a holistic understanding of professional readiness as a multidimensional phenomenon. The findings suggest that professional readiness should be interpreted as an integrative personal and professional construct that combines professional knowledge, technological competencies, value orientations, reflective abilities, innovation capacity, and readiness for continuous self-development. A structural model of professional readiness is substantiated, comprising motivational and value, cognitive, operational and technological, personal and reflective, and innovation and self-educational components. It is argued that the interaction of these components ensures professional adaptability, mobility, innovation, and sustainable professional growth in rapidly changing technological environments. The scientific contribution of the study lies in clarifying the conceptual essence of professional readiness of future IT specialists, substantiating its structural organization, and identifying methodological foundations for further research within the lifelong education paradigm.

Key words: digital transformation; lifelong learning; competency-based education; Education 5.0; professional development; innovation capacity; digital literacy; self-directed learning.

DOI https://doi.org/10.23856/7602

1. Introduction

The rapid digital transformation of society, the accelerated development of information technologies, and the emergence of the knowledge economy have substantially transformed the requirements for professional training across all sectors, particularly within the information

technology industry. Contemporary IT specialists are expected not only to possess advanced technical knowledge and professional skills but also to demonstrate adaptability, innovative thinking, professional mobility, and the ability to continuously update their competencies in response to ongoing technological change. Consequently, the quality of professional preparation is increasingly determined by graduates' readiness for lifelong professional development rather than by the mere acquisition of specialized knowledge.

Within this context, the concept of Lifelong Learning has gained particular significance, positioning education as a continuous process of personal and professional development throughout an individual's life.

This perspective has led to a gradual shift in educational priorities from knowledge transmission toward the development of learners' capacity for self-directed learning, critical thinking, knowledge renewal, and effective application of acquired competencies in diverse professional contexts. As a result, growing scholarly attention has been devoted to the phenomenon of professional readiness as a key outcome of professional education and an essential prerequisite for successful participation in contemporary labor markets *(Koval, Aleksieienko-Lemovska, & Mikhno, 2023).* The relevance of this issue is especially evident in the preparation of future IT specialists. The dynamic nature of the IT sector, characterized by rapid technological innovation, continuous emergence of new digital tools, and increasing complexity of professional tasks, requires graduates to be prepared not only for current professional demands but also for future technological and organizational transformations. Therefore, professional readiness should be considered as an integrative personal and professional construct that combines motivation, professional knowledge, technological competencies, reflective abilities, innovation orientation, and readiness for continuous self-development.

Additional methodological significance is provided by the emergence of the Education 5.0 and Industry 5.0 paradigms, which establish new benchmarks for professional education in the digital era. These concepts emphasize the preparation of specialists capable of combining technological expertise with creativity, critical thinking, ethical responsibility, human-centered values, and the ability to collaborate effectively with intelligent technologies *(European Commission, 2023).* Under such conditions, professional readiness becomes a multidimensional phenomenon that extends beyond professional competence and encompasses the capacity for lifelong learning, innovation, and sustainable professional growth.

Despite the growing body of research devoted to professional training, competency development, and digital education, the theoretical understanding of professional readiness of future IT specialists within the framework of lifelong education remains insufficiently systematized. In particular, there is a need to clarify the conceptual foundations of this phenomenon, identify its methodological determinants, and substantiate its structural composition in accordance with contemporary educational and technological transformations.

The novelty of this study lies in the conceptualization of professional readiness of future IT specialists as an integrative construct within the lifelong education paradigm, as well as in the substantiation of its methodological foundations and structural organization in the context of digital transformation and Education 5.0. The aim of this article is to conceptualize the phenomenon of professional readiness of future IT specialists within the lifelong education system, substantiate its theoretical and methodological foundations, and develop a structural model reflecting its key components in contemporary digital educational environments. To achieve this aim, the following research objectives were formulated: to analyze contemporary theoretical approaches to professional readiness in IT education; to identify methodological foundations for studying professional readiness within the lifelong learning paradigm; to clarify

the conceptual essence of professional readiness of future IT specialists; to substantiate the structural components of professional readiness in the context of digital transformation and Education 5.0. The study employs a set of theoretical research methods, inc luding scientific literature analysis, comparison, synthesis, systematization, and conceptual generalization. These methods enabled the identification of key theoretical perspectives, methodological approaches, and structural characteristics of professional readiness of future IT specialists.

2. Analysis of Recent Research and Publications

The issue of professional readiness of future specialists remains one of the most relevant areas of contemporary educational research, situated at the intersection of professional education theory, psychology of professional development, digital pedagogy, and lifelong learning studies. The rapid advancement of digital technologies, the proliferation of artificial intelligence, the automation of professional activities, and the transformation of labor markets have significantly changed the understanding of educational outcomes and intensified scholarly interest in the readiness of graduates to function effectively in dynamic professional environments.

In contemporary scientific discourse, professional readiness is increasingly interpreted not as a final outcome of education but as an integrative personal and professional construct that ensures successful professional performance, adaptability to technological change, professional mobility, and continuous competency development. This shift reflects broader transformations in educational paradigms, where emphasis is placed on lifelong professional growth and sustainable employability rather than on the acquisition of static knowledge and skills.

A substantial contribution to the theoretical foundations of professional education and lifelong learning has been made by Ukrainian scholars such as V. Kremen, N. Nychkalo, S. Sysoieva, O. Dubaseniuk, V. Luhovyi, and V. Andrushchenko. Their works emphasize lifelong learning as a key mechanism for human capital development, professional mobility, and adaptation to social and technological transformations. These studies have established important methodological foundations for understanding professional development as a continuous process extending throughout an individual's life.

A separate line of research focuses on the preparation of future IT specialists in the context of digital transformation. Contemporary studies primarily address issues of professional and digital competence development, practice-oriented learning, digital literacy enhancement, and the integration of information and communication technologies into educational processes. Researchers emphasize the importance of project-based learning, interdisciplinary approaches, collaboration with the IT industry, and the development of practical experience as prerequisites for successful professional preparation *(Petrenko, 2025)*. In particular, professional competence is increasingly interpreted as a multidimensional system of interconnected components that determine graduates' readiness for real professional activity.

Recent studies also conceptualize IT education as an open pedagogical system whose effectiveness depends on the integration of theoretical and practical preparation, the development of professional values, and the strengthening of partnerships between educational institutions and industry stakeholders. Within this context, scholars argue that contemporary professional training should be oriented not only toward the formation of professional knowledge and technical skills but also toward professional responsibility, teamwork, communication, and professional self-realization *(Shlikhta, 2025).*

Another important research direction concerns digital competence as a fundamental component of professional readiness. Scholars highlight the role of digital educational environments,

innovative pedagogical technologies, STEAM education, interdisciplinary learning, and practice-oriented instructional models in preparing future IT professionals *(Stynskyi, 2026)*. At the same time, digital competence is increasingly viewed not merely as a technological skill set but as an essential condition for professional development and successful adaptation within digitally transformed societies *(Shvardak, 2025)*.

In the international scientific literature, the concept of professional readiness is increasingly examined through the perspective of Lifelong Learning, which is widely recognized as a prerequisite for sustainable professional competitiveness. UNESCO emphasizes the necessity of fostering individuals' capacity for continuous learning, self-directed education, and adaptation to changing professional environments *(UNESCO, 2020)*. Similar conclusions are reflected in OECD Skills Outlook reports *(OECD, 2025)*. World Economic Forum's Future of Jobs Report *(World Economic Forum, 2025)*, which identify reskilling, upskilling, critical thinking, and continuous professional development as essential competencies for the digital economy.

Particular attention in recent international research has been devoted to the concepts of future readiness and AI-enhanced readiness. These approaches emphasize that professional readiness involves not only professional competence but also the ability to interact effectively with intelligent technologies, utilize artificial intelligence tools, adapt rapidly to technological change, and engage in lifelong self-improvement. Consequently, digital literacy, analytical thinking, creativity, communication skills, and learner autonomy are increasingly recognized as critical dimensions of professional readiness *(Luckin, 2024; Burgos et al., 2024; Redecker, 2022; Holmes et al., 2025)*.

The growing influence of Education 5.0 and Industry 5.0 has further transformed discussions concerning professional readiness. Contemporary studies emphasize the need to prepare specialists capable of combining technological expertise with creativity, interdisciplinary thinking, social responsibility, and human-centered values *(Supriya et al., 2024)*.

Researchers argue that professional education should promote not only technical competence but also innovation capacity, ethical awareness, collaboration, and adaptability in technology-rich environments *(Zhou et al., 2025)*.

Furthermore, recent investigations highlight the significance of AI literacy and advanced digital skills as essential components of future professional readiness. Empirical studies demonstrate a strong relationship between digital literacy and professional adaptability, while AI literacy is increasingly regarded as a prerequisite for successful participation in AI-driven professional environments *(Naseer et al., 2025; Hong, 2025)*.

At the same time, growing attention is devoted to the role of soft skills, including communication, teamwork, self-regulation, and project management, as important predictors of both academic success and professional adaptation among future IT specialists *(Popa et al., 2026)*.

Despite the substantial body of research devoted to professional competence development, digital literacy, AI-related skills, practice-oriented learning, and lifelong learning, the phenomenon of professional readiness of future IT specialists remains insufficiently conceptualized as a holistic construct within the lifelong education paradigm. Existing studies tend to focus on particular dimensions of professional preparation, whereas the theoretical and methodological foundations of professional readiness, its structural organization, and its role within the context of digital transformation, Education 5.0, and AI-driven professional environments remain insufficiently substantiated. This research gap determines the relevance and scientific significance of the present study.

3. Conceptualizing Professional Readiness in Contemporary IT Education

The rapid development of the digital society is accompanied by significant transformations in the requirements imposed on modern IT professionals. The growing complexity of information technologies, continuous technological innovation, and the increasing demand for professional adaptability have intensified scholarly interest in the phenomenon of professional readiness as a key outcome of professional education. In the context of lifelong learning, professional readiness is no longer understood solely as the possession of professional knowledge and skills; rather, it is viewed as an integrative personal and professional construct that ensures successful professional performance, continuous self-development, and adaptation to dynamic technological environments.

Professional readiness of future IT specialists can be interpreted as a multidimensional phenomenon reflecting the result of an individual's professional development within the lifelong education system. It characterizes the degree of preparedness for productive professional activity, continuous knowledge renewal, creative application of digital technologies, professional self-realization, and lifelong learning. This readiness integrates professional knowledge, digital competencies, value orientations, motivational attitudes, reflective abilities, and personal qualities that support professional mobility, innovation, and responsibility in the context of digital transformation.

Such an understanding emphasizes that professional readiness cannot be reduced to a simple combination of competencies or professional qualifications. Instead, it represents a holistic system in which motivational, cognitive, operational, and personal characteristics interact dynamically and mutually reinforce one another *(Ada, Taş, Dudka, & Aleksieienko-Lemovska, 2023).*

Consequently, professional readiness should be regarded as a complex integrative characteristic that determines the ability of future IT specialists to respond effectively to the challenges of contemporary professional practice and sustain continuous professional growth throughout their careers.

Thus, professional readiness of future IT specialists should be understood as an integrative personal and professional construct formed within the lifelong education system and manifested in the ability to perform professional activities effectively, adapt to technological changes, and continuously develop professional competencies throughout life.

4. Methodological Perspectives on Professional Readiness Formation

The study of professional readiness of future IT specialists requires a comprehensive methodological framework capable of explaining the complexity of professional development processes within the context of digital transformation. Given the multidimensional and dynamic nature of professional readiness, its investigation necessitates the integration of complementary scientific approaches that reveal various aspects of professional formation in contemporary educational environments.

The *system approach* serves as one of the fundamental methodological foundations of this study. According to this perspective, professional readiness is considered an open, dynamic, and holistic system consisting of interconnected structural components that function in constant interaction with educational, social, and professional environments *(Andree, Müller, & Wagner, 2025).*

Professional readiness is therefore viewed not as a collection of isolated competencies but as an integrated phenomenon in which changes in one component inevitably influence the functioning of the entire system.

A central role in understanding professional readiness belongs to the *competency-based approach*, which currently constitutes one of the leading paradigms of educational modernization *(Selwyn, 2021).* Within this framework, educational outcomes are assessed through an individual's ability to effectively perform professional tasks by mobilizing knowledge, skills, values, and personal resources. Consequently, professional readiness emerges as an integrated result of professional, digital, communicative, and innovative competencies required for successful functioning in the contemporary IT industry.

The *activity approach* complements the competency paradigm by emphasizing the role of active participation in professional activities as a mechanism of personal development. In IT education, this approach focuses on creating opportunities for students to acquire practical experience through programming projects, software development, participation in hackathons, start-up initiatives, and problem-based learning *(Myastkovska, Kobylianska, & Kysiuk, 2023).* Professional readiness is therefore understood as a result of active engagement with professional contexts and gradual acquisition of practical experience.

The *personality-oriented approach* views future IT specialists as active subjects of their own professional development rather than passive recipients of educational influences. Within this framework, professional readiness is associated with the development of professional subjectivity, self-realization, self-determination, and self-development *(Hagadone-Bedirr, Voithofer, & Kulp, 2023).* The approach highlights the importance of considering individual educational needs, professional interests, and personal characteristics in designing educational trajectories.

The *axiological approach* enables the examination of professional readiness through the prism of values, motivations, and professional meanings. Contemporary IT education should not be limited to technological competence development alone. It must also promote professional responsibility, digital ethics, academic integrity, effective communication, and awareness of the social significance of technological solutions *(Bykov, Spirin, & Pinchuk, 2020).* Therefore, the value dimension becomes an essential component of professional readiness.

Particular relevance in the digital era is acquired by the *synergetic approach*, which conceptualizes professional readiness formation as a nonlinear process characterized by self-organization, self-regulation, and continuous development. Professional growth is understood not as a linear accumulation of knowledge and skills but as a complex interaction of multiple internal and external factors that lead to the emergence of new qualitative characteristics of the individual *(Fullan, 2016).* This perspective is especially important in the IT sector, which is characterized by uncertainty, rapid innovation, and constant technological change.

Taken together, these methodological approaches provide a comprehensive framework for understanding professional readiness as a multifaceted phenomenon shaped by educational, technological, social, and personal factors within the lifelong learning system.

5. Lifelong Learning and Education 5.0: New Imperatives for Future IT Specialists

A significant place in contemporary theoretical interpretations of professional readiness belongs to the concept of Lifelong Learning, which views education as a continuous process of personal and professional development extending throughout an individual's life *(Aleksieienko-Lemovska, 2024).* In the context of IT specialist preparation, this concept acquires particular importance due to the rapid pace of technological advancement and the constant emergence of new digital tools, programming languages, and technological solutions.

From the perspective of Lifelong Learning, professional readiness should not be viewed as a static outcome of formal education. Rather, it constitutes a dynamic personal characteristic

that enables continuous professional development, self-directed learning, and adaptation to evolving professional environments. The capacity for lifelong learning becomes a prerequisite for sustainable professional success in the information technology sector.

These ideas are further developed within the framework of Education 5.0, which has become one of the strategic directions of educational transformation in the digital era. Unlike previous educational paradigms, Education 5.0 emphasizes not only professional competence development but also creativity, innovation, critical thinking, emotional intelligence, and effective interaction between humans and intelligent technologies.

Within this framework, professional readiness of future IT specialists can be understood as the integrated result of technological preparedness, personal maturity, innovative thinking, and responsible use of digital technologies for societal benefit. Education 5.0 shifts attention from purely technical training toward the formation of holistic professionals capable of generating innovative solutions while maintaining ethical and social responsibility.

Consequently, Lifelong Learning and Education 5.0 provide a contemporary conceptual framework for understanding professional readiness as a dynamic and continuously evolving characteristic of future IT specialists, ensuring their adaptability, innovation capacity, and sustainable professional development in a rapidly changing digital environment.

6. A Structural Model of Professional Readiness of Future IT Specialists

Based on the analysis of psychological and pedagogical studies, the specific nature of professional activity in the information technology sector, and current requirements for competitive specialists, the structure of professional readiness of future IT specialists is represented by five interrelated components: motivational and value, cognitive, operational and technological, personal and reflective, and innovation and self-educational.

The *motivational and value component* serves as the system-forming basis of professional readiness because it determines an individual's orientation toward professional activity and awareness of its social significance. This component includes professional motives, value orientations, professional interests, aspirations for self-realization in the IT field, responsibility for professional outcomes, and awareness of ethical aspects of digital technology use *(Siemens, 2005)*. It largely determines the willingness of future specialists to engage in continuous professional improvement and lifelong learning.

The *cognitive component* reflects the system of professional knowledge required for future professional activity. It encompasses not only theoretical foundations of computer science, programming, information systems, and digital technologies but also understanding of the broader trends shaping contemporary digital ecosystems *(Polets, 2024)*. An important indicator of this component is the ability to integrate interdisciplinary knowledge, critically evaluate information, and apply it to solving professional problems.

The *operational and technological component* characterizes the practical dimension of professional readiness. It includes professional skills related to software design, development, testing, maintenance, data processing, project management, and teamwork *(Ada, Taş, Dudka, & Aleksieienko-Lemovska, 2023).* This component demonstrates the ability to apply acquired knowledge effectively in real or simulated professional situations and reflects the practical preparedness of future specialists.

The *personal and reflective component* concerns the development of future specialists as active subjects of professional activity and self-development. It encompasses self-analysis, critical reflection, evaluation of personal achievements and challenges, and planning of future

professional growth *(Damek, Söbke, Weise, & Reichelt, 2022)*. In addition, it includes such qualities as responsibility, independence, persistence, communication skills, emotional stability, and readiness for collaborative professional interaction.

The *innovation and self-educational component* reflects the specific demands of the IT sector, where technological changes occur rapidly and continuously. Professional success increasingly depends on an individual's ability to engage in self-directed learning, acquire new knowledge independently, adopt innovative technologies, and adapt quickly to professional changes *(Siemens, 2005)*. This component therefore includes openness to innovation, readiness for continuous learning, capacity for self-education, and commitment to ongoing professional development.

The proposed structural model demonstrates that professional readiness of future IT specialists is not a collection of isolated competencies or personal qualities but an integrated system of motivational, cognitive, operational, reflective, and self-developmental characteristics *(Paliy, Yelchaninova, & Shevchenko, 2024)*. The interaction of these components ensures professional mobility, adaptability, innovation capacity, and sustainable professional growth within the lifelong learning paradigm.

7. Conclusions

The conducted study confirms that the problem of professional readiness of future IT specialists has gained particular relevance in the context of digital transformation, rapid technological advancement, and the growing importance of lifelong learning. Contemporary requirements for IT professionals extend beyond the acquisition of specialized knowledge and technical skills, emphasizing the ability to adapt to technological change, engage in continuous professional development, and effectively respond to emerging challenges within the digital environment.

The theoretical analysis made it possible to substantiate professional readiness of future IT specialists as an integrative personal and professional construct that reflects the outcome of professional development within the lifelong education system. This construct encompasses not only professional knowledge and competencies but also motivational, value-based, reflective, and self-developmental characteristics that ensure effective professional performance, adaptability, and sustainable professional growth.

The study demonstrated that a comprehensive understanding of professional readiness requires the integration of complementary methodological perspectives, including the system, competency-based, activity, personality-oriented, axiological, and synergetic approaches. Their combined application provides a holistic framework for interpreting professional readiness as a multidimensional phenomenon shaped by educational, technological, social, and personal factors.

It was established that the concepts of Lifelong Learning and Education 5.0 create an appropriate theoretical foundation for understanding professional readiness as a dynamic and continuously evolving characteristic of future IT specialists. Within this framework, professional readiness is viewed as a prerequisite for professional mobility, innovation capacity, responsible use of digital technologies, and lifelong professional self-improvement.

As a result of the study, a structural model of professional readiness of future IT specialists was substantiated, comprising five interrelated components: motivational and value, cognitive, operational and technological, personal and reflective, and innovation and self-educational. The interaction of these components ensures the integrity of professional development

and creates the foundation for successful professional activity, adaptability, innovation, and continuous learning in a rapidly changing technological environment.

The findings allow us to conclude that professional readiness of future IT specialists represents a complex multidimensional phenomenon that integrates professional, personal, value-based, and activity-related characteristics and serves as a critical condition for successful professional self-realization in the digital era.

Future research should focus on developing a conceptual model for the formation of professional readiness of future IT specialists within the lifelong education system, identifying pedagogical conditions that facilitate its development, designing diagnostic tools for assessing its formation levels, and empirically validating the effectiveness of educational strategies aimed at enhancing professional readiness in IT education.

References

1. Ada, N., Taş, A., Dudka, T., & Aleksieienko-Lemovska, L. (2023). Investigating the impact of training and development activities on the involvement of employees in the human resources management context. Economy and Education Systems, 7, 1–14. https://doi.org/10.61954/2616-7107/2023.7.4-1

2. Aleksieienko-Lemovska, L. (2024). Phenomenological multi-aspects of continuing education in the context of digitalization. Society. Economy. Digitalization, 2(2), 50–67. https://doi.org/10.31379/sed.2.2.2024.10

3. Andree, K., Müller, T., & Wagner, J. (2025). Soft skills development and employability of computer science students in digital society. Education Sciences, 15(2), 143. https://doi.org/10.1145/3408877.3432522

4. Antonova, O. (Ed.), Biruk, N., et al. (2024). Professional training of competent specialists in the conditions of modern educational transformations: Theory and practice. Zhytomyr, Ukraine: ZhDU.

5. Burgos, D., Branch, J. W., Tlili, A., Stracke, C. M., & de la Higuera, C. (2024). Artificial intelligence, digital transformation, and education as a combined contribution to society. Cham, Switzerland: Springer. https://doi.org/10.1007/978-981-97-8638-1_1

6. Bykov, V., Spirin, O., & Pinchuk, O. (2020). Modern tasks of digital transformation of education. Bulletin of the UNESCO Chair Continuous Professional Education of the XXI Century, 1, 27–36. https://doi.org/10.35387/ucj.1(1).2020.27-36

7. Damek, S., Söbke, H., Weise, F., & Reichelt, M. (2022). Teaching (meta) competencies for digital practice exemplified by building information modeling work processes. Knowledge, 2(3), 452–464. https://doi.org/10.3390/knowledge2030027

8. European Commission. (2023). Industry 5.0: A transformative vision for Europe. Brussels, Belgium.

9. Fullan, M. (2016). The new meaning of educational change (5th ed.). London, UK: Routledge.

10. Hagadone-Bedir, M., Voithofer, R., & Kulp, J. (2023). Contextualizing privacy with wearable data in higher education. British Journal of Educational Technology, 54(6), 1619–1635. https://doi.org/10.1111/bjet.13378

11. Hong, L. (2025). AI literacy as a foundation for future professional education in the era of artificial intelligence. Education and Information Technologies, 30(4), 5123–5141.

12. Koval, V., Aleksieienko-Lemovska, L., & Mikhno, I. (2023). Sustainable business models in enhancing regional product competitiveness. Economy and Market Communication Review, 25(1), 210–223. https://doi.org/10.7251/EMC2301210K

13. Luckin, R., George, K., & Cukurova, M. (2022). AI for school teachers. Boca Raton, FL: CRC Press. https://doi.org/10.1201/9781003193173
14. Myastkovska, M., Kobylianska, I., & Kysiuk, D. (2023). Formation of the readiness of future specialists in professional education for the application of modern information technologies in professional activity. Pedahohichna Bezpeka, 6(1–2), 21–26.
15. Naseer, F., Ahmad, M., Khan, S., & Ali, R. (2025). Project-based learning and career readiness in higher education: Evidence from digital learning environments. Scientific Reports, 15(1).
16. OECD. (2025). OECD skills outlook 2025: Thriving in the digital age. Paris, France: OECD Publishing.
17. Paliy, A., Yelchaninova, T., & Shevchenko, V. (2024). Reflection as a structural-forming component of professional activity. Prospects and Innovations of Science, 6, 567–576. https://doi.org/10.52058/2786-4952-2024-6(40)-867-876
18. Petrenko, S. (2025). Concept of research of professional competence of IT specialists. Pedagogical Science and Education of the XXI Century, 4, 211–219. https://doi.org/10.35619/pse.vi4.81
19. Polets, M.-V. (2024). Increasing the level of motivation of future IT specialists in institutions of professional pre-higher education. Academic Visions, 32.
20. Popa, D. M., Oprea, S.-V., & Bâra, A. (2026). Digital skills, self-directed learning and future ICT employability among university students. Sustainability, 18(2).
21. Redecker, C. (2022). European framework for the digital competence of educators: DigCompEdu.
22. Selwyn, N. (2021). Education and technology: Key issues and debates (3rd ed.). London, UK: Bloomsbury.
23. Shlikhta, A. (2022). Axiological approach to the implementation of professional training of future IT specialists. Innovation in Education, 1(16), 240–251. https://doi.org/10.35619/iiu.v1i16.486
24. Shvardak, M. (2025). Modern educational technologies in the formation of professional competencies of future IT specialists. Academic Visions, 45.
25. Siemens, G. (2005). Connectivism: A learning theory for the digital age. International Journal of Instructional Technology and Distance Learning, 2.
26. Stynskyi, V. (2026). STEAM-technologies as a means of forming digital competencies of future IT specialists in the conditions of continuous professional education. Pedago gical Almanac, 61, 174–180. https://doi.org/10.37915/pa.vi61.713
27. Supriya, Y., Bhulakshmi, D., Bhattacharya, S., Gadekallu, T. R., Vyas, P., Kaluri, R., Sumathy, S., Koppu, S., Brown, D. J., & Mahmud, M. (2024). Industry 5.0 in smart education: Concepts, applications, challenges, opportunities, and future directions. IEEE Access, 12, 81938–81967. https://doi.org/10.1109/ACCESS.2024.3401473
28. UNESCO. (2020). Embracing a culture of lifelong learning. Hamburg, Germany: UNESCO Institute for Lifelong Learning.
29. World Economic Forum. (2025). The future of jobs report 2025. Geneva, Switzerland: World Economic Forum.
30. Zhou, X., Sun, K., Zhu, K., Feng, L., Sun, Q., & Zhong, D. (2025). The impact of digital literacy on university students' innovation capability. Frontiers in Psychology, 16. https://doi.org/10.3389/fpsyg.2025.1548817

MAIN PROBLEMS IN THE TRANSLATION OF PARTICIPLE II CONSTRUCTIONS

Ruhlana Idris Baghirova
Senior Lecturer, Azerbaijan University of Languages, Azerbaijan
e-mail: ruhlana@rambler.ru, orcid.org/0009-0008-3668-5837

Summary

The conducted research shows that participle constructions used in the adverbial function in German are one of the important elements of the verb system and syntactic structure. In particular, participle II forms act not only as an infinitive form of the verb, but also as a functional means that create additional meaning relationships within the sentence. These constructions allow for a more concise and informative presentation of the idea by expressing additional circumstances, causes, conditions, concessions and consequences related to the main action. The research shows that when translating participle II constructions into Azerbaijani, it is not always possible to fully preserve their formal structure. The main reason for this is the differences between the grammatical and syntactic systems of the two languages. Therefore, various transformation methods are used in the translation process. During syntactic transformation, the participle construction is replaced by a broader sentence structure, while during grammatical transformation, various verb forms are used. Lexical and semantic transformations serve to convey the expressed meaning and stylistic nuances in the Azerbaijani language in a natural way. As a result of the research, it was determined that one of the main features of participle II forms is that they express a completed action and the state that has arisen as a result of that action.

Key words: Participle II, adverbial function, participle constructions, syntactic transformation, semantic equivalence, verb conjugation, German-Azerbaijani language comparison.

DOI https://doi.org/10.23856/7603

1. Introduction

A comparative analysis of the German and Azerbaijani languages shows that various grammatical means are used to express the relationships between actions and states in both languages. However, the structure and features of the use of these means are different.

One of the main issues in the translation of participle constructions is to correctly determine what semantic function they perform in a specific context. The same participle II form can create different semantic relationships in different sentence conditions. Therefore, during translation, it is important to pay attention not only to the grammatical form, but also to the general content, communicative purpose and stylistic features of the text.

Thus, the translation of participle II constructions into Azerbaijani is not a simple process of grammatical replacement, but a complex process of semantic and functional adaptation. The adequacy of the translation depends not on the preservation of the external form of the construction in the source language, but on the correct and natural reflection in Azerbaijani of the meaning, communicative purpose and stylistic features it expresses.

Purpose of Study. The main goal is to analyze the main problems of translation of constructions with participle II in German and Azerbaijani languages.

2. Literature Review

In modern linguistics, the infinitive forms of the verb are considered one of the most complex and multifaceted areas of the grammatical system of various languages. Among these forms, the participle occupies a special place. The participle is a transitive category that combines the properties of both a verb and an adjective and can be used in various syntactic functions *(Dudenredaktion, 2016; Engel, 2009)*. The possibilities of using participle forms in German are quite wide and they are not limited to the determinative function. The Participle I and Participle II forms perform the function of an adverbial in a sentence, expressing the circumstances of the action, time, reason, condition, purpose and accompanying situation *(Helbig & Buscha, 2001; Eisenberg, 2013)*. This feature not only creates conciseness in the syntactic structure of the German language, but also increases the informativeness of the text *(Weinrich, 1993)*. In Azerbaijani, the system of impersonal forms of the verb differs to some extent from German *(Abdullayev, 1985; Hasanov, 1989)*.

In Azerbaijani, semantic relations expressed through participle II in German are most often expressed through verb conjunctions, adverbs or subordinate complex sentences. For this reason, not only lexical, but also grammatical and syntactic transformations are carried out during translation from German to Azerbaijani. The main task of the translator is to preserve the semantic integrity and stylistic features of the text *(Catford, 1965; Newmark, 1988; Baker, 2011)*.

3. Results and Discussions

Since the adverbial function of participle II constructions in German has not been widely studied as a separate object of research in Azerbaijani linguistics, the main attention is focused on the semantic and syntactic features of its adverbial function. In addition, the study of this issue in terms of the comparative syntax of German and Azerbaijani languages is also of practical importance for translation studies.

In this study, descriptive, comparative-typological, structural-semantic and contextual analysis methods were used, and the analyses conducted on the basis of selected examples from various literary, journalistic and scientific texts in German and Azerbaijani languages allowed us to more fully determine the functional characteristics of participial constructions.

Before addressing the main problems in the translation of Participle II constructions, let us consider the general features of its adverbial function.

In German, Participle II (Perfektpartizip) is one of the infinitive forms of the verb, mainly expressing a completed or completed action. Although this form is mostly used in the construction of complex tenses (Perfect, Plusquamperfekt) and passive constructions, it has wider functions from a syntactic point of view. One of them is the adverbial (adverbial) function.

Participle II used in the adverbial function provides additional semantic information about the main message. It can indicate the reason for which the action occurred, under what conditions it was carried out, in what situation it was carried out, or against what background the result it occurred. These constructions are widespread in the written style of the German language, especially in scientific, journalistic and legal texts *(Eisenberg, 2013; Weinrich, 1993)*.

One of the most widespread adverbial functions of Participle II is to express a causal relationship. In such cases, the participle indicates the reason for which the main action occurred *(Helbig & Buscha, 2001)*. For example: *Enttäuscht verließ er das Büro. /O, məyus olduğu üçün ofisdən çıxdı./;*

Here, the participle "enttäuscht" comes first in the sentence, emphasizing that the subject left the office because he was "disappointed/məyus olması".

Er verließ das Büro enttäuscht. /O, məyus halda ofisdən çıxdı./

Here, "enttäuscht" expresses the emotional state of the subject and the effect of that state on the main action.

From the given example, it can be concluded that participial constructions can be understood more correctly and clearly depending on the writing style and at the same time the context.

In Azerbaijani, most of these constructions are expressed with the "–dığı4 üçün" model *(Abdullayev, 1985; Hasanov, 1989)*.

Adverbial constructions formed with Participle II can be viewed syntactically as a shortened form of subordinate clauses *(Eisenberg, 2013; Helbig & Buscha, 2001)*. For example: *Von der langen Reise erschöpft, legte sich der Student sofort schlafen.*

In this sentence, *erschöpft* is the Participle II form and expresses the reason for the main action. *Uzun səfərdən yorulduğu üçün tələbə dərhal yatdı*.

Here, the participle construction in German is expressed in Azerbaijani by a causal clause. This example shows that the translation of Participle II constructions should be based on functional equivalence, not formal equivalence *(Newmark, 1988; Baker, 2011)*.

The sentence "Von der langen Reise erschöpft, legte sich der Student sofort schlafen." is a simple sentence in German constructed with the Participle II construction, that is, there are no two independent predicative centers here and the action is directed at only one subject. To convert it into a complex sentence without a subordinate clause, the causal meaning in the participle construction can be expressed in a separate sentence.

As a complex sentence without a subordinate clause:

Der Student war von der langen Reise erschöpft, und er legte sich sofort schlafen. /Tələbə uzun səfərdən yorulmuşdu və o, dərhal yatmağa getdi./

However, it should be noted that in this variant the causal relationship is weakened, because "və" (und) only creates a connection of sequence or addition.

To maintain the causal relationship more precisely, we can also give the subordinate clause in the form of a complex sentence:

Der Student legte sich sofort schlafen, weil er von der langen Reise erschöpft war. /Tələbə uzun səfərdən yorulduğu üçün dərhal yatmağa getdi/.

If we want to preserve the causal tone in a complex sentence without a subordinate clause, then we use the conjunction "deshalb".

Der Student war von der langen Reise erschöpft, deshalb legte er sich sofort schlafen. */Tələbə uzun səfərdən yorulmuşdu, buna görə də o, dərhal yatmağa getdi./*

Participle II in some syntactic positions expresses the condition under which the main action can take place. This function is especially widely observed in scientific, official and journalistic styles. In such constructions, the situation expressed in the form of Participle II acts as a prerequisite for the occurrence of the event in the main clause *(Dudenredaktion, 2016; Helbig & Buscha, 2001)*.

For example: *Richtig angewendet, liefert die Methode zuverlässige Ergebnisse. /Metod düzgün tətbiq olunarsa, etibarlı nəticələr verir./*

In this example, the Participle II construction "richtig angewendet" creates a conditional relationship and presents the correct application of the method as a necessary condition for achieving the main result.

Gut vorbereitet, besteht jeder Student die Prüfung leichter. /Yaxşı hazırlaşarsa, hər bir tələbə imtahandan daha asan keçər./

Here, the construction “gut verebite” indicates the student's state of preparation and acts as a condition for successfully passing the exam. In Azerbaijani, this attitude is mainly expressed through the conditional form with the suffix “-sa/-sə”. The conditional function of Participle II constructions is also found in legal and official texts. For example: *Sorgfältig gelesen, ist der Vertrag leicht zu verstehen. /Müqavilə diqqətlə oxunarsa, onu başa düşmək asan olar./*

In this sentence, the form “sorgfältig gelesen” indicates a prerequisite for the correct understanding of the contract. Such constructions are widely used in official documents because they allow for concise and objective expression of ideas *(Helbig & Buscha, 2001; Weinrich, 1993)*.

This type of construction, formed with Participle II, corresponds in meaning to the subordinate conditional clauses and can be expressed in the form of a complete sentence as follows.

Wenn der Vertrag sorgfältig gelesen wird, ist er leicht zu verstehen. /Əgər müqavilə diqqətlə oxunularsa, onu başa düşmək asan olar./ və ya *Wenn man den Vertrag sorgfältig liest, ist er leicht zu verstehen. /Əgər müqaviləni diqqətlə oxuyarlarsa, onu başa düşmək asan olar./*

However, there is a stylistic difference between the two structures. In the first conditional clause, the predicate of the sentence expressing the idea is given in the passive voice, and in the second clause, in the active voice. While the conditional clause formed with the conjunction Wenn expresses the content more clearly and analytically, the Participle II construction presents the idea more concisely. Therefore, in scientific and official style, especially in written texts, shortened partizip constructions such as “Sorgfältig gelesen, …” may be preferred.

Thus, the conditional function of Participle II acts as a means of syntactic compression in German and is considered a more concise alternative to subordinate conditional clauses *(Eisenberg, 2013; Dudenredaktion, 2016)*.

The syntactic features of Participle II constructions are of great importance in terms of their semantic analysis and translation into Azerbaijani. Participle II constructions used in the adverbial function are most often located at the beginning of the sentence and are separated from the main clause by a comma. These constructions do not create an independent predicative center, but on the contrary, they form a secondary predicative relationship by entering into a semantic and syntactic relationship with the content of the main clause *(Engel, 2009; Zifonun et al., 1997)*. For example: *Von allen bewundert, blieb der Professor bescheiden.*

In this sentence, “von allen bewundert” is a Participle II construction, “blieb” is the main verb, and “der Professor” is the subject of the sentence. The Participle II form does not carry a separate verb function, but by characterizing the state of the subject, it creates an additional semantic connection with the main action. Thus, a secondary predication is formed in the sentence, which is one of the characteristic features of the principle of syntactic consolidation (syntaktische Verdichtung) of the German language *(Eisenberg, 2013; Dudenredaktion, 2016)*.

In Azerbaijani, such constructions are usually expressed in the form of a subordinate complex sentence. For example: *Hamı tərəfindən hörmət edilsə də, professor təvazökar qaldı. və ya Professor hamının hörmətini qazansa da, təvazökar qaldı.*

As can be seen, the concessional relation, which is concisely expressed in German through the participle II, is given in Azerbaijani through the concessional clause. In this case, a syntactic transformation occurs in the translation process and the participle construction turns into a subordinate complex sentence. Such a transformation is not only grammatical, but also functional in nature, since the main goal is to fully preserve the semantic relation expressed in the original text in the target language *(Catford, 1965; Newmark, 1988)*.

The analysis shows that the participle II mainly expresses the result of a completed action or the state that has arisen as a result of that action. It is this feature that allows it to

express cause, condition, concession and, in certain cases, time relations in the adverb function. From this point of view, the participle II is considered one of the grammatical means with high functional potential in the syntactic system of the German language *(Helbig & Buscha, 2001; Eisenberg, 2013)*.

The results of the comparative analysis show that the adverbial constructions expressed by the participle II in German are met in Azerbaijani mainly through cause, condition and concession clauses, and in some cases through verb-binding constructions. This difference arises from the typological characteristics of both languages. While syntactic compactness and the expression of additional predication through participle constructions prevail in German, the same semantic relations in Azerbaijani are realized more through analytical syntactic means, especially through subordinate complex sentences *(Eisenberg, 2013; Abdullayev, 1985; Hasanov, 1989)*.

Thus, a comparative study of the syntactic and semantic features of Participle II constructions is of great theoretical and practical importance for their adequate translation into Azerbaijani. The main principle in the translation process should be the preservation of functional-semantic equivalence, not formal compatibility.

When translating Participle II constructions into Azerbaijani, it is necessary to pay attention to the transformational features.

In most cases, it is not possible to preserve the formal structure of adverbial constructions constructed with Participle II in German into Azerbaijani. This is due to the typological differences between the syntactic and morphological systems of both languages. While Participle II constructions in German create syntactic compactness, in Azerbaijani more analytical syntactic means are used to express the same semantic relations. For this reason, various transformation methods are used in the translation process.

One of the most widely used methods in the translation of Participle II constructions is syntactic transformation. In this case, a simple participle construction in German is transformed into a subordinate complex sentence in Azerbaijani. Such transformation mainly serves to more clearly express causal, conditional, or concessional relationships.

For example: *Von der Polizei verfolgt, floh der Mann.*

Literal translation: *Polis tərəfindən təqib olunmuş, kişi qaçdı.*

Variant in accordance with the syntactic norms of the Azerbaijani language: *Polis tərəfindən təqib edildiyi üçün kişi qaçdı.*

Adverbial constructions formed with participle II in German are translated into Azerbaijani using various syntactic means depending on their semantic features. The main principle during translation is not formal consistency, but the preservation of the semantic relationship expressed by the construction. Therefore, the same participle II construction can be expressed through reason, concession or other branch clauses depending on the context.

In the sentence “Von der Polizei verfolgt, floh der Mann.” given above, the participle II construction “von der Polizei verfolgt” indicates the reason for the main action (floh). In other words, the reason for the man to flee is that he was being pursued by the police.

This relationship is expressed in Azerbaijani through the reason branch clause:

Polis tərəfindən təqib edildiyi üçün kişi qaçdı.

Here, the part “polis tərəfindən təqib edildiyi üçün” is considered a causal clause because it explains the reason for the action expressed in the main clause.

The same content can also be expressed syntactically through a determinative clause. However, in this case, the function of the participle II construction changes and no longer indicates the reason for the action, but rather a characteristic that characterizes the subject.

For example: *Polis tərəfindən təqib olunmuş kişi qaçdı. /Der Mann, der von der Polizei verfolgt wurde, floh./*

In this example, the part "der von der Polizei verfolgt wurde" performs the function of a determinative clause since it defines the word "der Mann". Here, the main focus is not on the reason for the escape, but on who the man is.

Thus, although both constructions are based on the same lexical material, their syntactic function and semantic load are different. The use of the Participle II construction in the adverb function creates a causal relationship and is mainly met with a causal clause in Azerbaijani. The determinative clause expresses the attributive function of that construction and provides additional information about the noun.

From this point of view, the most adequate equivalent of the sentence "Von der Polizei verfolgt, floh der Mann" in Azerbaijani is the variant "Polis tərəfindən təqib edildiyi üçün kişi qaçdı". Although the expression "Polis tərəfindən təqib edilən kişi qaçdı" given with the predicate clause describes the same event, it already has a different syntactic structure and semantic function.

Thus, as a result of syntactic transformation, the semantic relationship in the original text is preserved, and an expression form in accordance with the grammatical norms of the Azerbaijani language is obtained.

One of the widely used methods in the translation of Participle II constructions into Azerbaijani is grammatical transformation. During this transformation, the adverbial construction expressed by Participle II in German is replaced by a verb conjugation or other appropriate verb forms in Azerbaijani. The main purpose of such transformation is to express the semantic relationships expressed in the original text in a grammatically natural and adequate manner in the target language *(Newmark, 1988; Baker, 2011)*.

For example: *Die Aufgabe gelöst, verließ er das Büro. /Tapşırığı həll edib ofisdən çıxdı./*

In this example, the participle II construction "die Aufgabe gelöst" expresses the work completed before the main action. The verb "Verließ" acts as the main predicative center and indicates the subsequent action in the sentence. Thus, there is a sequence (temporality) and result relationship between the participle II construction and the main information: first the task was completed, and then the action of leaving the office occurred.

In Azerbaijani, this semantic relationship is expressed through the verb conjugation with the suffix "-ıb/-ib". The verb conjugation shows their sequence by connecting the action that occurred before with the main action. From this point of view, the expression "Tapşırığı həll edib ofisdən çıxdı" fully reflects the functional-semantic content of the participle II construction in German.

It should be noted that although both actions occur in the past tense, they do not occur in the same time period, but sequentially. First, the process of completing the task is completed, and then the action of leaving the office occurs. It is precisely this sequence that is one of the main semantic features of the participle II construction and must be taken into account when translating.

This example shows that grammatical transformation is not only the replacement of one grammatical form with another, but also a functional transformation process that ensures the preservation of time, sequence and result relations expressed in the source language in the target language. Therefore, in the translation of participle II constructions into Azerbaijani, the correct determination of time relations and their expression with appropriate grammatical means is one of the main conditions for adequate translation *(Catford, 1965; Newmark, 1988)*.

One of the transformation methods applied in the translation of Participle II constructions into Azerbaijani is lexical transformation. In this case, the semantic meaning expressed by the Participle II form is expressed in the target language through a separate lexical unit or a word used in the adverbial function. The purpose of such transformation is to convey the emotional, psychological or evaluative tone existing in the source language in a way that is consistent with the expressive capabilities of the Azerbaijani language.

For example: *Überrascht sah er mich an. /Təəccüblə mənə baxdı./*

In this example, although the form "überrascht" is a participle II formed from the verb "überraschen", it already acts as an adverbial unit in the sentence expressing the situation that has arisen as a result of the verb. In other words, the participle II here indicates how and in what emotional state the main action (sah … an) was performed.

In Azerbaijani, this semantic meaning is given through the adverbial expression "surprised". Thus, the emotional state expressed by the participle II in German is met through the lexical unit used in the adverbial function in the target language.

It should be noted that the sentence "Überrascht sah er mich an" can be transformed into a broader structure from a syntactic point of view. For example: *Weil er überrascht war, sah er mich an. və ya Er war überrascht und sah mich an.*

However, such transformations change the syntactic compactness and stylistic features of the original participle construction. Therefore, in order to preserve the emotional-expressive shade, especially in the translation of artistic and journalistic texts, lexical transformation is considered more appropriate, such as he looked at me with surprise.

Thus, the main goal during lexical transformation is not to reflect the grammatical structure of the participle II form, but to reflect the semantic content and emotional shade it expresses in a natural and stylistically adequate way in the Azerbaijani language.

4. Conclusions

As a result, it can be noted that the main issue in the translation of participle constructions is not to preserve their formal structure as it is, but to correctly meet the meaning relationships and functional features they express in the target language. While participle constructions in German allow the idea to be presented in a more concise and dense form, in Azerbaijani these meaning relationships are expressed by various grammatical and syntactic means. Therefore, during translation, the main attention should be paid not to formal compatibility between the two languages, but to semantic and functional compatibility.

The conducted research shows that the translation of participle II constructions used in the adverbial function in German into Azerbaijani is a complex process that requires consideration of the morphological, syntactic and semantic features of both languages. The adequate translation of these constructions is not limited to the comparison of grammatical forms. During translation, the meaning relationship expressed by the participle construction, the function it performs within the sentence, and the general stylistic features of the text should be taken into account.

As a result of the research, it was determined that in the German language, participle constructions serve to express additional predication and various semantic relations in a concise manner. In the Azerbaijani language, these relations are mostly expressed through verb conjugation forms, adverbial phrases and subordinate complex sentences. These structural differences necessitate the application of various transformation methods such as syntactic expansion, grammatical adaptation and lexical changes in the translation process.

Thus, the main goal in the translation of participle II constructions is not to mechanically preserve the grammatical form in the source language, but to naturally and adequately express the communicative purpose, semantic load and stylistic features of that form in the Azerbaijani language. This approach allows for ensuring functional compatibility between the German and Azerbaijani languages and for the translation to be carried out fully in terms of content.

References

1. Admoni, W. G. (1982). Der deutsche Sprachbau (4. Aufl.). C. H. Beck.
2. Abdullayev, Ə. (1985). Müasir Azərbaycan dili. Sintaksis. Maarif.
3. Baker, M. (2011). In other words: A coursebook on translation (2nd ed.). Routledge.
4. Buscha, A., & Friedrich, K. (2011). Grammatik in Feldern: Ein Lehr- und Übungsbuch für Fortgeschrittene. Hueber Verlag.
5. Catford, J. C. (1965). A linguistic theory of translation. Oxford University Press.
6. Dudenredaktion. (2016). Duden: Die Grammatik (9. Aufl.). Dudenverlag.
7. Eisenberg, P. (2013). Grundriss der deutschen Grammatik. Band 2: Der Satz (4. Aufl.). J. B. Metzler.
8. Engel, U. (2009). Deutsche Grammatik: Neubearbeitung. Julius Groos Verlag.
9. Flämig, W. (1991). Grammatik des Deutschen: Einführung in Struktur- und Wirkungszusammenhänge. Akademie Verlag.
10. Götze, L., & Hess-Lüttich, E. W. B. (1999). Grammatik der deutschen Sprache: Sprachsystem und Sprachgebrauch. Bertelsmann Lexikon Verlag.
11. Helbig, G., & Buscha, J. (2001). Deutsche Grammatik: Ein Handbuch für den Ausländerunterricht. Langenscheidt.
12. Həsənov, H. (1989). Azərbaycan dilinin sintaksisi. Maarif.
13. Jung, W. (1980). Grammatik der deutschen Sprache (10. Aufl.). Bibliographisches Institut.
14. Kazımov, Q. (2010). Müasir Azərbaycan dili. Morfologiya. Elm və Təhsil.
15. Newmark, P. (1988). A textbook of translation. Prentice Hall.
16. Qurbanov, A. (2003). Müasir Azərbaycan ədəbi dili. Nurlan.
17. Schäfer, R. (2018). Einführung in die grammatische Beschreibung des Deutschen. Language Science Press.
18. Stepanova, M. D., & Černyševa, I. I. (1986). Lexikologie der deutschen Gegenwartssprache. Akademija.
19. Vermeer, H. J. (1989). Skopos and commission in translational action. In L. Venuti (Ed.), The translation studies reader. Routledge.
20. Vinay, J. P., & Darbelnet, J. (1995). Comparative stylistics of French and English: A methodology for translation. John Benjamins. (Original work published 1958)
21. Weinrich, H. (1993). Textgrammatik der deutschen Sprache. Georg Olms Verlag.
22. Welke, K. (1988). Einführung in die Valenz- und Dependenzgrammatik des Deutschen. Walter de Gruyter.
23. Zifonun, G., Hoffmann, L., & Strecker, B. (1997). Grammatik der deutschen Sprache (3 Bände). Walter de Gruyter.

SOCIAL MEDIA AS A HABITAT FOR HYBRID THREATS: A COMPARATIVE ANALYSIS OF COMMUNICATION MODELS FOR PLATFORM REGULATION IN THE EU, THE U.S., AND CHINA

Nadiia Balovsiak
Ph.D. in Pedagogy, Associate Professor at the School of Journalism and Communications, Ukrainian Catholic University, Ukraine
e-mail: balovsyak@ucu.edu.ua, orcid.org/0000-0002-1810-7397

Summary

Social networks are increasingly viewed not as a neutral channel of communication, but as a structurally vulnerable media environment in which their architectural features – engagement algorithms, cross-border infrastructure, and minimal barriers to publication – facilitate the spread of manipulative content. This communicative vulnerability makes platform regulation not an optional tool of media policy, but a structural necessity. The aim of this article is to conduct a comparative analysis of three models of platform governance – those of the European Union, the United States of America, and the People's Republic of China – through the lens of media theory, public sphere theory, and the communicative power of platforms. The study reveals that despite fundamental differences in approaches – the EU's rights-based media policy, the U.S.'s security-oriented logic, and China's sovereignty-based control – all three models face a common structural deficit: regulatory mechanisms systematically lag behind the pace of transformation in communication practices and technologies of manipulative influence. The article proposes a typology of communicative regulatory models (rights-based, security-based, and sovereignty-based) and argues that none of them eliminates the fundamental asymmetry between the speed of technological change and the speed of institutional response to these changes, but merely distributes the associated communicative risks and costs in different ways. The findings of this study are significant for the development of media policies in countries that, like Ukraine, are simultaneously targets of hybrid information threats and actors in shaping their own architecture of the digital communication space.

Key words: manipulative communication, media environment, platform governance, algorithmic architecture, disinformation, information sovereignty, public sphere, media literacy.

DOI https://doi.org/10.23856/7604

1. Introduction

Social networks are increasingly viewed not as a neutral channel of communication, but as a structurally vulnerable media environment – one in which the very architecture of the platform creates conditions for manipulative influence, particularly hybrid information threats. Regulating this environment faces a problem structurally similar to that described by media environment theory: a technological platform is not a neutral channel for transmitting messages – it shapes the content and conditions of communicative interaction. While Marshall McLuhan formulated this principle in the context of traditional media, in the context of algorithmic platforms it takes on a new dimension: the medium is not merely "the message" *(McLuhan, 1964)*; it actively constructs hierarchies of visibility, determines which messages

will be seen by as many people as possible, and thereby becomes an independent actor in public communication.

Social networks are not merely a channel through which hybrid threats spread, but a media environment that structurally enhances their communicative effectiveness. Recommendation algorithms optimized for attention retention, minimal barriers to publication, and the cross-border nature of the infrastructure create conditions under which emotionally charged, polarizing content spreads faster and reaches a wider audience than would be possible under the traditional model of editorial media. This is first and foremost a communicative phenomenon – and it is precisely communicative analysis that can reveal its structural nature, which legal or security approaches merely document but do not explain.

The relevance of this study is determined by several interrelated factors. First, the scale of these platforms' communicative influence: as of the end of 2025, the combined audience of the largest social networks exceeds 5.4 billion monthly active users (*DataReportal / We Are Social, 2025*), making them the largest media platforms in human history. Second, the documented role of social media in electoral and geopolitical crises over the past decade – from interference in the 2016 U.S. election to the systematic use of these platforms in a full-scale information war against Ukraine since 2022. This convincingly demonstrates that their vulnerability to manipulative use directly threatens public discourse and democratic institutions. Third, the three leading global jurisdictions have adopted fundamentally different responses to this vulnerability, and a comparative analysis of their approaches is crucial for the development of media policy strategies by states at various stages of digital regulation, particularly Ukraine, which is simultaneously the target of intense hybrid information threats and an actor in shaping its own architecture of the digital communicative space.

The purpose of this article is to conduct a comparative analysis of three models of platform governance (the EU, the U.S., and China) through the lens of their approach to the communicative architecture of platforms: regulation of algorithms, content, ownership structure of infrastructure, or access to the public information space. Research question: Is there a common regulatory vulnerability across all three models, despite their fundamental differences? The methodological basis of the article is a comparative analysis of three case studies using a unified matrix: the object of regulation, the mechanism for implementing regulatory decisions, the speed of response to new threats, and vulnerability to external pressure.

2. The Algorithm as Editor

In this study, the terms "social networks" and "algorithmic platforms" are used synonymously – both refer to digital communication environments whose architecture is based on algorithmic content ranking. The theory of media ecology, developed in the works of McLuhan and Postman, provides the conceptual framework necessary to understand why social networks constitute a qualitatively distinct type of communicative space. Media are not neutral containers for content – they actively shape the cognitive and social practices that take place through them. Postman expanded on this idea, arguing that every medium carries its own "epistemology" – a way of knowing and representing reality *(Postman, 1985)*. Algorithmic platforms, in this sense, embody an "epistemology of engagement": the criterion of relevance is not truth or social significance, but the ability to hold attention for as long as possible and generate an emotional response.

Unlike traditional media, where an editorial team with specific journalistic standards stands between the author and the audience, an algorithmic platform replaces the editor with an

automated ranking system. In such an environment, producers of manipulative content gain a structural advantage: emotionally charged, polarizing posts align better with algorithmic logic than measured, balanced content. Empirical research confirms this pattern – moral and emotional content spreads on social media significantly faster than neutral posts *(Brady et al., 2017)* means that the platform is not a neutral intermediary in public communication – its architecture systematically favors precisely the type of posts that elicit the strongest emotional response.

The concept of "filter bubbles" *(Pariser, 2011)* describes yet another communicative effect of algorithmic architecture: the personalization of the information flow leads to different groups of users receiving fundamentally different versions of public reality. This effect is directly related to the problem of hybrid threats: an actor seeking to polarize society not only disseminates destructive content but also relies on the platform's algorithmic logic itself, which segregates audiences and minimizes their exposure to alternative viewpoints. Thus, the platform becomes not merely a channel but an active participant in polarizing communication, even without any intention on the part of its owners.

Habermas's concept of the public sphere as a space for rational communicative interaction *(Habermas, 1989)* undergoes a fundamental transformation in the context of algorithmic platforms. In classical theory, the public sphere functions according to the logic of rational debate: the legitimacy of public discourse is determined by the quality of the argument, not by the status of the person expressing it. An algorithmic platform replaces this principle with the principle of maximum engagement: visibility in the public sphere is determined not by the quality of the argument, but by its ability to generate reactions. This transformation has direct implications for regulation: if the problem lies not in specific "bad" content but in the very architecture of the communicative environment, then the solution requires intervention in that architecture, not merely in the content.

The factor of cross-border nature is added to the algorithmic logic. Social platforms operate simultaneously across dozens of jurisdictions, while states' regulatory powers are limited to their own territory. An actor carrying out hybrid information influence through a platform while physically located outside the target state remains virtually untouchable – and the very communication environment through which this influence is exerted continues to function without restrictions.

Let's examine each of the three models in more detail, starting with the European one.

3. The European Union: Regulating Systemic Risks

The Digital Services Act (*DSA; European Commission, 2022*) is the most comprehensive attempt among the three models analyzed to regulate not individual pieces of content, but the communicative architecture of platforms as such. The DSA imposes on the largest platforms – so-called "very large online platforms" (VLOPs) with an audience of over 45 million users in the EU – the obligation to conduct regular assessments of systemic risks and take measures to mitigate them (Articles 34–35 of the DSA). Among the categories of systemic risks identified by the DSA, the following are singled out: foreign information manipulation and interference (FIMI), algorithmic amplification of harmful content, and threats to media literacy and access to diverse information.

From the perspective of media environment theory, the DSA represents the regulator's first major attempt to intervene directly in a platform's "epistemology" – that is, in the mechanisms that determine what information becomes visible and to whom. Article 38 of the DSA requires platforms to provide users with alternative recommendation systems that are not based

on user profiling. This is a direct intervention in the architecture of the personalized communication environment, which is a structural prerequisite for "filter bubbles" *(Pariser, 2011).* The requirement for transparency in recommendation algorithms (Article 27) opens the door for researchers to verify whether an algorithm amplifies manipulative content – thereby transforming regulation from a purely administrative mechanism into a tool for communicative audit.

Enforcement of the DSA is gaining real momentum. In December 2025, the European Commission imposed the first major fine for a DSA violation – 120 million euros on the X platform for three breaches of transparency obligations: the misleading design of the paid account verification system ("blue checkmark") (Article 25 of the DSA), insufficient transparency in the advertising repository (Article 39 of the DSA), and refusal to grant researchers access to public data (Article 40 of the DSA) *(European Commission, 2025)*. This move marks a transition from the stage of formal implementation of the law to the stage of actual communicative oversight of platforms.

At the same time, this model reveals a significant structural limitation: its effectiveness critically depends on the regulator's willingness and ability to resist geopolitical pressure from the countries where the largest platforms are registered. The implementation of the DSA was accompanied by an open conflict with the United States: the U.S. administration imposed visa restrictions on a number of European officials involved in the development and enforcement of the law, and tariff policy was used as a tool to exert pressure regarding concessions in digital regulation (*The Irish Times / Financial Times, 2026*). This demonstrates a fundamental vulnerability in the rights-based regulatory model: even a legally robust set of tools proved dependent on the balance of geopolitical power between the regulator and the country where the largest platforms are registered.

A separate limitation is temporal asymmetry – the gap between the speed of technological change and the pace of institutional response. The DSA took several years to be drafted and adopted before it came into effect. During this time, communication technologies for manipulative influence – in particular, generative artificial intelligence and synthetic media – underwent several generations of development, and the law required adaptation even before its actual enforcement began.

4. United States: Security Through Infrastructure Control

The American model of platform regulation reflects a specific constitutional and cultural attitude toward freedom of communication: The First Amendment traditionally protects content from government interference without imposing obligations regarding the quality of the communication environment. The result is a legal framework that exempts platforms from liability for content posted by third parties (Section 230 of the Communications Decency Act – a provision that has effectively precluded systematic regulation of algorithmic architecture, similar to the DSA). In this culture, the regulation of public communication is traditionally viewed as a threat to free speech rather than as a means of protecting it. Section 230 of the Communications Decency Act (1996) became the legal foundation that enabled the development of social media in their current form: platforms are not liable for content posted by their users, and can therefore scale up without editorial oversight *(Communications Decency Act, 1996).* It is precisely this provision that has allowed platforms to act simultaneously as passive intermediaries – which relieves them of legal liability – and as active architects of the communicative environment through algorithmic ranking. This ambiguity has become central to discussions about reforming U.S. platform regulation.

In response to growing concerns about foreign manipulative influence via social platforms, the U.S. model has adopted an unconventional solution: rather than regulating the communication architecture, it regulates ownership of the communication infrastructure. The Protecting Americans from Foreign Adversary Controlled Applications Act *(PAFACA, 2024)* provides a procedure under which the president may require a platform controlled by an entity from a "hostile" jurisdiction to either divest (forcibly sell a stake in ownership) or prohibit its availability in U.S. app stores. The Supreme Court upheld the constitutionality of this approach in TikTok Inc. v. Garland (2025), ruling that the law is content-neutral – since it targets a foreign adversary's control over a company rather than specific content or viewpoints – and applying the standard of intermediate constitutional scrutiny to it.

From the perspective of communication studies, this approach raises an important theoretical question: Is the owner of a communication infrastructure the determining factor in communicative influence? The American logic suggests that it is: if the Chinese company ByteDance controls TikTok's algorithm, then it potentially controls which content is prioritized in American users' feeds. This logic is entirely consistent with media environment theory: the platform's architecture shapes the communicative environment – yet the proposed solution to the problem is to replace the owner, rather than to change the architecture itself.

From a communicative perspective, the structural limitation of this model lies in its inherent selectivity. The algorithmic vulnerability of the communicative environment – the ability of any platform, regardless of its origin, to serve as a medium for manipulative influence through the mechanism of engagement – remains outside the scope of regulatory attention. Even the complete displacement of foreign-owned platforms does not eliminate the structural problem: an American company that optimizes its recommendation algorithm to maximize engagement reproduces the same communicative effects as a foreign one. The criterion for regulatory scrutiny is not the architecture of the communicative environment, but the nationality of its owner.

At the same time, the American model demonstrates its own version of temporal asymmetry – but of a different type than in the EU. The TikTok case went through several court instances in less than a year and concluded with a Supreme Court ruling in January 2025. However, every month of legal proceedings is time during which a platform with a potentially problematic owner continued to shape the communication environment for millions of users. Legal proceedings, as a tool for regulating communication risks, are structurally slower than the risks themselves.

5. China: Sovereign Control of Communication

The Chinese model is based on the principle of cybersovereignty – complete state control over the digital communication space even before content becomes publicly available. From a theoretical standpoint, this is the most radical response to the problem of algorithmic vulnerability: if a platform constructs a communication environment, then the state, which controls all platforms, also controls the entire environment. The 2022-2025 regulatory framework – Regulations on the Regulation of Recommendation Algorithms (2022), Regulations on Deep Synthesis (2023), Temporary Measures for the Management of Generative Artificial Intelligence Services (2023), and Measures for the Labeling of AI Content (effective September 2025) – form a multilevel system of control over the communicative architecture of platforms *(Arcesati & Triolo, 2023)*.

A telling example is the approach to the issue of synthetic content. The measures for labeling AI-generated content *(Cyberspace Administration of China, 2025)* mandate visible

(to the user) and metadata-embedded labeling for all AI content – text, images, audio, video, and virtual scenes. Unlike similar requirements in the EU's AI Act (Article 50) *(European Parliament, 2024),* where the labeling obligation falls primarily on the developers of generative models, the Chinese model extends responsibility to the entire communication chain: the model developer, the distribution platform, and the user themselves, who is required to declare the use of generative technologies upon publication. This is an example of systems thinking in the regulation of communication processes: responsibility is distributed among all actors involved in the production and dissemination of media content.

The Provisions on the Regulation of Recommendation Algorithms (2022) *(Cyberspace Administration of China, 2022)* are even more telling: it establishes an obligation for platforms not to use algorithmic recommendations to disseminate content that "violates public morality," "threatens public order," or "undermines national unity." These formulations are extremely broad – and it is precisely this breadth that is a key feature of the Chinese model's communicative architecture: the regulator retains maximum flexibility in defining the boundaries of permissible public discourse.

A structural limitation of the Chinese model is that it does not distinguish between protecting public discourse from external manipulation and state manipulation of that very discourse. Preemptive control over the communication environment effectively blocks external influences – but that same infrastructure can be used to manipulate public opinion from within, and it is impossible to independently verify this. The decision to allow content into the public sphere is made by the very same body that has the authority to exert such influence. This does not solve the problem of hybrid communication threats; rather, it represents the state's monopolization of the issue.

At the same time – and this is a significant analytical point – the Chinese model demonstrates the fastest rate of adaptation to new communication technologies among the three systems studied. Less than two years passed between the emergence of large language models and the introduction of mandatory labeling of AI-generated content in China. This speed is explained not only by the authoritarian nature of the system but also by its specific institutional architecture: the Cyberspace Administration of China (CAC) is the sole supervisory body with broad regulatory and law enforcement powers, which eliminates the problem of interagency coordination characteristic of the EU and the U.S.

6. Comparative Analysis: Common Structural Patterns

Comparing the three models using a single analytical matrix reveals fundamental differences in what exactly becomes the focus of regulatory attention. The European model regulates a platform's communication architecture – algorithms, systemic risks to public discourse, and the transparency of recommendation systems – regardless of the platform's geographic origin. The American model regulates the owner of the communication infrastructure, but not the architecture itself. The Chinese model regulates content access to the public communication space in a preventive and comprehensive manner, even before the content is disseminated.

Despite these differences, all three models exhibit a common structural shortcoming that can be termed a "regulatory temporal gap": none of them resolves the fundamental mismatch between the pace of transformation in communication technologies and the pace of the institutional response. This pattern is structural, not accidental: it recurs regardless of the political nature of the system or the specific object of regulation. Generative artificial intelligence, which

in just a few years has fundamentally changed the possibilities for creating synthetic content, is merely the most recent example of this pattern – a similar situation was observed with the emergence of bots, microtargeting, and deepfakes.

It is also important to note that, in the communicative dimension, models are not airtight and interact with one another in ways that can themselves become vulnerabilities. Discrepancies between different approaches to regulating the platform environment are actively exploited by actors interested in weakening regulatory protections for public discourse. The open conflict between the U.S. and the EU over the DSA is illustrative here: geopolitical pressure is being used not only for economic reasons but also to limit the EU's ability to regulate the communicative architecture of platforms, which is a strategic asset of American technology companies.

From the perspective of public sphere theories, all three models reflect different answers to the same question: who is the "editor" of public discourse in the digital age? The liberal tradition (EU/U.S.) seeks to distance the state as much as possible from this role and place responsibility on platforms through transparency and accountability. The Chinese model explicitly designates the "state" and makes this choice a foundational principle of digital media policy. None of these answers is neutral regarding the nature of public discourse as it takes shape within the respective environment.

7. Conclusions

First, the algorithmic architecture of social networks is a structural – rather than a random – factor in the platforms' communicative vulnerability to hybrid threats. Recommendation algorithms optimized for engagement systematically favor content types that align with the logic of manipulative influence, regardless of the intentions of specific actors. The transformation of the public sphere in the context of algorithmic platforms is fundamental: the criterion for visibility in public discourse has shifted from the quality of an argument to the ability to generate an emotional response. This means that effective regulation must focus primarily on the architecture of the communicative environment, rather than merely on individual pieces of content.

Second, all three models examined – the human rights-based (EU), security-based (U.S.), and sovereignty-based (PRC) – despite fundamental differences in the object and mechanism of regulation, exhibit a common structural shortcoming: the lag in the regulatory response relative to the pace of technological transformation in communication practices is a pervasive pattern, rather than a localized shortcoming of any specific model. None of the models eliminates the fundamental asymmetry between the speed of change and the speed of the institutional response – they merely distribute the associated communicative risks and costs in different ways.

Third, the article outlines two directions for further research. The first is an analysis of how states that, like Ukraine, are simultaneously the target of intense hybrid information threats and the agents of developing their own digital communicative space, shape media policy – specifically, how they shape their own media policy amid active information confrontation. The second is an examination of the role of media literacy and critical media consumption as factors in the public sphere's resilience to manipulative communicative influences: regulatory mechanisms focused exclusively on platforms, without corresponding investments in communicative education for audiences, address only part of the structural problem.

References

1. Arcesati, R., & Triolo, P. (2023). China's AI regulations and how they get made. Carnegie Endowment for International Peace. https://carnegieendowment.org/research/2023/07/chinas-ai-regulations-and-how-they-get-made
2. Brady, W. J., Wills, J. A., Jost, J. T., Tucker, J. A., & Van Bavel, J. J. (2017). Emotion shapes the diffusion of moralized content in social networks. Proceedings of the National Academy of Sciences, 114(28), 7313–7318. https://doi.org/10.1073/pnas.1618923114
3. Cyberspace Administration of China. (2022). Provisions on the Administration of Algorithm-Generated Recommendations for Internet Information Services. https://www.chinalawtranslate.com/en/algorithms/
4. Cyberspace Administration of China. (2025). Measures for the Labeling of AI-Generated and Synthetic Content. https://www.chinalawtranslate.com/en/ai-labeling/
5. DataReportal / We Are Social. (2025). Digital 2025: Global overview report. https://datareportal.com/reports/digital-2025-global-overview-report
6. European Commission. (2022). Regulation (EU) 2022/2065 of the European Parliament and of the Council on a Single Market for Digital Services (Digital Services Act). Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2022/2065/oj
7. European Commission. (2025, December 5). Commission fines X €120 million under the Digital Services Act [Press release]. https://ec.europa.eu/commission/presscorner/detail/en/ip_25_2934
8. European Parliament. (2024). Regulation (EU) 2024/1689 of the European Parliament and of the Council (Artificial Intelligence Act). Official Journal of the European Union. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32024R1689
9. Habermas, J. (1989). The Structural Transformation of the Public Sphere. MIT Press.
10. McLuhan, M. (1964). Understanding Media: The Extensions of Man. McGraw-Hill.
11. Pariser, E. (2011). The Filter Bubble: What the Internet Is Hiding from You. Penguin Press.
12. Postman, N. (1985). Amusing Ourselves to Death: Public Discourse in the Age of Show Business. Viking.
13. Protecting Americans from Foreign Adversary Controlled Applications Act, Pub. L. No. 118-50, Div. H (2024).
14. Communications Decency Act, 47 U.S.C. § 230 (1996). https://www.law.cornell.edu/uscode/text/47/230
15. The Irish Times / Financial Times. (2026, January 5). EU readies tougher tech enforcement in 2026 as Trump warns of retaliation. The Irish Times. https://www.irishtimes.com/technology/big-tech/2026/01/05/eu-readies-tougher-tech-enforcement-in-2026-as-trump-warns-of-retaliation/
16. TikTok Inc. v. Garland, 604 U.S. ___ (2025).

THE ROLE OF LEXICAL UNITS IN THE EXPRESSION OF COMPARISON

Ilaha Bayramova
Senior Lecturer, Azerbaijan University of Languages, Azerbaijan
e-mail: ilahe_314@mail.ru, orcid.org/0009-0002-6523-4855

Summary

The article examines the role of lexical units in the expression of comparison in German. It is noted that in the German language, comparative relations in the comparative field of adjectives manifest themselves in two forms: the absolute degree of the attribute and quality and the relative degree of the attribute and quality. The deviation of the attribute and quality specific to a certain object and event from the point determined by the norm is expressed by the comparative and superlative degrees of the adjective. This also indicates that the compared attributes are in an unequal relationship. The comparative is the first degree of multiplication of the adjective. This degree is used to show the inequality between the levels being compared in the language. The comparative is used to compare two things of the same kind. Comparative is used in the comparison of two identical objects. An adjective used in this degree is variable in its attributive function and unchanged in its predicative function.

Key words: adjective, degrees of adjective, comparison, comparative, superlative.

DOI https://doi.org/10.23856/7605

1. Introduction

The category of comparativeness in modern linguistics is interpreted as a functional-semantic category that reflects the concepts of equality and inequality. The degree of quality to a greater or lesser extent finds its expression at the morphological and lexical-syntactic levels of the degrees of comparison of adjectives. Comparative is the first degree of multiplication of the adjective. This degree is used to indicate the inequality between the levels being compared in the language. While adjectives in the attributive case receive morphological features, in the predicative case the adjective does not undergo changes in its comparative degree.

A similar situation is observed in adjectives used in the superlative case. The superlative form of an adjective is formed differently depending on the function it performs in the sentence. The adjective in the superlative, formed with the suffix /–(e)st/, is used in the place of the definition and has a variable form.

In addition, the German language also has an invariable form of the superlative. This form is formed with the particle “am” and the suffix “-sten”. In this form, the adjective used in the superlative degree performs a predicative function. In the German language, the comparative field of the adjective plays a decisive role in the perception of the surrounding world and finds its expression in the degrees of comparison of the adjective, which are formed morphologically and syntactically.

Purpose of Study. The main purpose of the article is to emphasize the decisive role of the comparative field of the adjective in the perception of the surrounding world in the German language and to show its expression in the degrees of comparison of the adjective formed morphologically and syntactically.

2. Literature Review

Many works have been devoted to this problem. Among them, we cite the works of such researchers as Bunting K.D., Eichler W., Engel U., Erben J. and etcs. In the German language, comparative relations in the comparative field of adjectives manifest themselves in two forms: the absolute degree of the attribute and quality and the relative degree of the attribute and quality. The deviation of the attribute and quality specific to a certain object and event from the point determined by the norm is expressed by the comparative and superlative degrees of the adjective. This also indicates that the compared attributes are in an unequal relationship. For example: "*Die Zungen der Menschen sind länger als ihre Arme*" – *(People's tongues are longer than their arms.).* Here, the attribute belonging to the nouns "Zunge" and "Arm" is compared. In the first ("Zunge"), this attribute is expressed as higher than in the second ("Arme"). The comparative particle "Als" connects the nouns "Zunge" and "Arm" that are being compared in the sentence. It is important to use this particle, as well as the particle "wie" in the sentence structure. In German, the particle "wie" reflects the equality of the attribute between the nouns being compared. For example: *"Wie Bratäpfel mir glühten die Backen" – (My cheeks were glowing like baked apples).* If we use this sentence without the particle "wie", the idea will be confusing. For example: *"Bratapfel mir glühten die Backen" – (The baked apple brightened my cheeks).* Therefore, it is impossible to use this sentence without the particle "wie". It should also be added that the parties being compared here are different objects.

3. Results and Discussions

The category of comparability in modern linguistics is interpreted as a functional-semantic category that reflects the concepts of equality and inequality. The greater or lesser degree of quality finds its expression at the morphological and lexical-syntactic level of the degrees of comparison of adjectives. For example:

"Klaus ist der schnellste Läufer" – (Klaus is the fastest runner.);

"Der Großvater hat einen sehr langen, grauen Bart" – (Grandpa has a very long, gray beard.);

"Das geringste Gespenst noch haut dir die blöden Träume auf Kleinholz" – (The smallest dream will destroy your foolish dreams) *(Schindel, 2004: 21).*

In the first sentence, the adjective "schnellere" is used in the comparative degree and shows that the attribute is higher than the degree indicator intended in the norm. A morphological form is used to show this degree difference.

An adjective used in this degree is variable in its attributive function and invariable in its predicative function. For example:

1) "*Er ist kleiner als ich gedacht habe" (Lenner, Wegner, Ruhlig, 2015: 41)* – (He is smaller than I thought.);

3. "*Die Pflanze... hüfthoch, um Ohren dicken Mittelstiel bildet sich ein lockerer Strauch" (Müller, 2009: 24)* – (Plant... waist-high, forming a loose bush around a thick central stem);

4. "*Und je schwächer man ist, um so stärker tränen die Augen und um so mehr zuckert sich der Speichel" (Lenner, Wegner, Ruhlig, 2015: 42)* – (And the weaker you are, the more your eyes water and your saliva becomes sugary).

The adjectives used in the 3rd sentence analyzed (lockerer) are used in the attributive position, while the adjectives in the 1st and 3rd sentences (kleiner, schwächer, stärker) are used in the predicative position. While adjectives in the attributive position receive morphological

features, in the predicative position the adjective does not change in the comparative degree.

In German, the meaning of an adjective used in the comparative degree of an adjective can be strengthened with words such as *viel, bedeuten, noch immer*. For example, "*Wir kommen viel später*" *– (We will arrive very late.).*

A similar situation is observed with adjectives used in the superlative degree. For this, the word "aller" is used in front of the adjective used in the superlative degree. For example: "*Sie ist die allerschönste Kirche in München*" *– (The most beautiful church in Munich).*

In German, the comparative degree is formed by adding /–er/ to the base form of the adjective. In this case, most adjectives with the vowels /a/, /o/, /u/ in the root receive an umlaut. This situation is also reflected in the formation of the superlative degree form. For example: *"schön-schöner, "groß-größer" – (beautiful, great).*

The formation of the comparative degree of an adjective in this form has been noted by many linguists, for example, by V. Jung, G. Helbig and others *(Jung, 1966; Helbig, Buscha, 1974).*

The superlative degree is formed by adding /–st/ or /–est/ to the basic form of the adjective. This fact is unambiguously accepted by V. Jung, Duden, U. Engel, V. Eichler and others *(Jung, 1966; Dudenredaktion, 2010; Engel, 1996; Eichler, Bünting, 1996).* The suffix /–est/ is added to adjectives ending in /-d, -t, -s, -ß, -sch, -z, -x/. For example, *"Der heißeste Monat ist August" – (August is the hottest month.).*

In some adjectives, the stem vowel does not accept umlaut in the formation of the comparative and superlative. This situation mainly occurs in the following cases:

a) Adjectives ending with the suffixes /-el, -er, -en, -e, -bar, -sam, -licht, -ig, -haft/. For example:*"dunkel-dunkler-dunkelste" – (dark – darker – the darkest); "mager-magerer-magerste" – (thin – thinner – the thinnest);*

Umlaut is also not used in adjectives whose root vowel is the diphthong "au". For example:

"schlau-schlauer-schlaueste" – (smart – smarter – the smartest);

a) Umlaut is not used in some monosyllabic adjectives with the root vowels /a/, /o/, /u/. For example:

"*falsch-falscher-falschste" – (wrong – more wrong – the wrongest);*

"*matt-matter-matteste"- (gloomy – more gloomy – the gloomyst);*

"*platt-platter-platteste" – (straight – straighter – the straightest)* and so on.

b) Umlaut is not used in adjectives borrowed from other languages. For example:

"*logisch-logischer-logischste" – (logical-more logical-most logical));*

"*galant-galanter-galanteste"- (brave – more brave – the bravest).*

In German, in some adjectives, the comparative (and sometimes the superlative) stem vowel can be used with or without an umlaut. For example :"*glatter-glätt er/glatteste-glätteste"- (smooth / smooth);* "*krummer-krümmer/krummste-krümmste" – (more crooked – more crooked / the crookedest – the crookedest); schmaler-schmäler/schmalste-schmälste"- (narrower – narrower / narrowest – narrowest).*

In modern German, the without umlaut version is more common.

Adjectives that take umlaut in comparative forms do not take umlaut when used in a compound compound. For example: "*Er ist klüger*" *– (O daha ağıllıdır);* "*Er ist noch altkluger als sie*" *– (He matures earlier than her).*

When forming the comparative of adjectives ending in /–el/, the letter "e" used in the ending /–el/ is not used. For example: *"Ein dünkleres Zimmer" – (Dark room); "Eines edleren Mannes" – (A nobler man).*

The adjectives “gut”, “viel” and “gern” form degrees of comparison in the superlative form. For example: *“gut-besser-best” – (good – better – best); “viel-mehr-meist” – (much – more – mostly).*

The comparative forms of these adjectives are derived from different roots than the ordinary form. The formation of comparative degrees of an adjective in the supplementary form is also found in other languages. For example: in English: *“*good-better”, *“*bad-worse”, *“*little-less”.

These adjectives have a completely abstract meaning about quality and quantity.

There are also adjectives in German that change the consonant at the root of the word when forming degree forms. For example: *“hoch-höher-höchst” – (high – higher – highest);“- Das höchste Gebäude in der Stadt liegt am Meer” – (The tallest building in the city is on the seafront).*

In German, some adjectives, for example, “jung”, “alt”, “lang”, “kurz”, “groß”, “klein” are used in comparative language without indicating comparison. In this case, the comparative of these adjectives does not express the usual degree of increase, but a relative relationship to the opposite adjective. For example, the expression “ein jüngerer Mann” (a young man) does not indicate that he is younger than a young man, but that he is older than a young man, that is, “ein älterer oder”, “ein alter Mann” is older than this. For this, G. Helbig makes such a comparison:

“Ein junger Mann” (about 15-30 years old)
“Ein jüngerer Mann” (about 30-45 years old)
“Ein älterer Mann” (about 50-65 years old)
“Ein alter Mann” (about 70 years old and over) (Helbig, Buscha, 1974: 274).

The superlative is also not used in comparison. In this case, it indicates the highest degree. The absolute superlative (elative) used in this way is used only with the zero article. For example: *“Gestern war das herrlichste Wetter. Er ging in höchster Eile” – (Yesterday was the most beautiful weather. It went by so quickly)*. The adjective “höchster”, which is used as a component of the expression “in höchster Eile” used here, is the superlative form of the adjective “hoch” and indicates that the quality of the noun “Eile” is as high as possible. This form is also used as the “elative” degree in German linguistics.

The adjective “Wenig” is graded in two forms (with different meanings):

“wenig-weniger-wenigste” – (az – daha az – ən az);
“minder-mindeste” – (daha az – ən az).

Thus, the change of the adjective “wenig” according to degrees occurs in two forms. Unlike the first, in the second form, when forming the comparative and superlative degrees of the adjective, the root of the word undergoes a complete change. The degree form “minder” is the ancient form of the adjective “wenig” and is still used in modern times. Therefore, this form is used in parallel with the modern degree form of the same adjective “weniger”. The word “weniger” replaces its original version (“minder”) in modern language due to its usage. However, in modern German, new words have been created related to the original form of this word “minder” and are still used today. For example: “*vermindern, Minderheit, mindestens*” – *(reduce, minority, at least).*

In the nominative function, the adjectives “mehr” (the form mehrere is an exception) and “weniger” are used with the zero article.:

“Mit mehr Fleiß, mit weniger Fleiß, bei mehr Fehlern, bei weniger Fehlern” – (Daha çox zəhmətlə, az zəhmətlə, daha çox səhvlə, daha az səhvlə).

In this case, these adjectives do not change, or rather, do not accept a suffix. In German, the grading of adjectives can also be realized through the adverbs: "besonders", "höchst", "sehr", "überaus" – (especially, very, very, extremely). In this way, the absolute superlative of the adjective is formed. For example, the absolute superlative is used with the definite, indefinite and zero articles.

"Das sehr schöne Mädchen"- (Very beautiful girl);

"Eine überaus fleißige Sängerin"- (Very hardworking singer);

"Besonders schnelle Verkehrsmittel"- (Especially fast vehicles) (Helbig, Buscha, 1974: 274).

V. Aikhler, K.D. Bünting noted that in colloquial language the superlative degree of an adjective is also indicated by strong expressions. According to the authors, although the adjectives "irre gut", "phantastisch schön", "schrecklich lieb", "klasse gut", "dufte brauchbar" and others are used in ordinary degrees, they express the extreme increase in the sign in the combination. For example: *"Die Touristen bewunderten die phantastisch schöne Stadt"- (Tourists were amazed by the incredibly beautiful city) (Eichler, Bünting, 1996: 133).*

One of their interesting ideas is that the plural is formed by intermediate degrees on a certain scale through adverbs that express weakness (decrease). For example: "*ziemlich klein", "etwas klein", "ein wenig klein", "fast klein", "weder groß noch klein", "fast groß", "ziemlich groß" – (quite small, somewhat small, a little small, almost small, neither big nor small, almost big, quite big) (Eichler, Bünting, 1996: 133).*

The particle "zu" is used before adjectives to indicate that the characteristic or quality they express is higher (more) than the norm. For example: "*Er läuft zu schnell" – (He runs very fast.).*

Grading the characteristics and qualities of objects and events is also accomplished through word-forming means. This occurs by combining an adjective in the positive with a specific noun. For example: *"Das bildschöne Mädchen" – (Beautiful girl);* "*Eine bienenfleißige Studentin" – (Very busy student).*

In these combinations, adjectives of this kind are used, such as "federsleicht, grundfalsch, mäuschenstill, nagelneu, schneeweiß, stockfinster, todsicher".

W. Jung also showed that the use of a sign and quality in the superlative is expressed by compound words that express comparison. According to him, compound words formed with "steinhart", "federleicht", "flaumweich" and other non-comparative words "stein-", "gold-", "mords-", "ur-", "erz-", "über-" and others also express the superlative, for example: "steinreich", "goldfrisch", "mordsmäßig", "urkomisch", "blutwenig", "überschlank", "erzgemein" *(Jung, 1966: 174).*

As is clear from the examples, these adjectives reflect a higher degree of a characteristic or quality. The superlative degree of a characteristic characteristic of an object can be expressed in various alternative forms. For example: *"Das Gebäude ist am höchsten" – (The building is the tallest building); "Das Gebäude ist sehr hoch" – (The building is very tall.).*

In the first case, the height of the attribute is expressed in the superlative form, while in the second case, the adverb "sehr" is used to increase the meaning in front of the ordinary form of the adjective to express the height of the attribute at the same level. Both variants are used to indicate that the adjective is in the superlative degree. However, this is not always possible. For example: "*Das Flugzeug ist am allerschnellsten" – (The plane is the fastest).*

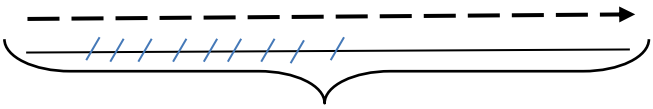
The second version of this sentence, "Das Flugzeug ist sehr allerschnell" (The plane is very fast), is not used in the language.

The superlative form of an adjective is formed differently depending on its function in the sentence. The adjective in the superlative, formed with the suffix /–(e)st/, is used in the position of the determiner and has a variable form. For example: "*die schönste Stadt. In der schönsten Stadt" – (the most beautiful city. In the most beautiful city).*

In addition, the German language also has an invariable form of the superlative. This form is formed with the particle "am" and the suffix "-sten". In this form, the adjective used in the superlative degree performs a predicative function. For example: "*Er ist in der Familie am ältesten. Im Februar ist das Wetter am kältesten" – (He is the oldest in the family. The weather is coldest in February).*

In the given sentences, the adjectives "am ältesten" and "am kältesten" form the predicative part of the noun news.

W. Engel's opinion on the superlative degree of the adjective does not differ from the theoretical views of other linguists. The author believes that "the superlative is used only when talking about an extreme (higher) level. For example*: "die klügste von uns allen" – (smarter than all of us)*" *(Engel, 1996: 567).* The author presents the extremes of the trait and quality in the form of a diagram:



Scheme 1. Extreme level of sign and quality

– rise in the direction of semantic preference (choice) ////// – choice plurality. Universal intelligence 0 – a sign in a specific case *(Engel, 1996: 567).*

Here it is also pointed out that modifying indicators are realized with the form "am". For this, the following example sentences are used:

1. "Bernd ist in seiner Klasse der schnellste" – (Bernd is the fastest of his class);

2. "Bernd ist in seiner Klasse am schnellsten" – (Bernd is the fastest in his class) (Engel, 1996: 568).

According to W. Engel, if Bernd's qualities are compared with each other, then it is more correct to use the form "am – Form" *(Engel, 1996).*

In German, adjectives that are used but not cased also do not change according to degree in most cases. For example: *"lila", "rosa", "beige", "creme", "olive", "orange" – (purple, pink, beige, cream, olive, orange)*, etcs.

V. Jung also calls the superlative degree the second degree of multiplication *(Jung, 1966: 173).* If the comparative acts as the first degree of multiplication, the superlative expresses that the sign is higher than the comparative. For example: *"hoch-höher-höchst" – (high – higher – highest).*

"am meisten" is used to describe the superlative degree of an adjective. *"der am meisten gelebte Sportler" – (the oldest living athlete); "das mich am meisten interessierende Buch" – (The book that interests me the most).*

The words "mehr" and "eher" are also used to express the superlative degree when comparing two qualities of an object or person. *"Der Student ist mehr begabt als fleißig" – (The student is more diligent than talented); "Die Küche ist eher breit als lang" – (The kitchen is wider than it is long).*

The word "weit" is also used to express the comparative degree, which indicates an increase in meaning. For example: "*Müller ist weit fleißiger als Bauer" – (Müller is much more diligent than Bauer).*

The adverb "immer" is used with comparative adjectives to indicate a gradual increase in quality. For example: *"Es wurde immer kälter (und kälter)" – (It's getting colder).*

When comparing qualities and attributes in the superlative degree, the prepositions "von" and "unter" are used. For example: *"Er ist der beste von (unter) allen meinen Studenten" – (He is the best of all my students.). "Das ist das schönste von allen Geschenken" – (This is the most beautiful of all gifts.).*

In these sentences, the prepositions "von" and "unter" are used after the adjectives "beste" and "schönste", which are used in the degree of superiority between the compared and the compared.

In German, adjectives formed from adverbs of place such as "außen", "innen", "hinten", "oben", "unten" are used only in the comparative and superlative degrees. For example: *"Der innere – der innerste" – (inner – innermost); "Der obere – der oberste" – (up – top).*

Therefore, this modification is not used in the usual form as a component of the comparative field of adjectives. They are used only in degrees of comparison.

If two people or things are compared in a language, the adjectives "erstere" and "letztere" are also used in comparison. For example: "*Die Gäste trafen ein und ich reichte ihnen: Hans und Michael die Hand und sagte dem letzteren (Michael) und dann dem ersteren" (The guests arrived and I shook hands with them: Hans and Michael and I said to the second one (Michael), and then to the first one).*

The superlative form of an adjective used in the attributive function is used with the definite article and is variable in nature. *"der fleißigste Student" – (the most diligent student);* "*des fleißigsten Studenten" – (of the most diligent student);*

The change is also evident in the comparative degree. *"Ein jüngerer Mann"- (*A young man*); "Eines jüngeren Mannes"- (*A young man*);*

In the comparative degree of an adjective, the words "weit(aus)", "bei weitem", and "noch" are used to indicate the superiority of the attribute during comparison and its intensification.*"Der Mann ist weit älter als seine Frau" – (Kişi sürücüsündən xeyli yaşlıdır).*

As can be seen from the example, the comparative adjective "älter" is strengthened by using "weit" at the beginning of the comparative adjective.

In German, there are also adjectives that are used in the attributive and predicative function, which undergo changes, but are not graded according to their semantics. For example:*"heilbar", "gemeinsam", "fertig", "ledig", "stimmhaft", "tödlich" – (müalicə oluna bilən, birlikdə, bitmiş, tək, səsli, ölümcül).*

"Die gegenseitige Hilfe" – (Mutual help);

"Die Hilfe ist gegenseitig" – (Help is mutual.).

The adjective "gegenseitig" used as a determiner and predicative in the given combinations undergoes changes, but is not graded.

4. Conclusions

Analysis of the linguistic material shows that in German the method of forming words with suffixes is used to express comparative relations. Comparative models in German are not formed from verbs. In German, the comparative field of the adjective plays a decisive role in the perception of the surrounding world and finds its expression in the degrees of comparison of the adjective, which are formed morphologically and syntactically.

References

1. Bünting, K. D. (1994). Einführung in die Linguistik. Boltz Verlag.
2. Dudenredaktion. (2010). Duden: Deutsch als Fremdsprache: Standardwörterbuch. Dudenverlag.
3. Eichler, W., & Bünting, K. D. (1996). Deutsche Grammatik. Thomas Münster GmbH.
4. Engel, U. (1996). Deutsche Grammatik. Julius Groos Verlag.
5. Erben, J. (1965). Abriss der deutschen Grammatik. Akademie-Verlag.
6. Flamig, W. (1991). Grammatik des Deutschen. Akademie Verlag.
7. Glinz, H. (1962). Die innere Form des Deutschen: Eine neue deutsche Grammatik. Metzlersche Verlagsbuchhandlung.
8. Helbig, G., & Buscha, J. (1974). Deutsche Grammatik. VEB Verlag Enzyklopädie.
9. Jung, W. (1966). Grammatik der deutschen Sprache. VEB Bibliographisches Institut Leipzig.
10. Lenner, C., Wegner, W., & Ruhlig, A. (2015). Der Tote im Moor: Compact Lernkrimi. Deutsch als Fremdsprache A1: Deutsch Wortschatz und Grammatik. 3 Kurzkrimis – Niveau A1. Circon Verlag GmbH.
11. Müller, H. (2009). Atemschaukel. Carl Hanser Verlag.
12. Schindel, R. (2004). Freund bei mir selbst: Die Gedichte. Suhrkamp.

BNC AND COCA AS CORPUS RESOURCES OF THE VERBAL EMOTICON IN CONTEMPORARY ENGLISH: REPRESENTATIVENESS, SEARCH TOOLS, AND LIMITS OF INTERPRETATION

Nataliia Bober
PhD, Associate Professor, Associate Professor at the Department of Germanic Philology,
Faculty of Romance and Germanic Philology,
Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: n.bober@kubg.edu.ua, orcid.org/0000-0002-9639-0562

Rusudan Makhachashvili
Dr. Hab., Full Professor,
Head of Internationalization of Higher Education Research Lab,
Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: r.makhachashvili@kubg.edu.ua, orcid.org/0000-0002-4806-6434

Summary

The article substantiates the methodological value of the British National Corpus and the Corpus of Contemporary American English for the study of the verbal emoticon in contemporary English. The verbal emoticon is defined as a functional-discursive category: a verbal unit or construction that names, frames, intensifies, evaluates, or performs emotion in a specific context. The category includes lexical nominations, predicative patterns, evaluative exclamatives, interjective formulas, metaphorical expressions, and phraseological units when they function as markers of affective stance or interpersonal alignment. The study argues that BNC and COCA should not be used as interchangeable sources. BNC provides documented British evidence and enables comparison between written and spoken material, while COCA offers a large American corpus with genre-sensitive access to frequency, KWIC, collocation, and diachronic distribution. The article develops a corpus-based procedure that combines inventory building, concordance reading, collocational and constructional analysis, genre comparison, and contextual annotation. It also defines the interpretive limits of corpus evidence: frequency measures textual representation rather than psychological occurrence; collocation indicates recurrent co-selection but does not explain meaning without context; and corpus architecture determines the scope of possible conclusions. The final section outlines the relevance of corpus-grounded semantic profiling for large language models, especially for emotion recognition, stance detection, and affect-sensitive language generation.

Key words: affective stance; concordance; collocation; discourse pragmatics; emotional language; semantic profiling; language models.

DOI https://doi.org/10.23856/7606

1. Introduction

The corpus study of emotion-marked language is productive only when the researcher treats corpus evidence as interpretable linguistic data rather than as a substitute for interpretation. Emotional meaning in contemporary English is not confined to dictionary definitions of emotion words. It is distributed across repeated lexical choices, grammatical patterns, formulaic

reactions, genre conventions, and pragmatic positions. A corpus can register these recurrences, but it cannot decide by itself whether a given occurrence names an emotion, performs a reaction, frames an evaluation, or signals interpersonal alignment. This distinction is central to the present article.

The **study object** is the verbal emoticon. In this article, the term does not denote a graphic emoticon, emoji, or typographic sign. It refers to a set of verbal units and constructions through which a speaker transforms emotion into an experienced state, an affective reaction, an evaluative stance, or an interpersonal orientation. The category may include nouns, adjectives, adverbs, verbs, interjections, phraseological units, metaphorical predicates, and syntactic constructions, provided that in a concrete context they perform affective or stance-taking work. The noun relief and the construction What a relief! are therefore not equivalent objects: the first may name an emotional state, while the second performs an affective response. The same logic applies to: "*I am absolutely thrilled*." *Seriously? That is disgusting!*, and *That made my day.*

The **relevance of the topic** follows from a methodological gap in corpus-based studies of emotional language. English emotion vocabulary has been analysed in semantics, pragmatics, cognitive linguistics, corpus linguistics, and computational linguistics, yet the verbal emoticon as a broader functional-discursive category has not been sufficiently described. *Bednarek (2008*) shows that emotion talk varies across corpora and genres; *Pavlenko (2008)* distinguishes words that name emotions from words that become affective through experience and discourse; *Wierzbicka (1999)* demonstrates that emotion concepts are linguistically and culturally structured; *Mohammad and Turney (2013*) operationalize word-emotion associations for computational use. These approaches are necessary, but the verbal emoticon requires an additional step: the researcher must explain how different formal resources converge on a single discourse function.

The article focuses on two corpus sources: the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). They are frequently mentioned together in English linguistic research, but they do not provide identical evidence. BNC offers a documented model of British English, with written and spoken components and stable metadata. COCA provides a large American corpus with access to genre distribution, frequency, KWIC lines, collocates, and cross-time comparisons. The question is not which corpus is superior. The relevant question is what each corpus allows the researcher to claim about the verbalization of emotion.

The **aim of the article** is to justify BNC and COCA as corpus sources for the study of the verbal emoticon in contemporary English and to propose a procedure for selecting, verifying, and interpreting corpus material. The objectives are: to define the verbal emoticon as a corpus-relevant category; to compare BNC and COCA in terms of representativeness, architecture, and search potential; to describe the analytical procedures needed for identifying verbal emoticons; to explain how semantic profiling can be based on concordance and collocational evidence; to determine the limits of corpus interpretation; and to indicate how the results may inform research on large language models.

The **novelty of the study** lies in treating the choice of corpus as part of the theory of the object, not as a merely technical step. BNC and COCA are interpreted as differently structured sources through which the same emotion-marked form may receive different frequencies, genre positions, collocational profiles, and pragmatic functions. This view follows corpus design theory, in which representativeness depends on sampling, the target population, text categories, and research purpose rather than on corpus size alone *(Atkins, Clear, & Ostler, 1992; Biber, 1993; Biber, Conrad, & Reppen, 1998)*. It also follows the methodological principle that

corpus linguistics is a research practice requiring explicit procedures, not a technology that delivers conclusions automatically *(McEnery & Hardie, 2012)*.

2. Verbal Emoticon and Corpus Evidence

The verbal emoticon is best understood as a functional category. Its defining property is not part of speech, length, or graphic form, but the discourse work performed by a unit in context. This understanding prevents two reductions. The first reduction identifies verbal emoticons only with interjections and short reactions such as *Wow!, Oh no!*, or *Yay!*. The second treats every emotion word as a verbal emoticon regardless of use. Both approaches are insufficient. An interjection may be purely phatic in one context, while an emotion noun may occur in a diagnostic or institutional register without performing interpersonal affect.

The category becomes coherent when described in terms of function. A verbal emoticon participates in one or more of four operations: representing emotion, evaluating a situation, marking stance, or aligning the speaker with an interlocutor. These functions often overlap. *I am so happy for you* expresses a personal affective state, evaluates the addressee's situation positively, and creates interpersonal solidarity. *That is awful*! may express emotional reaction and moral judgement at the same time. *Seriously?* may encode surprise, disbelief, irritation, or scepticism, depending on the preceding utterance and the genre of interaction.

This functional interpretation is compatible with existing research but does not duplicate it. *Hunston (2007)* argues that semantic prosody emerges from recurrent contexts, not from isolated words. *Sinclair (1991)* shows that meaning is often organized through co-selection. *Tognini-Bonelli (2001)* distinguishes corpus-based analysis, in which the researcher starts with a prior category, from corpus-driven analysis, in which the category emerges from the data. The present study is corpus-based because it begins with the verbal emoticon as a philological category; however, the category remains open to correction in light of concordance evidence.

Ukrainian corpus and digital-linguistic scholarship are also relevant here. *Demska-Kulchytska (2005)* defines corpus work through the selection, organization, and annotation of linguistic evidence. *Holoshchuk (2021)* treats corpus linguistics as a practical instrument of contemporary philology, while *Zhukovska (2023)* demonstrates the value of quantitative corpus-based methods for construction grammar. *Anokhina (2018)* is methodologically important because her work on a corpus lacunicon insists on precise selection criteria for machine-readable lexical material. These positions support the present argument that corpus evidence must be organized before it can be interpreted.

The author's earlier dissertation on matrix profiling of phrasal-verb emotives in the British National Corpus provides a direct methodological precedent for this article. *Bober (2020)* developed a model of cognitive-semantic submatrices for phrasal-verb emotives in BNC and showed that emotional meanings can be reconstructed through corpus queries, concordance evidence, statistical profiling, and semantic clustering. The present article extends that logic from phrasal-verb emotives to a broader category that includes lexical, constructional, interjective, metaphorical, and evaluative realizations of affective stance.

The distinction between verbal emoticons and graphic emoji is equally important. *Bakhtina (2023)* conceptualizes emoji in computer being as a polylateral sign whose meaning depends on generation, semanticization, visualization, and pragmatic interpretation in digital communication. *Makhachashvili (2022)* analyses language development in the digital environment through the interaction of linguistic models and communicative technologies. These studies justify the boundary that the present article preserves: emoji and verbal emoticons may

serve related affective functions, but they are distinct semiotic resources. The present study concerns verbal units that can be retrieved and interpreted in corpora.

3. BNC and COCA as Resources

Representativeness is decisive for any corpus claim. A corpus does not represent a language in the abstract; it represents a designed sample of language use. Its evidential value depends on period, genre, register, national variety, annotation, metadata, and access interface. This principle is especially important for emotional language because affective expression is sensitive to communicative conditions. A formula frequent in dialogue may be marginal in academic prose; an evaluative pattern common in web writing may be absent from a late twentieth-century corpus; a metaphorical reaction may occur differently in British and American evidence.

The British National Corpus remains a central reference corpus for British English. The BNC XML Edition contains approximately 100 million words and is supported by documented metadata, lemmatization, part-of-speech tagging, and text classification *(BNC Consortium, 2007; British National Corpus Consortium, 2007)*. For the study of verbal emoticons, its value lies not in maximal size but in the possibility of examining emotion-marked units against a structured sample of British written and spoken language. BNC1994 should not be treated as a direct representation of present-day digital English. Its value lies in its ability to reconstruct the pre-social-media background of verbal mechanisms, now intensified in digital discourse.

The BNC2014 project is relevant because it updates the British corpus tradition. The Spoken BNC2014 records everyday conversations from the 2010s *(Love, Dembry, Hardie, Brezina, & McEnery, 2017)*. The Written BNC2014 was designed as a contemporary counterpart to the written component of BNC1994 and is useful for diachronic comparability *(Brezina, Hawtin, & McEnery, 2021)*. The distinction matters because emotional routines in spontaneous conversation, public written discourse, and online-oriented writing cannot be interpreted as the same type of evidence.

COCA responds to a different research need. *Davies (2010)* presents COCA as a reliable monitor corpus of American English, and *Davies (2020)* describes its architecture as a large, genre-diverse resource with spoken language, fiction, magazines, newspapers, academic texts, TV and movie subtitles, blogs, and web pages. For verbal emoticon research, these components are not merely categories of storage. They are discourse environments in which affective stance is differently produced. Fiction may construct character psychology; subtitles may approximate dialogue; news may frame public affect; web and blog texts may preserve newer evaluative formulas.

The comparison of BNC and COCA must not be reduced to a simple British-American opposition. *Kilgarriff (2001)* warns that corpora cannot be compared by impression because their internal composition influences which linguistic features become statistically prominent. A higher frequency of a form in COCA may reflect American usage, genre distribution, period coverage, or interface design. A lower frequency in BNC may reflect historical composition rather than linguistic absence. Responsible comparison, therefore, requires attention to corpus architecture before interpretation.

4. Methodology of Identification

The material of the study is a corpus-searchable inventory of verbal units and constructions that may perform an affective or stance-taking function. The initial inventory includes direct emotion nominations such as fear, anger, sadness, joy, disgust, and surprise; adjectival and verbal markers such as afraid, angry, happy, disgusted, surprised, enjoy, hate, and grieve;

recurrent patterns such as fear of, fear that, anger at, disgust with, be afraid, feel happy, and be surprised at; interjective and evaluative formulas such as *Oh no!, Wow!, What a relief!, I cannot believe this!,* and *That is disgusting!*; and metaphorical expressions such as *That made my day* and *That broke my heart*. *Ekman's (1992)* model of basic emotions helps justify the initial set of direct nominations, but the corpus procedure is not limited to basic-emotion theory.

The first methodological operation is inventory building. The researcher defines searchable forms and patterns, records the query type, and distinguishes word, lemma, phrase, and constructional searches. The second operation is frequency profiling. Frequency is recorded together with corpus version, genre, query form, and date of extraction. *Gries (2017)* and *Brezina (2018*) emphasize that statistical values must be interpreted through sampling, normalization, and distribution; this is indispensable when corpora differ in size and design.

The third operation is concordance reading. KWIC lines and expanded contexts determine whether an occurrence performs the relevant function. Fear *in fear of crime* may be a public concern rather than a private emotion. Anger in *public anger* over policy may denote collective evaluation. *Disgust* may refer to sensory aversion, moral condemnation, or political judgement. *Surprise* may indicate emotion, unexpectedness, or discourse management. These distinctions cannot be inferred from frequency alone.

The fourth operation is collocational and constructional analysis. Collocates such as *deep, sudden, growing, public, moral, bitter, genuine*, and *overwhelming* specify intensity, temporality, scope, evaluation, and discourse orientation. Prepositional patterns also matter: *fear of, fear that, anger at, anger over, disgust with*, and *surprise at* distribute semantic roles differently. The collocostructional approach developed by *Stefanowitsch and Gries (2003)* and extended by Gries and *Stefanowitsch (2004)* is useful because it identifies how words and constructions co-select one another.

The fifth operation is contextual annotation. Each relevant occurrence can be classified as direct emotion naming, state attribution, affective reaction, evaluative stance, semantic prosody, or interpersonal alignment. These categories are diagnostic, not rigid. One occurrence may combine several functions. This is why the annotation must remain philological and cannot be replaced by automatic labelling.

Table 1

Corpus procedure for identifying verbal emoticons

Corpus operation	Corpus material	Diagnostic question	Analytical result
Inventory building	fear, thrilled, Seriously?, What a relief!	Which forms may perform affective or stance-taking work?	Searchable inventory
Concordance reading	KWIC lines and expanded contexts	Does the occurrence name, perform, evaluate, or align emotion?	Exclusion of irrelevant uses
Collocational analysis	deep fear, public anger, absolutely thrilled	What recurrent semantic environment surrounds the form?	Semantic preference and prosody
Genre comparison	spoken, fiction, web, news, and academic texts	Where does the function become discourse-relevant?	Register-sensitive interpretation
Contextual annotation	naming, state, reaction, stance, alignment	What discourse role is performed?	Functional classification

5. Semantic Profiling

Semantic profiling reconstructs the recurrent semantic, grammatical, and pragmatic behaviour of a form or construction. In the study of verbal emoticons, a profile includes typical collocates, grammatical patterns, genre distribution, pragmatic function, and affective orientation. The profile of fear may include object-oriented constructions such as *fear of*, propositional constructions such as *fear that*, modifiers such as *deep* or *growing*, and institutional contexts such as *public fear* or *fear of crime.* Such evidence describes the textual organization of emotion; it does not describe psychological experience.

Direct emotion nominations constitute only the first layer of the profile. Words such as *fear, anger, sadness, joy, disgust*, and *surprise* are searchable and theoretically stable, but they do not exhaust the object. *Anger* may be private, public, political, moral, or rhetorical. *Disgust* may connect bodily aversion with ethical judgment. *Surprise* may refer to affective astonishment or to unexpectedness without emotional salience. *Joy* may appear as an abstract noun or as part of an exclamative construction.

State predicates form a second layer. Expressions such as *I am afraid*, *she was angry, they felt happy*, and *he was disgusted* attribute emotion to a subject. Their profile depends on subject type, complement structure, intensification, and genre. A first-person predicate may perform self-disclosure; a third-person predicate may describe character or report another person's emotion; an institutional subject, as in the committee, is concerned, may produce a cautious administrative stance rather than an affective confession.

Reaction formulas form a third layer. *Oh no!, Wow!, I cannot believe this!, What a relief!,* and *That is awful*! often perform emotion instead of describing it. In digital discourse, they may compensate for the absence of intonation, facial expression, and immediate co-presence. In corpora they require careful treatment because punctuation, capitalization, and transcription conventions influence retrieval.

Metaphorical and idiomatic expressions form a fourth layer. *That made my day, That broke my heart, I was blown away,* and *It drives me mad* show that verbal emoticons may encode emotion indirectly. Their meanings are often conventional enough to be searchable, but context remains decisive. A phrase may be literal in one context and affective in another. Corpus evidence reveals recurrent use; interpretation determines the function.

The profile of a verbal emoticon can be organized through four axes: emotional representation, evaluation, stance, and interpersonal alignment. Emotional representation concerns naming or attributing feeling. Evaluation concerns approval, disapproval, relief, disgust, admiration, disappointment, or irritation. Stance concerns the speaker's position toward propositional content. Interpersonal alignment concerns solidarity, empathy, distance, irony, or support. This model explains why formally distinct expressions may belong to the same category when they perform the same affective-pragmatic work.

6. Limits of Interpretation

The first limit of corpus interpretation is the difference between textual representation and psychological occurrence. A corpus shows how often a word, phrase, or construction occurs in selected texts. It does not show how often speakers experience the corresponding emotion. A high number of fear tokens in a corpus indicates textual visibility within that corpus, not a higher amount of fear in the speech community. This distinction prevents a common methodological error: treating frequency as emotional reality.

The second limit is polyfunctionality. Emotion-marked forms move between subjective state, social evaluation, public discourse, irony, and metaphorical extension. Concern may indicate affect, institutional caution, or policy framing. Surprise may express feeling, unexpectedness, or conversational management. Disgust may be sensory, moral, political, or rhetorical. Annotation must therefore allow functional ambiguity instead of forcing every instance into a single label.

The third limit is multimodality. Verbal emoticons in digital discourse often occur with emojis, punctuation, capitalization, images, GIFs, reaction buttons, or layout features. Traditional corpora preserve these resources unevenly. *Bakhtina's (2023)* analysis of emoji as a polylateral sign helps explain why the verbal component may not exhaust the affective meaning of a digital message. A corpus may contain *Seriously?* but not the visual cue that changes it from disbelief into humour or irritation.

The fourth limit concerns corpus design and interface. BNC1994 is historically valuable but temporally bounded. BNC2014 updates parts of the British evidence, but should be specified by component. COCA is large and genre-rich but represents American English through its own categories. Search tools also influence results: word queries differ from lemma queries, phrase queries may miss intervening modifiers, and punctuation-sensitive forms may be inconsistently represented. A publication must therefore state corpus version, query form, exclusion criteria, genre scope, and annotation principles.

These limits do not weaken corpus research. They define the conditions under which corpus evidence can support a responsible philological conclusion. *Hunston (2002)* is useful here because applied corpus work depends not on extracting examples but on explaining what corpus tools can and cannot show. The verbal emoticon is a context-dependent object, so corpus analysis must remain both empirical and interpretive.

7. Implications for Large Language Models

The corpus study of verbal emoticons is directly relevant to large language models. Transformer architecture made it possible to model contextual dependencies at scale *(Vaswani et al., 2017)*, and BERT demonstrated the usefulness of deep bidirectional contextual representations for language understanding *(Devlin, Chang, Lee, & Toutanova, 2019)*. Foundation models have since expanded the role of large textual datasets in language technology *(Bommasani et al., 2021)*. These developments make the linguistic quality of training and evaluation data methodologically important.

If affective language is reduced to isolated labels or emotion nouns, a model may identify happy, sad, angry, or afraid but fail to interpret *What a relief!, Seriously?*, or *That made my day*. Corpus-based semantic profiles can provide better evaluation material. A model that distinguishes direct naming, state attribution, reaction formula, evaluative stance, and interpersonal alignment demonstrates stronger pragmatic sensitivity than a model that detects only emotion vocabulary.

BNC and COCA are useful for such evaluation because they provide documented contexts rather than invented examples. BNC can supply British spoken and written evidence, including pre-digital and non-digital interaction. COCA can supply genre-diverse American evidence, including web, blog, subtitle, and spoken-like components. Together, they allow the researcher to test whether a model's interpretation of affective stance changes appropriately across genres, varieties, and contexts.

The limitations of corpora may also be inherited by computational systems. *Bender, Gebru, McMillan-Major, and Shmitchell (2021*) warn that large datasets can reproduce unexamined biases and gaps. In the study of verbal emoticons, this means that underrepresented genres, communities, or multimodal practices may remain underrepresented in model behaviour. Corpus-based research must therefore contribute not only examples but also linguistically justified categories for annotation and evaluation.

8. Conclusions

The article has argued that BNC and COCA are suitable corpus sources for the study of the verbal emoticon when they are used with different expectations. BNC provides documented British evidence, historical comparability, and access to written and spoken material. BNC2014 extends this tradition toward contemporary British usage. COCA provides a large American corpus with genre-sensitive access, diachronic breadth, and tools for frequency, KWIC, collocation, and comparison. Their value lies in grounding interpretation, not in replacing it.

The verbal emoticon should be treated as a functional-discursive category. It is not identical with a graphic emoticon or emoji, and it is not reducible to an isolated emotion word. It includes verbal units and constructions that name, attribute, perform, frame, intensify, or evaluate emotion when they function as markers of affective stance or interpersonal alignment. This definition makes the object corpus-searchable while preserving the need for contextual verification.

The proposed procedure includes inventory building, frequency profiling, concordance reading, collocational and constructional analysis, genre comparison, national-variety comparison, and contextual annotation. The strongest unit of interpretation is the word or construction in a recurrent discourse environment. *Deep fear, public anger, What a relief!, Seriously?,* and *That made my day* are not equivalent objects. They differ in form, explicitness, semantic scope, and pragmatic function.

The study also defined the main limits of corpus interpretation. Frequency measures textual visibility rather than psychological experience. Collocation indicates recurrent co-selection but does not explain meaning without context. Corpus design determines which linguistic evidence can be observed. Multimodal components of digital discourse often remain outside traditional corpus representation. These limits clarify the conditions of philological reliability.

Further research should test the proposed model through systematic extraction of verbal emoticons from BNC and COCA, with normalized frequencies, genre profiles, collocational measures, and annotated concordance samples. A separate continuation should compare corpus-grounded annotation with classifications produced by large language models. Such work would show whether models can recognize not only emotion words but also the subtler verbal mechanisms through which contemporary English encodes affective reaction, evaluative stance, and interpersonal alignment.

References

1. Anokhina, T. O. (2018). Korpusnyi lakunikon anhliiskoi movy: leksykohrafichnyi analiz [Corpus lacunicon of the English language: Lexicographic analysis]. Filolohichni traktaty, 10(2), 7-12. https://doi.org/10.21272/Ftrk.2018.10(2)-01 [in Ukrainian].

2. Atkins, S., Clear, J., & Ostler, N. (1992). Corpus design criteria. Literary and Linguistic Computing, 7(1), 1-16. https://doi.org/10.1093/llc/7.1.1

3. Bakhtina, A. O. (2023). Polilateralnist emoji u kompiuternomu butti (na materiali suchasnykh yevropeiskykh mov) [The polylaterality of emoji in computer being (based on modern European languages)] (PhD dissertation). Borys Grinchenko Kyiv University, Kyiv. https://elibrary.kubg.edu.ua/id/eprint/45578/ [in Ukrainian].
4. Bednarek, M. (2008). Emotion talk across corpora. London: Palgrave Macmillan. https://doi.org/10.1057/9780230285712
5. Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the dangers of stochastic parrots: Can language models be too big? In Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency (pp. 610-623). https://doi.org/10.1145/3442188.3445922
6. Biber, D. (1993). Representativeness in corpus design. Literary and Linguistic Computing, 8(4), 243-257. https://doi.org/10.1093/llc/8.4.243
7. Biber, D., Conrad, S., & Reppen, R. (1998). Corpus linguistics: Investigating language structure and use. Cambridge: Cambridge University Press.
8. BNC Consortium. (2007). The British National Corpus, version 3 (BNC XML Edition). Oxford: Oxford Text Archive.
9. Bober, N. M. (2020). Matrychne profiliuvannia semantyky frazovo-diieslivnykh emotyviv u Brytanskomu natsionalnomu korpusi [Matrix profiling of the semantics of phrasal-verb emotives in the British National Corpus] (Candidate of Philological Sciences dissertation). National Pedagogical Dragomanov University, Kyiv. https://npu.edu.ua/images/file/vidil_aspirant/dicer/D_26.053.26/Bober1.pdf [in Ukrainian].
10. Bommasani, R., Hudson, D. A., Adeli, E., Altman, R., Arora, S., von Arx, S., Bernstein, M. S., Bohg, J., Bosselut, A., Brunskill, E., et al. (2021). On the opportunities and risks of foundation models. arXiv. https://arxiv.org/abs/2108.07258
11. Brezina, V. (2018). Statistics in corpus linguistics: A practical guide. Cambridge: Cambridge University Press.
12. Brezina, V., Hawtin, A., & McEnery, T. (2021). The Written British National Corpus 2014 – design and comparability. Text & Talk, 41(5-6), 595-615. https://doi.org/10.1515/text-2020-0052
13. British National Corpus Consortium. (2007). Users reference guide for the British National Corpus XML Edition. Oxford: Oxford University Computing Services.
14. Davies, M. (2010). The Corpus of Contemporary American English as the first reliable monitor corpus of English. Literary and Linguistic Computing, 25(4), 447-464. https://doi.org/10.1093/llc/fqq018
15. Davies, M. (2020). The Corpus of Contemporary American English (COCA). English-Corpora.org. https://www.english-corpora.org/coca/
16. Demska-Kulchytska, O. M. (2005). Osnovy natsionalnoho korpusu ukrainskoi movy [Foundations of the national corpus of the Ukrainian language]. Kyiv: Instytut ukrainskoi movy NAN Ukrainy [in Ukrainian].
17. Devlin, J., Chang, M.-W., Lee, K., & Toutanova, K. (2019). BERT: Pre-training of deep bidirectional transformers for language understanding. In Proceedings of NAACL-HLT 2019 (pp. 4171-4186). https://doi.org/10.18653/v1/N19-1423
18. Ekman, P. (1992). An argument for basic emotions. Cognition and Emotion, 6(3-4), 169-200. https://doi.org/10.1080/02699939208411068
19. Gries, S. Th. (2017). Quantitative corpus linguistics with R: A practical introduction (2nd ed.). New York: Routledge.

20. Gries, S. Th., & Stefanowitsch, A. (2004). Extending collostructional analysis: A corpus-based perspective on alternations. International Journal of Corpus Linguistics, 9(1), 97-129. https://doi.org/10.1075/ijcl.9.1.06gri
21. Holoshchuk, S. L. (2021). Korpusna linhvistyka: suchasnyi stan ta perspektyvy doslidzhen [Corpus linguistics: Current state and prospects of research]. Current Issues of Linguistics and Translation Studies, 22, 33-36. https://doi.org/10.31891/2415-7929-2021-22-7 [in Ukrainian].
22. Hunston, S. (2002). Corpora in applied linguistics. Cambridge: Cambridge University Press.
23. Hunston, S. (2007). Semantic prosody revisited. International Journal of Corpus Linguistics, 12(2), 249-268. https://doi.org/10.1075/ijcl.12.2.09hun
24. Kilgarriff, A. (2001). Comparing corpora. International Journal of Corpus Linguistics, 6(1), 97-133. https://doi.org/10.1075/ijcl.6.1.05kil
25. Love, R., Dembry, C., Hardie, A., Brezina, V., & McEnery, T. (2017). The Spoken BNC2014: Designing and building a spoken corpus of everyday conversations. International Journal of Corpus Linguistics, 22(3), 319-344. https://doi.org/10.1075/ijcl.22.3.02lov
26. Makhachashvili, R. (2022). Suchasni vymiry linhvistyky ta komunikatsii: modeli rozvytku movy u tsyfrovomu seredovyshchi [Contemporary dimensions of linguistics and communication: Models of language development in the digital environment]. Kyiv: Kyiv Borys Grinchenko University [in Ukrainian].
27. McEnery, T., & Hardie, A. (2012). Corpus linguistics: Method, theory and practice. Cambridge: Cambridge University Press.
28. Mohammad, S. M., & Turney, P. D. (2013). Crowdsourcing a word-emotion association lexicon. Computational Intelligence, 29(3), 436-465. https://doi.org/10.1111/j.1467-8640.2012.00460.x
29. Pavlenko, A. (2008). Emotion and emotion-laden words in the bilingual lexicon. Bilingualism: Language and Cognition, 11(2), 147-164. https://doi.org/10.1017/S1366728908003283
30. Sinclair, J. (1991). Corpus, concordance, collocation. Oxford: Oxford University Press.
31. Stefanowitsch, A., & Gries, S. Th. (2003). Collostructions: Investigating the interaction of words and constructions. International Journal of Corpus Linguistics, 8(2), 209-243. https://doi.org/10.1075/ijcl.8.2.03ste
32. Tognini-Bonelli, E. (2001). Corpus linguistics at work. Amsterdam: John Benjamins. https://doi.org/10.1075/scl.6
33. Vaswani, A., Shazeer, N., Parmar, N., Uszkoreit, J., Jones, L., Gomez, A. N., Kaiser, L., & Polosukhin, I. (2017). Attention is all you need. In Advances in Neural Information Processing Systems, 30.
34. Wierzbicka, A. (1999). Emotions across languages and cultures: Diversity and universals. Cambridge: Cambridge University Press.
35. Zhukovska, V. V. (2023). Kvantytatyvni korpuso-bazovani metody v doslidzhenniakh iz konstruktsiinoi hramatyky [Quantitative corpus-based methods in construction grammar research]. Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka. Filolohichni nauky, 1(99), 93-104. https://doi.org/10.35433/philology.1(99).2023.93-104 [in Ukrainian].

METAMODERN ETHICS AND THE FORMATION OF A EUROPEAN CULTURE OF TOLERANCE: CONTEMPORARY UKRAINIAN CULTURE IN A POST-TRAUMATIC CONTEXT[1]

Iryna Bondarenko
Ph.D. in Philology, Associate Professor at the Department of Slavic Philology,
Zaporizhzhia National University, Ukraine
e-mail: lystopad.iryna@gmail.com, orcid.org/0000-0001-8945-986X

Yuliia Kurylova
Ph.D. in Philology, Associate Professor at the Department of Ukrainian Literature,
Zaporizhzhia National University, Ukraine
e-mail: triks@ukr.net, orcid.org/0000-0002-3475-3858

Summary

This article examines the transformation of humanistic values in contemporary Ukrainian culture through the lens of the metamodern paradigm and contemporary European studies of tolerance. The relevance of the study stems from the urgent need to reconsider traditional models of tolerance in the context of Russia's full-scale invasion of Ukraine, post-traumatic social transformations, the decolonization of cultural space, and Ukraine's integration into the European humanitarian community. The study aims to identify the conceptual foundations of metamodern ethics as one of the key mechanisms for shaping a new model of tolerance within contemporary Ukrainian culture.

The research is based on an interdisciplinary methodology that combines hermeneutic, cultural-historical, comparative-typological, and axiological approaches with the theoretical frameworks of postcolonial studies, metamodernism, and contemporary European theories of tolerance. The article traces the evolution of European models of tolerance and demonstrates their methodological affinity with the principles of metamodern culture. It identifies the principal cultural markers of metamodern ethics in contemporary Ukrainian culture, including new sincerity, the ethics of care, social solidarity, post-traumatic embodiment, the decolonization of cultural memory, inclusiveness, responsibility, and critical hope.

Using Iryna Tsilyk's poem Hamam as a case study, the article explores a literary model of negotiating the boundaries of tolerance, responsibility, memory, and encounters with the Other in the context of wartime experience. The scholarly novelty of the study lies in its proposed conceptual synthesis of metamodern theory and contemporary European studies of tolerance as an interpretative framework for contemporary Ukrainian culture. The findings demonstrate that Ukrainian cultural experience not only contributes to Ukraine's integration into the European humanitarian space but also actively expands contemporary understandings of democratic values, responsible coexistence, and humanistic practices of post-war recovery.

Key words: humanistic paradigm; decolonization; European values; culture of equality; metamodernism; non-discrimination; zero tolerance; post-traumatic society; social solidarity; literary discourse, Erasmus+ Jean Monnet project.

DOI https://doi.org/10.23856/7607

[1] This publication is done within the project EUROTOLERCULTURE «The European experience of forming a culture of tolerance in the Ukrainian perspective: media, education, art» (project No. 101127848 ERASMUS-JMO-2023-HEITCH-RSCH) under Jean Monnet Modules Action. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Introduction

The beginning of the twenty-first century has been marked by profound transformations in Europe's security architecture, cultural landscape, and value system. Russia's full-scale aggression against Ukraine has brought to the forefront issues that, until recently, were addressed primarily within the fields of political theory and international law, including the resilience of democratic institutions, the protection of human rights, mechanisms of social cohesion, intercultural dialogue, and the culture of tolerance. At the same time, the war has demonstrated that tolerance cannot be reduced to a normative declaration or a legal principle alone. Within contemporary European discourse, it is increasingly understood as a complex sociocultural practice shaped by collective experience, historical memory, ethical responsibility, and the capacity for dialogue.

For Ukraine, these issues have acquired particular significance. European integration is no longer perceived merely as a geopolitical choice or a foreign policy objective. Rather, it increasingly represents a process of returning to the common European cultural space of which Ukrainian culture has historically been an integral part, although it remained marginalized for centuries as a consequence of the colonial policies pursued by the Russian Empire and the Soviet Union. Consequently, Ukraine's contemporary integration into the European Union should not be understood as the construction of an entirely new identity, but rather as the restoration of interrupted historical, cultural, and axiological connections that were distorted through centuries of imperial domination.

At the same time, this process of "return" cannot be regarded as either linear or conflict-free. Ukrainian society enters the European space burdened by profound historical traumas, collective psychological legacies, the experience of colonial subjugation, and multiple forms of social polarization. To the consequences of prolonged colonial domination are now added the recent traumatic experiences caused by war, including mass displacement, the destruction of local communities, human losses, occupation, wartime violence, the transformation of everyday life, and the reconfiguration of collective memory. Together, these factors have created a complex post-traumatic sociocultural landscape in which rebuilding mutual trust and fostering a culture of tolerance have become among the most pressing societal challenges.

Particular attention should be paid to the fact that the current war did not create social intolerance; rather, it exposed contradictions that had accumulated over decades, if not centuries. Even before 2022, Ukraine's public sphere remained characterized by regional, linguistic, historical, and political divisions, many of which were reinforced by external information influence and enduring colonial patterns of thought. In the post-war perspective, these divisions are further complicated by new lines of social tension: between military personnel and civilians, veterans and broader society, internally displaced persons and host communities, as well as between those who remained in Ukraine and those who were forced to seek refuge abroad. These developments underscore the necessity of reconsidering tolerance not as an abstract moral virtue but as a mechanism of social integration capable of responding to multiple post-traumatic experiences.

The international dimension of these processes is equally complex. Despite the unprecedented level of support provided to Ukraine by European states, historical memory continues to shape contemporary forms of interstate and intercultural dialogue. Ukrainian-Polish relations, in particular, demonstrate that even strategic partnership cannot automatically eliminate tensions rooted in competing historical memories, national narratives, and the politics of victimhood. Such circumstances highlight the need to move beyond a politics of mutual accusations

toward a culture of responsible dialogue based not on the suppression of traumatic experience but on its reciprocal recognition and critical reflection.

An additional layer of complexity is introduced by the phenomenon of ambicoloniality, which has recently attracted increasing scholarly attention *(Biedarieva, 2024)*. Ukraine emerges as a space where multiple imperial legacies and memories intersect, producing often contradictory patterns of self-identification, cultural reception, and historical self-understanding. This condition not only complicates the process of decolonization but also creates an urgent need for a new ethics of interaction capable of accommodating multiple historical experiences without reproducing hierarchical models of cultural domination.

In this context, the issue of «zero tolerance» acquires particular significance. Under wartime conditions, the principle of zero tolerance is justifiably directed against aggression, collaboration, war crimes, the propaganda of violence, and imperial practices that pose a direct threat to the democratic development of society. At the same time, principled intolerance toward the aggressor cannot automatically be extended to all forms of social communication. Ukraine's post-war recovery will require society to distinguish between moral accountability for crimes and the willingness to restore horizontal social ties within its own political nation. Consequently, a culture of tolerance should not be understood as a compromise with violence but rather as the capacity to sustain democratic forms of coexistence in a deeply traumatized society.

Against this backdrop, the metamodern paradigm has gained increasing heuristic value by offering an alternative to both the modernist belief in universal projects and the postmodern logic of total deconstruction. Metamodernism is grounded in the principle of oscillation between opposing worldviews: trauma and hope, critique and trust, irony and new sincerity, individual experience and collective responsibility. This ability to sustain productive tension between seemingly contradictory modes of understanding the world creates new possibilities for rethinking ethics within post-traumatic societies.

These developments are particularly evident in contemporary Ukrainian culture. Literature, theatre, cinema, visual arts, and digital media increasingly move beyond representing war solely as a space of destruction, instead producing narratives centered on empathy, solidarity, responsibility, and care. In this sense, culture emerges as one of the principal arenas for developing new modes of coexistence, where tolerance is understood not as the passive acceptance of difference but as an active practice of ethical engagement.

Accordingly, the study of metamodern ethics in relation to the formation of a culture of tolerance is relevant from both theoretical and practical perspectives. It provides an opportunity to conceptualize contemporary Ukrainian culture as a space in which new models of social cohesion are being developed through the integration of European values, decolonial processes, post-traumatic experience, and the ethics of care. Within this framework, culture functions not merely as a means of representing social transformation but also as one of its principal humanistic driving forces. This perspective fully corresponds to the objectives of the EUROTOLERCULTURE project.

The practical foundation of this study is the experience gained through the implementation of the Erasmus+ Jean Monnet Module «European Experience of Forming a Culture of Tolerance in Ukrainian Perspective: Education, Media, Art» (EUROTOLERCULTURE). The project is aimed at integrating European values into Ukraine's contemporary educational and cultural environment. Its conceptual framework is based on an interdisciplinary synthesis of approaches drawn from the humanities, education, law, and cultural studies, treating the culture of tolerance as an essential prerequisite for democratic development. Particular attention is devoted to understanding tolerance not merely as a legal or political principle but as an

everyday cultural practice shaped through education, artistic production, media communication, and public dialogue.

Throughout the implementation of the project, a comprehensive set of educational and methodological resources was developed to integrate European approaches to fostering a culture of tolerance into the Ukrainian higher education system. These include a university course, thematic teaching modules, practical case studies, interactive learning activities, methodological guidelines, and digital educational resources addressing human rights, intercultural communication, non-discrimination, gender equality, media literacy, and the role of the arts in cultivating democratic culture. An important component of the project also consisted of public lectures, webinars, a round table, and an international conference, which facilitated interdisciplinary dialogue among scholars, educators, representatives of civil society, and university students.

One of the project's most significant outcomes has been the recognition that, under the conditions of Russia's full-scale invasion, conventional approaches to interpreting tolerance require substantial reconsideration. Educational practices developed and tested within the Jean Monnet module have demonstrated that the effective cultivation of a culture of tolerance is impossible without acknowledging the post-traumatic experience of society, ongoing processes of decolonization, the reconfiguration of historical memory, and the development of an ethics of mutual care. These challenges have gradually highlighted the necessity of adopting a metamodern methodological framework capable of bringing together the European humanistic tradition and the realities of contemporary Ukrainian culture.

Despite the rapid development of scholarship on metamodernism (T. Vermeulen, R. van den Akker, L. Turner, A. Gibbons, among others), European studies of tolerance (R. Forst, A. E. Galeotti), the ethics of care (C. Gilligan, J. Tronto, N. Noddings), and postcolonial studies, the relationship between metamodern ethics and the formation of a culture of tolerance in contemporary Ukrainian culture has not yet been the subject of comprehensive interdisciplinary inquiry. In particular, the role of artistic culture as a space for developing new models of tolerance under conditions of war, decolonization, and post-traumatic societal recovery remains insufficiently explored. The present study seeks to address this research gap by integrating contemporary metamodern theory into the European discourse on tolerance and by conceptualizing Ukrainian cultural experience as part of the broader transformation of humanistic values in contemporary Europe.

The aim of this article is to examine metamodern ethics as one of the conceptual mechanisms underlying the formation of a culture of tolerance in contemporary Ukrainian post-traumatic culture and to assess its correspondence with contemporary European models of tolerance.

To achieve this aim, the study pursues the following research objectives:

to trace selected aspects of the evolution of European concepts of tolerance and evaluate their contemporary axiological significance;

to identify the principal characteristics of metamodernism as a cultural paradigm and to conceptualize the notion of metamodern ethics;

to determine the points of convergence between metamodern ethics and contemporary European approaches to the culture of tolerance;

to identify the principal cultural markers of metamodern ethics in contemporary Ukrainian culture;

to apply the proposed analytical framework of the cultural projections of metamodern ethics to a representative literary case study that explores the boundaries of tolerance;

to examine the contribution of contemporary Ukrainian culture to the development of the European discourse on tolerance in the context of war and post-war recovery.

The study adopts an interdisciplinary methodological framework, combining approaches from literary studies, cultural studies, ethics, philosophy, postcolonial studies, and contemporary European scholarship on tolerance.

The analysis employs hermeneutic interpretation to examine literary texts; a comparative-typological approach to relate Ukrainian cultural experience to contemporary European models of tolerance; axiological analysis to identify the dominant value orientations of contemporary Ukrainian culture; and interdisciplinary synthesis, which enables the integration of literary, cultural, philosophical, and socio-political perspectives in interpreting the culture of tolerance.

The logic of the study proceeds from the theoretical conceptualization of the problem toward its cultural and literary representation. Such an approach makes it possible to integrate theoretical, cultural, and literary perspectives and to demonstrate that contemporary Ukrainian culture not only adopts European values but also actively contributes to their reinterpretation by proposing new ethical models of coexistence under conditions of war, decolonization, and post-war reconstruction.

Accordingly, the present article represents not only a theoretical engagement with contemporary humanities scholarship but also a synthesis of the practical experience gained through the implementation of the EUROTOLERCULTURE project. By combining European educational approaches with an analysis of contemporary Ukrainian culture, the study argues that metamodern ethics constitutes one of the most promising conceptual frameworks for fostering a culture of tolerance in post-traumatic societies. In this capacity, it provides a productive basis for reconciling the processes of decolonization, social cohesion, and European integration while contributing to the renewal of contemporary European humanistic thought.

2. Metamodernism and Metamodern Ethics in the Context of European Studies of Tolerance

Metamodernism should be understood not as a coherent philosophical system with a clearly defined conceptual apparatus but rather as a theoretical framework that captures the emergence of a new cultural sensibility characteristic of the early twenty-first century. Its emergence is closely associated with the exhaustion of the postmodern paradigm, which was grounded in pervasive irony, relativism, skepticism toward universal values, and the deconstruction of grand narratives. In their seminal article Notes on Metamodernism, Timotheus Vermeulen and Robin van den Akker conceptualize metamodernism as a new «structure of feeling» that develops in the aftermath of postmodernism without rejecting its critical legacy. Rather than advocating a simple return to the modernist confidence in progress, rationality, and universal truth, metamodernism seeks to restore the possibility of collective action, hope, and shared values while remaining fully aware of their historical contingency and inherent fragility *(Vermeulen & van den Akker, 2010)*.

The central mechanism underlying metamodern sensibility is oscillation – a continuous movement between positions that both modernist and postmodernist logic would normally regard as mutually exclusive. Metamodern culture oscillates between hope and melancholy, sincerity and irony, wholeness and fragmentation, universality and locality, empathy and critical distance. Importantly, this oscillation does not culminate in a final synthesis. Instead, it preserves the productive tension between opposing poles, transforming this dynamic into a source of ethical reflection and creative agency. In The Metamodernist Manifesto, Luke Turner likewise identifies oscillation as the defining condition of the contemporary world and as a

means of overcoming both the ideological naivety of modernity and the cynical inertia inherited from postmodernism *(Turner, 2011)*.

The concept of oscillation proves particularly productive for contemporary studies of tolerance. Tolerance presupposes the capacity to sustain the tension between disagreement with another person's beliefs, identity, or way of life and the recognition of that person's equal right to existence, self-expression, and human dignity. Rather than eliminating conflict, tolerance establishes ethical and legal conditions for coexistence within it. For this reason, Rainer Forst conceptualizes tolerance as a normative principle that enables conflicting convictions and forms of life to coexist while preventing them from developing into relations of domination, coercion, or exclusion *(Forst, 2013)*. From this perspective, metamodern oscillation may be interpreted as the cultural and psychological counterpart of the capacity to remain within unresolved differences without resorting to violence or the denial of the Other.

Another defining characteristic of metamodernism is the renewed emphasis on affect, depth, historicity, and personal engagement. In the collective volume Metamodernism: Historicity, Affect, and Depth after Postmodernism, contemporary cultural transformations are examined through the revival of emotional experience, temporality, subjectivity, and meaning-making across literature, cinema, visual arts, and television. Following the postmodern privileging of quotation, simulation, playfulness, and surface aesthetics, contemporary culture has once again turned toward lived experience, memory, responsibility, and the search for authentic human connection *(van den Akker, Gibbons, & Vermeulen, 2017)*.

Within literary studies, metamodernism manifests itself through the combination of self-reflexivity and emotional authenticity, irony and compassion, fragmentation and the aspiration to restore narrative coherence. The metamodern text acknowledges the contingency of every narrative while refusing to abandon storytelling itself. It recognizes the instability of the subject yet restores its ethical agency; it questions the possibility of absolute truth without reducing all interpretations to moral equivalence. Vermeulen and van den Akker describe this cultural disposition as a synthesis of «informed naivety» and «pragmatic idealism»: the subject continues to act as though understanding, justice, and solidarity remain attainable while fully recognizing that none of these ideals can ever be guaranteed in absolute terms *(Vermeulen & van den Akker, 2010)*.

In this sense, it becomes possible to speak of metamodern ethics. It does not constitute an established branch of normative ethics comparable to deontology, utilitarianism, or virtue ethics. Rather, within the framework of the present study, the concept of metamodern ethics is employed as an analytical category referring to a constellation of value orientations emerging from metamodern cultural sensibility. These include responsible sincerity, empathy, solidarity, care, openness to dialogue, critical hope, and a willingness to act despite the absence of absolute certainty. Such an ethical orientation neither rejects the postmodern critique of power, dominant discourses, and hidden hierarchies nor remains confined to perpetual critique. Instead, it seeks to move beyond deconstruction toward the constructive formation of relationships, communities, and shared forms of social life.

Metamodern ethics thus emerges at the intersection of two distinct intellectual traditions. From modernity, it inherits a commitment to human dignity, freedom, universal rights, justice, and the possibility of social progress. From postmodernism, it adopts a heightened sensitivity to difference, plurality, marginalized voices, discursive power, and the dangers of universalism when it conceals the experience of dominant groups. Its distinctive feature lies in refusing to privilege either of these paradigms exclusively. Instead, metamodern ethics seeks to reconcile normative commitment with critical self-reflection: to defend universal human rights without

reducing universalism to cultural homogenization, and to acknowledge difference without lapsing into a relativism that would render moral judgement – particularly with regard to violence – impossible.

This understanding of metamodern ethics closely corresponds to the historical evolution of European theories of tolerance. During the first, early modern stage, tolerance developed primarily as a response to religious wars and confessional violence. In the works of John Locke, Pierre Bayle *(Forst, 2026)*, and other seventeenth-century thinkers, tolerance referred principally to limiting the authority of the state or the established church to interfere in matters of individual religious belief. Within this framework, tolerance functioned primarily as permission: political authorities or dominant social groups agreed to endure the beliefs of minorities without recognizing them as equal. Rainer Forst characterizes this model as the «permission conception» of tolerance, emphasizing that it preserves the asymmetrical relationship between those who tolerate and those who are merely tolerated *(Forst, 2013)*.

The second stage is associated with the European Enlightenment, the critique of absolutism, and the gradual recognition of freedom of conscience as an inalienable right. In the writings of Voltaire, tolerance appears not only as a practical means of ending religious persecution but also as a defining characteristic of a rational and civilized society. Enlightenment thought universalized the subject of tolerance by subordinating religious differences to the ideals of common humanity and universal reason. Its major historical achievement lay in shifting the discourse of tolerance from the sphere of sovereign benevolence to that of individual liberty. At the same time, however, this model remained limited by its tendency to equate universality with the normative figure of the rational European subject.

The third stage unfolded within the liberal-democratic tradition of the nineteenth and twentieth centuries. Here, tolerance became closely associated with freedom of belief, individual autonomy, legal equality, and the neutrality of the state toward competing conceptions of the good life. Relations between majorities and minorities gradually shifted from the asymmetrical logic of permission toward the ideal of equal civic coexistence. Nevertheless, the classical liberal model often assumed that social actors already occupied formally equal positions and that non-interference alone would suffice to ensure justice. Consequently, it frequently overlooked structural inequalities, symbolic exclusion, cultural invisibility, and the unequal capacity of different groups to participate in public representation.

Critiques of these limitations gave rise to a fourth stage, commonly described as tolerance as recognition. Anna Elisabetta Galeotti argues that contemporary conflicts surrounding tolerance concern not only differences in beliefs or values but also the unequal social status of particular groups. Mere non-interference fails to eliminate stigmatization, since minorities may formally enjoy freedom while continuing to experience cultural marginalization and social invisibility. Tolerance understood as recognition therefore requires the public affirmation of the equal dignity of diverse groups and the legitimacy of their presence within the public sphere *(Galeotti, 2002)*.

Rainer Forst further develops this discussion by distinguishing several conceptions of tolerance, including the permission, coexistence, respect, and esteem conceptions. Of particular importance for democratic societies is the respect conception, according to which individuals may fundamentally disagree about religion, morality, historical memory, or ways of life while nevertheless recognizing one another as equal moral and political agents. The limits of tolerance are therefore determined not by the arbitrary will of the majority but by the principles of reciprocity and generality: the norms governing social coexistence must be justifiable to all those who are subject to them. Consequently, tolerance does not preclude critical judgement;

rather, it prohibits transforming disagreement into grounds for denying others equal moral and political standing *(Forst, 2013).*

The next stage in the evolution of European conceptions of tolerance is associated with its institutionalization in European and international law following the Second World War. The UNESCO Declaration of Principles on Tolerance moves beyond the notion of passive forbearance by defining tolerance in terms of respect, acceptance, and appreciation of the rich diversity of the world's cultures, forms of expression, and ways of being human *(Declaration of Principles on Tolerance, 1995)*. The Declaration emphasizes that tolerance should not be understood as concession, condescension, or indifference, nor can it serve to justify violations of human rights. Instead, it identifies education, culture, science, and communication as the principal means of fostering tolerance – precisely the fields that constitute the thematic foundation of the EUROTOLERCULTURE project.

Within the legal framework of the European Union, tolerance is embedded in a broader system of interconnected democratic values. Article 2 of the Treaty on European Union identifies human dignity, freedom, democracy, equality, the rule of law, and respect for human rights as the fundamental values upon which the Union is founded *(Consolidated version of the Treaty on European Union: Article 2, 2012).* Within this normative framework, tolerance functions alongside pluralism, non-discrimination, justice, solidarity, and equality between women and men. Accordingly, the European approach does not permit tolerance to be separated from the principle of legal equality: forms of tolerance that preserve discriminatory structures or undermine human dignity are incompatible with the value system of the European Union.

This normative framework is further elaborated in the Charter of Fundamental Rights of the European Union. Article 21 establishes a comprehensive prohibition of discrimination on a wide range of grounds, including sex, racial or ethnic origin, language, religion or belief, disability, age, and sexual orientation *(Charter of Fundamental Rights of the European Union: Article 21 – Non-discrimination, 2016),* while Article 22 requires the Union to respect cultural, religious, and linguistic diversity *(Charter of Fundamental Rights of the European Union: Article 22 – Cultural, religious and linguistic diversity, 2016).* Tolerance thus acquires a dual dimension: a negative dimension, which prohibits discrimination and exclusion, and a positive dimension, which requires the creation of conditions enabling the participation, visibility, and self-expression of diverse cultural communities.

The sixth stage in the evolution of the European understanding of tolerance may be associated with the transition from multicultural coexistence to intercultural dialogue. The Council of Europe's White Paper on Intercultural Dialogue: Living Together as Equals in Dignity *(White Paper on Intercultural Dialogue: Living Together as Equals in Dignity, 2008)* identifies dialogue as a key instrument for managing cultural diversity, strengthening democratic stability and social cohesion, and preventing conflict. Within this framework, the peaceful coexistence of separate cultural communities is no longer considered sufficient. Rather, effective intercultural dialogue requires interaction, mutual learning, openness to revising one's own perspectives, and shared participation in democratic public life.

The intercultural model brings the theory of tolerance closer to metamodern ethics, as both are oriented not toward eliminating differences but toward sustaining a productive engagement with them. At the same time, however, the limitations of a purely procedural understanding of dialogue must also be acknowledged. Formal openness to communication cannot guarantee justice where participants possess unequal resources, differing degrees of public visibility, or unequal influence over the public agenda. Interpreted through the lens of the ethics of care, the Council of Europe's White Paper demonstrates that meaningful intercultural dialogue requires

sustained attention to vulnerability, interdependence, lived experience, and structural asymmetries of power rather than relying solely on abstract declarations of equality *(Bozalek & Zembylas, 2011).*

For this reason, metamodern ethics can be productively aligned with the ethics of care, as developed by Carol Gilligan *(Gilligan, 1982)* and Joan Tronto *(Tronto,1993).* Within this framework, tolerance ceases to be understood as the minimal obligation of non-interference and instead assumes a fundamentally relational character. It entails attentiveness to the vulnerability of others, openness to experiences that differ from one's own, responsibility for the social consequences of collective decisions, and active participation in safeguarding human dignity. Rather than replacing the principles of rights and justice, the ethics of care complements and concretizes them by translating abstract normative commitments into everyday social relationships, educational practices, cultural representation, and civic engagement.

Such a model is particularly significant in post-traumatic societies, where collective trauma frequently generates social polarization, erodes trust, narrows the boundaries of the moral community, and reinforces binary distinctions between unequivocal «insiders» and «outsiders». Metamodern ethics neither requires abandoning the moral distinction between aggressor and victim nor reduces tolerance to reconciliation with violence. On the contrary, its normative boundaries remain firmly grounded in respect for human dignity, the protection of human rights, and the rejection of any legitimization of aggression. At the same time, within a democratic community, it enables critical distinctions to be drawn between disagreement and hostility, responsibility and collective stigmatization, as well as between legitimate self-defence and processes of dehumanization.

From this perspective, metamodern ethics may be understood as an ethics of critical hope. It neither denies trauma nor advocates premature reconciliation, nor does it conceal conflict beneath an optimistic rhetoric. Instead, its hope is fundamentally informed – emerging only after experiences of destruction, the collapse of universalist promises, and the recognition of the fragility of democratic institutions. Precisely for this reason, however, it assumes a profoundly practical orientation, encouraging the reconstruction of trust, social relationships, and a culture of dialogue even where complete reconciliation appears unattainable.

Viewed through this lens, the metamodern perspective reveals the contemporary evolution of European theories of tolerance as a transition from forbearance to respect, from non-interference to recognition, from formal equality to attentiveness to vulnerability, and from parallel coexistence to intercultural dialogue. Its distinctive contribution lies in reconciling the legal universalism that underpins the European Union with postmodern sensitivity to difference and with an ethics grounded in concrete interpersonal relationships. Within this framework, tolerance is understood not as a fixed social condition but as a continuous practice of negotiating freedom, dignity, diversity, justice, and solidarity.

In the Ukrainian context, this model possesses not only theoretical significance but also considerable practical relevance. Integration into the European community requires more than the formal adoption of the declarative language of tolerance; it demands the development of a culture capable of affirming its own decolonized subjectivity while simultaneously recognizing the plurality of experiences within society itself. Contemporary Ukrainian literature, theatre, cinema, visual arts, media, and education constitute particularly important spaces in which such a metamodern ethics may be cultivated. These cultural spheres preserve the memory of trauma without reducing identity to victimhood, critically deconstruct imperial narratives while simultaneously generating affirmative representations of solidarity, care, responsibility, and a shared European future.

Accordingly, integrating metamodern theory with contemporary European approaches to tolerance makes it possible to propose a comprehensive conceptual model in which tolerance is understood simultaneously as a legal principle, a cultural competence, an ethical orientation, and a dynamic practice of social interaction. Rather than replacing earlier conceptions of tolerance, metamodern ethics critically incorporates their most valuable achievements: the protection of freedom of conscience characteristic of early liberalism, the universalist aspirations of the Enlightenment, the principle of legal equality, the politics of recognition, intercultural dialogue, and the ethics of care. It is precisely this multidimensional framework that corresponds to the objectives of the EUROTOLERCULTURE project, enabling education, media, and the arts to be understood as interconnected environments for fostering a European culture of tolerance in contemporary Ukraine.

3. Projections and Markers of Metamodern Ethics in Ukraine's Sociocultural Space: Towards the Formation of a Culture of Tolerance

Having outlined the theoretical foundations of metamodern ethics, it is now appropriate to turn to contemporary Ukrainian culture as a space in which these principles acquire concrete artistic, social, and civic expression. Whereas postmodern culture was primarily concerned with the deconstruction of grand narratives, contemporary Ukrainian culture increasingly demonstrates a commitment to their ethical reconfiguration. Its defining characteristic is not a return to modernist normativity but the development of new models of coexistence grounded in empathy, mutual responsibility, and solidarity. These characteristics may therefore be regarded as the principal markers of metamodern ethics within the broader process of fostering a culture of tolerance.

The first of these markers is new sincerity, which replaces the ironic distance characteristic of postmodernism. In contemporary Ukrainian culture, the experience of war has profoundly transformed artistic expression. Instead of engaging in the play of simulacra and intertextual irony, literature and the arts increasingly seek to facilitate honest conversations about loss, fear, responsibility, and human dignity. This tendency extends beyond literature to documentary theatre, photography, cinema, music, and documentary art. Within this context, sincerity ceases to signify naïveté and instead becomes an ethical position that creates the conditions for mutual understanding among individuals whose experiences of trauma differ significantly.

The second marker is the ethics of care understood as a cultural practice. Prior to 2022, volunteer initiatives in Ukraine were largely interpreted as expressions of civic engagement. Since the beginning of the full-scale invasion, however, they have evolved into one of the defining cultural codes of Ukrainian society. Care now extends far beyond the sphere of private morality and is embodied in the activities of charitable organizations, artistic residencies, cultural centres, libraries, museums, and independent theatres that continue to operate even in frontline regions. It is precisely this everyday practice of mutual support that provides the foundation for rebuilding social trust, one of the essential preconditions for cultivating a culture of tolerance.

A third marker is the emergence of a culture of solidarity, which fundamentally differs from the modernist ideal of collectivism. Rather than subordinating the individual to the collective, this model is based on the voluntary formation of communities united by shared values and a common sense of responsibility. Following the outbreak of Russia's full-scale invasion, numerous cultural institutions reoriented their activities toward supporting local communities, internally displaced persons, military personnel, children, and artists who had lost the opportunity to continue their professional work. In 2024, UNESCO, in cooperation with Ukrainian

partners, launched a new series of cultural initiatives *(UNESCO funds 14 new projects to support creativity in Ukraine, 2024)* across different regions of Ukraine, recognizing artistic projects as vital instruments for preserving cultural life, strengthening social interaction, and protecting the cultural rights of citizens.

Another important manifestation of metamodern ethics is the renewal of a culture of dialogue. Within the Ukrainian context, this implies a gradual movement beyond the binary opposition of «us» versus «them» toward a more nuanced understanding of internal diversity. Such an approach does not entail relativizing the responsibility of the aggressor. Rather, it emphasizes the capacity to sustain dialogue within the democratic community itself: between military personnel and civilians, veterans and younger generations, internally displaced persons and host communities, as well as individuals representing different regional, linguistic, and cultural backgrounds. This understanding closely corresponds to the contemporary European conception of intercultural dialogue as one of the principal foundations of democratic coexistence.

A fifth marker is decolonization understood not merely as a policy of renaming public spaces or dismantling imperial monuments but as a fundamentally ethical process. Contemporary Ukrainian culture increasingly seeks not simply to reject the colonial legacy but to articulate its own affirmative cultural narrative. This process encompasses literature, museums, memory practices, education, and cultural diplomacy. Significantly, recent international recommendations on the decolonization of Ukrainian museums, developed with the participation of the British Council Ukraine *(Supporting Decolonisation in Museums: Focus on Ukraine, 2025)*, emphasize that decolonization should not consist in replacing one canonical narrative with another. Instead, they advocate the development of inclusive curatorial practices, the critical reassessment of imperial narratives, and the representation of the plurality of Ukrainian cultural experiences.

A sixth marker of metamodern ethics is the rehabilitation of cultural memory. Whereas postmodern culture often dissolved history into a network of textual interpretations, contemporary Ukrainian culture restores memory to the realm of moral responsibility. This is particularly evident in artistic engagements with the Holodomor, the Holocaust, the deportation of the Crimean Tatars, Soviet political repression, the war in Donbas, and Russia's full-scale invasion of Ukraine. At the same time, memory is no longer conceived solely as a resource for national mobilization; increasingly, it functions as a space for dialogue among diverse experiences of suffering, reflecting contemporary European approaches to cultural memory and heritage.

Particular attention should also be given to the reinterpretation of intangible cultural heritage. Ukrainian traditional culture no longer functions merely as a museum artifact or a romanticized form of folklore. The traditions of pysanka decoration, the kobzar musical heritage, Kosiv painted ceramics, the culture of Ukrainian borshch, and other elements of intangible heritage are increasingly integrated into contemporary artistic practices, educational initiatives, and international cultural projects. UNESCO consistently emphasizes that safeguarding intangible cultural heritage must be based on mutual respect, dialogue among communities, and the active participation of tradition bearers – principles that directly correspond to the foundations of a culture of tolerance *(Ethics and Intangible Cultural Heritage, n.d.)*.

An eighth marker is the growing inclusiveness of the cultural space. Contemporary Ukrainian artistic projects increasingly give voice to social groups that previously remained underrepresented, including veterans, persons with disabilities, internally displaced persons, Crimean Tatars, and representatives of diverse ethnic and religious communities. Such cultural polyphony does not weaken a shared Ukrainian identity; rather, it demonstrates its openness and its capacity to integrate diverse experiences without compromising its own subjectivity.

A ninth manifestation of metamodern ethics is the reconceptualization of art as a social institution. Contemporary artistic practice increasingly performs not only aesthetic but also therapeutic, communicative, and educational functions. Theatre, literature, music, cinema, and exhibition projects have become important platforms for public dialogue on trauma, memory, loss, and responsibility. Consequently, international programmes supporting Ukrainian culture – particularly those implemented under the auspices of UNESCO *(Ukraine: Nearly 30 States pledge to support UNESCO's efforts in the recovery of the cultural sector, 2024)* – increasingly recognize artistic creativity as a crucial instrument of post-war recovery, social resilience, and democratic cohesion.

A tenth marker is the ethics of responsibility for cultural heritage. Under conditions in which museums, theatres, libraries, archives, and historical monuments are systematically targeted and destroyed, the protection of cultural heritage can no longer be regarded solely as the professional responsibility of museum specialists or archivists. Instead, it has become a form of civic responsibility and cultural resistance. The Council of Europe emphasizes that safeguarding Ukraine's cultural heritage constitutes an essential prerequisite for democratic recovery, since culture ensures the continuity of historical memory, local identities, and social trust *(Council of Europe Congress calls for partnerships to protect Ukraine's cultural heritage, 2024).*

An eleventh marker is the expansion of the ethical boundaries of citizenship. Contemporary Ukrainian culture increasingly conceptualizes civic community not merely as a legal affiliation with the state but as a network of mutual care and shared responsibility. Volunteer initiatives, community-based artistic projects, collaborative memorialization practices, educational programmes, and cultural festivals create horizontal networks of social interaction in which solidarity becomes an everyday civic practice. This emerging model may be described as empathetic citizenship, grounded in a willingness to assume responsibility for the common good regardless of social, regional, cultural, or linguistic differences.

Finally, the twelfth – and perhaps the most significant – marker of metamodern ethics is critical hope. Contemporary Ukrainian culture neither denies the scale of destruction, romanticizes war, nor offers simplistic narratives of reconciliation. Instead, it consistently articulates a vision of the future grounded in human dignity, mutual respect, cultural diversity, and European democratic values. In our view, this capacity to preserve the memory of trauma while simultaneously imagining a shared future constitutes the defining characteristic of metamodern ethics in contemporary Ukrainian culture.

Taken together, these markers – new sincerity, the ethics of care, solidarity, a culture of dialogue, decolonization, memory politics, the revitalization of intangible cultural heritage, inclusiveness, the renewed social role of art, responsibility for cultural heritage, empathetic citizenship, and critical hope – form a coherent system of the cultural manifestations of metamodern ethics. Their distinctive feature lies in their ability to combine European principles of human rights, equality, intercultural dialogue, and democratic participation with Ukraine's lived experience of war, decolonization, and post-traumatic recovery. For this reason, contemporary Ukrainian culture may be regarded as one of the most compelling examples of the emergence of a metamodern culture of tolerance in contemporary Europe.

4. Metamodern Ethics and the Limits of Tolerance in Iryna Tsilyk's Poem Hamam

Iryna Tsilyk's poem Hamam (2023) represents one of the most characteristic manifestations of metamodern culture, in which war ceases to function merely as a historical event and instead becomes a fundamental mode of experiencing reality *(Tsilyk, 2025).* Rather than

depicting direct military action, the poem reveals how war permeates everyday life, intimate experience, and even moments traditionally associated with leisure and restoration. It is precisely this sphere of everyday existence that becomes the principal site where ethics, memory, and the culture of tolerance intersect.

From its opening lines, the poem is structured according to the principle of metamodern oscillation: «Once we travelled to Istanbul, / as if there were no war at all». Peace and war coexist simultaneously within the same experiential horizon. The lyrical speaker consciously enters a space that offers the temporary illusion of normality – seagulls, the magnetic call of the muezzins, olives, the sea, and intimacy. Yet this normality remains fragile from the very beginning. The phrase «as if» prevents both the speaker and the reader from believing in the possibility of a complete return to pre-war life. Such dual vision perfectly exemplifies metamodern oscillation: the subject experiences beauty and loss, tranquillity and latent anxiety at one and the same time.

A second marker of metamodern ethics is new sincerity, expressed through the poem's almost documentary tone. Tsilyk neither constructs a heroic narrative of war nor resorts to rhetorical pathos. Instead, she enumerates ordinary bodily pleasures – food, love, the warmth of the bathhouse – thereby restoring their legitimacy even under wartime conditions. This poetic strategy dismantles the traditional opposition between the heroic and the private. The human need for rest is no longer presented as a sign of moral weakness but rather as an essential practice of psychological and physical resilience. Within contemporary Ukrainian society, the question of what remains morally permissible during wartime has become the subject of intense public reflection and widespread debate, particularly across social media.

The representation of the body is especially revealing. Inside the hamam, all the women are equally naked, stripped of their social roles, professional status, national symbols, and even clothing as a cultural marker. The poet deliberately focuses the speaker's gaze on breasts, skin tones, and the physicality of the female body. At this stage, corporeality has not yet acquired political significance. Instead, it affirms a universal condition of human vulnerability.

For precisely this reason, the question posed by the poem's antagonist acquires exceptional force: «Are you from Ru-ussia too?». This seemingly casual inquiry marks the collapse of a neutral humanistic space. Until that moment, the women existed simply as vulnerable human bodies; from that instant onward, they become political subjects. Iryna Tsilyk demonstrates with remarkable precision that contemporary war begins not only on the battlefield but also within the ordinary interactions of everyday life. A single sentence abruptly returns the lyrical speaker to the traumatic reality from which she had hoped to distance herself, if only for a brief moment.

This episode also offers a particularly vivid representation of post-traumatic embodiment. The speaker's reaction is conveyed not through psychological terminology but through physical sensation: «the ceiling suddenly pressed down upon my shoulders». War is thus experienced through the body itself. Trauma literally transforms spatial perception and bodily awareness. At the same time, this corporeal response does not develop into panic or aggression. Instead, it culminates in a brief internal struggle that ultimately results in an ethical decision.

The climactic moment is the declaration: "I am from Ukraine." This statement is far more than an answer concerning national origin; it constitutes an act of decolonizing speech. Within previous imperial frameworks, the Ukrainian subject was habitually defined through Russia – as its province, extension, or cultural periphery. Iryna Tsilyk decisively dismantles this colonial logic. Ukraine is named on its own terms, requiring neither explanation nor qualification. Significantly, the firmness of this declaration is said to «crack the marble». Marble has long symbolized imperial monumentality, permanence, and historical authority. Within Tsilyk's

poetic universe, however, the voice of a Ukrainian woman proves more powerful than stone itself. This metaphor transforms language into an instrument of ethical and political agency, demonstrating that decolonization begins not only through institutional change but also through the reclamation of one's own voice and the refusal to accept imposed identities.

Particular attention should be paid to the image of the "four pink snails without shells." This is one of the most striking metaphors in contemporary Ukrainian poetry. It combines two seemingly incompatible qualities. On the one hand, the snail symbolizes extreme vulnerability, bodily exposure, and human fragility. On the other hand, the absence of a shell – or, in the poem's wording, being «without armour» – renders all the women fundamentally equal. In the face of war, death, and the vulnerability of the human body, no privileges remain.

Importantly, Iryna Tsilyk does not romanticize the idea of universal sisterhood. She does not suggest that shared female corporeality is sufficient to overcome political conflict. On the contrary, nudity only intensifies the awareness of irreconcilable differences. All the women are equally vulnerable, yet this shared vulnerability does not eliminate moral responsibility for war. The poem therefore rejects both biological essentialism and sentimental universalism, insisting instead that ethical judgement cannot be suspended in the name of a generalized human solidarity.

Iryna Tsilyk's metamodern ethics thus differs fundamentally from the liberal notion of unlimited tolerance. Rather than advocating unconditional acceptance, the poem proposes an ethics of responsible distinction. The lyrical speaker neither humiliates the other women nor responds with verbal aggression or acts of dehumanization. At the same time, she refuses to erase political reality for the sake of personal comfort or a superficial humanitarianism. Within this ethical framework, tolerance possesses clearly defined moral limits: it cannot extend to the denial of another nation's right to exist.

Particularly significant is the poem's use of the Russian lullaby. Here, the lullaby functions as a powerful deconstruction of imperial cultural memory. Traditionally associated with maternal care, childhood, and security, it is transformed into an instrument symbolically expelling the aggressor from the shared cultural space. Culture, therefore, no longer appears as a politically neutral domain; rather, it emerges as a bearer of historical responsibility and ethical memory.

At the same time, Iryna Tsilyk carefully avoids dehumanization. The Russian women are not portrayed as monsters or caricatured enemies. They remain ordinary human beings who, like the speaker herself, experience the heat of the bathhouse, discomfort, embarrassment, and vulnerability. It is precisely this refusal to deny the humanity of the Other that distinguishes metamodern ethics from the language of hatred. The Other does not cease to be human; yet this recognition does not imply automatic moral reconciliation or the suspension of ethical judgement.

The key turning point is the Russian woman's final response, expressed through the expletive «Oh, for fuck's sake». This utterance may be interpreted as the moment when imperial self-assurance begins to collapse. For the first time, the speaker confronts not an abstract geopolitical construct called Ukraine but a concrete Ukrainian woman who refuses to be subsumed within the Russian cultural and political imagination. In this sense, the conflict unfolds not merely between two states but between two fundamentally different models of subjectivity and historical agency.

The conclusion of the poem is particularly revealing. After the Russian women leave, the speaker quietly remarks: «At least now I can finally wash myself. There's still so much work to do». This ending constitutes one of the clearest manifestations of the metamodern ethics of care. The poem concludes neither with hatred, revenge, nor triumph. Instead, it returns to the bodily

practice of cleansing, which simultaneously acquires a profound symbolic dimension. Washing is no longer an escape from war but a brief act of restoration before returning to responsibility.

The poem's final words «There's still so much work to do» – ultimately reveal its central ethical message. Self-care is not presented as an alternative to civic responsibility but as one of its necessary conditions. The restoration of one's own physical and emotional strength becomes a prerequisite for continuing the work required by the nation and the democratic community. In this way, Iryna Tsilyk proposes a fundamentally new ethical model in which the private and the public no longer exist in opposition but instead become mutually sustaining dimensions of responsible citizenship.

Consequently, Hamam embodies nearly all of the principal markers of metamodern ethics identified in the present study: oscillation between peace and war; new sincerity; post-traumatic embodiment; the decolonization of language; the rejection of a universalist humanism that ignores violence; the delineation of the moral limits of tolerance; the distinction between universal human dignity and political responsibility; and the integration of self-care with responsibility toward the broader community. For these reasons, the poem may be interpreted as a literary model of a European culture of tolerance under wartime conditions, in which tolerance no longer signifies moral indifference or the erasure of difference but rather emerges as an ethical practice grounded in truth, responsibility, the protection of human dignity, and respect for the sovereignty of the Other. In doing so, Iryna Tsilyk demonstrates that contemporary Ukrainian culture does not abandon European humanistic values; instead, it critically reinterprets them through the lived experience of war, decolonization, and the necessity of defining the moral boundaries of democratic coexistence.

5. Conclusions

The findings of this study demonstrate that contemporary Ukrainian culture is developing a qualitatively new model of understanding tolerance that extends beyond the classical liberal conception of forbearance and moves toward a metamodern understanding of ethics as a dynamic practice of coexistence, responsibility, and mutual care. Russia's full-scale invasion has not only fundamentally transformed the sociocultural context within which humanistic values operate but has also highlighted the need to reconsider the very nature of tolerance, its moral boundaries, and the mechanisms through which it can be realized in a post-traumatic society.

The study confirms that the contemporary European concept of tolerance has undergone a long process of historical evolution – from the early modern model of passive forbearance and freedom of conscience to contemporary conceptions based on mutual respect, recognition, intercultural dialogue, social inclusion, and the ethics of responsibility. It is this most recent stage in the development of European humanitarian thought that demonstrates the greatest methodological affinity with the principles of metamodern culture, since both frameworks seek not to eliminate conflict but to develop mechanisms for responsible coexistence within societies characterized by multiple identities, diverse experiences, and persistent value pluralism.

The article argues that metamodern ethics should not be understood as an autonomous normative ethical theory but rather as an integrative cultural framework that combines the critical reflexivity of postmodernism with the humanistic aspirations of modernity. Its defining characteristics include oscillation between hope and trauma, new sincerity, empathy, the ethics of care, responsibility, critical hope, openness to dialogue, and a willingness to recognize the autonomy of the Other. Together, these principles provide the conceptual foundation for a new culture of tolerance capable of responding to the challenges of post-traumatic societies.

The analysis of contemporary Ukrainian culture has identified the principal cultural manifestations of metamodern ethics, including new sincerity, a culture of care, solidarity, post-traumatic embodiment, the decolonization of cultural memory, inclusiveness, the reinterpretation of historical experience, responsibility for cultural heritage, the development of empathetic citizenship, and an orientation toward critical hope as a strategy of post-war social recovery. Collectively, these characteristics demonstrate that Ukrainian culture is already developing its own model of humanistic transformation, one that is organically embedded within the contemporary European value system while simultaneously enriching it through the specific historical experience of war and decolonization.

The literary analysis further confirms the explanatory potential of the proposed methodological framework. Iryna Tsilyk's poem Hamam represents a mature model of metamodern ethics in which decolonization, the responsible delineation of the moral limits of tolerance, post-traumatic embodiment, new sincerity, and the preservation of human dignity are brought together within the context of an ongoing military conflict. The poem demonstrates that tolerance should not be understood as the unconditional acceptance of every position or worldview but rather as a complex ethical practice grounded in respect for human dignity, responsibility, and a critical refusal to legitimize violence.

An important outcome of this research is the conclusion that contemporary Ukrainian culture not only adapts existing European conceptions of tolerance but also actively contributes to their further development. The experiences of war, decolonization, and post-traumatic recovery have foregrounded dimensions of humanistic ethics that remained comparatively marginal within classical theories of tolerance, particularly the ethics of care, practices of social solidarity, cultural memory, mutual responsibility, and the everyday forms of democratic coexistence. In this sense, contemporary Ukrainian culture should be understood not merely as an object to which European humanitarian models are applied but as an active participant in their ongoing transformation.

The scientific novelty of this study lies in the conceptual integration of metamodern theory with contemporary European studies of tolerance as a unified methodological framework for interpreting contemporary Ukrainian culture. This interdisciplinary approach demonstrates that metamodern ethics provides an effective analytical model for explaining the transformation of humanistic values under conditions of war, decolonization, and post-traumatic reconstruction.

The practical significance of the research consists in the possibility of applying its findings within higher education, cultural policy, museum and heritage studies, civic education, and international projects aimed at promoting democratic values, intercultural dialogue, and social cohesion. The proposed conceptual framework may also serve as a methodological basis for the further development of educational programmes, cultural initiatives, and public policies implemented within the context of Ukraine's European integration and post-war recovery.

The prospects for further research include expanding the corpus of literary and artistic texts examined through the lens of metamodern ethics, undertaking comparative analyses of Ukrainian and European cultural responses to war and collective trauma, and exploring the role of metamodern ethical paradigms in shaping democratic resilience and the culture of tolerance in post-conflict societies. Such research will contribute to a deeper understanding of the evolving relationship between culture, ethics, and democracy in contemporary Europe while further highlighting the significance of Ukraine's cultural experience for the development of European humanitarian thought.

The scientific novelty of this study lies in its proposed conceptual integration of metamodern theory, contemporary European studies of tolerance, the ethics of care, and the analysis of Ukrainian wartime culture. This interdisciplinary synthesis has made it possible to introduce

the concept of a «metamodern culture of tolerance» as an integrative model of humanistic interaction that combines the principles of human rights, democratic values, intercultural dialogue, ethical responsibility, empathy, and critical hope. The proposed framework may serve as a theoretical foundation for future interdisciplinary research in the fields of contemporary culture, education, memory studies, and democratic transformation.

The practical significance of the findings lies in their potential application to the development of educational programmes aimed at fostering a culture of tolerance, European studies curricula, and university courses in cultural studies, literary studies, media education, and civic education. The results may also contribute to the preparation of teaching and methodological materials for Erasmus+ Jean Monnet projects promoting European values, human rights, non-discrimination, intercultural dialogue, and democratic citizenship.

Directions for future research include further development of the proposed concept of the metamodern culture of tolerance in several complementary directions. First, comparative analyses of Ukrainian and other European literary and cultural responses to war, forced migration, collective trauma, and post-conflict reconstruction appear particularly promising. Second, further research is needed into the relationship between metamodern ethics and contemporary practices of cultural diplomacy, museum and heritage studies, theatre, cinema, and digital culture. Third, considerable scholarly potential lies in investigating the mechanisms through which a culture of tolerance can be fostered within higher education and civil society by means of artistic and cultural practices. Such research may become an important avenue for the further development of contemporary European humanities and for the implementation of international educational initiatives supporting democratic development and Ukraine's post-war recovery.

In conclusion, Ukraine's integration into the European humanitarian space should not be understood as a one-sided process of adopting already established European values. Rather, it represents a process of mutual enrichment within a shared cultural and intellectual space. The experience of contemporary Ukrainian culture – shaped by war, decolonization, and post-traumatic reconstruction – expands the contemporary European understanding of tolerance by incorporating the ethics of care, critical hope, responsible delineation of moral boundaries, and practices of social solidarity. In this respect, contemporary Ukraine contributes not only to the defence of European democratic values but also to their ongoing reinterpretation. This, we argue, constitutes one of Ukraine's most significant humanitarian contributions to the development of a contemporary European culture of tolerance and, more broadly, to the renewal of the European humanistic project.

References

1. Biedarieva, S. (2024). Ambicoloniality and War: The Ukrainian-Russian Case. Cham, Switzerland: Palgrave Macmillan. https://doi.org/10.1007/978-3-031-74077-0

2. Council of Europe. (2008). White Paper on Intercultural Dialogue: Living Together as Equals in Dignity. Strasbourg: Council of Europe. https://www.coe.int/t/dg4/intercultural/source/pub_white_paper/white%20paper_final_revised_en.pdf

3. Council of Europe. (2024, October 15). Council of Europe Congress calls for partnerships to protect Ukraine's cultural heritage. URL: https://www.coe.int/en/web/kyiv/-/council-of-europe-congress-calls-for-partnerships-to-protect-ukraine-s-cultural-heritage

4. European Union. (2012). Consolidated version of the Treaty on European Union: Article 2. Official Journal of the European Union, C 326, 17. https://eur-lex.europa.eu/eli/treaty/teu_2012/art_2/oj

5. European Union. (2016). Charter of Fundamental Rights of the European Union: Article 22 – Cultural, religious and linguistic diversity. Official Journal of the European Union, C 202, 398. https://eur-lex.europa.eu/eli/treaty/char_2016/art_22/oj
6. European Union. (2016). Charter of Fundamental Rights of the European Union: Article 21 – Non-discrimination. Official Journal of the European Union, C 202, 398. https://eur-lex.europa.eu/eli/treaty/char_2016/art_21/oj
7. Forst, R. (2013). Toleration in Conflict: Past and Present. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139051200
8. Forst, R. (2026). Toleration. In E. N. Zalta & U. Nodelman (Eds.), The Stanford Encyclopedia of Philosophy. Metaphysics Research Lab, Stanford University. URL: https://plato.stanford.edu/entries/toleration/
9. Galeotti, A. E. (2002). Toleration as Recognition. Cambridge: Cambridge University Press.
10. Gilligan, C. (1982). In a Different Voice: Psychological Theory and Women's Development. Cambridge, MA: Harvard University Press.
11. Metamodernist // Manifesto [by Luke Turner, 2011]. URL: https://www.metamodernism.org/
12. Tronto, J. C. (1993). Moral Boundaries: A Political Argument for an Ethic of Care. New York, NY; London: Routledge.
13. Tsilyk, I. (2025). Tonkyi lid [Thin Ice]. Chernivtsi: Meridian Czernowitz.
14. Ukrainian Institute, ICOM UK, ICOM Ukraine, Museums Association, & British Council. (2025). Supporting Decolonisation in Museums: Focus on Ukraine. https://www.britishcouncil.org.ua/en/programmes/arts/ukraine-focused-decolonisation-guide-museums
15. United Nations Educational, Scientific and Cultural Organization. (1995, November 16). Declaration of Principles on Tolerance. Paris, France. UNESCO Legal Affairs. URL: https://www.unesco.org/en/legal-affairs/declaration-principles-tolerance
16. United Nations Educational, Scientific and Cultural Organization. (2024, June 7). Ukraine: Nearly 30 States pledge to support UNESCO's efforts in the recovery of the cultural sector. https://www.unesco.org/en/articles/ukraine-nearly-30-states-pledge-support-unescos-efforts-recovery-cultural-sector
17. United Nations Educational, Scientific and Cultural Organization. (n.d.). Ethics and Intangible Cultural Heritage. https://ich.unesco.org/en/ethics-and-ich-00866
18. United Nations Educational, Scientific and Cultural Organization. (2024, February 29). UNESCO funds 14 new projects to support creativity in Ukraine. https://www.unesco.org/en/articles/unesco-funds-14-new-projects-support-creativity-ukraine
19. Van den Akker, R., Gibbons, A., & Vermeulen, T. (Eds.). (2017). Metamodernism: Historicity, Affect, and Depth after Postmodernism. London: Rowman & Littlefield International.
20. Vermeulen, T., & van den Akker, R. (2010). Notes on metamodernism. Journal of Aesthetics & Culture, 2(1), Article 5677. https://doi.org/10.3402/jac.v2i0.5677
21. Zembylas, M., & Bozalek, V. (2011). The Council of Europe's White Paper on Intercultural Dialogue: An analysis using the ethic of care. Policy Futures in Education, 9(1), 13–24. https://doi.org/10.2304/pfie.2011.9.1.13

DOCUMENTING WAR REALITY IN WOMAN'S EGO-NARRATIVE: A COMPARATIVE ASPECT (ASTRID LINDGREN AND LIUBOV DOLUK)

Nina Gerasimenko
Ph.D. in Philology, Senior Researcher at the Department of 20th-Century Ukrainian Literature and Modern Literary Process, T. H. Shevchenko Institute of Literature of the National Academy of Sciences of Ukraine, Ukraine
e-mail: n-gerasimenko@ukr.net, orcid.org/0000-0003-3095-9434

Yanina Kulinska
PhD in Philology, Associate Professor, Associate Professor at the Department of Language Training, Bogomolets National Medical University, Ukraine
e-mail: yanbit@ukr.net, orcid.org/0000-0002-8160-3203

Summary

The publication presents a comprehensive analysis of war narratives and the poetics of women's diary discourse as a significant component of military ego-literature (based on the notes of Astrid Lindgren and Liubov Dolyk). The study examines the diary entries of two civilian female authors, reflecting the boundary experience of living through World War II and the contemporary Russian-Ukrainian War. It explores the transformation of the texts' genre structure, capturing both traditional and innovative poetical elements. The author argues that the analyzed ego-documents adhere to classical genre canons, characterized by chronological linearity, daily dating, the effect of the present tense, first-person narration, as well as a high degree of authenticity, sincerity, and confessional nature. At the same time, individual deviations from the classical genre model are identified: Lindgren actively incorporates the accounts (narratives) of other individuals into the structure of her storytelling, while the Ukrainian author, Dolyk, employs retrospective excursions. War in the diaries of both diarists is presented not merely as aggression or an external danger, but becomes a full-fledged living space; its depiction bridges the macro-level of official news chronicles with the micro-level of private family history. The conclusions emphasize that the diaries of A. Lindgren and L. Dolyk serve as significant sources and essential ego-documents that organically integrate the subjective experiences of the individual (narrator) into the nationwide wartime dimension.

Key words: contemporary literature, diary, genre and stylistic dimensions, hybrid nature, modernization, ego-document.

DOI https://doi.org/10.23856/7608

1. Introduction

In times of large-scale social upheavals and historical shocks, documentary literature acquires particular relevance and significance: diaries, memoirs, biographies, and chronicles. This is not surprising, since being in extreme conditions – in occupation, captivity, on the front line, or in the rear under constant shelling – encourages people to engage in profound reflection on their own experience. As a result, contemporary Ukrainian literature has been enriched with numerous new authors and books documenting the events of the Russian-Ukrainian war.

In the niche of contemporary war prose – both fiction and documentary – a powerful layer of women's writing is clearly outlined, in which the epistolary-diary form occupies a special place. This is confirmed by a whole series of landmark publications. Among them are *Private Diary. Maidan. War…* (2015) by Maria Matios, *Life P.S.* (2018) by Valeriia Burlakova, *Ferocious February 2022* (2022) by Daria Bura and Yevheniia Podobna, *Kyiv Symphony – 22* by Irene Rozdobudko, *War: Fire, Water, and Brass Pipes. The Year 2022* by Halyna Horytska, *Notes in the Margins of War* (2022), *Psalms of Love* (2025) by Liubov Dolyk, *The Diary of My War* (2022), *Captivity* (2024) by Valeriia «Nava» Subotina, and many others.

At the same time, despite the appearance of hundreds of such publications during 2014–2025, the women's war diary still remains an unfiltered segment on the periphery of literary studies interests. The lack of systematic analysis results in the fact that these texts rarely become the objects of comprehensive scholarly studies, mostly appearing episodically – most often in the context of theoretical discussions of ego-documentary literature or in brief cursory overviews of the literary process. Therefore, filling this theoretical vacuum determines the relevance of the proposed study, making it timely and in demand for contemporary literary studies.

The theoretical and methodological basis of the study consists of the works of Ukrainian and foreign scholars devoted to the genesis and the typological and linguostylistic features of the diary genre. In particular, the distinction between the diary and related forms of documentary literature is made on the basis of the concept of Michał Głowiński *(Głowiński, 1997)* regarding genre boundaries, as well as the studies of Maria Gołaszewska *(Gołaszewska, 1984)*, which reveal the aesthetic and philosophical aspect of ego-documents. The narrative specificity and nonlinear structure of the texts are examined through the prism of the theories of Hanna Merezhynska *(Merezhynska, 1986)*. The communicative nature and linguistic parameters of diary discourse are analyzed on the basis of the works of Tetiana Radziievska *(Radziievska, 1993)*, whereas the genre modifications and interpretative strategies of contemporary prose are conceptualized with consideration of the scholarly contribution of Tetiana Bovsunivska *(Bovsunivska, 2009)*.

Important significance for our exploring is held by contemporary scholarly studies, first and foremost the fundamental monograph of Oleksandr Halych *Ukrainian Documentary Literature at the Turn of the Millennium: Specificity, Genesis, Prospects (Halych, 2001)*, as well as the works of Tetiana Cherkashyna *(Cherkashyna, 2014)* and Kateryna Tanchyn *(Tanchyn, 2005)*, devoted to memoir-autobiographical prose. These studies provide a thorough conceptualization of the evolution of documentary writing and determine its genre hierarchy. However, a common feature of the aforementioned concepts is the denial of the autonomous status of the diary and its interpretation as one of the varieties of memoir literature (together with biography and autobiography). Although this approach makes it possible to trace the historical continuity of the tradition, it simultaneously actualizes the need to reconsider the specificity of diary discourse within the coordinates of contemporary ego-literature.

Special attention within the framework of our study is devoted to the scholarly studies of contemporary female researchers – Marta Varykasha *(Varykasha, 2010)*, Anna Ilkiv *(Ilkiv, 2008)*, Iryna Horiachok *(Horiachok, 2022)*, Orysia Hrudka *(Hrudka, 2023)* and others. In their works, they propose the latest definitions and classifications of the diary genre, adapted to the challenges of the contemporary literary process. The researchers emphasize the genre diffusion of the diary and its determination by other media or artistic phenomena (in particular, blogging and network literature), and also interpret it as an open and dynamic structure that responds promptly to the challenges of the present.

Incidentally, it should be noted that certain aspects of the problems, narrative architectonics, and genre specificity of the war diary, in particular the peculiarities of its female

representation, have already become the subject of our previous scholarly studies; however, the appearance of new texts actualizes the need for further in-depth research *(Herasymenko, N., & Kulinska, Ya., 2025; Herasymenko, N., & Kulinska, Ya., 2024)*.

2. Materials and methods

The methodological toolkit of the study is determined by the specificity of the object and subject of the analysis. In particular, the historical-biographical method is applied to explicate the connection between large-scale social cataclysms and the individual existential experience of the female authors. Comparative and typological analysis is employed with the aim of explicating the correlation between the classical genre canon and the latest transformational models of the contemporary diary.

In our study, we will rely on the definition of the diary proposed in the *Literary Encyclopedia* edited by Yurii Kovaliv, where this genre is interpreted as «notes of a particular author about events from life that made a strong impression on him, prompted him to record them, predominantly dated, presented in the first person in chronological sequence» *(Kovaliv, 2007: 592–593)*.

This approach correlates with the definition presented in the Polish *Dictionary of Literary Terms* (*Słownik terminów literackich*), where the diary is described as "an autobiographical literary genre in which the author describes events from his own life" *(Bryk, 2026)*.

The permanent unfolding of military actions in Ukraine causes the continuous replenishment of the national literary space with new ego-documents. Their female authors – direct participants in the events who have experienced captivity, occupation, being on the front line, or the military reality of the rear – record extreme psychological states and engage in reflection on trauma. This tendency actualizes the urgent need for a comprehensive theoretical-literary analysis of the contemporary war diary and for the expansion of the problem-thematic range of studies devoted to the transformational models of this genre.

The aim of our study is a comprehensive comparative analysis of the textual models of *War Diaries. 1939–1945* by Astrid Lindgren and the collection *Psalms of Love* by Liubov Dolyk. The study is aimed at identifying the specificity of the artistic-documentary nature of these ego-texts, determining their genre-stylistic and narrative parameters, as well as conceptualizing and integrating the phenomenon of the "women's war diary" into the general context of contemporary literary studies discourse.

3. Results

3.1. A. Lindgren's Diaries as an Ego-Document of Wartime Reality

The war notes of Astrid Lindgren cover the time period from 1 September 1939 (the attack on Poland marked the beginning of the war and the keeping of the diary) and end on the eve of the new year 1946 – when a fragile peace had already prevailed in Europe.

By their genre nature, Lindgren's diaries are not homogeneous: several thematic layers can be distinguished in her texts. The largest is the socio-political (social-political) one: it is an extensive account of the world events of 1939–1945 and their prerequisites. The main theme is the course of Germany's military campaign, which the author reveals through local narratives: the European blitzkrieg and the fate of the occupied countries, the battles in Africa, the operations in the Pacific Ocean, and the events on the Eastern Front. Without exaggeration, these diaries are a unique historical document in which the Second World War is recorded with exceptional detail, systematically, and comprehensively.

Lindgren strives to be as well-informed and accurate as possible; therefore, in addition to her own entries, she cuts articles from numerous newspapers and pastes them into her diary; adds photographs; uses maps to mark the location of troops and depict the events about which she writes; reads world history and the works of her contemporaries, in particular *Winter of Glory* by Håkan Mörne and *The Tragedy of France* by André Maurois, attempting to record, analyze, and predict the development of particular situations comprehensively and systematically.

Astrid Lindgren's new position in the government correspondence censorship service (to which she transferred from a law office) enabled her to gain a deeper understanding of how people experienced the war both in safe Sweden and in the occupied countries. Although Lindgren quotes primary sources rather sparingly in her diaries, she records and reinterprets in detail the astonishing testimonies of civilian victims. She pays particular attention to the tragedy of the Jewish people, who found themselves on the verge of extermination, as well as to the horrors experienced by the population of the Baltic countries during the Soviet occupation. This bitter and, at the same time, deeply traumatic experience of millions of people Astrid carefully and consistently records in her diary.

For the citizens of neutral Sweden, the war was more a matter of everyday life with shortages and rationing. A ration coupon system was in operation, and these coupons could be used for shopping in stores. Products such as eggs or illegally slaughtered pigs had to be "obtained." Astrid Lindgren was no exception and also obtained and stockpiled supplies: "Today I arranged a small stockpile in a corner of the kitchen, to move it later to the attic. It contains 2 kg of granulated sugar, 1 kg of refined sugar, 3 kg of rice, 1 kg of starch, 1 kg of coffee in various packages, 2 kg of detergent, two packages of Persil, three bars of soap, five packages of cocoa, four packages of tea, and some spices. I will have to replenish it little by little, because prices will rise very soon…" *(Lindgren, 2026: 24)*.

It would be a mistake to assume that Lindgren limited herself only to recording and analyzing the Nazi offensive and the events connected with it. The attention of the thirty-two-year-old woman was also focused on the Soviet Union (or, more precisely, Russia), whose aggressive actions caused her no less concern. She closely followed Moscow's geopolitical moves, clearly realizing that the totalitarian threat came not from only one side and that the Eastern Front and the fate of the countries neighboring Sweden depended precisely on the actions of the USSR. "The worst thing," she notes on 18 June 1940, "is that now there is no hope for Germany's quick defeat, because the Russians have started stirring again. During the last few days, under various pretexts, they have occupied Lithuania, Latvia, and Estonia. And a weakened Germany here, in the north, will mean only one thing – that Russia will come after us. And therefore I think that I would rather say "Heil Hitler!" all my life than endure the Russians here. It is hard to imagine anything more terrible" *(Lindgren, 2026: 52–53)*.

It should be noted that the Swedish writer harbored no illusions whatsoever either about Nazi Germany or about the Soviet Union. On 28 June 1941, she notes: "National Socialism and Bolshevism are like two horrible reptiles that have engaged in combat. It is unpleasant to reconcile oneself with one of the horrible reptiles, yet for the time being there is nothing else left but to wish to press down the Soviet Union for what they have seized during this war, for all the evil they have inflicted upon Finland… <> On the Eastern Front stand two armies, the largest in history…" *(Lindgren, 2026: 109)*.

In general, she closely followed Moscow's aggressive policy from the very first days of keeping her diary in 1939, and her conclusions at that time proved to be absolutely discouraging. Lindgren was deeply outraged by the aggression of the Soviet Union (Russia), which, under the

cover of Soviet ideology, committed the same war crimes as Hitler. Analyzing the events on the geopolitical stage, she clearly perceived the threat that the USSR posed to the entire free world and uncompromisingly recorded every step of Soviet expansion: “Today the Russians invaded Poland 'to protect the interests of the Russian minority'“ *(Lindgren, 2026: 25)*, and further: “The war continues in its ordinary course. Poland has capitulated. Complete chaos reigns there. Germany and Russia have divided the country between themselves. It is difficult to believe that something like this could have happened in the twentieth century. Russia has the greatest gain from this war. While Germany crushes Poland, Russia marches in and receives its share, and a considerable one” *(Lindgren, 2026: 26)*.

On the pages of her diary, Astrid Lindgren records in detail the attack of the Soviet Union on Finland in the winter of 1939, in particular describing the methods of waging war: massive bombardments of peaceful cities, the use of prohibited weapons, and the animal-like cruelty of Russian soldiers. In addition to official news, an invaluable source of information for her becomes the vivid, uncensored accounts of Finnish refugees and Swedish acquaintances whose relatives found themselves at the epicenter of the hostilities. Through these private testimonies, Astrid describes the essence of the Soviet occupation machine, recording horrifying details about the destruction of Finnish homes and the tragedy of the civilian population. For example, under 1 February we read: “Yesterday evening I met Gunnar, who had just returned from Finland… <> He admires the ordinary Finns, who remain calm although the Russians are dropping countless bombs on them. Gunnar says that the aircraft machine-gunners deliberately hunt women and children. Moreover, he told the story of how an aircraft pursued a woman and two boys. The woman was shot, although the boys, astonishingly, survived…” *(Lindgren, 2026: 37)*. And further: “I met a Finnish woman at Elsa Gullander's, who told horrifying things about the Finnish War and about the Russians' treatment of prisoners. Her own brother had recently returned from captivity and said that he had been beaten until blood flowed from his ears, nose, and mouth. Another man was kept in a small room with a hundred bright light bulbs until he became blind. …<> What struck me most was that the Russians drove Polish women and children ahead of them. Some Finns could not bring themselves to shoot at them and surrendered voluntarily–now they are awaiting a tribunal in Finland” *(Lindgren, 2026: 53)*.

Lindgren does not avoid in her diaries the uncomfortable, painful topics that were taboo for the society of that time. In particular, she meticulously documents the horrifying episodes of the Holocaust, about which she learns from foreign letters that passed through her hands in the course of her service. On the pages of the diary appear the first testimonies of the mass persecution, deportations, and systematic extermination of the Jewish people by the Nazis. Despite the shock caused by what she read, she records these testimonies of crimes against humanity in detail, becoming the voice of those whom the Third Reich sought to erase.

For example, on 27 March 1941 she notes: “I received a very sad letter from a Jew… he was writing to his blood relative in Finland, informing him about the mass departure of Jews from Vienna to Poland. It seems that about 1,000 Jews are being expelled from the country every day under inhuman conditions. The notices are sent by post, but they must arrive with a sum of money and a small amount of luggage. …<> His brother was among those unfortunate people. Hitler probably intends to turn Poland into one huge ghetto where the poor Jews will die sick and hungry. … <> Poor, poor people! Why is the God of the Jews not hurrying to defend them? How can Hitler do such things to fellow human beings?” *(Lindgren, 2026: 96)*.

Part of Lindgren's notes is not only a record of wartime realities but also her own observations and reflections, such as: “Germany most closely resembles a ferocious beast that periodically emerges from its lair to hunt another victim. There must be something wrong with a

nation that approximately once every twenty years sets itself against the whole of humanity" *(Lindgren, 2026: 48)*; she also expresses general reflections such as "Human stupidity is boundless" *(Lindgren, 2026: 55)* or "The sun is shining, it is warm and beautiful. The Earth could be a wonderful place to live" *(Lindgren, 2026: 22)*, as well as her own fears, doubts, and other inner experiences directly at the moment of their emergence: "I will never be able to trust a regime that creates concentration camps in Oranienburg and Buchenwald, supported the pogroms of 1938, and, they say, imprisoned a Norwegian girl for a year for tearing up a portrait of the Führer" *(Lindgren, 2026: 74)*.

The second dimension of Lindgren's diary text is domestic, but no less significant. Here, the author appears first and foremost as a mother, wife, and daughter. This is the disclosure of the theme of a civilian who suddenly found herself in new wartime realities, albeit deep in the rear. Just as carefully and thoroughly as the course of large-scale military campaigns, Astrid describes cozy family evenings, holidays, and everyday family life. Through this prism of everyday concerns ("And yesterday we were given hot water" *(Lindgren, 2026: 60)*), descriptions of birthday presents for her daughter ("She (*daughter Karin – N.H., Ya.K.*) received glasses, a raincoat and underwear for the doll Margaret, a little doll on a chair, a cake, money from Grandma, Grandpa and Grandma, a little doll in a doll's pram from Anders, a silver spoon and chocolate from Matte and Elsa-Lena, sweets from Pelle Diden and Linnea…" *(Lindgren, 2026: 50)*), illnesses and achievements in the children's studies, misunderstandings with her teenage son, descriptions of summer holidays and bicycle rides, and so forth, there emerges the author's desperate desire to preserve at least a drop of peaceful, normal life while the entire familiar world around her is rapidly collapsing.

At times, these two layers overlap; then social and family events intertwine and peacefully coexist within a single text, as in: "In the evening I went for a walk with Ann-Marie and Stellan. We walked around Stora Essingen under the full moon, breathing in the fragrance of blooming linden and cherry trees. Wonderful, wonderful! But the Germans are advancing rapidly; nothing can stop them" *(Lindgren, 2026: 50)*.

Despite Lindgren's desire to present information objectively, judiciously, and neutrally – as befits a true chronicler who seeks to document the wartime reality for posterity – passionate emotions occasionally break through on the pages of her diary. For the most part, this acute emotional pain and anger concern particular historical figures and situations that brought mass death and destruction into the world. The writer cannot remain indifferent to the horrors of war; therefore, her restrained tone as a chronicler periodically gives way under the pressure of sincere human compassion for the victims and uncompromising condemnation of those who unleashed this global bloodshed: "The world has gone mad!" *(Lindgren, 2026: 29)*, "Despair and tears!" *(Lindgren, 2026: 101)*, or as in the entry of 6 September 1941: "May he (*Hitler – N.H., Ya.K.*) be strangled! I wish him to die alone! I was glad to hear that he suffers from insomnia and, they say, almost died the other day from an overdose of sleeping pills" *(Lindgren, 2026: 116)*.

A. Lindgren keeps her diary with extraordinary diligence, adhering to a clear chronology and sequence. All the entries are carefully dated, and the author is guided not only by the usual civil calendar but also by traditional church holidays: the Day after Christmas, Good Friday, Trinity Sunday or Holy Spirit Day etc.

However, the most interesting transformation takes place precisely at the level of the diary's narrative structure. According to the canons of this genre, the narration must be purely subjective and conducted only in the first person. In Lindgren, the voice of the "I-narrator" indeed remains central. However, her personal perception is constantly supplemented and expanded by an entire polyphony: the remarks of relatives, the memories of children, the stories of friends,

acquaintances, and random passers-by, whose testimonies she carefully recounts. In addition, the text is visualized by numerous newspaper clippings and photographs, which the author pastes in as indisputable evidence of historical truth.

As follows, a unique polyphonic structure is formed according to the principle of "Call and Response." The direct authorial narration acts here as the soloist who introduces the main theme, while the voices of the surrounding people, media materials, and photographs become the powerful chorus that enters at certain points to confirm and reinforce this solo. Such a responsorial approach considerably expands the boundaries of the traditional diary genre, transforming intimate private notes into an objective, multidimensional, and large-scale canvas of the era.

Special attention should be paid to the author's utmost sincerity and uncompromising frankness. Recording the harsh realities of the time – total food shortages, the introduction of the ration card system, and numerous everyday restrictions – she simultaneously honestly admits that her own family does not suffer from them. Lindgren notes in her diaries her relative prosperity, although it becomes for her a source of remorse and a manifestation of the "survivor syndrome": "Today I went to the cinema with my well-fed children… <> We live in a warm and cozy apartment. Yesterday we had lobster and pâté for dinner; today – beef tongue with red cabbage; hard-boiled eggs with goose liver as an appetizer… <> I am tormented by guilt when I think of those 200 g of French butter per month. I earn 385 kronor thanks to the war. Sture (*Astrid's husband – N.H., Ya.K.*) (thanks to the war) is practically the director of the National Association of Car Owners, and his official appointment is only a matter of time. At the board meeting on the 27th, the issue of increasing his salary will be considered. These are very good times for us now" *(Lindgren, 2026: 66–67)*.

It is precisely this discreteness of the diary entries that creates an astonishing feeling of fragmented, "torn" time, where the measured reflections of the author are suddenly interrupted by rapid wartime action. This, in turn, sets in motion a dynamic alternation of the rhythm of the entire narration. The recipient finds themselves in a space of constant oscillation between two dimensions. On the one hand, there is the accelerated, purely reportorial "external" world, filled with dry facts about the aggressive military operations of the Hitlerites and the Soviet army. On the other hand, there is the slowed-down, deeply philosophical "internal" microcosm of the writer herself, where existential fear, painful doubts, and reflections on the total unpreparedness of the European society of that time to realize, accept, and comprehend the catastrophe of war prevail.

It is quite evident that Astrid Lindgren's war diary performs a unique dual function. On the one hand, it is a strict and objective documentation of global events, intended to preserve the truth for future generations. On the other hand, it is an instrument of self-therapy, the author's desperate attempt to preserve her inner peace and protect her mind from the destructive influence of war. In this context, family, a cozy domestic life, and everyday rituals become for the writer a truly reliable island of stability amid a turbulent, cruel, and unstable world. By recording ordinary household concerns, Lindgren does not merely document existence but constructs a psychological shield that protects her private microcosm from the chaos of the global catastrophe.

3.2. L. Dolyk's Diaries as an Ego-Document of Wartime Reality

Liubov Dolyk's diary *Psalms of Love* represents the authentic experience of a civilian woman who, as a result of the global socio-historical upheavals of 24 February 2022, was forced to adapt to a new wartime reality. The desire to record the transformed reality prompted the author to make daily notes of the events that became the foundation of her new life experience.

The narrative structure of L. Dolyk's diary is characterized by heterogeneity. According to its content, the recorded facts – similarly to the wartime chronicles of Astrid Lindgren – are clearly differentiated into two levels: the socio-political and the private.

The author reproduces both layers of reality with equal thoroughness and deep emotional involvement. The macrohistorical component encompasses a chronicle of the nationwide scale: L. Dolyk traces the dynamics of military operations, interprets information flows, and records acts of vandalism and crimes committed by the Russian army (such as the destruction of the Hryhorii Skovoroda National Literary and Memorial Museum in the Kharkiv region). At the same time, the microhistorical level is represented through the detailed reproduction of the intimate everyday life of her family. Such a combination provides an organic synthesis of an objective chronicle of the era and a reflection on personal tragedy.

The socio-political segment of the diary is centered around the wartime realities that entered the new reality after the beginning of the full-scale invasion of Ukraine by the Russian Federation. In contrast, the private-domestic dimension records how radically the everyday life of an ordinary family changed. This new reality is rendered more distinct in the text through descriptions of the appearance of military personnel and military equipment on the streets of the city, the presence of families of internally displaced persons from the east and south of the country, as well as through the recording of massive Russian shelling of the civilian population ("…I saw a small silver object flying across the sky. I saw it fall. I saw a black tree of smoke grow in that place…" *(Dolyk, 2025: 146)*). The tragedy of wartime is emphasized by funeral processions for the fallen defenders, among whom familiar names appear ever more frequently ("Viacheslav was killed today… It is so impossible to comprehend. Ten hours ago he was still writing on Facebook, asking for help to raise money for a vehicle…" *(Dolyk, 2025: 60)*). In addition, the author carefully records nationwide Ukrainian news that directly or indirectly influences the course of the war and the lives of civilians, constantly accompanying it with her own analytical comments and reflections.

The private-domestic segment of the diary is broader in its content and is internally differentiated into two levels: the author's professional activity and the intimate life of her family. The working space of L. Dolyk is marked by descriptions of her daily public service and overcoming the challenges of wartime, in particular the performance of urgent official duties under the conditions of prolonged blackouts following Russian attacks. A separate place is occupied by the writer's creative self-realization: participation in nationwide book fairs, exhibitions, and presentations of her own works and the publications of colleagues ("… We traveled to festivals. We discovered Ukraine and the world for ourselves…" *(Dolyk, 2025: 260)*), which reflects the dynamics of the national literary process. An important component is also L. Dolyk's volunteer activity – weaving camouflage nets, sewing underwear for soldiers at the front, and holding poetry meetings with Ukrainian defenders.

Another level of this segment is devoted to the family's microhistory, which unfolds against the background of extreme trials. The author records the specificity of wartime everyday life: preparing food under conditions of power outages, working on the household plot as an effective means of psychological relief, as well as nightly air raid alarms and concern for the safety of her children and grandchildren during massive shelling. At the same time, the narrative records the family's traditional commemorative practices and life cycles – celebrating Christmas and Easter, the birth of another grandson, the tragic news of the death of a relative, as well as walks and worldview conversations with the older grandchildren.

Military discourse and its destructive consequences are articulated by the author in practically every diary entry of L. Dolyk, named directly and clearly: "…and fades from the grief

that the war has brought to us all…" *(Dolyk, 2025: 62)*; "Yesterday I had such a magnificent celebration, and today missiles from the Muscovites are flying…" *(Dolyk, 2025: 110)*; "during the full-scale war… <> And the mad Muscovites are destroying our energy system. And plunging us into the darkness of their world" *(Dolyk, 2025: 77)*; "…war, war all around, war in every single manifestation of existence…" *(Dolyk, 2025: 272)*; or it is recorded indirectly through comparisons: "Evening falls swiftly upon the city like the fragments of a downed Russian missile" *(Dolyk, 2025: 70)*, "…where the earth trembles in its sleep like a soldier after battle…" *(Dolyk, 2025: 192)*, or through a system of associative connotations and marker-images that constantly remind one of the hardships of war: "Mother in a black down jacket. The child – in a khaki-colored stroller. These colors hurt me so much. War" *(Dolyk, 2025: 218)*, not allowing one to forget the new reality even for a moment.

Each diary entry of L. Dolyk is marked as a symbolic victory over the destructive chaos of the wartime era. Her narrative strategy is characterized by precision and composure, and this creates a lasting therapeutic effect of balance amid a ruined world. Constant appeals to God and the intertextual dialogue with the tradition of psalm singing form a special rhythmic cyclicity. Prayerful refrains, hope in Divine Providence, and motifs of gratitude sacralize the diary space, giving it a distinct liturgical resonance.

In her notes, L. Dolyk generally adheres to the classical genre canon: she records events in chronological sequence without prior compositional planning, actualizing the effect of immediate presence ("here and now"). The narration is conducted in the first person, enabling the author to sincerely and truthfully reveal her own existential fears, doubts, and anxieties.

At the same time, within the structure of *Psalms of Love*, isolated concise retrospective excursions can be traced. For the most part, these are memories from the family's past life, which serve the writer as an additional resource of psycho-emotional support during the hardships of wartime. Although such insertions somewhat violate the classical requirements of the diary, it is precisely they that testify to its contemporary genre transformation and expand the boundaries of the traditional ego-document.

4. Conclusions

In times of socio-historical upheavals, documentary genres traditionally acquire particular relevance. For thousands of Ukrainians, the ego-document has become the most accessible and the most effective instrument for recording extreme experience: this concerns both being on the front line/in captivity and surviving in occupied territories/rear cities. As we can see, the reflections of the civilian population under the conditions of martial law are increasingly interpreted in contemporary literary studies as a borderline wartime experience, since, in terms of the intensity of psycho-emotional tension and commemorative value, it is not inferior, or is only slightly inferior, to the testimonies of direct participants in military operations.

In this context, the women's diary constitutes a subject of particular analytical interest for military studies, since it is focused predominantly not on the strategic planning of military operations or the specificity of weaponry, but on the anthropocentric dimension of the tragedy – the human being at the epicenter of war. In particular, women diarists meticulously document survival strategies, the mechanisms of preserving humanistic values, and the transformation of the ethics of sociocultural relations. This specificity of testimonies "from within" enables scholars to study the desacralized, "non-ceremonial" side of armed conflicts. In this way, "women's" ego-documents differ significantly from the traditional "male" wartime canon, since they partly deconstruct the established stereotypes of patriarchal military discourse.

The diaries of both writers – both the Swedish writer Astrid Lindgren and the Ukrainian writer Liubov Dolyk – represent that dimension of women's wartime writing in which war appears as the immediate space of everyday existence. Both publications testify to the unique transformation of the diarists – the transition from peaceful life to the recording of military reality. Common to both authors is the very nature of their notes, which are clearly differentiated into socio-political and family-domestic planes. With the same degree of mental and emotional involvement, the writers analyze global geopolitical shifts (the Second World War in A. Lindgren and the Russian-Ukrainian war in L. Dolyk) while at the same time meticulously recording private family everyday life. In this way, the large-scale macrohistorical context is organically integrated into the coordinates of the family chronicle, thereby marking the distinct anthropocentric dimension of both texts and determining their focus on "small history."

Thus, both authors meticulously analyze how, under the powerful influence of existential challenges, the existence of the rear space is transformed and record the destructive consequences of the military syndrome for the whole of society. Particular attention is focused on the distinct sociocultural contrast between the tragic realities of the front line and the relatively stable, normalized everyday life of families in the rear of neutral Sweden or Lviv, distant from the zone of active hostilities. The ethical tension caused by this rupture makes more distinct the total fragility and illusoriness of peaceful existence, where, alongside the chronicle of a great war, everyday affairs constantly emerge, collectively symbolizing the indestructibility of the flow of life.

It should also be noted that both diaries constitute a distinct form of the authors' ethical resistance: through trivial everyday rituals and metaphysical practices, they protect their inner world from destruction by chaos. This is manifested particularly vividly in the diary of L. Dolyk, which even gives her narration a prayerful-meditative tempo-rhythm. For both writers, in general, keeping diaries is an effective therapeutic practice that helps preserve a rational comprehension of catastrophic events and resist depressive states and psychological exhaustion.

Another important common denominator of both ego-documents is the reflection on the literary activity of their authors. In the diary of A. Lindgren, work on her literary texts is mentioned, including her future world bestseller *Pippi Longstocking*, while in the text of L. Dolyk free-verse poems are presented directly, serving both to record news content and to facilitate profound self-analysis. This layer of the ego-texts attracts particular attention and is of interest as a representation of the writers' "creative workshop," which may serve as a separate object of future literary studies.

Special emphasis should be placed on the fact that the notes of both authors are based on the classical requirements of the diary genre: the recording of events in the present tense, the effect of immediate presence, obligatory dating, the chronological and linear sequence of presentation, as well as first-person narration. Their texts are marked by a high degree of truthfulness, sincerity, and confessionalism. At the same time, certain departures from the traditional genre canon can be observed in the ego-documents under study. In particular, in the diary of A. Lindgren, numerous newspaper clippings and photographs are incorporated to confirm and expand the author's narrative, while other people's dialogues and oral accounts are retold, forming a unique polyphonic structure according to the intertextual principle of "Call and Response".

By contrast, the structure of L. Dolyk's text contains concise retrospective excursions, which, however, not only make the described events more distinct and detailed but also often serve as a key to understanding the present. In this case, in our opinion, it is not a matter of memoir prose, but of a specific architectonics in which the linear nature of the diary is complicated by elements of retrospection. Although such insertions somewhat violate the canonical

"purity" of the diary form, they simultaneously make it possible to regard the ego-texts of A. Lindgren and L. Dolyk as examples of a modernized genre that organically combines documentary recording with profound autobiographical reflection.

References

1. Bovsunivska, T. (2009). Teoriia literaturnykh zhanriv [Theory of literary genres]. Kyiv: VPTS "Kyivskyi universytet". [in Ukrainian]
2.Varykasha, M. (2010). Literatura non-fiction: pomizh faktom i fiktsiieiu [Non-fiction literature: Between fact and fiction]. Aktualni Problemy Slovianskoi Filolohii, (23, Pt. 3), 28–39. [in Ukrainian].
3. Halych, O. (2001). Ukrainska dokumentalistyka na zlami tysiacholit: spetsyfika, geneza, perspektyvy [Ukrainian documentary studies at the turn of the millennia: Specifics, genesis, prospects] (Monograph). Luhansk: Znannia. [in Ukrainian]
4. Herasymenko, N., & Kulinska, Ya. (2025). Biohrafichnyi naratyv u suchasnomu zhinochomu shchodennyku [Biographical narrative in a modern women's diary]. Vcheni Zapysky Tavriiskoho Natsionalnoho Universytetu Imeni V.I. Vernadskoho. Seriia "Filolohiia. Zhurnalistyka", 36(3), 49–55. [in Ukrainian]. DOI: https://doi.org/10.32782/2710-4656/2025.3.2/08
5. Herasymenko, N., & Kulinska, Ya. (2024). Zhinochyi voiennyi shchodennyk: problematyka, zhanrovi osoblyvosti [Women's war diary: Problems, genre features]. Zakarpatski Filolohichni Studii, 33(2), 159–165. [in Ukrainian]. DOI: https://doi.org/10.32782/tps2663-4880/2024.33.2.28
6. Horiachok, I. (2022). Zhanr shchodennyka u polskii literaturi [The genre of the diary in Polish literature] (Master's thesis, Khmelnytskyi National University). Retrieved March 7, 2026, from http://elar.khmnu.edu.ua/bitstream/123456789/13457/1/%D0%93%D0%BE%D1%80%D1%8F%D1%87%D0%BE%D0%BA_%D0%86_%D0%9A%D0%A0%D0%A4%D0%9F%D0%9F%D0%BC%D0%B7-21.pdf [in Ukrainian].
7. Hrudka, O. P. (2023). Vid napivpublichnykh shchodennykiv do sotsialnykh merezh: istoriia ta transformatsii personalnoho pysma [From semi-public diaries to social networks: History and transformation of personal writing]. Kultura Ukrainy, (80), 34–42. http://ku-khsac.in.ua/article/view/283785 [in Ukrainian]. DOI: https://doi.org/10.31516/2410-5325.080.04
8. Dziennik [Diary]. (n.d.). B Słownik terminów literackich [Dictionary of Literary Terms]. Bryk.pl. Retrieved June 17, 2026, from https://www.bryk.pl/slowniki/slownik-terminow-literackich/69082-dziennik
9. Dolyk, L. (2025). Psalmy liubovi [Psalms of love]. Ternopil: Dzhura. [in Ukrainian]
10. Ilkiv, A. (2008). Zhanr shchodennyka v ukrainskii literaturi II polovyny XX – pochatku XXI stolit [The genre of the diary in Ukrainian literature of the second half of the 20th – early 21st centuries] (PhD dissertation, 10.01.01, Vasyl Stefanyk Precarpathian National University, pp. 5–125). [in Ukrainian].
11. Lindgren, A. (2026) Shchodennyky voiennoho chasu. 1939-1945. / Astrid Lindgren ; per. zi shved. Denys Suvorov. – Kyiv: Vydavnytstvo RM. 2026. Seriia «Nonfikshn». – 360 s.
12. Merezhynska, H. (1986). Deiaki pidsumky vyvchennia memuarno-avtobiohrafichnoi prozy [Some results of the study of memoir-autobiographical prose]. Radianske Literaturoznavstvo, (10), 43–50. [in Ukrainian]
13. Radziievska, T. (1993). Shchodennyk yak riznovyd komunikatyvnoi diialnosti [Diary as a type of communicative activity]. In Tekst yak zasib komunikatsii [Text as a means of communication] (pp. 145–178). Kyiv: AN Ukrainy. [in Ukrainian]

14. Tanchyn, K. (2005). Shchodennyk yak forma samovyrazhennia pysmennyka [Diary as a form of writer's self-expression] (Abstract of PhD dissertation, 10.01.06, Volodymyr Hnatiuk Ternopil National Pedagogical University). [in Ukrainian]
15. Cherkashyna, T. (2014). Memuarno-avtobiohrafichna proza XX stolittia: ukrainska viziia [Memoir and autobiographical prose of the 20th century: Ukrainian vision] (O. A. Halych, Sci. Ed.; Monograph). Kharkiv: Fakt. [in Ukrainian]
16. Shchodennyk [Diary]. (2007). In Yu. I. Kovaliv (Auct. -Comp.) Literaturoznavcha entsyklopedia [Literary encyclopedia] (Vol. 2, pp. 592–593). Kyiv: VTS «Akademiia». [in Ukrainian]
17. Głowiński M. (1997) Powieść a dziennik intymny w tegoż : Prace wybrane. Kraków. T. 2 : Narracje literackie i nieliterackie, pp. 65–84.
18. Gołaszewska M. (1984) Poetyka factu : Szkic o pogranicza estetyki i teorii literatury. Wrocław ; Warszawa ; Kraków ; Gdańs k; Lódź : Zakład Narodowy imienia Ossolińskich ; Wydawnictwo Polskiej Akademii Nauk. 68 s.

AN INTERDISCIPLINARY APPROACH TO THE CONCEPT OF MULTICULTURALISM

Narmin Hasan Guliyeva
PhD in Philology, Senior Lecturer, Azerbaijan University of Languages, Azerbaijan
e-mail: nerminquliyeva29@gmail.com, orcid.org/0009-0002-5829-0218

Summary

Until the last quarter of the 20th century, the human factor was neglected in the study of linguistic phenomena. It was only during this period anthropocentrism came to the forefront, and as a result, several new directions in linguistics were formed. Scientists began to study linguistic phenomena in the unity of concepts formed in the human mind through the interaction of language and culture, and reality. The concept is formed as a result of cognitive processes taking place in the mind and is represented in discourse through verbal and non-verbal means. The concept of "multiculturalism" possesses a complex content structure, characterized in some cases by its multilayered meanings and the most diverse possibilities of representation. This makes it difficult to schematically model it in the spatial algorithm of the "center – periphery – associative field" type. This concept finds its reflection and expression possibilities in practically all spheres of public life in both British and Azerbaijani societies and, accordingly, is realized in these areas through many verbal and non-verbal means. In this regard, the most significant feature of the concept of "multiculturalism" is its dynamic nature, since it is shaped within a communicative situation. The concept of "multiculturalism" as a phenomenon that resists to unambiguous interpretation and evaluation in various situational and verbal contexts in which it is verbally represented has a high evaluative potential. The process of explication of the concept of "multiculturalism" is a complex phenomenon shaped by various ideological interpretations of its content potential. Consequently, the conceptualized field of "multiculturalism" is represented in media discourse contexts with varying degrees of expressiveness, ideologically conditioned positive or negative evaluations. The conceptualized field of "multiculturalism", as the sphere of realization of the concept of the same name, in reality becomes quite diverse influenced by discursive factors across different types of communicative production.

Key words: multiculturalism, concept, cultural concept, language, culture, anthropocentric.

DOI https://doi.org/10.23856/7609

1. Introduction

The globalization processes that have been intensifying since late twentieth century affect all spheres of human life. Large-scale population movements conditioned by certain reasons, lead to serious changes in human society. Although displacements occur for a variety of reasons, the challenges they create are very serious and require their own solution. One of these challenges, perhaps the first, is the problem of multiculturalism, which currently receives significant attention at the state level in Azerbaijan. To solve this problem, it is first necessary to clarify the meaning of this concept, to define the conceptual framework that underlies it. This involves exploring how the concept is encoded in language, what cognitive images it evokes in

the mind of the perceiver, and through which linguistic units the representation of this concept is expressed.

2. Literature Review

This problem has been the subject of numerous studies. Among them are scholars such as Taylor J. R., Jahangirov F., Valiyeva N. and others. In the second half of the last century, especially towards the end of the century, a number of new directions began to take shape in linguistics and the sciences directly related to it and developed rapidly as a new scientific field. The emergence of these new directions gave rise to new approaches to solving the problem of the interaction of language and culture within the framework of the anthropocentric paradigm. Since the newly emerging directions developed at the junction of language and other humanitarian disciplines, they are based on the unity of the triad "human – language – culture" and are developing rapidly nowadays.

Task statement. The main goal is to explore the concept of multiculturalism in an interdisciplinary context.

3. Results and Discussions

Currently, three such directions are distinguished: linguo-country studies, ethnolinguistics and linguo-culturology. Other disciplines such as sociolinguistics (social linguistics), pragmatics, discourse analysis, anthropological linguistics, hermeneutics (theory of interpretation of texts), semantic analysis and others may be included to this group. However,in our view, it would be more appropriate to refer to cognitive linguistics, since all of the aforementioned fields are, in one way or another, based on processes of cognition, and their findings are used to varying degrees within cognitive linguistics. In our opinion, this diversity of linguistic disciplines that take the mutual influence of language and culture as their object reflects the particular relevance of this problem.

Although each of the above scientific directions studies a relatively narrow and specific field, they do not exist in isolation from each other, and the achievements of one direction can be productively applied in others. The term linguoculturology reflects the interaction of linguistics and culturology, which deals with the relationship between language and culture. This is evident, because “each language is connected to its culture. Language plays a key role for the culture with which it is connected, especially through literature” *(Valiyeva, 2016: 72).* Linguoculturology, as a complex field of scientific inquiry about the interaction and mutual influence of language and culture, is currently developing rapidly. This is explained by a number of factors. "First, the rapid globalization of world problems has created a need to take into account both universal and specific behavioral and communication characteristics of different peoples in addressing the most diverse questions, the need to anticipate situations where there is a high probability of intercultural misunderstanding, the importance of identifying and accurately recording cultural values that underlie communicative activity. Secondly, this reflects the objective integrative tendency in the development of the humanities and the growing need for linguists to incorporate the findings of related disciplines such as psychology, sociology, ethnography, cultural studies, and political science. A significant body of linguistic data has accumulated that requires interpretation from a linguophilosophical perspective.

In this regard, following the tradition originating with Wilhelm von Humboldt, language is viewed as the “soul of the people,” and that’s why we try to identify key aspects

of the relationship between consciousness, communication, behavior, values, and language. Thirdly, this approach is also linked to the understanding of language as a means through which collective experience is socially interpreted. It is within this collective experience that the meanings of words, phraseological units, well-known texts, and formulaic etiquette situations are encoded".

Linguoculturology studies the interaction between language and culture in a synchronic aspect, taking into account, first of all, the living communicative process that synchronously shapes the mentality of the people and the relations used in the expression of language, and treats linguistic and cultural units as a whole system in their interaction. The main feature of linguoculturology is that any given phenomenon is analyzed equally in the context of both culture and language.

The definition of linguoculturology is still quite ambiguous, since its object itself is not clearly delineated. Thus, the interaction between language and culture is studied by ethnolinguistics and sociolinguistics, the status of cultural information has not yet been determined and an unambiguous interpretation of the term culture has not been given. The appeal of linguistics to linguoculturological research is driven by the desire of scientists to better understand the role of language in expressing culture, to trace the evolution of word meanings, and to examine the historical changes in the functional properties of grammatical and semantic categories across different languages. Moreover, in this case, the determination of what cultural facts are expressed through language, and what linguistic methods are created to express culture, come to the fore. From this perspective, linguoculturology is quite naturally oriented towards a semiotic understanding of the nature of both language and culture.

What is the final conclusion of cognitive linguistics regarding the relationship between language and culture? The founders of cognitive linguistics proceeded from the perspective of "the description of the meaning of linguistic forms only in the context of specific cultural norms and practices" *(Taylor, 1995: 81)*. Accordingly, cognitivists also attach great importance to the relevance of background knowledge and believe that the background knowledge should be integrated into the characterization of linguistic meanings *(Taylor, 1995: 82)*. The mental lexicon (or mental dictionary), which reflects our linguistic knowledge, is not an encyclopedia in itself, (although there is a clear distinction between a speaker's knowledge of language and the knowledge gained through interaction with the surrounding world). Nevertheless, in understanding the relationship between language and culture, it is the speaker's knowledge of the world that plays a more significant role. This postulate of cognitive linguistics accounts for the discipline's perspective on everyday knowledge.

Thus, linguoculturology, as an independent field of knowledge, solves a set of specific problems, among which the study of the interaction between language and culture occupies a key place. In addition, linguoculturology examines the methods developed by language to express culture, studies the national-cultural component of discourse, analyses and describes cultural codes and cultural standards, because linguoculturology studies language as a cultural phenomenon.

Concept and Cultural Concept. In the early 80s, under the influence of Western linguistic and cognitive theories (works by R. Schank, G. Lakoff, C. Fillmore, and W. Chafe and others) and due to the failure of structuralist ideology, new approaches to language emerged and they exposed ambiguities in the existing terminological apparatus used when examining the main linguistic problems concerning the relationship between language, thought, and reality. This ultimately led to the emergence of the term "concept", thereby clarifying its place and function in the research framework of modern linguistics.

In modern science, the “concept” is interpreted in various scientific and philosophical schools and trends, functioning as an inherently interdisciplinary category. The history of the formation of this concept in linguistics demonstrates a consistent engagement with cognitive science, logic, philosophy, linguoculturology, etc. The introduction of a new concept in linguistics has caused debates on a number of levels regarding meaning and its significance within Saussure's paradigms and structuralist interpretations of language. There has already been a gradual shift away from interpreting meaning as another logical structure and invariance, and there are tendencies to actualize other propositions arising from L. Wittgenstein's theory, such as “meaning is application”, “as much as there is meaning, there is application”. “Concept” is understood as the the dynamic totality of development of words and word combinations that describe its meaning, significance, composition; its content (or sometimes it is called the content of the concept) is disclosed through these linguistic realizations.

It should be noted that the phenomena included in the definition of the concept are not new.Contemporary research in the field of conceptual studies continues the traditions of W. von Humboldt, L. Weisgerber, E. Benveniste, E. Sapir, B. Whorf and other thinkers who studied the process of the spiritual formation of the world through the word and viewed language as a system of secularization.

Wilhelm von Humboldt occupies a foundational position in formulating the problem of the interaction between language and culture. It is no coincidence that the history of linguistics of the 20th century is viewed as the history of a return to Humboldt's ideas. Cognitive linguistics develops W. Humboldt's ideas about the influence of language on people and on the spiritual organization of humanity. The notion of "linguistic worldview" is a central concept in W. Humboldt's theory and justifies the diversity of languages. Language and the "spiritual power of people" are closely interconnected and inseparable in their development. Cognitive linguistics also uses the following postulates of W. Humboldt about language: language is activity (energy), language is a tool that "enables human understanding at different levels of cultural development"; culture should attract attention to the teaching of grammar and other sciences. Linguistic determinism, founded by E. Sapir and B. Whorf, confirms the primacy of language in the interaction of language and culture. E. Sapir, on the one hand, notes the independence of language and culture, and on the other hand, emphasizes that "language, through its formal power of completeness and also in its implicit expectation (of language), shapes *the way we unconsciously project and organize our experience of reality.”*

The postulate concerning the influence of language as a means of communication that shapes culture was based on linguodidactic determinism, later developed by B. Whorf, who investigated the impact of grammar on culture. Modifications of the theory of linguistic determinism (Sapir-Whorf hypothesis) are the theory of linguistic relativity. Whereas the theory of linguistic determinism emphasized the superiority of language, in linguistic relativity language is used for categorizing and interpreting reality in accordance with the communicative and cultural needs of society. Cognitive-oriented linguists accept the principles of linguistic relativity.New scientific directions are aimed at solving the problem of the interaction between language and culture from an interdisciplinary perspective and are based on the ideas of W.von Humboldt, E. Sapir, B. Whorf and their followers. Most modern linguistic disciplines of an anthropocentric orientation, the object of which is the interaction between language and culture – linguoculturology, ethnolinguistics, linguodidactics and, above all, cognitive linguistics, also include other scientific fields. Linguoculturology, linguodidactics, and linguography are distinguished by their great achievements in practice.

Attempts to provide a fully systematic description of a concept are accompanied by the problem of determining its interaction with the corresponding terms that served as analogues before the emergence of this concept. Therefore, defining a concept frequently intersects with the task of distinguishing it from such terms as meaning, image, sense, essence, internal form, sign, symbol, and archetype. This overlap, naturally, creates certain difficulties. Thus, the phenomena represented by existing terms have sparked an exceptionally wide range of discussions in the scientific literature, giving rise to various approaches. Let us consider several of these approaches. A primary methodological challenge arises in attempts to delimit the boundaries between a concept and understanding. The difficulty of such procedures is largely due to the close conceptual and semantic relationships between these terms.As already mentioned, the concept is primarily derived from the Latin word "concepsus" – "meaning", which determines the activity of these terms in the general sphere and their mutual substitution. In modern scholarship, a tendency was shown in addressing the problem of the relationship between the concept and related notion. The first term (concept) is associated with the mechanisms of identification and understanding of the concept and the exclusion of one of the terms from scientific "everyday usage".

Fikrat Jahangirov explains the national characteristics of concepts in his book *Language and Culture* published in 2014 as follows: "In the collective consciousness of an ethnos, a set of concepts came to be referred to as a *concept sphere* (a circle of meaning). Concepts have a national characteristics. A national concept sphere is a set of concepts categorized, processed, and standardized in the consciousness of the people. Since a number of concepts are inherent in an ethnos, non-equivalent lexical items are possible. However, since most of the concept spheres across different ethnos overlap, their translation from one language to another is explained" *(Cahangirov, 2014: 30).*

The simultaneous use of the terms *concept and cultural concept* in scientific literature naturally leads to a possible distinction between "cultural" and "non-cultural" concepts. Research on cultural concepts imply the keywords of culture. Most likely, among the concepts that form a general worldview, there are also concepts that are culturally loaded to various degrees, including culturally irrelevant ones. For instance, concepts related to the human bioprogram, although even in this case, complete cultural irrelevance cannot be assumed. Therefore, attempts to distinguish the concept of a a cultural concept shaped by the state of the terminological system in modern linguistics from its etymological roots are are ongoing and recurrent. It should be noted that there are even special culturally loaded concepts that become objects of cultural reflection, particularly those that are semantically and semiotically significant within language and culture,and those with the understanding of language. Such concepts are related to a person's self-understanding. As evident, cultural concepts are correlated with the cultural worldview, which is an integral part of the overall picture of the world.

The introduction of the notion of a *concept* for the semantic analysis is typical for the current state of linguistics, which is marked by an active search for new methodological foundations. Traditional approaches to describing semantics (despite the encyclopedic nature of language units, the wealth of information regarding their multiple meanings and their undeniable practical value) have failed to address the demands of cognitively oriented semantic research which is comparable to the widespread popularity that component analysis achieved in its classical form over the past decade.It should be noted that, much like the notion of the *concept* itself, the foundations for explaining concepts, the working procedures of conceptual analysis, and the final descriptive formats of its results do not have a single, universally accepted interpretation in modern linguistic methodology. Systematizing the

main approaches to conceptual analysis, the following heuristic approaches characteristic of this method can be identified, including:

1) conceptual analysis is based on the analysis of the meaning of the keyword;

2) Conceptual analysis is grounded in the consideration of the contexts in which words are used. Philosophically significant insights are derived from examining the use of relevant words across different contexts, which is achieved by limiting the relevance of the main role of the word;

3) during conceptual analysis, ideas arise that collect words into a "single gestalt" and "unifying them into a coherent whole".

4) during conceptual analysis, the semantic relations of culture with other words are considered;

5) The study of conceptual sources requires attention to semiotic oppositions that may underlie a concept.

6) different nominations of the same object are examined;

7) the etymology of the word is also taken into account;

8) the system of values is explained.

A real conceptual analysis may incorporate all of the above points, but it may also be based on only a few of them, depending on the nature of the material under study and the specific objectives of the research.

Definition of the Concept of "Multiculturalism" and Various Approaches. Although the concept of multiculturalism may seem relatively recent, in order to determine its full range of meanings and representation possibilities one should first examine its definition and clarify meanings reflected in dictionaries and scholarly literature. Multiculturalism actually refers to "the coexistence of people belonging to different cultures and religions. "Historically, Azerbaijan has been a region where representatives of different peoples and religions lived in peace and friendship" *(Multikulturalizm Azərbaycanda dövlət siyasətinin ən önəmli istiqamətlərindən biridir, 2014).* That is, this concept has existed in Azerbaijan for centuries, and it still exists and is being strengthened today. The Azerbaijani people have lived under various socio-political structures at different times. Nevertheless, in all periods, and particularly during the period of independence, these positive trends have been reinforced and continue to be strengthened today *(Vəliyeva, 2016: 210).* E. Babayev calls multiculturalism "…a social phenomenon that affects all layers of society, politics, economy, state administration system, public life, science, etc." *(XXI Century: Hopes and Challenges, 2011).* E. Babayev's expression emphasizes the breadth of the concept, highlighting that multiculturalism can permeate virtually every aspect of socio-political life.In the current era of globalization, people's movements, migration from one language and cultural, social, political environment to another for the purpose of recreation, work, and most importantly, residence, are becoming increasingly common, and this necessitates the dialogue among cultures and civilizations. In any case, this process requires learning about the life, culture, history, and customs of other peoples and treating them with respect. In the current era, these processes are often very tense, and the main reason for this is the conflict between the desire of "newcomers" to preserve their national identities and the risk of their assimilation into the local majority. Moreover, when this assimilation is raised to the level of state policy, these tensions can become even more pronounced. Consequently, in today's context, this issue demands the careful attention of state authorities and heads of state, who must identify potential points of cultural conflict and address them proactively. This issue is in the focus of special attention of the President of the Republic of Azerbaijan, Ilham Aliyev.

The concept of "multiculturalism", or more precisely its conceptual domain, also exists in English, and its expression through specific terms dates back much earlier than in the Azerbaijani language. Already in the 70s of the last century, the range of issues encompassed by the concept of multiculturalism manifested itself with full sharpness in a number of European countries, and serious attention was paid to its study. Consequently, attention began to be paid to aspects ranging from its representational features to the most diverse semantics included in its conceptosphere. As a result, the definition of the concept and its conceptosphere was articulated more rapidly and extensively in English-language sources. Let's consider some of them.

Collins Dictionary of Sociology provides the following information regarding the concept of multiculturalism: "*The acknowledgement and promotion of cultural pluralism* is a feature of many societies. In opposition to the tendency in modern societies to cultural unification and universalization, multiculturalism both celebrates and seeks to protect cultural variety (e.g. *minority languages*), while at the same time focusing on the often unequal relationship of minority to mainstream cultures. After decades of persecution, the prospect of indigenous or immigrant cultures are now helped somewhat by the support they receive from the international public opinion and the international community" *(The United Nations).*

The key points in this definition are "the recognition and encouragement of cultural pluralism as a characteristic feature of many societies" and "the preservation of cultural diversity (for example, minority languages)." As noted, it is indicated here that references to the culture of national minorities also encompass their languages.

Longman Dictionary of English Language and Culture devotes more space to multiculturalism, providing extensive material over several pages. The section entitled "Multiculturalism in the UK" consists of several subsections: "Ethnic Diversity in the UK", "Immigration to the UK", "Food", "Religious Faith and Religious Holidays", "Festivals". Let's consider some of them: "Immigration in the UK increased greatly after World War II. During the 1950s, the country was still rebuilding its economy after the war. It needed workers for the factories, and for the hospitals of the New National Health Service. Immigrants were encouraged to come to Britain to take up these jobs. Many came from Ireland and from countries that were part of the former British Empire, especially the West Indies, India, and Pakistan. Immigrants from these Commonwealth countries held a British passport and had the right to British citizenship. At first, they were considered to be different and not everyone welcomed them. In the 1970s, a law was passed which made it illegal to treat black people differently from anyone else. Now, 50 years later, the children and grandchildren of the earlier immigrants are well-established members of British society" *(Longman Dictionary of English Language and Culture, 2005)*.

This section initially focuses not on the concept of multiculturalism, but on the reasons for its emergence in English society and the problems caused by these reasons. This is because this concept does not emerge fully formed; it develops within the consciousness of the language users, verbalized with specific "voices" when the need arises for its expression, and gradually its meaning as a concept expands and deepens. In the oldest concepts, it is possible to distinguish parts such as microconcepts, aspects, segments, and semes. New concepts such as "multiculturalism" allow us to observe how concepts are formed as a whole and how their meanings expand.

To identify both the general and specific aspects of this phenomenon, it is useful to examine several definitions of the concept of multiculturalism given in various sources. It should also be noted that these definitions draw on examples from both British and American contexts.

- "Multiculturalism – the belief and practice of giving equal importance to each of the different cultures in a society" *(Macmillan English).*

- "Multiculturalism – is a situation in which all the different cultural or racial groups in a society have equal rights and opportunities, and none is ignored or regarded as unimportant" *(Collins English Dictionary).*
- "Multiculturalism (n) – The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment" *(Cultural diversity).*
- "Multiculturalism – It now means the political accommodation by the state and/or a dominant group of all minority cultures defined first and foremost by reference to race or ethnicity: and more controversially, by reference to nationality, aboriginality. or religion, the latter being groups that tend to make larger claims and so tend to resist having their claims reduced to those of immigrants" *(The Concise Oxford Dictionary of Politics, 1996).*
- "Multiculturalism – the view that the various cultures in a society merit equal respect and scholarly interest. It became a significant force in American society in the 1970s and 1980s as African-Americans, Latinos, and other ethnic groups explored their own history" *(The New Dictionary of Cultural Literacy, 2002).*
- "Multiculturalism: The policy or process whereby the distinctive identities of the cultural groups within a society are maintained or supported" *(Oxford dictionary).*

A comparative analysis of the given examples shows that in the texts of various authors, the concept of multiculturalism is presented as a content-based structure, and the most important definitions for it are: "belief", "situation", "practice", "view", "policy", "process".

In the examples, the most important units that expound the conceptual essence under consideration are the semantically opposed lexical units "equal" and "different", as well as the words "cultures", "countries", "races", "religions", "identities", "groups" (in the word combinations "cultural groups", "different cultural or racial groups"), "ethnicities", "attitudes", "opinions", "acknowledgment", "respecting", "society", "nationality", "integration", which carry a special meaning in the process of verbalizing the concept of multiculturalism. Thus, the complex of these linguistic units can also be taken as a representative of the concept under consideration.

4. Conclusion

The study demonstrates that there is no unambiguous approach to the concept itself, as it is formed through cognitive processes occurring in human consciousness and is represented through a "mediator" in the form of lexical choices, context, and discourse. Therefore, any concept and conceptosphere must be examined within the broadest possible discursive framework, involving both verbal and non-verbal means of expression.

Although the problem of coexistence of representatives of different ethnic groups, religions, and cultures is not a new phenomenon, in the era of globalization this problem has acquired special relevance giving rise to the concept and notion of multiculturalism. Despite the emergence of a unified concept of multiculturalism, since globalization and multicultural processes proceed differently in each country, the content of the concept of multiculturalism, which is expressed with the same term in each of the existing languages, has its own peculiarities, and its aspects and elements play different roles in shaping its interpretation.

There is almost no single definition of the concept of multiculturalism in the literature. However, since multiculturalism has been elevated to the level of state policy in our country in recent years, this concept has been quite fully characterized in the speeches of the head of state and other government officials, applying it to the reality of Azerbaijan.

References

1. Cahangirov F. (2014). Dil və mədəniyyət. Bakı: Elm və təhsil, 308 s.
2. Vəliyeva N. (2016). Mədəniyyətlərarası dialoq və qlobal kommunikasiya şəraitində təhsilin dili və dilin təhsili. Bakı: Elm və təhsil, 264 s.
3. (2005). Longman Dictionary of English Language and Culture. 3rd ed. Harlow: Pearson Education, 1620 p.
4. Taylor J. R. (1995). Linguistic Categorization. Oxford: OUP, 312 p.
5. (2002). The New Dictionary of Cultural Literacy. Boston-New York, Houghton mifflin company.
6. (1996). The Concise Oxford Dictionary of Politics. Oxford University Press.
7. Valiyeva N. (2016). Synergetics of the language, National Consciousness and Culture by Globalization. Baku, "NURLAN", 232 p.
8. (2011). "XXI Century: Hopes and Challenges" Forum, October 10-11. http://bakuforum.az/en/multikulturalizm-nailiyyetlerve-problemler/?fid=2258
9. (2014). Multikulturalizm Azərbaycanda dövlət siyasətinin ən önəmli istiqamətlərindən biridir. http://azertag.az/xeber/Multikulturalizm_Azerbaycanda_dovlet_siyasetinin_en_onemli_istiqametlerinden_biridir-813373
10. Collins English Dictionary. http://www.collinsdictionary.com/dictionary/english
11. Cultural diversity. http://www.dictionary.com/browse/cultural-diversity
12. Macmillan English. http://www.macmillandictionary.com/
13. Oxford dictionary. http://www.freecollocation.com/
14. The United Nations. http://vasilievaa.narod.ru/mu/unhabitatmoscow/spechr.htm.

COGNITIVE, SOCIAL AND PROCEDURAL VECTORS OF CRITICAL THINKING: FROM THEORY TO EDUCATIONAL IMPERATIVES

Iryna Horokhova
Ph.D. (Philosophy), Associate Professor at the Department of Germanic Languages and Intercultural Communication, Faculty of Foreign Philology,
Mykhailo Drahomanov Ukrainian State University, Ukraine
e-mail: i.v.horokhova@gmail.com, orcid.org/0000-0002-8652-4838

Serhii Horokhov
Ph.D., Associate Professor at the Department of Social Philosophy, Philosophy of Education and Educational Policy, Mykhailo Drahomanov Ukrainian State University, Ukraine
e-mail: s.v.horokhov@gmail.com, orcid.org/0000-0003-1772-5588

Summary

This study investigates the primary conceptualizations of critical thinking, synthesizing contemporary insights from Ukrainian philosophical and specialized literature. The author introduces a tripartite framework to categorize critical thinking into cognitive, social, and procedural vectors. The analysis demonstrates that higher-order cognitive skills are vital not only for academic advancement but also for bolstering civic engagement and professional efficacy. Rather than framing critical thinking as a series of reactive, isolated decisions, this paper posits it as a disciplined adherence to cognitive protocols where individual actions align with broader behavioral rationality. Consequently, the ultimate objective shifts from a merely accurate reaction to the proactive design of independent behavioral strategies. This procedural approach empowers individuals to actively influence and direct societal outcomes. Crucially, within the context of modern information warfare, critical thinking serves as an indispensable defense mechanism safeguarding human consciousness against media manipulation. Ultimately, the author frames critical thinking as a mode of rational self-reflection that allows individuals to monitor their own cognitive processes, appreciate diverse perspectives, and execute autonomous, well-calibrated choices based on systematic situational assessments. This reality charges the philosophy of education with an urgent mandate: to systematically explore and construct the pedagogical environments necessary for the successful cultivation of critical thinking.

Key words: cognition, cognitivism, academic discourse, values, language, speech.

DOI https://doi.org/10.23856/7610

1. Introduction

The critical need to cultivate advanced cognitive skills is driven by rapid technological and social acceleration, which demands that individuals swiftly adapt to fluid societal requirements. Modern professionals must continually evolve through self-directed knowledge acquisition, discovering innovative solutions to complex problems in highly volatile, non-standard environments. Relying on a singular, linear cognitive modality is no longer sufficient. Highly differentiated contemporary societies operate on a matrix of multiple social rationalities, each requiring distinct thinking techniques. Concurrently, academic discourse increasingly encourages novel

cognitive styles, innovative methodologies of proof, and highly individualized, author-centric approaches to solving theoretical and practical problems. Thus, the wholesale transformation of contemporary life justifies the systematic cultivation of complex, higher-order cognitive skill sets – chief among which are critical and creative thinking.

To systematically evaluate the mechanics of critical thinking, this study delineates three primary dimensions of analysis: **cognitive**, **social**, and **procedural**.

2. Theoretical Framework and Literature Review

The lineage of critical thinking as an intellectual discipline can be traced back to classical and modern philosophy, including the foundational works of Plato, Aristotle, Thomas Aquinas, John Stuart Mill, Bertrand Russell, and Karl Popper. However, as a distinct, formalized pedagogical term, "critical thinking" gained widespread traction in the 1970s.

In its modern iteration, the concept represents a major breakthrough of Western cognitive psychology and pedagogy, advanced by researchers such as J. Anderson, R. Sternberg, D. Halpern, J. Bruner, S. Miller, D. Nadler. The field has evolved significantly through contributions by international scholars like E. de Bono, M. Brown, M. Weinstein, S. Keeley, M. Lipman, R. Paul, and V. Ruggiero, who explored its systemic integration into global educational frameworks.

The investigation into the development of critical thinking represents a prominent trajectory within contemporary international and domestic pedagogical, psychological, and philosophical thought. The conceptual-theoretical foundation for defining "critical thinking" and substantiating the didactic conditions for its cultivation was established in the seminal 20th-century works of scholars such as J. Bruner, J. Dewey, D. Klooster, J. Piaget, and D. Halpern, among others. Concurrently, the epistemic and ontological dimensions of critical thinking constitute the subject of a distinct discourse within historical-philosophical analysis.

In the Ukrainian scholarly landscape, the multi-faceted nature of critical thinking has been extensively examined across several domains:

Creativity and Autonomy: V. Bibler, L. Hryhorovych, and P. Kravchuk analyzed the role of cognitive criticality in independent creative production.

Problem-Solving and Socialization: A. Bairamov, B. Zeigarnik, S. Korol, G. Lypkina, S. Rubinstein, and O. Tyahlo investigated how critical thinking facilitates problem-solving, young specialist self-actualization, and successful professional adaptation.

Pedagogical Integration: Higher education applications have been developed by T. Voropai, K. Kostiuchenko, and L. Terletska, while O. Pometun conceptualized critical thinking as an interactive educational technology. S. Terno further operationalized it as a specialized form of scientific thinking, designing cognitive task matrices for secondary education *(Terno, 2008)*.

R. Paul, A. Binker, D. Martin, and K. Adamson differentiated three primary groups of critical thinking indicators: affective, macro-cognitive, and micro-cognitive.

The affective indicators of critical thinking include:

- understanding egocentric and sociocentric motives;
- open-mindedness and impartiality of judgment;
- recognizing the interconnection between emotions and beliefs;
- intellectual perseverance in solving complex problems;
- suspension of premature judgment;
- confidence in reason;
- autonomy, courage, and intellectual integrity of thought.

The group of *macro-cognitive indicators* comprises:

- conceptual generalizing without a tendency toward oversimplification;
- comparing analogous situations and transferring knowledge to new contexts;
- broadening perspective (multi-faceted consideration of an issue, generating diverse arguments and hypotheses);
- clarity and precision in verbalizing assumptions, conclusions, and beliefs;
- clarity of exposition and deliberate word choice;
- developing evaluative criteria (clarity of foundational values and norms);
- assessing the credibility of information sources;
- depth of thought (prioritizing the most significant questions);
- analytical evaluation of human actions and behavioral strategies;
- critical reading (comprehending the essence and critically evaluating text);
- critical listening;
- establishing interdisciplinary connections;
- capacity for dialogical communication, mutual understanding, and evaluating a partner's beliefs;
- dialogical reflection (comparing and evaluating diverse perspectives, approaches, and hypotheses).

The group of *micro-cognitive indicators is* characterized by:

- comparing abstract concepts with reality;
- precision and criticality of statements;
- analysis and evaluation of statements, inferences, and predictions;
- the ability to isolate information relevant to the question under consideration;
- logical consistency of explanations, conclusions, and forecasts;
- evaluating the evidentiary basis of arguments;
- detecting logical contradictions in reasoning;
- analyzing the direct and indirect consequences of events or phenomena *(Horokhova, 2016).*

An analysis of international research demonstrates the absence of a consensus definition for "critical thinking," driven by the variability of theoretical approaches to its conceptual scope. Synthesizing the aforementioned definitions and insights, it can be concluded that the architecture of critical thinking primarily relies on the following competencies: evaluating events (statements, actions, facts, etc.); making conscious choices; constructing arguments; formulating relevant questions; differentiating facts from opinions; modeling innovative solutions; establishing criteria for analysis; identifying evidence to support assumptions; and constructing logical connections *(Horokhova, 2016).*

Within the framework of our study, the development of critical thinking is interpreted as the formation of a specific cognitive type within an individual, directed at the autonomous resolution of concrete cognitive or real-world problems. This process is realized through a comprehensive multi-faceted analysis based on poly-vector information sources, the identification and evaluation of alternative problem-solving trajectories, and the justified selection of an optimal strategy under conditions of continuous reflection and self-correction of one's mental activity.

Despite the diversity of conceptual interpretations, their core invariant reduces to the following premise: to think critically means to consciously evaluate, reason, and reflect – thereby demonstrating purposeful psychological, emotional, and cognitive agency directed at resolving a specific problem.

The core objective of critical thinking lies in the determination of objective truth. It operates as an autonomous cognitive process wherein information serves as a preliminary baseline rather than a terminal outcome. Critical thinking is initiated by formulating questions and identifying problems requiring resolution, consistently striving toward compelling argumentation. Furthermore, critical thinking is inherently social; every premise is verified, refined, and debated through interaction with others *(Terno, 2013:10)*.

The exponential growth of global information volumes and the acceleration of scientific and technological progress have induced substantial structural shifts in societal relations. To satisfy these evolving societal demands, the primary objective of contemporary education must shift toward holistic personality development and the cultivation of an individual's intellectual and spiritual culture.

Consequently, high-quality education is virtually inconceivable without the integration of critical thinking. The cultivation of a critical mindset is therefore an urgent imperative currently facing social science education. There is a collective responsibility to establish appropriate educational conditions by introducing systemic modifications to curricular content, instructional methodologies, and learning frameworks *(Terno, 2013)*. These transformations must be directed toward the internalization and development of critical thinking strategies. Structural educational reforms will ultimately reshape not only the role of instruction but the architecture of the educational system as a whole *(Terno, 2013: 10)*.

The contemporary landscape demands highly qualified specialists whose efficacy significantly dictates the success of socio-economic and political transformations within the country. Such professionals must possess more than a fundamental knowledge base and communicative competence; they must demonstrate advanced intellectual development, distinct personal attributes, a progressive cognitive paradigm, and a critical style of thinking. Collectively, these requirements present the philosophy of education with a clear and urgent mandate: to investigate the optimal conditions for successfully cultivating critical thinking through educational instruments.

3. Methodological Dimensions of Critical Thinking. The Cognitive Vector

From a cognitive perspective, critical thinking entails the deployment of targeted strategies that maximize the probability of achieving a desired outcome. This modality is inherently controlled, autonomous, well-grounded, and goal-directed. It serves as the primary cognitive apparatus for problem-solving, generating inferences, calculating probabilistic estimates, and decision-making. Scholarly consensus accurately defines this as "a complex mental process that initiates with the acquisition of information and culminates in an informed decision" *(Hlazkova, 2008: 57)*.

Critical thinking represents an active, multi-layered cognitive integration where information sources are continuously re-evaluated, synthesized, and reconstructed. Within this sphere, practical logic serves as the primary instrument for assessing validity.

The Social Vector. Cognitive processes do not occur in an intellectual vacuum. Mental activity possesses an inherently socio-historical character; it cannot exist outside the social matrix, independent of language, or detached from the historically accumulated knowledge structures of humanity *(Khalabuzar, 2008: 115)*. The cognitive problems individuals attempt to solve are fundamentally generated by their immediate social conditions.

Consequently, analysis must account for an array of socio-political variables, ranging from personal behavioral motivation to the nature of the macro-political regime. It is widely

acknowledged that authoritarian and totalitarian systems systematically suppress intellectual criticality, whereas democratic environments actively foster its proliferation.

The Procedural Vector and the Role of Language. Crucially, human thought in any form is structurally impossible without linguistic mediation. Explicitly manifested through speech, language provides the material, verbal vessel that preserves and stabilizes thought – a primary evolutionary divergence between human and non-human psyches. A word does not merely serve as a static label for an object; it characterizes the object, functioning simultaneously as an act of speech and an act of thought *(Horokhova, 2016)*. An intellectual act represents a holistic unity of knowledge, empirical experience, cognitive operations, and personal attitude, because thinking is executed not merely by a brain, but by a living organism interacting with reality.

4. Discussion: Proactive Action vs. Automatic Cognition

A critical distinction must be made between systematic critical thinking and what Diane Halpern terms "automatic thinking" *(Halpern, 2003)*. Routine daily habits – such as waking up, dressing, or commuting – are goal-oriented but require minimal conscious evaluation or structural reflection. Similarly, unstructured mental states like daydreaming or sleep do not fall under the category of directed, critical cognition.

True critical thinking operates as a highly regulated adherence to cognitive procedures, where the value of any single action is subordinated to the overarching rationality of behavior.

The ultimate ideal of critical action is not merely an accurate reaction to a stimulus, but the proactive construction of original behavioral scenarios. The procedural framework of critical thinking must ensure that the individual does not simply adopt an initiative-taking posture, but plays a leading role in directing the trajectory of events.

To accurately evaluate how language underpins this procedural framework, mind and language must be viewed not through a passive "theory of reflection," but through the intrinsic laws of their functional operation. Thinking does not merely reflect external phenomena; it reconstructs hidden, systemic connections that the investigator uncovers independently. It is an active movement of ideas that uncovers the essence of things, yielding a conceptual thought rather than a passive sensory image *(Khalabuzar, 2008: 116)*.

Thus, knowledge is inherently dynamic rather than static. It cannot be passively transmitted from one mind to another. While we utilize existing knowledge structures as historical foundations, the acquisition of new concepts requires an active psychic process of individual construction, where the subject assigns meaning by correlating new data with an organizing cognitive schema *(Resnick, 1985: 130)*.

Educational Imperatives in the Era of Information Warfare.

Halpern accurately identifies critical thinking as an indispensable cognitive antidote to external thought control and ideological manipulation *(Halpern, 2003: 10)*. In the 21st century, the capacity for clear, rational evaluation has transitioned from an academic luxury to an existential necessity. For the first time in history, humanity possesses the technological capacity for total self-destruction; the economic, environmental, and geopolitical decisions made today will reverberate across generations *(Halpern, 2003: 5)*.

This urgency is amplified exponentially during periods of intense information warfare. In an environment dominated by weaponized disinformation, only advanced critical thinking can insulate individual and collective consciousness from the highly manipulative vectors of pervasive media ecosystems. It enables citizens to:

1. Identify deceptive propaganda and structural fallacies in argumentation.
2. Assess the epistemological reliability of conflicting information sources.
3. Deconstruct cognitive biases to make autonomous, rational choices.

From a pedagogical perspective, the educational task shifts from teaching *what* to think to teaching *how* to think – specifically, teaching students to "think about meaning" and engage in metacognition ("thinking about one's own thinking"). To master this capability, the pedagogical objective must be clearly defined: "To teach critical thinking means to correctly formulate inquiries, direct cognitive focus along valid trajectories, and empower learners to independently derive conclusions and synthesize alternative solutions" *(Fedchyniak, 2008: 32).*

Learning is truly developmental only when it systematically activates this higher-order mental processing. Consequently, modern educational systems must implement profound structural and methodological changes, modifying curricular content and instructional formats to embed explicit strategies for critical cognition *(Terno, 2013: 10).*

5. Conclusions

Modern educational philosophy faces a clear and pressing mandate to comprehensively study and establish the exact pedagogical conditions necessary for the successful cultivation of critical thinking. High-quality contemporary education is structurally inconceivable without a foundational commitment to cognitive criticality. To navigate complex socio-economic and political transformations, modern societies require highly qualified professionals who possess not only a deep repository of fundamental knowledge and communicative competence, but also an advanced architecture of intellectual development characterized by an analytical, self-reflective, and critical style of thinking.

References

1. Bakhanov, K. O. (2002). Tradytsii ta innovatsii v navchanni istorii v shkoli: dydaktychnyi slovnyk-dovidnyk [Traditions and innovations in teaching history at school: A didactic dictionary-reference book]. Zaporizhzhia: Prosvita.
2. Fedchyniak, A. O. (2008). Rozvytok krytychnoho myslennia uchniv na urokakh vyvchennia istorii povsedonnosti v 8-9 klasakh [Development of students' critical thinking in the lessons of studying the history of everyday life in grades 8-9]. Zbirnyk naukovykh prats Berdianskoho derzhavnoho pedahohichnoho universytetu (Pedahohichni nauky) [Collection of Scientific Papers of Berdyansk State Pedagogical University (Pedagogical Sciences)], 4, 32-39.
3. Halpern D. (2003). Thought and Knowledge: An Introduction to Critical Thinking. – New Jersey: Lawrence Erlbaum Associates, Inc. Publishers. 394 p.
4. Hlazkova, I. Ya. (2008). Navchalnyi dialoh yak zasib formuvannia navychok krytychnoho myslennia [Educational dialogue as a means of forming critical thinking skills]. Zbirnyk naukovykh prats Berdianskoho derzhavnoho pedahohichnoho universytetu (Pedahohichni nauky) [Collection of Scientific Papers of Berdyansk State Pedagogical University (Pedagogical Sciences)], 4, 57-62.
5. Horokhova, I. V. (2016). Movno-komunikatyvni praktyky formuvannia krytychnoho myslennia v suchasnykh universytetakh SShA [Language and communicative practices of critical thinking formation in modern US universities] (Doctoral dissertation, Institute of Higher Education of the NAES of Ukraine, Kyiv, Ukraine).
6. Khalabuzar, O. A. (2008). Kharakterystyka pomylok i trudnoshchiv pid chas formuvannia

krytychnoho myslennia yak pokaznyk kultury lohichnoho myslennia studentiv [Characterization of errors and difficulties during the formation of critical thinking as an indicator of the culture of logical thinking of students]. Zbirnyk naukovykh prats Berdianskoho derzhavnoho pedahohichnoho universytetu (Pedahohichni nauky) [Collection of Scientific Papers of Berdyansk State Pedagogical University (Pedagogical Sciences)], 4, 118-125.

7. Resnick, L. B. (1985). Cognition and instruction. In B. L. Hammonds (Ed.), Psychology and learning: The Master Lecture Series (pp. 127-186). Washington, DC: American Psychological Association.

8. Terno, S. O. (2008). Rozvytok krytychnoho myslennia starshoklasnykiv na urokakh istorii [The development of critical thinking of senior students in history lessons]. Zbirnyk naukovykh prats Berdianskoho derzhavnoho pedahohichnoho universytetu (Pedahohichni nauky) [Collection of Scientific Papers of Berdyansk State Pedagogical University (Pedagogical Sciences)], 4, 5-13.

9. Terno, S. O. (2013). Krytychne myslennia – serednovichna vidstalist? [Critical thinking – medieval backwardness?]. Naukovi pratsi istorychnoho fakultetu Zaporizkoho natsionalnoho universytetu [Scientific Works of the Faculty of History of Zaporizhzhia National University], XXXVII, 301-306.

LEARNER ERRORS IN ENGLISH LANGUAGE ACQUISITION AND EFFECTIVE CORRECTIVE FEEDBACK STRATEGIES

Bozhana Hulian
Lecturer, King Danylo University, Ukraine
e-mail: bozhana.hulian@ukd.edu.ua, orcid.org/0009-0004-0991-4121

Summary

Error correction is an essential component of English language teaching and plays an important role in second language acquisition. This article discusses the nature of learner errors, their causes, and the significance of corrective feedback in the process of language learning. The present study is based on the analysis and synthesis of the existing research in the fields of Second Language Acquisition (SLA) and English Language Teaching (ELT). Three broad groups of learner errors, grammatical, lexical, and pronunciation errors, are given special attention since they are frequently met with in classroom practice and may affect both accuracy and communicative effectiveness.

The article also examines the main reasons for error production, namely, first language interference, overgeneralization of language rules, developmental processes, and performance-based slips. The analysis demonstrates that learner errors are not simply indicators of failure, but rather indicators of the ongoing language expansion and development of interlanguage competence. Furthermore, the study emphasizes the importance of selecting appropriate correction strategies based on the type and origin of the error and the objectives of a given learning activity.

The results suggest that successful error correction requires a balanced approach that considers both accuracy and fluency. Appropriate corrective feedback supports language development, promotes communicative competence, and fosters a positive learning environment that encourages active learner participation.

Key words: second language acquisition, learner language, interlanguage development, corrective feedback, error analysis, L1 transfer, language teaching methodology.

DOI https://doi.org/10.23856/7611

1. Introduction

Committing mistakes is an inevitable stage of foreign language acquisition. Contemporary approaches to the instruction of English treat students' mistakes not only as indicators of their inability to apply knowledge but also as evidence of successful language development. They reflect the development that occurs during this process and help understand where students stand. Rather than preventing them, one can learn from errors.Error correction is a central aspect of English teaching methods, as learners' errors allow the teacher to identify students' difficulties, evaluate their teaching effectiveness, and make appropriate decisions about future teaching techniques. Errors committed while applying newly learned vocabulary, grammar, or speaking skills naturally reflect a process of language acquisition.

While pointing out students' mistakes is not enough, teachers should also determine when and how to correct them properly. Appropriate correction may positively influence language development, increase accuracy, and raise learners' awareness of particular language forms. Conversely, ineffective error correction may damage the learner's self-esteem and make

them avoid speaking. Hence, providing feedback on mistakes is a critical part of teaching English. The importance of this study comes from the ongoing discussion about corrective feedback in the classroom. Teachers need to use error-correction strategies that support both language growth and student motivation. Many correction methods have been proposed, but we still need to organize the different types of learner errors and identify effective ways to address them in English language teaching.

This research is unique because it thoroughly looks at common learner errors in English language learning. It also examines practical correction methods for use in today's classrooms. The goal of the study is to explore the main types of learner errors in English language learning and to analyze effective error-correction methods used in teaching. The research employs analysis and synthesis of scientific and methodological literature on second-language learning, error analysis, and corrective feedback. It also employs comparative and descriptive methods to study different approaches to error correction and their practical use in English language teaching.

2. Classification of Learner Errors in English as a Second Language

Before analyzing the types of learner errors, it is important to differentiate between "error" and "mistake". According to Koni and Leka, "it is inevitable that all language learners make mistakes while acquiring a language," and the identification of such deviations provides teachers with "feedback and useful information so that learners can have an effective acquisition of the language" *(Koni & Leka, 2015)*. "Errors are generally seen as consistent mistakes that show gaps in learners' language skills. In contrast, "mistakes" are random slips that learners can usually fix once they recognize them. This difference matters in teaching English. It affects a teacher's choice about whether to provide corrective feedback and what kind of correction strategy to use. Systematic errors need teaching support and targeted practice. Mistakes, however, might not always need direct correction, especially during fluency-focused activities.

From a pedagogical perspective, making mistakes is an essential part of language development. The Cambridge TKT framework states that errors are a normal part of learning because learners experiment with language to develop their skills. This shows that mistakes are not just failures; they are proof of active testing in language learning *(Cambridge English, 2015).*

Modern approaches also highlight that learner errors result from several interacting factors. Research on error analysis suggests these include first language interference, overgeneralization of rules, and developmental processes within the target language system. Additionally, cognitive overload during real-time communication may contribute to errors, particularly during speaking activities.

Building on this understanding, it is useful to categorize learner errors by linguistic domains. This allows for a more systematic examination and helps identify suitable teaching responses. One key category in both second language acquisition (SLA) research and language teaching is grammatical errors. These errors directly affect the accuracy of what learners produce. Research on instructed second language acquisition shows that grammatical errors persist due to the complex interaction among input, cognitive processing, and output practice. Gass and Mackey point out that language development depends on how learners process and adjust linguistic input *(Gass, S. M., & Mackey, A., 2015).*

Grammatical errors are usually found in the basic areas of language, such as verb tense, subject-verb agreement, the article system, prepositions, and word order. For example, learners may say, "She go to school every day" (instead of "She goes to school every day"). This shows a misunderstanding of the subject-verb agreement rules. Another common mistake is

saying "I saw movie yesterday" instead of "I saw a movie yesterday". This shows the missing indefinite article.

In the teaching context, grammatical errors matter because they can affect clarity and create confusion.“Corrective feedback is considered a crucial mechanism through which learners become aware of the gap between their interlanguage and the target language *(Nassaji, 2016)”.* Systematic grammatical errors are also important cues for teachers to identify gaps in learners' language skills and to provide useful feedback, as suggested by second-language acquisition research.

However, grammatical errors do not always need to be corrected right away. Modern language teaching emphasizes that decisions about whether to correct an error depend on the activity's main purpose. Over-correction in fluency activities can disrupt communication, lower learners' confidence, and limit the use of spontaneous language. On the other hand, accuracy activities require greater focus on grammar and are corrected more often. As Scrivener notes, teachers should maintain a balance between fluency and accuracy in their practice. They choose correction techniques appropriate to the lesson's aims. Effective error correction, therefore, means not only being able to detect errors, but also knowing when it is advantageous to correct them and when it is better to let communication continue without interruption *(Scrivener, J.,2019).*

Another common type of learner errors is lexical errors. These happen when students use words and expressions incorrectly in the target language. Learners make these mistakes by choosing the wrong word, using a word in the wrong context, or applying meanings and combinations from their first language. According to Loewen, lexical development is a complicated process that requires learners to acquire individual words and understand their meanings, usage patterns, and collocation restrictions *(Loewen, S.,2020).*

Lexical errors often arise from the influence of the first language and overgeneralization. Learners frequently think that words in their native language have direct equivalents in English. This can lead them to make incorrect lexical choices. As Schmitt notes, “knowing a word involves much more than knowing its meaning *(Schmitt, N., 2020).”* Learners also need to understand its grammatical behavior, collocations, register, and frequency of use. This helps explain why lexical errors can continue to occur even among fairly advanced learners.

For example, a learner might say “I made my homework” instead of “I did my homework” by taking a phrase from their first language. Another common mistake is saying “I am boring” when what they mean is “I am bored.” The learner is confusing two similar adjectives. Similarly, a learner may say “big rain” instead of “heavy rain”, suggesting the lack of knowledge of English phrases. Lexical errors are important because they can affect both clarity and understanding. Vocabulary knowledge is important for effective communication because words convey the main meaning of a message *(Nation I. S. P., 2018).*

Correction of lexical errors should not focus solely on the wrong word but also help learners better understand meaning, context, and phrases. Asking for clarifications, paraphrasing, and exposing learners to natural language can be effective in helping vocabulary grow. As with grammatical errors, teachers should consider the purpose of an activity before intervening. In fluency activities, over-correction may disrupt communication.

Another important type of learner error is pronunciation errors. These happen when learners produce sounds, stress patterns, rhythm, or intonation that differ from the norms of the target language. Unlike grammatical or vocabulary errors, pronunciation errors mainly impact spoken communication. They can cause misunderstandings even when the words and grammar are correct. Pronunciation errors are often shaped by the phonological system of the learner’s first language. According to Derwing and Munro, learners usually transfer familiar sound

patterns from their native language to the target language. This can lead to ongoing pronunciation challenges. The authors point out that "accent and intelligibility are not the same thing" *(Derwing, T. M., & Munro, M. J., 2015)*. A foreign accent does not necessarily stop successful communication. Therefore, the main goal of pronunciation instruction should be to improve intelligibility rather than to remove the accent.

The pronunciation errors are relevant because they directly affect comprehensibility. As Levis says, good communication is not about having a native-like pronunciation, but about being understood by the listeners. Therefore, pronunciation training should focus on features that have the greatest effect on intelligibility, such as problematic sounds, word stress, and rhythm *(Levis, J. M., 2018)*. Teachers need to provide clear models, opportunities for repetition, and focused feedback in correcting pronunciation errors. Drilling, phonemic awareness activities, minimal pairs, and guided speaking practice are some techniques that can help learners improve their pronunciation. But correction, like other types of errors, must be balanced against the goals of communication, especially in fluency-oriented speaking activities where over-interruption may get in the way of communication.

3. Causes of Learner Errors

Causes of learner errors are important for effective language teaching and error correction. Though grammatical, lexical and pronunciation errors differ in their linguistic characteristics, they are often generated by similar underlying processes. The present research on Second Language Acquisition (SLA) has identified several main sources of learner errors, including first-language interference, overgeneralization, developmental processes, and performance factors.

One of the most well-known causes of learner error is first-language interference, i.e., L1 interference. This happens when learners transfer linguistic features of their native language to the target language. Loewen argues that prior linguistic knowledge will inevitably affect the acquisition of a new language and may lead to both positive and negative transfer. Negative transfer happens when the structures of the first language are very different from the structures of the target language *(Loewen, S., 2020).* For example, learners may produce sentences like "I have 20 years" instead of "I am 20 years old" because the structure reflects patterns in their native language. Such errors reveal the influence of existing linguistic systems on second-language production.

Overgeneralization is another common source of errors by learners. That is when students generalize a language rule to situations where it does not apply. Language learners actively hypothesize about grammatical rules and test them through communication *(Ellis, R.,2015).* As a consequence, learners might say things like "goed" instead of "went" or "childs" instead of "children". These forms are incorrect but they show that learners have noticed a pattern and are trying to apply it in a systematic way. So it may be argued that overgeneralization is evidence of active language learning, not simply of failure.

Errors can also occur from developmental processes taking place when interlanguage is being formed. Interlanguage is the growing language system which the learner builds as he progresses to higher levels of proficiency in the target language. As Loewen notes, second language development is gradual and non-linear, and therefore, learners are constantly modifying and restructuring their linguistic knowledge. Thus, developmental errors are likely to occur even in the absence of interference from the first language and can be viewed as a natural phenomenon in language acquisition *(Loewen, S., 2020).*

Finally, there are some learner errors due to performance factors, often called slips. In contrast to systematic errors, slips occur when the learner knows the correct form, but is

unable to produce it accurately due to fatigue, anxiety, lack of concentration, or time pressure. Such errors are often self-correctable when learners become aware of them *(Scrivener, 2019)*. This distinction is pedagogically significant because slips generally call for less corrective intervention than errors, which reflect incomplete linguistic competence.

4. Conclusion

Learner errors are an inherent and unavoidable aspect of second language acquisition. They do not indicate failure but give useful information about the stage of language development learners are at and help teachers to identify areas for further attention. The analysis of the learners' errors in this study identified errors in grammar, vocabulary, and pronunciation and suggested that these errors can originate from a variety of sources, including L1 interference, overgeneralization, developmental processes, and performance slips.

The study has also revealed the importance of effective error correction in English language teaching. Corrective feedback should be targeted to the kind of error, the source of the error, and the goals of the learning task. Moreover, teachers should strike a balance between accuracy and fluency in their decisions about whether to correct learner errors and how to correct them.

References

1. Cambridge English. (2015). TKT Course Modules 1, 2 and Cambridge University Press.
2. Derwing, T. M., & Munro, M. J. (2015). Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. John Benjamins.
3. Ellis, R. (2015). Understanding second language acquisition (2nd ed.). Oxford University Press.
4. Gass, S. M., & Mackey, A. (2015). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), Theories in second language acquisition (pp. 180–206). Routledge.
5. Koni, E., & Leka, H. (2015). Error correction in second language learning. Mediterranean Journal of Social Sciences, 6(3S1), 174–181. https://www.richtmann.org/journal/index.php/mjss/article/view/6392
6. Levis, J. M. (2018). Intelligibility, oral communication, and the teaching of pronunciation. Cambridge University Press.
7. Loewen, S. (2020). Introduction to instructed second language acquisition. Routledge.
8. Nation, I. S. P. (2018). Learning vocabulary in another language (2nd ed.). Cambridge University Press.
9. Nassaji, H. (2016). Interactional feedback in second language teaching and learning: A synthesis and analysis of current research. Language Teaching Research, 20(4), 535–562. https://doi.org/10.1177/1362168816644940
10. Schmitt, N. (2020). Vocabulary in language teaching (2nd ed.). Cambridge University Press.
11. Scrivener, J. (2019). Learning teaching: The essential guide to English language teaching (4th ed.). Macmillan Education.
12. Webb, S. (2020). The Routledge handbook of vocabulary studies. Routledge.

THE INTEGRATION OF VIDEO CONTENT AND ARTIFICIAL INTELLIGENCE IN THE DEVELOPMENT OF LISTENING SKILLS AMONG HIGHER EDUCATION STUDENTS WHEN LEARNING FOREIGN LANGUAGES

Viktoriia Imber
Candidate of Pedagogical Sciences,
Associate Professor at the Department of Primary Education,
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine
e-mail: imbervika@gmail.com, orcid.org/0000-0003-2908-9654

Liudmyla Luzanova
Senior Lecturer at the Department of Romance and Germanic Philology and Methods of Teaching Foreign Languages,
Izmail State University of the Humanities, Ukraine
e-mail: luzanof@gmail.com, orcid.org/0009-0000-9351-0824

Summary

This article examines the specific features of integrating video content and artificial intelligence technologies into the process of developing listening skills among higher education students whilst they are learning foreign languages. The relevance of the study stems from the need to modernise foreign language training for future specialists in the context of the digital transformation of education, the development of artificial intelligence, and the growing role of multimedia technologies in the learning process. In the course of the study, the authors identified the main components of listening competence, determined the didactic potential of authentic video content, and analysed the potential of artificial intelligence tools for personalising learning, providing adaptive support, and enhancing the effectiveness of listening skills development. It has been established that the combination of multimodal video resources with artificial intelligence technologies contributes to improving the perception of foreign-language speech, the development of intercultural competence, increased motivation to learn foreign languages, and the formation of autonomous learning skills. The scientific novelty of the study lies in substantiating the feasibility of the comprehensive integration of video content and artificial intelligence technologies as means of developing the listening competence of higher education students and determining their impact on the quality of foreign language training in a digital educational environment.

Key words: listening skills; video content; artificial intelligence; foreign languages; higher education students; digital technologies; the educational process.

DOI https://doi.org/10.23856/7612

1. Introduction

The current stage of development in higher education is characterised by a large-scale digital transformation of the educational landscape, the active introduction of innovative teaching technologies, and the widespread use of digital resources in the professional training of

students. In the context of globalisation, the internationalisation of the educational environment and the rapid development of information and communication technologies, the issue of developing foreign language communicative competence has become particularly relevant, with listening competence being a key component of this. It is precisely the ability to effectively perceive, understand, analyse and interpret spoken foreign-language discourse that ensures successful intercultural communication, the professional mobility of future specialists and their competitiveness in the international labour market.

In the modern context, listening competence is viewed not merely as the ability to understand heard information, but as a complex integrative phenomenon encompassing cognitive, linguistic, sociocultural and communicative components *(Vikovych, 2009).* It involves the learner's ability to perceive authentic speech in various communicative situations, recognise linguistic and non-linguistic cues, interpret the interlocutor's intentions, take into account the sociocultural context of communication, and respond promptly to the information received. In this regard, the search for effective pedagogical tools for developing listening competence is one of the priority areas of modern foreign language teaching methodology.

Of particular importance in this process is the integration of video content and artificial intelligence technologies, which significantly expand the possibilities for developing listening skills. The use of authentic video materials creates conditions for the simultaneous engagement of auditory and visual channels of information perception, which has a positive impact on the quality of comprehension of foreign-language speech. The authors of the study *(Kozhevin, Pysanko, 2025)* note that video content allows learners not only to hear native speakers but also to observe non-verbal means of communication, peculiarities of speech behaviour, intonation patterns, facial expressions and gestures of interlocutors. Such a multimodal presentation of information facilitates a deeper understanding of the message's content and the formation of a holistic picture of a real foreign-language environment.

It should be noted that the development of listening skills in a digital learning environment has undergone significant changes compared to traditional approaches to foreign language teaching. Whereas previously the main tools for developing listening skills were audio recordings and direct interaction with the teacher, today the educational process actively utilises video conferencing, interactive online platforms, multimedia resources, podcasts, video lectures, educational YouTube channels, TED Talks and other digital formats. As a result, learners gain access to a wide variety of authentic speech samples, which significantly expands the opportunities for developing listening competence.

An analysis of academic research suggests that, alongside its numerous advantages, the digitalisation of the educational process also presents certain challenges. These include the excessive information overload of the digital environment, an insufficient level of self-directed learning skills, the difficulty of selecting high-quality authentic content, and the limited capacity of traditional platforms to provide personalised learning support. This is precisely why the combination of video content and artificial intelligence technologies allows these shortcomings to be partially offset through the automated adaptation of learning materials, the monitoring of learning outcomes, and the creation of personalised learning pathways.

Authentic video materials are of particular value for developing listening skills, as they immerse learners in a natural language environment. When working with video content, students are exposed to real-life speech patterns, pronunciation nuances, speech rate, cultural norms of communication, and the social contexts in which language is used. Furthermore, video materials help to boost motivation for learning a foreign language, as well as fostering critical thinking, communicative engagement and intercultural competence.

To summarise, the integration of video content and artificial intelligence into the process of developing listening skills among higher education students is a promising direction for modernising foreign language training. Combining the capabilities of multimedia technologies with adaptive artificial intelligence mechanisms makes it possible to create an effective educational environment focused on developing listening skills, increasing motivation to learn and ensuring a high level of foreign language communication training for future professionals.

2. The nature and structure of auditory competence among higher education students

In the current context of higher education development, the issue of developing students' listening skills has become particularly relevant and is regarded as one of the key areas in the foreign language training of future professionals. The rapid processes of globalisation, the digital transformation of society, the internationalisation of education and the expansion of international academic cooperation are placing new demands on the level of foreign language proficiency. A modern graduate of a higher education institution must be able to effectively perceive, analyse and interpret spoken foreign language communication in a variety of professional and socio-cultural situations. This is precisely why the development of listening skills is regarded as a key component in the development of foreign language communicative competence and intercultural interaction. Listening competence ensures the successful comprehension of authentic spoken messages and contributes to the development of oral communication skills, critical thinking and professional mobility. In the context of Ukraine's integration into the European educational area, improving the effectiveness of developing listening competence among higher education students has become a key task for contemporary pedagogical science and practice.

The issue of developing listening competence among students has long been a focus of attention for both domestic and international researchers. Significant contributions to research into the didactic potential of audiovisual content and foreign language teaching materials have been made by scholars such as B. Baskin, K. Beers, J. Brown, T. Hipple, R. Casbergue, F. Serafini, K. Harris and others. In their works, they demonstrate the effectiveness of using multimedia resources, audiovisual technologies and interactive teaching aids to develop foreign language communicative competence, increase motivation to learn and improve listening comprehension skills.

An analysis of contemporary research allows us to identify several key areas of development in the methodology for fostering listening competence in the context of the digitalisation of education. The first direction relates to the use of authentic audio and video content as an effective tool for developing listening skills, with notable contributions from researchers such as O. Malushko, R. Vikovich, M. Vorobyova and others. The academic literature highlights the potential for using podcasts, video lectures, interviews, television news, feature films, educational videos, journalistic texts and other multimedia resources to develop learners' ability to comprehend authentic foreign-language speech in real-life communicative situations. Contemporary researchers are increasingly focusing on the use of platforms such as YouTube, TED Talks, BBC Learning English, Coursera and other digital resources that provide access to a variety of speech samples and cultural contexts.

The second area of research concerns the organisation and promotion of learners' independent learning activities using digital technologies (N. Gupka-Makogin, S. Dudushkina, L. Shevkoplias). Researchers emphasise the need to develop autonomous learning skills, the ability to independently work through foreign-language audiovisual content, and the use of online listening platforms, mobile applications and interactive learning environments. This area has become particularly relevant due to the spread of distance and blended learning, which

requires higher education students to demonstrate a high level of self-organisation and responsibility for the outcomes of their own learning activities.

In modern foreign language teaching methodology, listening competence is regarded as an integrative personal characteristic that enables the ability to effectively perceive, understand, interpret and use information received through spoken foreign language communication. An analysis of scientific research provides grounds for identifying four interrelated components of auditory competence in higher education students: motivational-value, cognitive, operational-activity and sociocultural *(Kozhevin, Pysanko, 2025; Mamachych, 2023):*

1. Motivational-value component. The motivational-value component reflects the learner's attitude towards the listening process, their readiness to perceive foreign-language speech, and their awareness of the importance of listening skills for professional and intercultural communication. This component encompasses intrinsic motivation to learn a foreign language, cognitive interest in authentic foreign-language content, a desire for self-improvement, and a readiness for lifelong learning. A high level of development of the motivational-value component ensures the active participation of learners in educational activities and contributes to the effectiveness of developing listening competence.

2. Cognitive component. The cognitive component characterises the system of knowledge required for the successful perception and comprehension of foreign-language speech. It includes linguistic knowledge (lexical, grammatical, phonetic), knowledge of the characteristics of native speakers' speech behaviour, as well as knowledge of listening strategies. This component ensures the learner's ability to analyse the information heard, establish logical connections between individual elements of the message, and predict the content of the utterance based on context.

3. Operational-activity component. The operational-activity component encompasses practical listening skills and abilities. These include the ability to recognise speech units by ear, identify the main and detailed information in a message, interpret the content of a statement, use various listening strategies depending on the communicative situation, and critically evaluate the information received. It is this component that ensures the practical implementation of listening activities in real-life situations of foreign-language communication.

4. The sociocultural component. The sociocultural component involves the ability to interpret spoken language, taking into account the cultural, social and behavioural characteristics of native speakers. It includes knowledge of cultural norms, traditions, the characteristics of intercultural communication, non-verbal means of communication, and the national and cultural specifics of speech behaviour. The development of this component facilitates an adequate understanding of authentic speech and ensures effective intercultural interaction.

To summarise the above, the listening competence of higher education students is a complex, integrated construct that combines motivational and value-based attitudes, a system of linguistic knowledge, practical listening skills and sociocultural awareness. The comprehensive development of these components is a prerequisite for the formation of a high level of foreign language communicative competence in a digital educational environment.

3. The educational potential of video content and artificial intelligence in the development of listening skills

In today's educational landscape, the development of higher education students' listening skills is increasingly linked to the use of multimedia technologies, authentic video content and artificial intelligence tools. This approach is driven not only by the rapid digitalisation of

education, but also by changes in the nature of communication within society, where information is predominantly presented in a multimodal format. In a real-life communicative environment, the process of listening is almost never isolated from other channels of information reception. A person simultaneously perceives the interlocutor's speech, their facial expressions, gestures, intonation, visual context and other non-verbal signals that help to interpret the content of the message more accurately. This is precisely why the integration of video content into the process of foreign language learning brings educational activities closer to the real conditions of intercultural communication.

An analysis of academic research *(Bilianska, 2017; Hupka-Makohin, 2016)* and my own teaching experience leads to the conclusion that the use of video content creates favourable conditions for the simultaneous engagement of auditory and visual channels of information perception. The combination of sound, images, textual elements and contextual cues significantly enhances the effectiveness of understanding foreign-language speech. Visual support helps learners predict the content of a statement, compensate for gaps in vocabulary or grammar knowledge, and better understand the speaker's communicative intentions. Thus, the multimodal nature of video content contributes to the development not only of listening skills but also of critical thinking, intercultural competence and communicative readiness for real-life interaction in a foreign language.

Authentic video resources are of particular importance in today's context, including educational YouTube channels, TED Talks, BBC Learning English, National Geographic, video-accompanied podcasts, interviews, documentaries and feature films. Such materials allow learners to engage with the natural speech of native speakers, and to perceive different accents, intonational features, speech rates and communication styles. Furthermore, authentic video content contributes to the development of the sociocultural component of listening competence, as it familiarises learners with the cultural norms, traditions, behavioural patterns and values of the target-language society.

Among promising tools, Automatic Speech Recognition (ASR) systems, adaptive learning platforms, chatbots and virtual interlocutors attract particular attention. Such technologies create conditions for interactive engagement between learners and educational content, simulate real-life communication situations and contribute to the development of skills in perceiving spoken language in various communicative contexts. Thanks to artificial intelligence, the learning process becomes more flexible, adaptive and tailored to the individual needs of learners.

The use of digital listening diaries deserves special attention. In today's environment, traditional listening diaries can be integrated with artificial intelligence technologies, which significantly expands their educational potential. An audio diary allows learners to systematically record the results of their work with video and audio materials, self-assess their level of comprehension, analyse their own difficulties and track the development of their listening skills. The use of artificial intelligence tools makes it possible to automate the analysis of such records, identify gaps in learning, and offer personalised recommendations for further improvement of listening skills. It should be noted that modern information and communication technologies have significantly changed approaches to teaching listening. Problems that previously limited the effective use of audio materials–in particular, poor recording quality, difficulty accessing authentic content, and insufficient technical resources in the educational process–are now virtually irrelevant. Thanks to the development of mobile internet, cloud technologies, smartphones and tablets, learners now have the opportunity to work with learning materials anywhere and at any time. This creates the conditions for the implementation of the concept of lifelong learning and promotes the development of autonomy in foreign language learning.

Thus, the combination of video content and artificial intelligence technologies forms a new educational environment focused on developing the listening skills of higher education students. The use of multimodal resources ensures the authenticity of the learning process, increases motivation to study foreign languages and contributes to the development of effective intercultural communication skills. At the same time, artificial intelligence tools create conditions for personalised learning, ensuring individual support and enhancing the effectiveness of listening skills development. Taken together, this allows us to view the integration of video content and artificial intelligence as one of the most promising avenues for modernising foreign language education in the context of society's digital transformation.

4. Conclusions

In the course of this study, the authors have analysed contemporary academic approaches to the development of listening competence among higher education students, explored the educational potential of video content and artificial intelligence technologies in foreign language learning, and identified their role in enhancing the effectiveness of foreign language training in the context of the digital transformation of education. Based on an analysis of domestic and foreign academic sources, it has been established that listening competence is one of the key components of foreign language communicative competence, as it ensures that students are able to effectively perceive, interpret and use information received through spoken language in real-life communicative situations. The relevance of the study is driven by the rapid development of digital technologies, the widespread introduction of artificial intelligence into the educational process, the proliferation of distance and blended learning, as well as the need to train competitive specialists capable of effective intercultural communication in a globalised world. Under these conditions, traditional approaches to the development of listening skills require modernisation through the integration of modern digital tools, which ensure a higher level of personalisation of learning, accessibility of educational resources, and motivation for learners to study foreign languages. The study found that the use of authentic video content helps to create a language environment close to reality, combines auditory and visual channels of information perception, improves comprehension of foreign-language speech, and contributes to the development of sociocultural competence. Video materials allow learners to observe the characteristics of native speakers' speech behaviour, intonation patterns, non-verbal means of communication and cultural features of the foreign-language environment, which has a positive impact on the development of listening skills. At the same time, it has been proven that artificial intelligence technologies significantly expand the possibilities for developing listening competence through the personalisation of the educational process, the adaptation of learning content to learners' individual needs, automated assessment of learning outcomes, and the provision of immediate feedback. Adaptive educational platforms, automatic speech recognition systems, generative language models and virtual assistants demonstrate particular effectiveness, as they create conditions for active interaction between learners and the learning material and promote the development of autonomy in learning. The paper substantiates the feasibility of the comprehensive integration of video content and artificial intelligence as complementary tools for developing auditory competence.

References

1. Bilianska I. P. (2017). Suchasnyi stan doslidzhennia problemy formuvannia inshomovnoi audytyvnoi kompetentnosti studentiv [Bulletin of Cherkasy University. Series: Pedagogical Sciences]. Visnyk Cherkaskoho universytetu. Seriia: pedahohichni nauky. Cherkas. Vol.9. pp.65–77. [in Ukrainian]

2. Hupka-Makohin N. I. (2016). Navchannia maibutnikh fakhivtsiv z mizhnarodnoi ekonomiky profesiino oriientovanoho anhlomovnoho audiiuvannia u protsesi samostiinoi roboty: dys. ... kand. ped. Nauk [Teaching future specialists in international economics professionally-oriented English listening skills through independent study: PhD thesis in Pedagogical Sciences]: 13.00.02 / Ternopilskyi nats. ped. un-t im. Volodymyra Hnatiuka. Ternopil. 209p. [in Ukrainian]

3. Kozhevi, I. I., Pysanko, M. L. (2025). Analiz virtualnykh navchalnykh platform dlia rozvytku audytyvnoi kompetentnosti [An analysis of virtual learning platforms for the development of listening skills]. Suchasni tekhnolohii navchannia inozemnykh mov i kultur. Vol.2. pp.45-49 http://doi.org/10.32589/1817-8510.2025.2.346994 [in Ukrainian]

4. Mamachych K. V. (2023). Rozvytok anhlomovnoi audytyvnoi kompetentnosti uchniv 11-kh profilnykh klasiv z vykorystanniam videomaterialiv (na prykladi vyvchennia temy «Izha»). [Developing Listening Competence of the 11th Graders Majoring in English Through Video Materials (based on the topic "Food")]. URL: https://elar.khmnu.edu.ua /server/api/core/ bitstreams/c91046a8-6c04-45ec-bd35- 9db73e35d1d8/content (accessed: 03. 06. 2026). [in Ukrainian]

5. Rohulska O. O. (2024). Audiiuvannia yak efektyvnyi zasib navchannia inozemnoi movy; vydy audiiuvannia. [Listening as an effective means of learning a foreign language; types of listening]. Aktualni problemy rozvytku pedahohichnoi osvity: innovatsii, vyklyky, perspektyvy : zbirnyk tez dopovidei za materialamy Mizhnarodnoi naukovo praktychnoi konferentsii (15 bereznia 2024 r., m. Mukachevo). Mukachevo : Vyd-vo MDU. pp. 208- 210. [in Ukrainian]

6. Vikovych R. I. (2009). Linhvistychni peredumovy navchannia audiiuvannia ta obhovorennia anhlomovnykh telenovyn [Linguistic prerequisites for teaching listening comprehension and discussion of English-language television news]. Visnyk Chernihivskoho derzhavnoho pedahohichnoho universytetu im. T. H. Shevchenka. Seriia «Pedahohichni nauky». Chernihiv: ChDPU. Vol. 63. pp. 44–48. [in Ukrainian]

INTERDISCIPLINARY TRANSFER FACTORS OF THE AMERICAN SOCIO-POLITICAL TERMS

Natalia Kemska
Assistant of Foreign Languages Department for Humanities,
Lviv Ivan Franko National University, Ukraine
e-mail: nataliekemska@hotmail.com, orcid.org/0009-0000-0165-9921

Summary

The article is devoted to the analysis of foreign language borrowings that are actively used to create complex terms and term combinations in modern American socio-political terminology. The borrowing of a term is most often caused by the need to nominate a new concept or phenomenon when the recipient language lacks terms to denote its own nomination of a scientific reality. The socio-political terminology is a dynamic system in which conceptual meanings are constantly updated primarily through a permanent process of interlingual influences and borrowings. The dynamics of borrowings is manifested in the fact that they are in motion, change their meaning, become widespread in various fields, and enter into lexical and semantic relations with autochthonous terms.

Interlingual contacts most clearly determine monocultural exchange and interlingual influences of professional terminologies. After all, any terminology can be both a producer and a recipient of international vocabulary, mainly from Latin and Greek classical languages. We believe that borrowings from other languages play a significant role in the process of internationalisation of socio-political terminology.

Key words: interlingual borrowings, autochthonous terms, interlingual influences, language contact, source language, recipient language, professional terminology, heterogeneous formations.

DOI https://doi.org/10.23856/7613

1. Introduction

The lexical system belonging to the Indo-European language family is characterised by foreign borrowings. A significant number of borrowings in the modern American *socio-political terminology system* (hereinafter referred to as SPT) are the result of long and rich interaction with other Romance and Germanic languages. The donor language from which the borrowings originate differs from the recipient language in terms of structural-semantic typology and sociolinguistic specificity. Most researchers rightly believe that the vast majority of borrowings into English SPT came from French, which is due to the historical conditions and linguistic contacts between these two countries.

We argue that foreign borrowings are actively used to create complex terms and term combinations in modern American SPT, as a source and means of enriching the term corpus. The processes of internationalisation of the terminological fund of the studied term system are confirmed by the presence of internationalisms in its composition.

Modern specific terminology is based on one of the most important external factors of language change and development, which lies in language contact. At the present stage, the SPT plays a dominant role in interlingual influences, replenishing the interdisciplinary term fund.

Trends towards language interference are particularly explicit in the areas of socio-political terminology. According to researchers, borrowing is a universal linguistic phenomenon that manifests itself in the exchange of linguistic signs between two or more languages contacting in various spheres of activity *(Voitenko, 2010).*

2. Borrowing from other languages

By borrowing, we mean the use of terms from other languages to express new concepts and phenomena of reality. The term 'borrowing' itself has two meanings in linguistic literature: it refers to the process of using elements of the source language in the recipient language system and the result of this process, i.e. those elements in the recipient language system that were introduced into from the source language system.

In the process of the evolution in any professional terminology, interlingual influences are a key and natural phenomenon, since no language can develop in isolation without contacting with others.

The borrowing of a term is most often caused by the need to name a new concept or phenomenon when the recipient language lacks terms to denote its own scientific reality. In this sense, an important aspect of borrowing may be the unambiguity of the term within a particular terminology system, its conciseness and systematicity. The penetration of a borrowed term into another language is also the result of the close development in intercultural and linguistic contacts in the process of the emergence and implementation of the latest modern scientific technologies *(Kerpatenko).*

Thus, dynamic socio-economic, political, cultural and scientific contacts between countries require the introduction of international terms and the absorption of foreign-language terminological concepts into the professional language of other scientific fields. Modern American SPT is saturated with heterogeneous formations – Greek-Germanic, Greek-Romance, Romance-Germanic, Scandinavian and others, because permanent interlingual contacts determine cultural exchange and linguistic interaction between two peoples.

3. Interlingual contacts

The analysed SPT is the lexical layer in which interlingual contacts are most evident. In its development, any language could be both a producer and a recipient of areal or even international vocabulary. For example, French has long played the role of 'Latin', the language of science, technology and culture. In the 20th century, English replaced French as the international language, having absorbed a large number of Latin terms and, since the 11th century, French terms and concepts as well. During these periods, English terminology was also enriched by Greek, Latin, Italian, French, Spanish and German borrowings: *coup d'etat; refugees; buffer state; xenophobia; exile etc.*

In terminological scientific works, foreign researchers express the following point of view on the phenomenon of borrowing. In particular, G. Paul distinguishes two types of foreign language influence:

– borrowing foreign language material (words, phrases, meanings that are 'common to the whole group' word-forming affixes, less often inflections): *autocracy; memo – memorandum; cratology.*

– borrowing foreign forms; a language 'can only use its own material, but the combination of its elements and their adaptation to the content of the corresponding concept is carried

out according to a foreign model' *(Paul G., 1880): junta; siesta (Spanish); guru (Hindi); furore (Italian).*

In this regard, another foreign researcher, A.E. Haugen, who considers them as lexemes transferred from a foreign language, the form of which 'in the borrowed language should be in a more or less diatonic (from sound to tone) relationship with the foreign language' *(Haugen, 1972: 113–119).*

In our opinion, a borrowed term should have semantic roots in both terminologies, which indicates a close connection between professional languages. Since the borrowing of the material shell of a term is not yet a sign of semantic interaction between terminological systems, we can talk about semantic shifts, where the interaction of terminological systems involves the establishment of such relations between their elements, in particular semantic derivation: *hybrid warfare; political forecasting etc.*

A review of theoretical works gives grounds to assert that the opinion that SPT retains the characteristics of a term only within its own terminology system is controversial in modern terminology studies, since any scientific term (studied by American SPT) functions within the framework of other terminology, which is also a system. The meaning of a term is fixed in another system and supported by the parameters used in it. Intensive language contacts lead to the internationalisation of terminological systems.

Interlingual contacts significantly stimulate the interpenetration of individual terminological elements, leading to innovations at the phonological, morphological, semantic and syntactic levels. Since language is a system where everything is interconnected, if foreign elements enter the language, terminological interference leads to a certain reorganisation of the phonetic, grammatical or lexical systems: *al-Qaida; Cold War; plebiscite etc*.

4. Interlingual interference

In our opinion, the phenomenon of interlingual interference functions alongside such types of borrowing as calquing and linguistic assimilation. Unlike the traditional view of borrowing and calquing as components, we consider them to be separate types of language interaction. Thus, calquing is a kind of violation in the grammatical principle of word formation, so the recipient language based on the model of the source language, a deviation from the norm of one language under the influence of another. First of all, let us pay attention to calques as words (terms) that calque (mostly completely or partially) the source language in terms of structure: *double entendre – (French); red line; genocide etc.*

It should be noted that in the process of linguistic interaction, changes occur in the structure and meaning of terminological units, which we define as interference. Interlingual contacts have a much greater influence on the development of ASPT than on the development of other European languages, which is a consequence not only of the quantitative enrichment of the sectoral vocabulary, but also of semantic changes in its structure and functioning. In other words, the emergence of a new concept or phenomenon in the modern American terminology system is often facilitated by interlingual influences and borrowing processes: *barnstormer(n); foreign peril; celestial wisdom; fountain of life.*

In fact, no language can exist in isolation from others without changing and developing in line with accepted general linguistic trends, since the lexical-semantic system is most susceptible to change, which depends on extralinguistic factors. The researcher, E. Haugen (cited above), proposed, in our opinion, the most reliable classification of semantic borrowings, dividing them into three categories, namely:

1) borrowings among homologues (words of common origin). This phenomenon occurs between words that have a common primary meaning: *kleptocracy; plutocracy; clash of civilisations;*

2) borrowings among analogues. This is the most common category, which occurs between words that have at least one common seme and are formally similar (designation), which facilitates the borrowing process: *political hermeneutics; polycentrism; cohabitation;*

3) borrowing among homophones. Words that are pronounced the same but have different meanings and spellings: *trigger; whip; hawk (Haugen, 1972: 113–119).*

A number of terms have appeared in socio-political discourse that have undergone a certain reinterpretation, for example, the term *primaries* – primary elections in the United States, which was previously used only in specialised scientific and official texts: *blockbuster; image-maker; speakeriade;*. Thus, the term *pressing*, alongside the sphere of sport, has come to be widely used in political vocabulary to denote a method of influencing a political opponent, and in business it denotes psychological pressure with the aim of adjusting the actions of competitors, or *sandwich* – a person carrying two advertising boards hanging from their shoulders, one in front and one behind *(COCA).*

5. International terminology

We can conclude that foreign terms are in many cases closely related to the history of the formation of language systems, which influence their culture and functioning. In particular, Professor R.S. Pomirko interprets linguistic interference as 'the assimilation of borrowed lexical material form into a language through the maximum approximation of its phonetic, graphic, grammatical and lexical-semantic characteristics to the norms of the recipient language, and accordingly distinguishes the following types of lexical assimilation: *1) phonetic-graphic; 2) morphological; 3) lexical-semantic' (Pomirko; Dudok, 2010: 3–10).* The reinterpretation of borrowed terminological units to denote new concepts is a process that covers a wide range of the semantics of a word-term, its inclusion in a specific system of concepts, in our case, the SPT.

It is noteworthy that multiculturalism and bilingualism create a specific situation of cross-cultural contact. As a result of the development of connotative semantics, let us give an example of borrowing in the field of public law*: bribe < O.F. bribe, > a piece of bread, alms, which later acquired additional semantics – survival through alms and professional begging.* It was these latter meanings that contributed to the emergence of negative connotations such as *fraud, robbery*, and *extortion*, which the English language absorbed and realised in the meaning of *stolen goods, blackmail, etc.*

It is worth adding that so-called borrowings are of particular interest: *boomerangs,* which were once an integral part of the English lexical system, later returned to French with changed semantics and phonetic form. For example, *bouge (a pocket in which money is kept)*, once borrowed by English from French, acquired a new meaning in the process of semantic integration – a statement of income and expenditure of the state or enterprise for a certain period (COCA). It was with this meaning and a modified graphic form *(budget)* that it returned to the French language.

Alternatively, the term *'the fam'*, which originated in America *(short for 'family')*, denoted the highest degree of contempt: *'He's sunk in the fam and never appears in public.'* Changes in the terminological corpus of professional languages and the penetration of foreign borrowings have caused semantic and stylistic changes that bring variability in the semantics of terms, with their emotionally expressive connotations: *to pull the strings; swell of discontent etc.*

It is foreign borrowings and interlingual contacts that have led to the replenishment and enrichment of English SPT at both the morphological and semantic-functional levels *(Goncharenko, 2010).* The process of borrowing SPT is one of those complex lexical-semantic transformations that occur in ASPT mainly as a result of language contacts and influence the dynamics of replenishing the terminological corpus of the SPT sphere. This process is facilitated by the trend of deglobalisation in the modern world, in particular through socio-economic and interlingual influences, which manifests itself in the active transfer of borrowed terminology.

Moreover, lexical borrowing is often considered only as the first stage of foreign language influence, where a word-term is borrowed not completely as a grammatically formed unit, but as a more or less unformed unit of the term corpus, which acquires its form in the system and by means of another language that has borrowed it *(Demchenko, 2005: 170–172).* Therefore, from this point of view, borrowing is not a process, but rather the initial use of foreign material in a new linguistic format.

When analysing the general problems of borrowed vocabulary, it is worth paying attention to its connection with international vocabulary between these two groups. Linguistic literature cites two approaches that interpret the relationship between these categories differently. Researchers of the first approach do not distinguish internationalisms from borrowings, but believe that the difference between internationalisms and borrowings lies only in the way they are considered *(Zatsny, 2006: 28–29).*

Representatives of the second approach oppose the identification of these categories and recognise that internationalisms have many features in common with borrowings, but this is not a basis for identifying them *(Kyak, 2006).*

In reality, these categories are equivalent to each other, because internationalisms are an objectively existing interlingual category of synchrony with their own specific characteristics, while borrowings are a group of facts that are conditional for synchrony and are distinguished on the basis of other, diachronic criteria *(Fedorez, 2005).* In our opinion, borrowings from other languages play a key role in the process of internationalisation of socio-political terminology, which, according to our estimates, can reach 70–80%, for example*: common good; lame duck; rogue state etc.*

In professional terminology, various terms are used to refer to borrowings: foreign language inclusions, borrowings, foreign words, barbarisms, internationalisms, etc., among which the term borrowing is the most commonly used. In fact, it mainly refers to both the linguistic process of borrowing and the results of this process: that is, borrowing is both the act by which one language acquires an element of another language and the borrowed element itself *(Petryshyn, 2018).*

We can argue that the interdisciplinary and international organisation of American SPT is a dynamic system in which conceptual meanings are constantly updated, primarily through a permanent process of interlingual influences and borrowings *(Dudok, 2017: 129–135).* The dynamics of borrowings are manifested in the fact that they evolve semantically, change their meaning, spread in various spheres, and enter into lexical and semantic connections with autochthonous terms: *hung parliament; reconciliation process; armistice; world government.*

Thus, interlingual contacts most clearly determine monocultural exchange and interlingual influences of professional terminology. After all, any terminology can be both a producer and a recipient of international vocabulary, mainly from classical Latin and Greek: *in situ; non sequitur; status quo*. That is, terminological borrowings cause and enrich the neological process and are generators of synonyms, homonyms, and polysemic structures. After all, their transcendence is no less intense than that created by lexical borrowings.

Contemporary researchers of terminology highlight the ways in which hidden borrowings enter professional language less noticeably, so to speak, through 'invisible export'. There is undoubtedly a significant reason for this: the absence in English of borrowings from languages that have maintained or continue to maintain close contact with English *(Zhluktenko, 1966)*.

6. Conclusions

Thus, the above allows us to draw the following conclusions. The analysis, origin and development of individual terms and socio-political terminology systems are determined not only by internal linguistic factors, but also by external linguistic factors, as well as by the ratio of autochthonous and borrowed terms in these terminology systems. Therefore, foreign borrowings in the socio-political terminology are, in terms of their structural-semantic and linguistic-pragmatic parameters, international terminological units that function in other languages with the same socio-political meanings as in English professional language.

Interlingual contacts significantly stimulate the interpenetration of individual terminological elements, leading to innovations at the phonological, morphological, semantic and syntactic levels. Also, the phenomenon of interlingual interference functions alongside such types of borrowings as calquing and linguistic assimilation.

In the process of linguistic interaction, changes occur in the structure and meaning of terminological units, which we define as the phenomenon of interference. In many cases, foreign terms are closely related to the history of the formation of language systems, which influence their culture and functional characteristics, as well as their expressive colouring.

It was foreign borrowings and interlingual contacts that led to the replenishment and enrichment of English SPT at both the morphological and semantic-functional levels. Therefore, we can conclude that the interdisciplinary and international organisation of American SPT is a dynamic system in which conceptual meanings are constantly being updated, primarily through the permanent process of interlingual influences and borrowings. The dynamics of borrowings are manifested in the fact that they are in motion, change their meaning, spread in various spheres, and enter into lexical and semantic connections with autochthonous terms, which undoubtedly determines the prospects for further studies in this direction.

References

1. Demchenko K. V. (2005) Funktsionuvannia inshomovnykh leksem u tekstakh publitsystychnoho styliu [Functioning of foreign lexemes in journalistic texts]. Kultura narodov Prychernomoria. № 69. S. 170–172 [in Ukraine].

2. Dudok R. I. (2017) Mizhmovni protsesy interferentsii v terminolohichnii systemi anhliiskoi movy [Interlingual processes of interference in the terminological system of the English language]. Terminolohichnyi visnyk. Vyp. 4. S. 129-135 [in Ukraine].

3. Fedorets S. A. (2005) Anhliiski zapozychennia u movi suchasnoi ukrainskoi reklamy [English borrowings in the language of modern Ukrainian advertising]: dys. ... kand. filol. nauk. Kharkiv. 203 s [in Ukraine].

4. Haugen E. (1972) The Analysis of Linguistic Borrowing. Ecology of language: Essays by Haugen. Stanford University Press. PP. 113–119 [the USA].

5. Honcharenko L. O. (2010) Funktsionalnyi aspekt zapozychen [Functional aspect of borrowings] Aktualni problemy slovianskoi filolohii. Vyp. XXIII. Ch. 4. S. 294–300 [in Ukraine].

6. Kerpatenko Yu. V. Inshomovne slovo: vyznachennia, adaptatsiia, funktsionuvannia [Foreign Words: Definition, Adaptation, Functioning]. [Elektronnyi resurs] Rezhym dostupu: [http://www.nbuv.gov.ua/portal/soc_gum/Nz/Fil/2009_81_1/statti/81.pdf)] [in Ukraine].
7. Kyiak T. R. (2006) Zapozychennia ta internatsionalizmy u fakhovykh movakh [Borrowings and internationalisms in professional languages]. [Elektronnyi resurs]. Visnyk Zhytomyrskoho derzhavnoho universytetu imeni Ivana Franka. Rezhym dostupu: Http://eprints. zu. edu. ua/1068/1/06ktpifm. Pdf [in Ukraine].
8. Paul G. (2002) Principien der Sprachgeschichte., 1880. 10 vydannia: Tübingen, Niemeyer [in Germany].
9. Petryshyn O. M. (2018) Pro novitni anhlomovni zapozychennia yak zasib mizhkulturnoi komunikatsii [On the latest English borrowings as a means of intercultural communication]. Visnyk molodykh naukovtsiv. № 6. S. 135 [in Ukraine].
10. Pomirko R. S. (2010) Kohnityvni mekhanizmy transpozytsii smysliv: metafora ta metonimiia (na materiali anhliiskoi fakhovoi movy ekonomiky) [Cognitive mechanisms of transposition of meanings: metaphor and metonymy (based on the material of English professional language of economics)]. Visnyk Lviv. nats. un-tu. – Ser. Inozemni movy. Vyp. 17. S. 3–10 [in Ukraine].
11. Voitenko K. I. (2010) Klasyfikatsiia zapozychen v suchasnykh linhvistychnykh doslidzhenniakh [Classification of borrowings in modern linguistic studies] [Elektronnyi resurs] / Rezhym dostupu: http://www.rusnauka.com/7_NMIV_/Philologia/60103.doc.htm [in Ukraine].
12. Zatsnyi Yu. A. (2006.) Vnutrishni zapozychennia suchasnoi anhliiskoi movy [Internal borrowings in modern English]. Visnyk Sum DU. № 11. S. 28–29 [in Ukraine].
13. Zhluktenko Yu. O. (1966) Movni kontakty. Problemy interlinhvistyky [Language contacts. Problems of interlinguistics]. K.: Kyiv. un-t. 135 s [in Ukraine].
14. COCA – Corpus of Contemporary American English. URL: https://www.englishcorpora.org/ coca/

„DICHTUNG UND WAHRHEIT“ IM MODERNEN UKRAINISCHEN MILITÄRDISKURS : AM BEISPIEL DES GEDICHTS „IN DER NÖRDLICHEN RICHTUNG HERRSCHT RUHE…“ VON ANATOLIY ANATOLIY

Liudmyla Kotvytska
M.A. Philologie, Ukrainische Freie Universität, Munich, Deutschland
e-mail: luymikot@gmail.com, orcid.org/0009-0005-2406-8397

Zusammenfassung

Die vorliegende Untersuchung widmet sich dem zeitgenössischen ukrainischen Militärdiskurs in der Poesie im Spannungsfeld von Memorialisierung und Resistenz. Der Fokus richtet sich auf die Transposition brutaler Kriegsrealitäten (Faktizität / Wahrheit) in eine ästhetisierte Struktur (Dichtung). Im Rahmen dieser Untersuchung fungiert die methodische Aufarbeitung des Paradigmas „Dichtung und Wahrheit“ nicht als bloße komparative Parallele, sondern als tragfähiges Werkzeug der Heuristik. Wie Goethe darlegte, führt die Metamorphose der nackten Realität in ein künstlerisches Konstrukt keineswegs zur Verfälschung, sondern vielmehr zur Freilegung einer immanenten, transzendenten Wahrheit. Anhand eines Gedichts des unter dem Pseudonym Anatoliy Anatoliy publizierenden Autors, das bereits 2022 in die – erst später erschienene – Anthologie des Dichters und Oberstleutnants der Streitkräfte der Ukraine Volodymyr Tymtschuk „In principio erat Verbum: Ukraine. Poesie des Krieges“ aufgenommen wurde, wird aufgezeigt, wie die Bewahrung formaler Ästhetik und substanzieller Vitalität als Katalysator wirkt, um die Zivilgesellschaft mittels einer inhärenten Würde zu reaktivieren.

Schlüsselwörter: militärischer Diskurs in der Poesie, Poesie des Krieges, Volodymyr Tymchuk, Wachrütteln, Reaktivierung der Zivilgesellschaft, Formbewahrung, Antologie „In principio erat Verbum: Ukraine. Poesie des Krieges“.

DOI https://doi.org/10.23856/7614

1. Einleitung

Die Gestaltung des militärischen Diskurses in der zeitgenössischen ukrainischen Literatur, welche die Aktualität der vorliegenden Untersuchung begründet, ist weit mehr als bloße Spiegelung von Erfahrungen oder Zeugnis des Krieges. Neben der Dokumentation des kollektiven Widerstands der Nation gegen die Aggressoren und der Fixierung des Augenblicks dient sie der Aktualisierung vitaler Kräfte. Sie ist fundamentale Quelle literarisch-kultureller Arbeit im System der Bewahrung des nationalen Gedächtnisses, Memorialisierung der Ereignisse und ein wesentlicher Bestandteil des existenziellen Kampfes des ukrainischen Staates und seiner Nation.

Die neuen Kanons in der ukrainischen Poesie während des russisch-ukrainischen Krieges seit 2014 und nach der großflächigen Invasion werden von T. Pastukh untersucht *(Pastukh, 2024: 164)*. Der Wissenschaftler dokumentiert die Namen von Militärdichtern. Dabei betrachtet er die künstlerisch-stilistischen Merkmale ihres Schaffens und betont die Wichtigkeit der Bewahrung und Reflexion des ukrainischen Kriegsnarrativs. Der Gelehrte unterstreicht die Bedeutung der Kanonbildung in der Literatur während des Krieges, wobei er nicht nur Thematik der Texte, sondern auch deren künstlerisch-ästhetisches Niveau berücksichtigt. In diesem Zusammenhang arbeiten auch die Wissenschaftler N. Havryliuk *(Havryliuk, 2023)*, T. Holovan *(Holovan, 2023),* M. Riabchenko *(Riabchenko, 2019)* u. a.

In dieser Arbeit wird die Aufmerksamkeit dem Gedicht des Autors mit dem Literaturnamen Anatoliy Anatoliy „In der nördlichen Richtung herrscht Ruhe…“ gewidmet *(Tymchuk, 2024: 128)*. Es dient als Beispiel für die stille Würde und die Technik des Sprachgemäldes, mit der Anatoliy Anatoliy (Militärangehöriger der Streitkräfte der Ukraine, Dichter) die existentielle Bedrohung in ein kraftvolles Zeugnis des Widerstands verwandelt.

Dieses Gedicht wurde in die Anthologie der Kriegslyrik „In principio erat Verbum: Ukraïne. Poesie des Krieges“ *(Tymchuk, 2024)* aufgenommen, die von Volodymyr Tymchuk (Militärdichter, Oberstleutnant der Streitkräfte der Ukraine) während des großflächigen Krieges im Jahr 2022 zusammengestellt und später herausgegeben wurde. Die Anthologie ist repräsentativ für die Herausbildung des militärisch-poetischen Diskurses, wobei das Gedicht von Anatoliy Anatoliy die Thematik des entschlossenen Widerstands gegen die Aggression, der Standhaftigkeit sowie des existenziellen Kampfgeistes in besonderer Weise entfaltet. Die philosophische Opposition von „Dichtung und Wahrheit“ als allgemeinbekannte Kulturmatrix dient uns als Methode, um aufzuzeigen, wie die rohe, schreckliche Realität dieses genozidalen Krieges in den poetischen Text transformiert wird.

2. Die Leitthemen der Antologie mit der Poesie der Kriegszeit

Die Leitthemen in den Gedichten der für diese Untersuchung repräsentativen Anthologie manifestieren sich in den Sujets von Leben und Tod; der Ukraine und ihres historischen Schicksals; des Bösen sowie moskowiens als eines heimtückischen, ewigen Feindes; des entschlossenen Widerstands gegen die Aggression, der Standhaftigkeit, des Willens und des existenziellen Kampfes; der nationalen sowie persönlichen Freiheit; der Reflexion über die Ursachen und Folgen des Krieges sowie der Rolle des Einzelnen in der Geschichte; der Identität; der Kindheit im Krieg; des Zuhauses, des Verlusts der Heimat, der Flucht sowie des Schicksals von Binnenvertriebenen und Geflüchteten; des militärischen Alltags; des Alltags von Medizinern und Freiwilligen (Volontären) in Kriegszeiten; des Heroismus der Verteidiger; des Menschen im Krieg und der Waffenbrüderschaft. Hinzu kommen Gedichte über die Schrecken des Krieges, Zerstörungen, zerstörte Leben, das Streben nach Heilung, Trauer und Hoffnung; über Unterstützung, gegenseitigen Beistand und Menschlichkeit; über verzehrenden Hass; die Liebe zur Ukraine; Nostalgie nach einem friedlichen Leben und die Revision von Werten; das Gedenken; den Verlust, die Devastation, den Wandel und die Unmöglichkeit einer Rückkehr zum früheren Leben; Schuld und Angst; spirituell-religiöse Semantiken sowie den Glauben an das Leben und den Sieg (postnatale/posttherapeutische Modellierung).

Es ist inhärent, dass sich diese Themen überschneiden und bisweilen mehrere Motive in einem Gedicht konvergieren. Die Pragmatik des Textes erlaubt es, zusätzliche Kriegsnarrative in der Lyrik der Anthologie zu identifizieren: der Rekurs auf die Philosophie der Tat, die Kultivierung des Heroismus des ukrainischen Volkes anstelle seiner Darstellung in der Rolle eines unterjochten Opfers, die Dankbarkeit gegenüber den Verteidigern sowie der fundamentale Glaube an den Sieg.

3. Zum individuellen Stil des Autors der Militärdichtung

Im Raum des sozialen Netzwerks Facebook zählte die Seite des Soldaten mit dem Künstlernamen Anatoliy Anatoliy im Zeitraum zwischen 2014 und 2022 zu den meistgelesenen Portalen für Militärpoesie *(Kotvytska, 2025)*. Die bedeutende Rolle der schöpferischen Persönlichkeit des Künstlers bei der Etablierung des militärischen Diskurses während des aktuellen

russisch-ukrainischen Krieges liegt darin, dass er einen Weg findet – und zwar den der Wahrheit der Dichtung– über den Krieg zu sprechen, auf den die Gesellschaft – wenn auch sehr langsam – dennoch reagiert.

Die Hauptbestimmung seiner kunstvoll gestalteten Werke ist es, wachzurütteln (In principio erat Verbum 2024, 128). Der Autor belehrt nicht, moralisiert nicht und macht keine Vorwürfe. Er spricht ruhig und unermüdlich über die Realität, schreibt seine Chronik dieses gemeinsamen existentiellen Krieges. Seine Zeilen atmen Ruhe und Würde. Ein Kennzeichen des individuellen Stils des Autors ist der Rückgriff auf die Volkstradition sowie die Nutzung einer breiten Palette künstlerischer Mittel. Jedes seiner Gedichte ist eine Malerei, ein vollendetes lebendiges Bild. Die traditionelle, beeindruckende letzte Verszeile fungiert als Schlussfolgerung, Finale, Schuss, Ausruf oder Appell – sie ist dazu bestimmt, zum Handeln aufzurufen, und sie erreicht dieses Ziel auch. In der Zeit der großen Invasion des Feindes schrieb der Dichter: „*На північному напрямку спокій, замріяна тиша, / вітер ледве колише розмиті зіпсовані сни. / О четвертій приходьте, причинні, я вас не залишу, / о четвертій чекатиму вас за п'ять днів до весни. / За п'ять днів до весни я вже буду безмірно спокійний / і холодний, мов крига, увічнена у мерзлоті. / О четвертій приходьте, безбожники і божевільні, / я зустріну вас ніжно у тихій нічній темноті. / О четвертій огляну дідівське розоране поле, / за п'ять днів до весни ще послухаю шепіт вітрів. / Мій чорнозем вас жде, вас чекають могильні престоли. / Ви приходьте, убогі, лишайте тут ваших мерців. Die Kräfte für Spezialoperationen der Ukraïne, die Front, Gebiet Zhytomyr-Kyïv*; *15.III.2022, 11:48" (Tymchuk, 2024: 128)* und in der deutschen Übersetzung: „*In der nördlichen Richtung herrscht Ruhe, verträumte Stille, / die gestörten verschwommenen Träume sind vom Winde gestreift. / Um vier morgens kommt, Irre, ich lass´ euch nicht alleine, / um vier Uhr fünf Tage vor Frühling ist es soweit. / Vor fünf Tagen bis Frühling bin ich schon vollkommen gesammelt. / Ich bewahr´ kaltes Blut, ich bin wie ewiges Eis. / Um vier Uhr kommt, Gottlose mit Irren zusammen, / in der nächtlichen Stille empfang´ ich euch leicht und heiß. / Ich begeh´ um vier Uhr das bestellte Land meiner Väter, / fünf Tage vor Frühling hör´ ich nochmal Winde hauchen. / Mein Schwarzboden begehrt euch, hier erwarten euch Gräber. / Kommt, Armselige, her und verlasst hier eure Leichen."* (Übers. ins Deutsche – L. Kotvytska, unveröffentlicht)

4. Die Ästhetik der inneren Stille des Verteidigers und die historische Wahrheit des 24. Februar 2022

Das Gedicht beginnt mit einer fast bukolischen, verträumten Atmosphäre (*„verträumte Stille"*). Diese Stille ist jedoch trügerisch; sie ist nicht der Frieden der Vergangenheit, sondern die hochkonzentrierte Ruhe vor dem Kampf um das Leben. Der Rückzug auf die Metaphorik der Natur (*„Winde"*, *„Eis"*, *„Frühling"*) dient als Formbewahrung: Der Protagonist nutzt die poetische Struktur, um das Chaos des herannahenden Angriffs zu bändigen. Darin werden die Ästhetik der Stille und das Erbe (Dichtung) gesehen.

Die präzisen Zeitbezüge *(„um vier Uhr", „fünf Tage vor Frühling"*) verankern den Text in der historischen Wahrheit des 24. Februar 2022, wobei sie gleichzeitig eine fundamentale Transformation von Zeit und Raum (im Sinne der Wahrheit) einleiten. Die poetische Transformation geschieht hier durch die Transmutation von Angst in *„kaltes Blut"*. Der Sprecher verschmilzt gleichsam mit der Landschaft selbst – er wird zu *„ewigem Eis"*, das den Aggressor erwartet. Der Raum ist nicht mehr nur Geografie, sondern erhebt sich zum sakralen *„Land meiner Väter",* dem ukrainischen Schwarzboden. Dieser wird als lebensspendender Boden konstituiert, dessen eigentliche Bestimmung im Hervorbringen und Bewahren des Lebens liegt.

Im Kontext des Gedichts wird der Schwarzboden zu einem aktiven Akteur: Er tritt Seite an Seite mit dem Verteidiger auf, er *„begehrt“* die Feinde, um das Leben zu schützen. Eben dieses mystische Motiv verleiht dem Gedicht eine Dimension existentieller, unbarmherziger Wahrheit.

Das Gedicht markiert einen Wendepunkt im gegenwärtigen Militärdiskurs in der Poesie: vom Opfer zum Verteidiger. Der Feind wird direkt angesprochen: *„Irre“*, *„Gottlose“*, *„Armselige“*. Die sakrale Dimension des Gedichtes: das *„bestellte Land“* und die *„Gräber“* deuten an, dass der Boden den Feind buchstäblich verschlingen wird. Der Widerstand wird hier als ein Naturgesetz dargestellt.

Trotz der expliziten Motivik von Leichen und Gräbern strahlt das Gedicht eine enorme vitale Kraft aus. Diese Lebenskraft manifestiert sich in der kompromisslosen Dynamik der Abwehr des absoluten Bösen: Das Grab wird hier für einen Feind gegraben, der nicht bloß als militärischer Gegner auftritt, sondern als existenzieller Vernichter. Es ist ein Aggressor, der mit dem inhärenten Ziel kam, zu töten, nackte Gewalt auszuüben und alles auszulöschen, was ukrainisch ist – von den Menschen bis zur Kultur. Das physische Begräbnis dieses Feindes fungiert im Text somit als ein ritueller Akt der Reinigung des geschändeten Bodens und unumgängliche Bedingung für das Überleben der Nation. Die stille, entschlossene Würde des Verteidigers zielt darauf ab, das gesellschaftliche Bewusstsein wachzurütteln. Das Gedicht verharmlost nichts – denn es gibt nichts Schrecklicheres als einen solchen Vernichtungskrieg. Doch anstatt in lähmende Ohnmacht zu verfallen, postuliert der Text, dass der Frieden erkämpft werden muss.

5. Das ontologische Paradoxon von Leben und Tod im Krieg gegen moskovyten

Die Frage von Leben und Tod wird im Gedicht auf einer völlig neuen, existenziellen Ebene verhandelt: Ein wahrhaft Lebender kommt nicht, um das Lebendige zu töten. Der Aggressor hingegen, der mit der Absicht einbricht, zu morden und zu vernichten, hat innerlich bereits der Auslöschung des Seins zugestimmt – er ist somit metaphysisch schon tot, noch bevor ihn das physische Ende ereilt. Seine Existenz ist bereits von spiritueller Morbidität gezeichnet. Die „Gräber-Throne“ (ukr. *mohylni prestoly*) auf der freien, von lebendigen Menschen verteidigten Erde warten folglich nur auf diejenigen, die bereits als wandelnde Leichen den Boden des Nachbarlandes betreten haben um zu töten. Das Ausheben des Grabes für den Feind verliert dadurch jeden Aspekt einer primitiven Rache; es transformiert sich in einen Akt der kosmischen und ontologischen Restitution. Die lebende Nation vollzieht lediglich den natürlichen Lauf der Dinge, indem sie das metaphysisch Tote in die Erde verbannt, um das unschuldige, pulsierende Leben vor der totalen Vernichtung zu schützen. Auf solche Weise erfolgt die Transposition brutaler Kriegsrealitäten (Faktizität / Wahrheit) in eine ästhetisierte Struktur (Dichtung).

6. Schlussfolgerungen

Als Zusammenfassung soll es hervorgehoben werden, dass die Anthologie „In principio erat Verbum…“ den ukrainischen Widerstand international zugänglich macht und somit als ein wesentliches Instrument der kulturellen Diplomatie sowie als Zeugnis der unbeugsamen Schöpferkraft inmitten des Krieges fungiert. Eine der wichtigsten Aufgaben für die Ukraine besteht darin, der Welt die Wahrheit über den Krieg zu vermitteln, im unermüdlichen Streben nach Frieden und Leben.

Die Rekonstruktion des Goetheschen Paradigmas „Dichtung und Wahrheit“ dient in der vorliegenden Untersuchung nicht bloß als komparative Analogie, sondern als epistemologisches Werkzeug. Goethe verdeutlichte, dass die Transformation der empirischen Realität

(Wahrheit) in die künstlerische Dimension (Dichtung) eine tiefere, transzendente Wahrheit freilegt. Im zeitgenössischen ukrainischen Militärdiskurs manifestiert sich diese Dichotomie in einer existenziellen Zuspitzung: Die eruptive Entstehung tausender poetischer Zeugenberichte in den ersten Kriegsmonaten erweist sich somit als kollektive Praxis der Selbstbehauptung. Die ukrainische Lyrik rekurriert auf das Recht auf Leben und Schaffen, um die ontologische Wahrheit gegen die zerstörerische Gewalt des Aggressors zu verteidigen.

Das Werk von Anatoliy Anatoliy ist ein Paradebeispiel für die schöpferische Transformaion, die Transposition brutaler Kriegsrealitäten (Faktizität / Wahrheit) in eine ästhetisierte Struktur (Fiktionalität / Dichtung). Die Metaphorik des „*ewigen Eises*" und des „*bestellten Landes der Väter*" dient der Formbewahrung. Der Schrecken des Krieges wird nicht durch Klage, sondern durch eine kühle, fast antike Standhaftigkeit bewältigt. Die Wahrheit des Krieges findet in der Dichtung eine Form, die den Schmerz in einen heroischen Kanon überführt.

Ein weiterführendes Forschungsinteresse im Rahmen des Paradigmas „Dichtung und Wahrheit" richtet sich auf die fundierte Analyse des lyrischen Militärdiskurses und die Spezifik des Individualstils des Autors. Für die Erforschung des literarischen Kanons erweist es sich dabei als produktiv, diesen Diskurs im komparativen Abgleich zwischen der Lyrik ziviler Autoren und derjenigen von Militärangehörigen zu untersuchen. Im Fokus steht hierbei die Frage, mit welchen jeweils spezifischen ästhetischen Mitteln und künstlerischen Strategien die beiden Autorengruppen die unbarmherzige, brutale Realität des Krieges reflektieren, transformieren und literarisch bewältigen. Darüber hinaus leisten solche Untersuchungen einen wertvollen Beitrag zur Entwicklung und Optimierung effektiver Mechanismen zur Unterstützung der kognitiven Resilienz von Soldaten. Dies erweist sich als eine fundamentale Aufgabe für einen Staat im Kriegszustand, dessen primäres Ziel die Wiederherstellung eines gerechten Friedens ist.

Literaturverzeichnis

1. Boivan, O., Veklych, O., Kachanovska, T., Pryshchepa, O., & Yastrubetska, H. (2024). Leksyko-semantychne pole «peremoha» u vyslovakh uchasnykiv initsiatyvy «In principio erat Verbum. Ukraina: Poeziia viiny» z donesennia do svitu vizii Ukrainy [The Lexico-Semantic Field of «Peremoha» (Victory) in the Statements of the «In principio erat Verbum. Ukraina: Poeziia viiny» Initiative Participants: Conveying Ukraine's Vision to the World]. In V. M. Moroz (Ed.), Formuvannia «obrazu peremohy» u viinakh ta voienno-politychnyh konfliktah: suchasnist ta istorychna retrospektyva: materialy naukovo-praktychnoho seminaru (Kyiv, 30 travnia 2024 r.) (Iss. 1, p. 128). NDTS HP ZSU.

2. Havryliuk, N. (2023). Obrazy viiny: virshovyi reportazh (rondeli Viktora Hryzenka) [Images of War: Verse Reportage (Rondels of Viktor Hryzenko)]. Fililohichni dialohy, 10, 9–20. URL: http://idgu.edu.ua/wp-content/uploads/2024/10/FD_10.pdf [in Ukrainian].

3. Holovan, T. (2023). Reprezentatsiia pamiati v ukrainskii poezii pid chas novoi khvyli rosiiskoi ahresii [Memory Representation in Ukrainian Poetry Amid the New Wave of Russian Aggression]. Viina i literatura : zb. praz MNK (Cherkaskyi natsionalnyi universytet imeni Bohdana KHmelnytskoho, 27–28 kvitnia 2023). Cherkasy, Yu. Chabanenko, 85–99 [in Ukrainian].

4. Kotvytska, L. (2025). Militarnyi dyskurs u poezii: Lingvistychna koreliatsiia terminiv [Military Discourse in Poetry: Linguistic Correlation of Terms]. Zakarpatski studii, 43, DOI: https://doi.org/10.32782/tps2663-4880/2025.43.2.28 [in Ukrainian].

5. Pastukh, T. (2024). Vyklyky ta vidpovidi ukrainskoi humanitarystyky pid chas viiny [Challenges and Responses of Ukrainian Humanities Amid War]. Studia Ukrainica Posnaniencia, XII/2, 163–172 [in Ukrainian].
6. Riabchenko, M. (2019). Kombatantska proza v suchasnii ukrainskii literaturi : zhanrovi ta khudozhni osoblyvosti [Combatant Prose in Contemporary Ukrainian Literature: Genre and Artistic Features]. Slovo i chas, 6, 62–73 [in Ukrainian]
7. Tymchuk V. (ed.) (2024). In principio erat Verbum. Ukraina: Poeziia viiny. Antolohiia ukrainskoiu ta frantsuzkoiu movamy [In principio erat Verbum. Ukraine : Poetry of War. Anthology in Ukrainian and French]. Lviv: Vydavnytstvo Astroliabiia, 400 s. [in Ukrainian and French].

BIOGRAPHICAL STUDIES IN UKRAINE AND POLAND: A COMPARATIVE ANALYSIS OF THE CURRENT STATE

Anastasiia Kovalyshyn
Postgraduate Student, Lviv Polytechnic National University, Ukraine
e-mail: a.s.kovalyshyn@gmail.com, orcid.org/0009-0006-5827-2430

Summary

This article presents a comparative analysis of the current state of biographical studies in Ukraine and Poland as an interdisciplinary field within the humanities. It examines the principal centres of biographical research, the work of leading scholars, specialized academic journals, and national biographical projects in both countries. Particular attention is paid to the development of national biographical dictionaries as essential instruments for preserving historical memory, shaping national identity, and safeguarding cultural heritage. The study demonstrates that Polish biographical studies represent a classical model based on the long-standing tradition of compiling a printed national biographical dictionary, whereas Ukrainian biographical studies have developed a digital model centred on a national biographical resource. Despite differences in their historical development and institutional frameworks, both traditions share common methodological foundations and exhibit an increasing tendency towards scholarly cooperation. The research employs general scientific methods, as well as historical and comparative approaches.

Key words: biographical studies, biographica, biographical dictionary, national biographical resource, Ukraine, Poland, comparative study.

DOI https://doi.org/10.23856/7615

1. Introduction

Biographical studies have become an increasingly important field within the humanities, as biographical projects serve not only to reconstruct the lives of individuals but also to preserve historical memory, shape national identity, and safeguard cultural heritage. Following the democratic transformations in Poland and the restoration of Ukraine's independence, biographical studies in both countries gained new momentum. However, their development followed different trajectories, shaped by distinct historical experiences and patterns of institutional development.

Today, biographical research performs not only a reference function but also cultural, commemorative, educational, and identity-building functions, thereby contributing to the preservation of historical memory and the interpretation of national heritage. These developments have been influenced by differences in historical circumstances, state policies in the humanities, the degree of institutionalization of biographical studies, and established academic traditions. Against this background, this article aims to provide a comparative analysis of the development of biographical studies in Ukraine and Poland, identify their common features and distinctive characteristics, and outline the principal trends in their contemporary development, as well as the prospects for Ukrainian–Polish scholarly cooperation in this field.

2. Research Centres for Biographical Studies

Given the long-standing tradition of biographical studies in Poland, the country has developed an extensive network of research centres dedicated to this field. Among them, the Centre for Biographical Research at the University of Szczecin (*Ośrodek Badań Biograficznych Uniwersytetu Szczecińskiego*, OBB US) occupies a leading position. Established in 2011, the Centre specializes in the study of history, politics, and psychology through the lens of individual life histories. Its primary research focus is Polish historical biographical studies of the nineteenth and twentieth centuries.

The Centre publishes the prestigious annual journal *Polish Biographical Studies*, the only academic periodical devoted exclusively to research on Polish historical biographical studies of the nineteenth and twentieth centuries. Founded in 2012 under the editorship of Professor Adam Wątor, the journal aims to disseminate the results of biographical research. According to its official website, its objectives include promoting methodological discussions in biographical studies; publishing analytical articles and dissertations devoted to well-known, little-known, and forgotten historical figures; making available primary biographical sources, such as correspondence, memoirs, diaries, journals, and reports; as well as publishing reviews of monographs in the field of biographical studies. During its initial years, the journal was published exclusively in Polish; however, in recent years a substantial proportion of its articles has appeared in English, reflecting its growing international orientation.

For the purposes of content analysis, one of the most recent issues of the journal – Volume 11 (2023) – was selected (*Central and Eastern European Online Library*). The volume contains ten scholarly articles authored by Polish researchers. Most of them focus on the biographies of individual Polish historical figures, including Władysław Bieńkowski, Marian Kiniorski, Jarosław Tomasiewicz, Jerzy Rożałowski, Ivan Osynskyi, and others. Only one article, authored by Witold Wojdyło, addresses the role and objectives of historical biography as a field of research. These findings corroborate the observation made by the Polish scholar Mariusz Wołos in his article *Biografistyka – fenomen współczesnej historiografii polskiej?* ("Biographical Studies: A Phenomenon of Contemporary Polish Historiography?"). Wołos argues that in recent years Polish biographical studies have witnessed a shift in scholarly interest from well-known historical figures to individuals who previously occupied a marginal position in historical research. For various reasons, these figures remained largely absent from academic inquiry for decades, yet they are now increasingly being reintroduced into scholarly discourse. The author also notes the predominance of political and military biography within contemporary Polish biographical studies, a tendency that is likewise evident in the analysed issue of *Polish Biographical Studies (Wołos, 2024).*

One of the leading Polish scholars specializing in the theoretical and methodological foundations of biographical studies is Jolanta Kolbuszewska. Together with Rafał Stobiecki, she edited the collective monograph *Biografistyka we współczesnych badaniach historycznych. Teoria i praktyka* (*Biographical Studies in Contemporary Historical Research: Theory and Practice*), a landmark publication devoted to contemporary trends in biographical research, the typology of biographies, source materials, and the current state of Polish historical biographical studies *(Kolbuszewska, Stobiecki, 2017).*

In Ukraine, the Institute of Biographical Research of the V. I. Vernadskyi National Library of Ukraine, established in 1994, remains the first and, to date, the only specialized academic institution dedicated exclusively to biographical studies. According to information published on the Library's official website, the Institute's activities focus on the study of the

historical development and contemporary state of Ukrainian *biographica* and biobibliography; the advancement of the theoretical and methodological foundations of biographical studies as a humanities discipline; research into the theoretical and practical aspects of developing electronic biographical information resources; and the promotion of biographical knowledge within society *(National Library of Ukraine named after V. I. Vernadskyi, n.d.).*

The Institute of Biographical Research has published the annual scholarly volume *Ukraïns'ka Biografistyka (Biographistica Ukrainica)* since 1996. The publication addresses the historical development and contemporary state of Ukrainian biographical scholarship and biographical studies, while also presenting research on prominent historical and cultural figures and their role in the social and cultural life of Ukraine.

Unlike the Polish annual *Polish Biographical Studies*, the Ukrainian publication includes not only original research articles but also materials based on presentations delivered at specialized academic conferences. A representative example is Volume 26 (2025), which contains the proceedings of the Twenty-First Biographical Readings entitled *Biographica and the Patriotic Consolidation of Ukrainian Society*, held in Kyiv on 4 June 2025, as well as materials prepared for the *Ukrainian National Biographical Archive (Biography. Biohrafika. Biohrafistyka, 2025).*

The volume comprises 34 contributions organized into seven thematic sections: *Times of Great Trials in the Mirror of Biographica*; *A Collective Portrait of Figures in Science, Education, and Culture as a Form of Representing Ukraine*; *Figures in Science, Education, and Culture: Contemporary Interpretations*; *Memoirs, Recollections, and Epistolary Sources: A Spiritual Dialogue between Generations*; *Expanding the Boundaries of Biographical Research*; *New Information Technologies: Bibliography and Sources for Biographical Research*; and *Materials for the Ukrainian National Biographical Archive*. The thematic diversity of the volume reflects the broad range of research interests pursued by Ukrainian scholars in biographical studies, encompassing not only individual biographies but also collective biographies, source studies, digital biographical resources, and questions of historical memory. This diversity highlights the interdisciplinary character of contemporary Ukrainian biographical studies and their responsiveness to current social and cultural challenges.

One of the leading Ukrainian scholars in the field of biographical studies is Volodymyr Popyk – a historian, bibliographer, and Director of the Institute of Biographical Research at the V. I. Vernadskyi National Library of Ukraine. He is the author of the influential monograph *Biographica: A Phenomenon of Culture and Scholarship, an Information Resource for Society* (2021), in which he conceptualizes biographica as an essential component of national culture, scholarly inquiry, and the information infrastructure of contemporary society.

3. National Biographical Dictionaries and Digital Biographical Resources

National biographical dictionaries occupy a central place in the development of contemporary biographical studies. They serve not only as reference works but also as important instruments for preserving historical memory, representing national identity, and advancing biographical studies as an academic discipline. In addition to their documentary function, they fulfil research, commemorative, educational, and cultural roles, reflecting changing societal perceptions of the significance of historical figures.

Ukraine has yet to produce a comprehensive national biographical dictionary, although efforts to compile one date back to the late nineteenth century. During the 1890s, a scholarly circle of historians, literary scholars, and art historians led by Volodymyr Antonovych initiated work on such a project. A further step was taken on 26 November 1918, when the Permanent

Commission for the Compilation of a Dictionary of Ukrainian Figures in Science, History, the Arts, and Public Life was established under the Joint Assembly of the Ukrainian Academy of Sciences to coordinate the preparation of the dictionary.

The Commission developed a working programme and editorial guidelines stipulating that the dictionary should include biographies not only of Ukrainian figures but also of Polish, Jewish, Russian, and representatives of other nationalities whose activities had influenced the history of Ukraine or contributed to its development *(National Library of Ukraine named after V. I. Vernadskyi, Fund X, File 6372, fol. 2).*

As Tetiana Varava notes in her article *The Main Stages in the Activities of the Permanent Commission for the Compilation of a Dictionary of Ukrainian Figures in Science, History, the Arts, and Public Life (1918–1933)*, the preparation of this biobibliographical dictionary represented the first attempt to create a Ukrainian national reference work of such scope. To achieve this objective, the Commission sought to collect information not only from printed sources, which contained relatively limited information on Ukrainian figures, but also through the extensive use of archival materials. As a result of its work, approximately 200,000 biographical records were compiled. In 1933, however, the Soviet authorities denounced the Commission's activities as "fascist" and "nationalist" and subsequently dissolved it. Biobibliographical research was not revived until the 1990s, following the establishment of the Institute of Biographical Research at the V. I. Vernadskyi National Library of Ukraine.

The history of the Ukrainian national biographical dictionary demonstrates that awareness of its importance emerged long before the institutionalization of biographical studies as an independent academic discipline and even before Ukraine gained state independence. As early as the late nineteenth century, the Ukrainian intelligentsia regarded the creation of a national biographical corpus as an essential component of preserving historical memory and shaping national identity. The realization of this project was ultimately prevented by adverse political circumstances and the repressive policies of the Soviet regime. Following the restoration of Ukraine's independence, however, the idea of establishing a national biographical resource gained renewed momentum.

Despite the fact that the project of a national biographical dictionary was never completed in the form of a traditional printed publication, its conceptual foundations were carried forward through the establishment of the Ukrainian National Biographical Archive (UNBA), which today serves as Ukraine's national electronic biographical resource. The project was launched in 2012 on the web portal of the V. I. Vernadskyi National Library of Ukraine, drawing upon electronic databases of biographical and biobibliographical information that had been developed since the 1990s. Over the course of the project, the Institute of Biographical Research has compiled information on more than 50,000 individuals. Today, these records are integrated with full-text reference works and scholarly publications, archival documents, and iconographic materials.

According to the project's concept, its principal objective is to develop a comprehensive national historical and biographical resource that provides academically verified information on prominent figures from Ukraine, the Ukrainian diaspora, and other countries whose lives and activities were connected with the history and culture of Ukraine. As Volodymyr Popyk argues, the Ukrainian National Biographical Archive was conceived not merely as a digital repository but as an integrated biographical ecosystem, combining a biographical dictionary, a biobibliography, a digital library of biographical texts, studies on the theory and methodology of biographical research, and a database of Ukrainian iconography *(Popyk, 2013).*

Thus, the establishment of the Ukrainian National Biographical Archive marks a transformation in the very concept of the national biographical corpus–from a traditional printed dictionary to an open digital resource that enables the continuous expansion, revision, and integration of biographical information. Rather than replacing the traditional biographical dictionary, this digital model extends its functionality, creating new opportunities for scholarly research and international cooperation.

By contrast, Poland possesses one of Europe's most authoritative national biographical dictionaries. The Polish Biographical Dictionary constitutes a monumental account of Polish history viewed through the lives of individuals. Published in Kraków since 1935 – with interruptions during the Nazi occupation and the Stalinist period – it currently contains more than 28,000 biographical entries in over 55 volumes. Since its inception, nearly 4,000 scholars from Poland and abroad have contributed to the project, underscoring its exceptional importance for Polish historical scholarship. Although the entries are concise, they combine a high degree of factual precision with a coherent reconstruction of individual lives, making them valuable not only as reference materials but also as independent works of historical-biographical research.

Thus, Poland represents the classical model of a national biographical dictionary, whereas Ukraine has developed a digital model of a national biographical resource. The Polish model is based on a completed and canonical printed publication, while the Ukrainian model relies on an open digital environment that enables the continuous expansion and updating of biographical information.

Despite the differences between the traditional printed model of the *Polish Biographical Dictionary* and the digital model represented by the Ukrainian National Biographical Archive, these projects should not be regarded as mutually exclusive. On the contrary, they create new opportunities for scholarly interaction and mutual development. A notable example of such cooperation is the article by Tetiana Komarianska and Tetiana Kotliarova, *The Representation of the Polish Biographical Dictionary in the Ukrainian National Biographical Archive (On the 90th Anniversary of the Publication of the First Volume of the Dictionary) (Komarianska, Kotliarova, 2025).* In this study, the authors examine how materials from the *Polish Biographical Dictionary* are incorporated into the Ukrainian National Biographical Archive, paying particular attention to the statistical representation of individuals associated with the historical regions of Galicia and Right-Bank Ukraine. Drawing on Volodymyr Popyk's monograph *Reference Biographical Information Resources: Historical Experience of Their Formation, Current State, Problems, and Prospects for Development*, the authors argue that integrating foreign biographical resources into the Ukrainian humanities will "substantially enrich the source base for scholarly research and broaden the scope of cultural and educational activities". Consequently, they emphasize the importance of ensuring their "comprehensive representation in Ukrainian biographical corpora" *(Popyk, 2013).*

The incorporation of the *Polish Biographical Dictionary* into the Ukrainian National Biographical Archive, together with the growing engagement of Ukrainian scholars with this resource, demonstrates not only the use of the Polish biographical legacy as a valuable scholarly source but also the emergence of a shared Ukrainian-Polish biographical space. This development reflects the increasing interaction between the two national biographical traditions and the deepening of Ukrainian-Polish scholarly dialogue in the field of biographical studies.

4. Similarities and Differences between Ukrainian and Polish Biographical Studies

The analysis conducted in this study demonstrates that Ukrainian and Polish biographical studies share a number of common features resulting from the proximity of their historical and cultural traditions and their integration into the broader European humanities. First and foremost, this is reflected in the understanding of biographical studies as an interdisciplinary field that examines the theoretical, methodological, source-critical, and historiographical dimensions of historical-biographical research *(Golubovych, Menzhulin, Popova, (n.d.))*. In both countries, biographical scholarship draws upon the methodologies of history, literary studies, sociology, psychology, cultural studies, political science, and other humanities disciplines, thereby providing a comprehensive understanding of individuals within their historical, social, and cultural contexts.

Furthermore, in both countries biographical studies developed as an integral component of the national historical narrative. Biographies of prominent historical figures played a significant role in shaping collective memory, national identity, and the national pantheon. Following the democratic transformations in Poland after 1989 and the restoration of Ukraine's independence in 1991, the methodological foundations of biographical research underwent substantial revision. The focus shifted from the mere reconstruction of an individual's life to the interpretation of broader historical processes through the lens of personal experience. As a result, biography has increasingly come to be regarded as an important branch of historiographical research, since biographical texts reflect not only the lives of historical figures but also the evolution of historical thought, methodological approaches, and changing perceptions of the past.

At the same time, the comparative analysis reveals several fundamental differences in the development of Polish and Ukrainian biographical studies. The most significant of these lies in the distinct historical trajectories through which biographical studies evolved as an academic discipline. In Poland, biographical scholarship is rooted in a long and almost uninterrupted academic tradition dating back to the late nineteenth century. Supported by an extensive network of research centres, large-scale publishing projects, and active international cooperation, contemporary Polish biographical studies devote considerable attention to the theory of biography, the methodology of biographical writing, the study of intellectual elites, local history, and the development of prosopography.

In contrast, the development of Ukrainian biographical studies was interrupted by Soviet ideological policies in the 1930s. This period was marked by the persecution of the intelligentsia, the suspension of commissions responsible for preparing a national biographical dictionary, the destruction of archival collections, and the ideological instrumentalization of biographical research. Contemporary Ukrainian biographical studies therefore pursue two closely interconnected objectives: restoring the interrupted scholarly tradition and developing new conceptual and methodological approaches aligned with the European humanities.

The field has experienced particularly dynamic development following Russia's full-scale invasion of Ukraine. As Volodymyr Popyk observes, "Ukrainian biographical studies have gradually begun to free themselves from outdated stereotypes, actively embrace the values of European and global scholarship, and move toward a postmodern, multidimensional, and critical understanding of the individual in all the complexity of human experience" *(Popyk, 2024)*.

Overall, the differences between Polish and Ukrainian biographical studies lie not so much in their aims or functions as in the historical circumstances of their formation and institutional development. Consequently, rather than representing competing scholarly traditions, they increasingly demonstrate convergence, accompanied by the intensification of Ukrainian-Polish academic dialogue and cooperation in the field of biographical studies.

5. Conclusions

The comparative analysis of Ukrainian and Polish biographical studies demonstrates that, despite differences in their historical development and institutional formation, both traditions share common methodological foundations and perform similar social and cultural functions.

Both Poland and Ukraine have developed specialized research institutions dedicated to the study of the historical evolution and contemporary development of biographical studies, the advancement of theoretical and applied approaches to biographical research, the development of digital biographical resources, and the promotion of biographical knowledge within society.

One of the most significant areas of contemporary biographical scholarship is the development of national biographical resources. These serve not only as reference works but also as important instruments for shaping historical memory, constructing national identity, and advancing biographical studies as an academic discipline.

Poland represents the classical model of a national biographical dictionary, whereas Ukraine has developed a digital model of a national biographical resource. The Polish model is based on a comprehensive and canonical printed reference work, while the Ukrainian model relies on an open digital environment that allows for the continuous expansion, updating, and verification of biographical information.

The incorporation of the *Polish Biographical Dictionary* into the *Ukrainian National Biographical Archive* demonstrates not only the use of the Polish biographical corpus as a scholarly source but also the emergence of a shared Ukrainian–Polish biographical space. This process reflects the growing interaction between the two national biographical traditions and the deepening of Ukrainian–Polish academic dialogue in the field of biographical studies.

The differences between Polish and Ukrainian biographical studies lie not so much in their aims or functions as in the historical conditions of their development and institutional formation. Consequently, Ukrainian–Polish cooperation in the field of biographical studies contributes to the creation of a shared scholarly space and promotes interdisciplinary dialogue within the humanities.

Thus, although Ukrainian and Polish biographical studies have evolved along different historical trajectories, they are becoming increasingly integrated into the European humanities, creating new opportunities for international scholarly cooperation and for a deeper understanding of their shared historical and cultural heritage.

References

1. Biography. Biohrafika. Biohrafistyka. (2025). Biography. Biohrafika. Biohrafistyka, 4. National Library of Ukraine named after V. I. Vernadskyi.

2. Central and Eastern European Online Library. (n.d.). https://www.ceeol.com/search/journal-detail?id=1848

3. Golubovych, I. V., Menzhulin, V. I., & Popova, T. M. (n.d.). Biohrafistyka [Biographistics]. Velyka ukrainska entsyklopediia. https://vue.gov.ua/Біографістика

4. Kolbuszewska, J., & Stobiecki, R. (Eds.). (2017). Biografistyka we współczesnych badaniach historycznych. Teoria i praktyka. Wydawnictwo Uniwersytetu Łódzkiego.

5. Komarianska, T. V., & Kotliarova, T. V. (2025). Reprezentatsiia «Polskoho biohrafichnoho slovnyka» v «Ukrainskomu natsionalnomu biohrafichnomu arkhivi» (do 90-richchia publikatsii pershoho tomu slovnyka) [Representation of the Polish Biographical Dictionary in the

Ukrainian National Biographical Archive (On the 90th anniversary of the publication of the first volume)]. Biography. Biohrafika. Biohrafistyka, 4, 169–175.
6. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). Instytut biohrafichnykh doslidzhen. https://www.nbuv.gov.ua/node/578
7. National Library of Ukraine named after V. I. Vernadskyi. (n.d.). Ukrainskyi natsionalnyi biohrafichnyi arkhiv. http://research.nbuv.gov.ua/node/39
8. Polish Biographical Studies. (n.d.). https://obb.usz.edu.pl/en/polish-biographical-studies-2/
9. Popyk, V. I. (2011). Ukrainska biohrafistyka na zlami stolit: Zmina doslidnytskykh paradyhm [Ukrainian biographistics at the turn of the century: A change of research paradigms]. Naukovi pratsi Natsionalnoi biblioteky Ukrainy imeni V. I. Vernadskoho, 31, 443–460.
10. Popyk, V. I. (2013). Resursy dovidkovoi biohrafichnoi informatsii: Istorychnyi dosvid formuvannia, suchasnyi stan, problemy ta perspektyvy rozvytku. National Library of Ukraine named after V. I. Vernadskyi.
11. Popyk, V. I. (2024). Ukrainska biohrafika XXI stolittia: Novi vymiry [Ukrainian biographica in the twenty-first century: New dimensions]. Biography. Biohrafika. Biohrafistyka, 3, 20–25. http://irbis-nbuv.gov.ua/everlib/item/er-0004960
12. Stambol, I. I. (n.d.). Tendentsii rozvytku novitnoi polskoi biohrafistyky (za materialamy vydannia Polish Biographical Studies) [Trends in the development of contemporary Polish biographical studies (Based on the journal Polish Biographical Studies)]. Intehrovani komunikatsii, 8, 96–100.
13. Ukrainska biohrafistyka = Biographistica Ukrainica. (1996–). National Library of Ukraine named after V. I. Vernadskyi.
14. Varava, T. V. (2000). Osnovni etapy diialnosti "Postiinoi komisii dlia skladannia slovnyka ukrainskykh diiachiv nauky, istorii, mystetstva ta hromadskoho rukhu" (1918–1933). Rukopysna ta knyzhkova spadshchyna Ukrainy, 5, 130–138. http://nbuv.gov.ua/UJRN/rks_2000_5_10
15. Wołos, M. (2024). Biografistyka – fenomen współczesnej historiografii polskiej? In Człowiek twórcą historii (Vol. 7, Part 1, pp. 331–344). Uniwersytet w Białymstoku.
16. Woźniak, M. (2020). Biografistyka – „historia z ludzką twarzą"? Roczniki Humanistyczne. https://doi.org/10.18290/rh.20681-13

EXPRESIVENESS IN ENGLISH TEXTS OF HOTEL TOURISM ADVERTISING: COMMUNICATIVE-PRAGMATIC AND SEMIOTIC APPROACHES

Nataliia Kuspis
Lecturer at the Department of Foreign Languages,
Postgraduate Student at the Department of English Philology,
Ivan Franko National University of Lviv, Ukraine
e-mail: kn2013@ukr.net, orcid.org/0000-0003-4221-9281

Larysa Sanotska
Doctor of Philosophy, Associate Professor at the Department of English Philology,
Ivan Franko National University of Lviv, Ukraine
e-mail: larysa.sanotska@Lnu.edu.ua, orcid.org/0000-0003-0605-3587

Summary

The article is devoted to the communicative-pragmatic and semiotic study of the advertising texts in English. The purpose of the research topic is to determine the interface of expressive syntactic constructions and non-verbal means of expressiveness in the texts of English tourism advertising of the hotel business. The main methods of the study include expressive linguistic constructions of quantitative and qualitative analysis, as well as non-linguistic means. Qualitative analysis consists in conducting a detailed study of linguistic expressive means by comparing the texts with direct and covert recommendations. Quantitative analysis contains calculation of the proportion of the linguistic expressive means. To substantiate the level of expressiveness of advertising text in the hotel business in English, descriptive, comparative and generalizing methods are used. Functioning of expressive syntax of imperative sentences, inversion, modal verbs, as well as visual means are analyzed. The study showed that expressiveness plays an important role in the advertising text of tourist advertising, since by appealing to the feelings and emotions of the recipient, advertisers thus try to convince to use a specific type of hotel services. Among all the constructions of expressive syntax analyzed in the article, the greatest frequency of use belongs to stylistic inversion, which, due to its emotional and semantic coloring, enriches the advertising text with a high degree of expressiveness. The convincing frequency of imperative sentences in the texts allows the authors to presume that from the communicative-pragmatic and semiotic perspectives this type is among the most commonly used types of expressive structures in advertising texts in English. And the variety of non-verbal expressive means convincingly supplement verbal expressiveness. Due to the obtained analysis results, we can conclude that the use of communicative-pragmatic and semiotic approaches play an important role in advertising text, as it enables recipients to decode verbal and non-verbal elements of the advertising message.

Key words: advertisement, advertising text, communicative-pragmatic approach, semiotic approach, expressive syntactic constructions, verbal and non-verbal expressive means.

DOI https://doi.org/10.23856/7616

1. Introduction

Expressiveness in the advertising text is the strategic use of language, which is meant to evoke emotions, create a mood and forge a personal connection with the reader. In hotel advertising expressiveness is used to encourage the hypothetic consumer to feel something, for example nostalgia, joy, etc. Expressiveness evokes the emotional side of decision-making, which is often more powerful that logic.

Advertisement is in general the type of the text, which is built to convince people to behave in a particular way, to buy and utilize particular goods or services. On the other hand, despite having much in common with descriptive language, advertising text is built with the language of business, which is aimed to persuade consumers to follow the recommendation of the advertiser. The precise interpretation of the text is an important part of the consumer's understanding of the message in order to follow it.

Advertisers use various techniques for expressiveness. For example, evocative language, which presupposes linguistic means to evoke senses with the purpose of creating a vivid mental image. To make the experience expressed in words more real, the advertiser adds graphic means, a colorful supplement or a picture. Figurative speech is also a powerful linguistic tool: metaphors, similes, hyperboles or personification is often used in advertising text to build expressiveness. Direct address verbalized by imperative mood with or without 'you', subconsciously encourages the potential consumer to 'obey'. Using statements with modal words, especially 'can ', subconsciously creates the reality in which the potential consumer is capable of doing everything. Along with the above-mentioned linguistic means, inversion tends to be among the strongest in the line of linguistic expressive constructions due violating the strict word order of a regular English statement.

The purpose of this paper is to demonstrate the interplay of verbal and non-verbal expressiveness in the English advertising texts of hotel business applying communicative-pragmatic and semiotic approaches.

2. Theoretical frameworks

According to Egamberdieva et al. S, pragmatics is an area of linguistics, in which language is analyzed in 'its real-world' context, it investigates "how meaning is influenced by the situation, the speaker's intention and the audience" (*Egamberdieva et al. S 2020: 1540*). Dmytruk L., et al. claim that the basis of pragmatics as part of semiotics examines all types of sign systems. Supporting this theory, Morris discovered three segments of semiotics: semantics, which examines the link of signs to items of the real world; syntax exploring the link of signs to one another and pragmatics, which examines the link of context and meaning. As stated by various scientists, linguistic pragmatics does not have direct frontiers, so talking about the pragmatic features of an advertising message (AM), we can study a combination of points associated with the topic of the conversation, recipient, their interplay in communicative process, communicative circumstances, suppositions and viewpoints of communicators *(Dmytruk et. al., 2022)*.

Čmehýlová-Rašov D. argued that communicative-pragmatic approach highlights actual user of the language and pinpoints language in the system of social communication. From semiotic point of view, if a customer operates with the help of a sign, he operates pragmatically. For example: by using the sign he declares his connection to the sign. So, if syntax reveals connection of reasoning and language, the supremacy of pragmatics cannot be rejected, because it endorses the customer and his goals by connecting the sense of the language sign (semantics)

coding it by means of grammar and what the real intention of communicating a certain idea is. (pragmatics) *(Čmehýlová-Rašov, 2017)*. As Lytvynenko A. et al claim, semiotics of an advertised text broadens and enhances comprehension of the "subtleties of the functioning of the advertising message, at least as a sign, economic, political (consumer) and communicative phenomena" *(Lytvynenko A. et al, 2022: 368)*. The figurative environment of the advertised text is far beyond doubt. The revelation of the following basic ideas of semiotics, such as "text", 'sign', 'interpretation', 'symbol' is a required theoretical and practical condition for creating a successful advertised text. So, the signs in their broader understanding are the most fundamental concepts studied by semiotics.

The basic scholarly contribution in this field involves researchers from many countries, including Ukrainian scholars. In particular, Akaiomova A. refers to a part of semiotics, namely psychophysiological semiotics, which concentrates on functioning of advertising texts concerning the communicative rules between consumer and market in the last decades of the 20th century *(Akaiomova, 2011)*. Solík M. (argues that the nature of advertising functions completely systematically along with signs and sign systems supporting them. The author distinguishes three basic semiotic evaluation techniques: interpretation, formalization and linguistic analysis. Each innovative service, as well as its advertisement, can be converted into meaningful unit. As a result of a variability of the environment of this situation, perception of such items needs explanation at the semiotic and semantic levels. Consequently, the consumer's identity, single or cooperative, is essential in the process of interpreting any text *(Solík, 2014)*.

As far as the semiotic approach to analyzing the advertising message is concerned, both verbal and non-verbal aspects of the advertisement are worth in-depth analysis. The text of advertisement provides the advertiser with the means to demonstrate goods and services for their benefit. At the same time, by means of a visual sign the consumer receives the ability to comprehend the essence of an advertised article or service *(Naghizadeh, 2021)*.

Therefore, the interpretation of the advertised message would be misleading providing, communicative situation or verbal/non-verbal aspects of expressive syntactic constructions are misrepresented.

3. Methodology

Research design

The study is based on a combination of quantitative and qualitative analysis of expressive linguistic constructions as well as non-linguistic means in the advertised texts. The qualitative analysis contains detailed study of linguistic expressive means by comparing the texts with direct recommendations and covert ones, which are not expressed directly by means of words. The quantitative analysis contains calculation of the proportion of the expressive linguistic means, such as inversion, imperative mood, modal structures containing "can". Descriptive, comparative and generalization methods are applied to substantiate the level of expressiveness of the advertising text in the hotel business in English by means of using emphatic structures.

Time frame

The study comprises the advertising texts of the USA hotel business from 2019-2025. The time frame was determined to analyze the functioning of the expressive syntactic constructions in the recent advertising texts according to the approaches mentioned above.

Resources

The main sources applied in this study are the recent scholarly papers, such as the articles by Čmehýlová-Rašová D., Dmytruk L., Udovichenko H., Egamberdieva F., Egamberdieva S.,

Gorkun M., Naghizadeh R., Nematova I., Weixuan S., Wenqian L. and others, which are related to pragmatics, semiotics, syntax, linguistic and non-verbal means in advertising.

Analysis

By means of descriptive method the specific features of functioning of the expressive means, both verbal and non-verbal, are determined. With the help of the comparative method the expressive constructions, which prevail in the advertising texts, are established. Applying quantitative method allows analyzing numerical data of usage of each linguistic construction, and qualitative method is applied to study non-numerical data in order to gather in-depth understanding in terms of communicative-pragmatic and semiotic approaches, which are basic to this research. The generalization method is used for summarizing the obtained results.

Selection criteria

The selection of scholarly sources from the field of pragmatics, semiotics and expressive constructions is based on their general relevance to the topic of research, which implies primarily selecting works published within most recent time frame (from 2014 to 2022) and their scientific impact.

Validation methods

To verify the validity of the theoretical conclusions, methodological approaches to validation were applied, including internal validation by comparing data obtained from the above-mentioned sources. Furthermore, the assessment of the research results was based on the criteria of scientific accuracy, consistency and compliance with the topic of research.

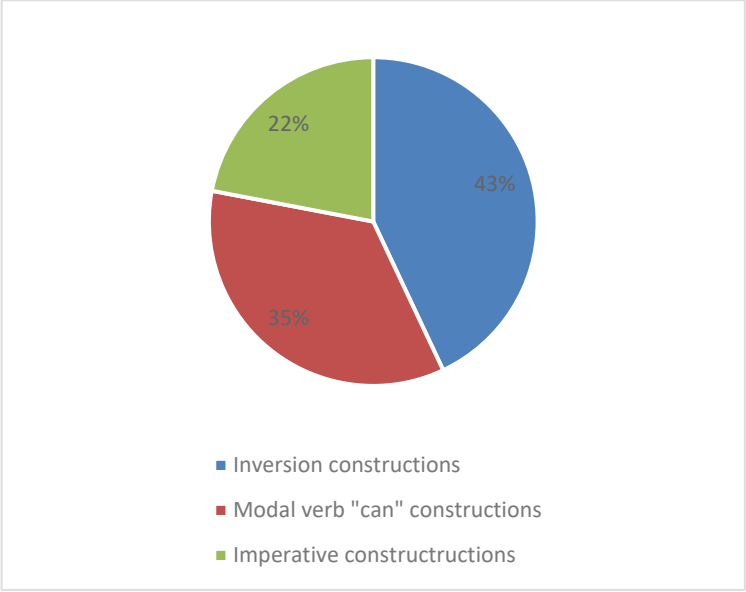
4. Main part

Expressive syntax in advertising discourse plays crucial role as it adds emotionality, the text becomes more significant and appealing to the recipient. It comprises various grammar constructions, such as short sentences, rhetorical questions, parallelisms and other structures. However, the study of expressive linguistic means in this research is focused on the application of several expressive syntactic constructions, such as inversion, imperative structures and the structures with the modal verb 'can'.

The most frequently used emphatic structures are the sentences with inversion. Among 41 advertising texts analyzed inversion is prevailing in 13 texts, which comprises 43% from the total data. A significant number is also discovered in the use of modal structures with 'can', namely 35%, and this type of structures prevails in 13 texts; imperative sentences are found in 22% of the texts, which is vividly illustrated in Picture 1.

Inversion, as the most commonly used structure (43% of the total amount), includes grammatical and stylistic, or partial inversion, in which a participial clause stands in the prominent position to the subject of the main clause, as in "*Designed with clean… style*, our guest rooms …keep the focus on iconic views…" (*see Appendix 1*). Macpherson in his work about 'right- or left-sided' sentences, refers to this type of inverted sentences as 'left-sided', and they are supposedly created to 'avoid monotony' (*Macpherson 1996: 45*). According to Macpherson the technique of 'right/left-sided' sentences can involve series of adjectives preceding the subject or a phrase, "while the main verb is followed by a participial clause as well" Macpherson claims that avoiding monotony by using this technique by the author cannot be overestimated, since it is a crucial technique frequently used by journalists, reviewers, etc. (*Macpherson 1996: 46*). We presume that the main goal of advertisers, which is attracting the consumers by all possible lexical, stylistic, grammatical, graphical, etc. means, would also be 'avoiding monotony' in their advertising language. This presupposes adding this category of writers to Macpherson's

list. Thus, although some examples of inversion refer to stylistic type or 'left-handed' type, we included this category as inversion along with grammatical inversion. Examples can be found in Appendix 1.



Picture 1. Frequency of expressive syntactic constructions' usage in hotel business advertising text

The structures with the modal verb 'can' are found in 35% of the total amount of texts. Modality, according to Weixuan Shi, Wenqian Li, refers to the assertion of the viewpoint of the spokesman about the certitude, probability or regularity of something occurring or existing. Modality is a semantic category functioning at the level of a sentence but having results on the entire text. As a result, advertising discourse is a kind of practical genre, the main function of which is to set up a connection between advertisers and customers. In our opinion modal 'can' is a constituent of the expressive syntactic construction. It is applied to express a speaker's attitude to a particular situation, mainly concentrating on such categories as ability, possibility, or permission *(Weixuan et. al., 2020)*. By means of this structure the advertisers demonstrate permission or ability of the recipients to choose or to use a particular type of hotel service (*see Appendix 2*), for example: *guests can see, views can be seen*, etc. Besides this, 'can' is used in both structures, active or passive, which is more frequently used, according to our observations. For instance, *guests can see, you can stand* (active)*, which can now be explored*, (passive).

As seen in the diagram in *Picture 1*, the imperative sentences are discovered in 22% of the total amount of the texts (against 35% with modal "can" and 43% with inversion) and they are found in 33 texts. The examples are provided in Appendix 3. The imperative mood is a powerful linguistic tool used to convey a wide range of meanings beyond simple commands. According to Nematova, imperative sentences, as a grammatical term, belong to one of the principal notions in modern linguistics, the notion that shows the will of the communicator to direct someone or encourage someone to do something. They are usually used when advertisers

are willing to express commands, requests or prompt people to take action through particular advertising type *(Nematova, 2024)*.

While its primary grammatical function is to direct the reader to perform or not perform an action, its stylistic function is to create a specific tone, establish relationships, or evoke emotional responses. The imperative mood achieves these effects through its directness and implied subject, which is always "you". This grammatical feature immediately places the recipient in a position of action or reaction, making it a highly effective device for instruction or persuasion. Both are important for advertising depending on the context. For hotel advertising it is used as encouragement, for example, it encourages to stay in a hotel. Imperative structures also possess a strong level of emotionality. Depending on the context, the imperative can express a variety of strong emotions. The emotional intensity is heightened by a lack of a subject and a single direct verb. The advertisers persuade the recipient to choose the particular hotel and enjoy specific hotel services with the help of the imperative forms of such verbs as, *lounge, spend, relax, enjoy, recline, awake, treat, grab, let, explore, unwind, stay, take, cool off, step into, engage with, immerse* and others (*see Appendix 3*).

In advertising verbal means and expressions overlap with non-verbal. The latter play crucial role in advertising from the communicative-pragmatic perspective. They convey messages more powerfully and directly than words. The 'father' of modern linguistics and semiotics, Ferdinand de Saussure, was among the first to research verbal and non-verbal signs, stating the structure of a sign as a composition of two parts, a signifier, which could be a word or an image, and a signified, which is a concept it represents *(de Saussure, 1959)*. And a sign in advertising communicates the value of the advertising element, be it a hotel or other service. Peirce argues that different types of imagery and design elements in advertising texts are powerful tools to persuade consumers *(Peirce, 1931–35)*. Mehrabian, writing about communication strategies, suggests that a significant part in those is played by non-verbal part *(Mehrabian, 1972)*. The consumer subconsciously emotionally understands visual cues and symbolism. The advertisers use graphical means to communicate brand's personality, which the consumer understands without reading the words of the advertisement. Advertisers also use various fonts. Supposedly, a sleek modern font communicates the idea of sophistication; at the same time, handwritten font produces the impression of approachability, childishness or simplicity. Logos and symbols represent brand's value and identity. With the help of appropriate layout and design, namely, use of white space or hierarchy of elements, advertiser also influences consumer's perception of the image. For example, cluttered design may arouse chaotic, overwhelming feeling. As seen in the examples in Appendices 4 – 6, colorful images are vividly used to attract attention of the consumer. Color powerfully influences the perception of image. For example, 'red' represents energy or passion; 'blue' is considered to be the incarnation of stability or calmness; while 'black' often symbolizes energy or sophistication. If the text is written in white on colorful or grey backgrounds, it definitely draws the consumer's attention to the hotel services. In particular, in Appendix 4, the tendency towards blue and black images prevails, which in turn conveys the full range of services of each hotel in particular. For example, the consumers' attention will be primarily attracted by the hotel's location, beautiful views at different times of the year, as well as the atmosphere of coziness and comfort will help them make the right choice (*see pictures 1-13 of Appendix 4*). Colorful visual elements help to persuade tourists to choose the particular hotel, see all the benefits and make a decision (*see pictures 14-41 of Appendices 5-6*), in which the consumer's attention will be directed to the location close to the sea, the wonderful views that can be admired from the balcony of the hotel room and at the same time enjoy the beauty of the nature. As for the font itself, it combines with the image and further enhances it.

In particular, in applications 5-6, the use of white font on a colored background prevails due to the desire of advertisers to instantly attract the consumer's attention, and white symbolizes purity, honesty, minimalism and innovation. As a result, the combination of a bright background with white text makes the layout modern, “clean” and easy to perceive. So, the images suggest that each tourist could find a hotel to his liking, as the colorfully depicted location near the sea or in the mountains attracts them. Graphic elements in advertising serve as a powerful tool for visual communication. Together with images, they instantly attract attention, form an emotional connection with the audience, and transform “dry” information into a compelling call to action, directly influencing the consumer's decision.

By strategically combining non-verbal elements, advertisers create strong emotional connection with the consumers, build a brand image and persuade them to take action.

5. Conclusions

Thus, our analysis indicates that applying the communicative-pragmatic and semiotic approaches to tourism advertising texts in English is a complex and multifaceted process. The study of the interface of verbal and non-verbal visual means in advertising text has convincingly demonstrated that the concept of advertising includes verbal elements of expressive syntax and non-verbal means of expressiveness, which requires further careful research. Communicative-pragmatic and semiotic approaches presuppose a full understanding of the communicative intentions of the advertiser and the sign nature of the advertising text. So, the connection between parts of text elements is manifested in the fact that verbal and non-verbal components complement each other, as well as contribute to the implementation of a specific advertising effect on the recipient. Communicative-pragmatic and semiotic approaches allowed decoding advertising messages which advertisers skillfully create in hotel business advertisements. Moreover, based on analyzing 41 advertising texts we concluded that inversion is most frequently used device among verbal means, while modality with ‘can’ and imperative mood are also considered powerful devices by advertisers.

Further research of the interaction between verbal and nonverbal aspects in hotel advertising texts from the perspective of communicative-pragmatic and semiotic approaches will conducted based on broader data of advertising texts and will be aimed at verifying and substantiating the conclusions reached in this analysis.

References

1. Akaiomova, A.V. (2011). Semiotychna model komunikatsii reklamy [Semiotic model of advertising communication]. Naukovyi visnyk Natsionalnoho pedahohichnoho universytetu imeni M.P. Drahomanova “Hileia”. Seriia “Politychni nauky”, issue 45, pp. 593–599 [in Ukrainian]
2. (2019). Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, issue 89, p. 64. URL: https://issuu.com/bestintravel/docs/bitm_89_61b5c17ff4d156
3. (2020). Best in Travel Magazine. Discover Peru, 71, p. 174. URL: https://issuu.com/bestintravel/docs/bitm_71
4. (2021). Best in Travel Magazine. Hotels opening in 2021/2022, issue 108, p. 372. URL: https://issuu.com/bestintravel/docs/bitm_108
5. (2024). Best in Travel Magazine. World. Special Issue, issue 140, p. 156. URL: https://issuu.com/bestintravel/docs/bitm_140

6. Čmehýlová-Rašová, D. (2017). Pragmatic Specifics of linguistic creativity – Calligram. Academic Journal of Applied Linguistics and Languages, issue 2(1), pp. 276-282. URL: file:///C:/Users/User/Downloads/05-01-24.pdf
7. (2023). Condé Nast Traveler. The eternal appeal of the Amalfi coast + find your next cruise, issue 7-8, p. 102. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
8. (2024). Condé Nast Traveler. One of a kind. The new secrets of luxury travel, issue 4, p. 102. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
9. (2024). Condé Nast Traveler. The 2024 hot list the best new hotels, cruises & restaurants, issue 5-6, p. 118. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
10. (2024). Condé Nast Traveler. Dive in!, issue 7-8, p. 100. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
11. (2024). Condé Nast Traveler. The 2021 Readers' Choice Awards, issue 11, p. 130. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
12. (2025). Condé Nast Traveler. The 2025 Gold List. Our Editor's Favorite Hotels and Cruises, issue 1-2, p. 55. URL: https://oceanofpdf.com/category/authors/conde-nast-traveler-usa/
13. Dmytruk, L. A, Udovichenko H.V. (2022). Basic concepts of the pragmatics of the text. SworldJournal, issue 3(13), pp. 110-116. URL: file:///C:/Users/User/Downloads/1625-Article%20Text-1376-1-10-20220916%20(2).pdf
14. Egamberdieva, F. O., Egamberdieva, S. D. (2020). Advertising message as an object of pragmatic research in linguistics (On the example of English-language advertising). International Journal of Trend in Scientific Research and Development, issue 4(5), pp. 1539-1544. URL: jtsrd.com/humanities-and-the-arts/journalism/33218/advertising-message-as-an-object-of-pragmatic-research-in-linguistics/farida-oktamovna-egamberdieva
15. Lytvynenko, A., Zavialova, O., Kalashnyk, M., Varadi, N., Enska, O. (2022). Semiotics of advertisement. Amazonia Investiga, issue 11(54), pp. 367-373. URL: https://doi.org/10.34069/AI/2022.54.06.35
16. Macpherson, R. (1996). English for writers and translators. Wydawnictwo Naukowe PWN, Warszawa, p. 120.
17. Mehrabian, A. (1972). Nonverbal Communication. Chicago, IL: Aldine-Atherton, p. 248.
18. Naghizadeh, R. (2021). Semiotic analysis in tourism. Journal of Tourism & Sports Management, issue 3(3), pp. 448-455. URL: https://www.researchgate.net/profile/RobabNaghizadeh/publication/350950359_SEMIOTIC_ANALYSIS_IN_TOURISM/links/607b3b4e881fa114b40e0756/SEMIOTIC-ANALYSIS-IN-TOURISM.pdf
19. Nematova, I. (2024). Specific aspects of the use of imperative in advertising texts. International Journal of Language Learning and Applied Linguistic, issue 3(1), pp. 138-141. URL: https://interpublishing.com/index.php/IJLLAL/article/view/3394
20. Peirce, C.S. (1931–35, 1958), Collected Papers of Charles Sanders Peirce, vols. 1–6, Harvard University Press, Cambridge, Massachusetts.
21. Solík, M. (2014). Semiotic approach to analysis of advertising. European Journal of Science and Theology, issue 10(1), pp. 207–217. URL: http://www.ejst.tuiasi.ro/Files/48/21_Solik.pdf
22. de Saussure, F. (1959). Course in General Linguistics. New York: McGraw-Hill, p.264.
23. Weixuan, S., Wenqian, L. (2020). Analysis of modality system in English advertising slogans. Scholars International Journal of Linguistics and Literature, issue 3(10), pp. 273-277. URL: https://saudijournals.com/media/articles/SIJLL_310_273-277_yI0wdkh.pdf

Appendices

Inversion
"**Designed with clean, contemporary style**, our 155 guest rooms and suites keep the focus on iconic views of the San Francisco skyline, the bay and bridges" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 335].
"**Nestled within Big Sky's 3,530-acre Spanish Peaks enclave, and less than an hour's drive from the gates of Yellowstone National Park,** Montage Big Sky will offer a year-round mountain paradise for luxury adventurers and outdoor enthusiasts alike" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 343].
"**Revered and raucously enjoyed for generations**, the beloved landmark opens a new chapter in 2021 as the definitive luxury destination in the Santa Ynez Valley" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 353].
"**With a breathtaking natural setting and 20,000 square feet of event space**, the resort is ideal for weddings and meetings" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 355].
"**With no rental restrictions**, ownership of one of these brand new homes makes perfect sense for anyone looking for a real estate investment in the South Florida area" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 359].
"**Crowning the skyline's tallest tower**, the brand-new Four Seasons Hotel Philadelphia at Comcast Center showcases new restaurants by Michellin-starred chef Jean-Georges Vongerichten and James Beard Award-winner Greg Vernick, along with a 57th floor spa and indoor infinity pool" [Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, 2019: 14 – 15].
"**Making a landmark debut in Brazil**, Four Seasons Hotel São Paulo at Nações Unidas is redefining luxury in South America's business and cultural powerhouse. Here, world-class service meets local culture, global businesses blend with lush green spaces, and sumptuous accommodations are complemented by the city's best dining and nightlife" [Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, 2019: 16-17].
"**With live music seven nights a week**, cuisine from five continents and local shopping boutiques, Adams Morgan has something for everyone and delivers a uniquely rich way to experience the nation's capital" [Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, 2019: 42-43].
"**Set on the site of the former Rosenwach factory**, the maker of the iconic wooden water towers that scatter the New York skyline, The Hoxton Williamsburg will be a destination for international visitors, guest and locals alike" [Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, 2019: 58-59].
"**Perched on** a 200-acre expanse that bridges the dense jungles of the Yucatan and the powdery sands of the Riviera Maya, Maroma, a Belmond Hotel, stands as a subtle masterpiece of luxury" [Condé Nast Traveler. Dive in!, 2024: 24].
"**With iconic settings**, **unrivaled style, and unparalleled service**, these winning hotels and resorts offer travelers the best new hospitality experiences in the world" [Condé Nast Traveler. The 2024 hot list the best new hotels, cruises & restaurants, 2024: 19].
"**Perched on the edge of the Atlantic in the heart of the Florida Keys**, Islamorada is a dream island destination and a tropical paradise surrounded by endless sun and sea" [Condé Nast Traveler. The 2024 hot list the best new hotels, cruises & restaurants, 2024: 84].
"**With so much to see and do**, Biltmore Estate is the perfect destination for an unforgettable springtime getaway" [Condé Nast Traveler. One of a kind. The new secrets of luxury travel, 2024: 52].

Appendix 1

Modal verb "can"
"**Guests can expect** complimentary WiFi, room service, a bountiful breakfast buffet, an event room, sauna, spa and gym, parking and planetarium – the best place to observe the milky way and the southern cross" [Best in Travel Magazine. Discover Peru, 2020: 80-81].
"All rooms and suites are decorated in a delightful mix of classical and Peruvian artworks. **Keen golfers can tee off** at the 18-hole course located opposite the hotel, before enjoying the obligatory Pisco Sour at the oak-panelled English Bar" [Best in Travel Magazine. Discover Peru, 2020: 82-83].
"Along with hardwood floors, wooden beams, soft, plush fabrics and a glass and marble bathroom, **guests can expect** a mountainous bed, beautiful artwork and a welcoming glass of champagne. Elsewhere the hotel's excellent concierge **team can arrange** private viewings at local galleries and invitaccording tions to specialist arts events in the local area and organise trips to local markets, cooking classes and Pisco tasting events" [Best in Travel Magazine. Discover Peru, 2020: 84-85].
"The property has been thoughtfully designed so that wonderful **views over the Pacific Ocean can be enjoyed** at every turn – each of the seven stylishly decorated suites boasts private terrace or balcony facing the ocean" [Best in Travel Magazine. Discover Peru, 2020: 92-93].
"**Guest can get up** close to other creatures too: feed alpacas at the property's on-site farm and learn about traditional Peruvian farming techniques. Meanwhile **true foodies can discover t**he secret of Peruvian cuisine with cookery lessons from the hotel's expert chefs" [Best in Travel Magazine. Discover Peru, 2020: 96-97].
"**Guests can start** their day with an extensive buffet breakfast, served in San Augustin's restaurant which is open 24 hours a day" [Best in Travel Magazine. Discover Peru, 2020: 134].
"And there is nowhere else in the world where **you can stand** surrounded by such unparalleled views of these rare red rock formations, all while enjoying the utmost in luxurious accommodations" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 322-323.
"During its construction in 2005, much of the area was preserved to support wildlife, **which can now be explored** through our daily nature tours" [Best in Travel Magazine. World. Special Issue, 2024: 107].
"The hotel is also home to a handful of influential firsts, including the first concierge in the United States **who can still be found** doling out expert recommendations to guests today" [Condé Nast Traveler. The 2025 Gold List. Our Editor's Favorite Hotels and Cruises, 2025: 23].
"When dinnertime comes, **guests can head down** to Pushcart for Jamaican classics like conch curry or braised oxtail, while DJs take over the sound system for a dance party" [Condé Nast Traveler. The 2025 Gold List. Our Editor's Favorite Hotels and Cruises, 2025: 54].
"When you vacation at Sandals Resorts, **you can do** as much, or as little, as you'd like" [Condé Nast Traveler. The 2021 Readers' Choice Awards, 2024: 73].
"**Guests** arrive to a glass of bubbly and **can pick up** a rotary phone to listen to recorded conversations between the hotel operator and former overnighters like Marilyn Monroe and Clark Gable. **Guests in suites can press** a Champagne button to summon a bar cart" [Condé Nast Traveler. The 2024 hot list the best new hotels, cruises & restaurants, 2024: 46].
"Sensei **resort guests can enjoy** reserved tee times or tailor-made private lessons led by a professional golfer" [Condé Nast Traveler. The eternal appeal of the Amalfi coast + find your next cruise, 2023: 28].

Appendix 2

Imperative Structures
"**Lounge** in the sun, cool off in the pool, or hit the onsite fitness centre. Then **spend** a relaxing afternoon, reading a book in the peaceful comfort of the courtyard while sipping a special vintage of wine from the hotel's wine cellar" [Best in Travel Magazine. Discover Peru, 2020: 90-91].
"**Relax** by the beautiful infinity pool or on the beach, dine on gourmet Peruvian cuisine in the restaurant and watch a spectacular sunset while sipping on a cocktail. **Don't leave** without booking a treatment at the fabulous spa that's located at the top of the hotel and, again, boasts panoramic vistas" [Best in Travel Magazine. Discover Peru, 2020: 92-93].
"**Enjoy** amenities including the hotel's sparkling indoor pool on the 11th floor, featuring a sundeck with city views, the two-level fitness centre, the Millennium Sports Club, and the hotel bar, where you can sip a Pisco Sour or two" [Best in Travel Magazine. Discover Peru, 2020: 126-127].
"**Recline** in plush rooms which mix warming Peruvian accents with the latest technology" [Best in Travel Magazine. Discover Peru, 2020: 128].
"**Awake** renewed in your heavenly abode before a day filled with replenishing spa treatments that feature centuries-old Incan healing regimens" [Best in Travel Magazine. Discover Peru, 2020: 143].
"**Treat** yourself to true indulgence by checking into a Royal Suite at this luxury hotel which is sure to make a lifelong impression" [Best in Travel Magazine. Discover Peru, 2020: 164-165].
"So **grab a glass of wine** from your Plum dispenser and watch space pass as the planet spins and the sun sets. If you believe in the power of nature to heal and inspire, **let** Sedona work her magic here at the Ambiente. **Tune** in your senses, no special powers required" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 322-323].
"**Explore** our 220,000 sq. ft. pool complex and several dining options ranging from market-style food stalls to award-winning steaks and wine" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 326].
"**Unwind** in Four Seasons comfort, inspired by the timeless beauty of California's premier wine region" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 336].
"**Stay** in one of our hacienda style guest rooms or luxury suites, with lustrous bathrooms and superior amenities. **Take** in the view on our outdoor patio overlooking the ruins of the Great Stone Church or **soak up** the rich history of California with a tour of the nearby Mission San Juan Capistrano. **Cool off** in our sparkling pool or restore balance at our on-site spa, Spa at the Mission, nestled among the verdant foliage surrounding our hotel" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 337].
"**Step into** a beautifully restored and re-imagined landmark at the intersection of Newbury and Arlington Streets, where leaders, innovators, and casual passersby gather for celebratory and everyday occasions. **Engage with** a local and timeless institution of global savoir faire that's modern, sophisticated, approachable and refined. **Immerse yourself** in this glamorous place, where community, culture and commerce dynamically converge, paying reverent homage to the pioneering spirit from which Boston was first built" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 354].
Relax and look out over The Gulch from the expansive 9,700-foot WET Deck pool and bar lined with luxury cabanas. **Start your morning off** with artisanal coffee from Nashville's own Barista Parlor. In the evening, swing by our Rooftop Bar for a Southern sunset and **end your night** at either our Living Room for a classic cocktail or local brew or at our music venue for live entertainment" [Best in Travel Magazine. Hotels opening in 2021/2022, 2021: 358].

"**Enjoy** the relaxed luxury and natural beauty of the Hilton Santa Barbara Beachfront Resort. **Set across** 8 spanish-style buildings along the Pacific coastline, our resort has something for everyone – stunning views from every room, a wellness spa, multiple restaurants, a gigantic pool, indoor/ outdoor event space, and recreation on land and water" [Best in Travel Magazine. New Hotels in North, South & Central America + Caribbean, 2019: 22-23].
"**Experience** this effortless marriage of past, present, and future across Fairmont's collection of Northern California hotels and resorts. Whether served as stops along a classic California road trip or as individual escapes, **prepare to make special memories** that will linger long after checkout" [Condé Nast Traveler. The 2025 Gold List. Our Editor's Favorite Hotels and Cruises, 2025: 22].
"**Experience** the exquisitely transformed Ritz-Carlton, Naples" [Condé Nast Traveler. The 2021 Readers' Choice Awards, 2024: 21].
"**Take off** your winter layers and **try** this on for size: a 4th night free" [Condé Nast Traveler. The 2021 Readers' Choice Awards, 2024: 93].
"**Experience** a romantic fall retreat in South Carolina's Upstate at Hotel Domestique. **Indulge in** Chef Haydn Shaak's seasonal menus at Restaurant 17 and **discover** the region's charm as you tour nearby vineyards" [Condé Nast Traveler. The 2021 Readers' Choice Awards, 2024: 129].

Appendix 3

Visuals with inversion

Picture 1

Picture 2

Picture 3

Picture 4

Picture 5

Picture 6

Picture 7

Picture 8

Picture 9

Picture 10

Picture 11

Picture 12

Picture 13

Appendix 4

Visuals with modal 'can'

Picture 14

Picture 15

Picture 16

Picture 17

Picture 18

Picture 19

Picture 20

Picture 21

Picture 22

Picture 23

Picture 24

Appendix 5

Visuals with imperative

Picture 25

Picture 26

Picture 27

Picture 28

Picture 29

Picture 30

Picture 31

Picture 32

Picture 33

Picture 34

Picture 35

Picture 36

Picture 37

Picture 38

Picture 39

Picture 40

Picture 41

Appendix 6

PHONETIC PROCESSES IN THE HISTORY OF THE ENGLISH LANGUAGE: MAIN TRENDS AND CONSEQUENCES TO THE PRESENT

Halyna Lysak
Candidate of Pedagogical Sciences, Associate Professor, Associate Professor
at the Department of Linguistics, Khmelnytskyi University of Management and Law
named after Leonid Yuzkov, Ukraine
e-mail: galllcya@gmail.com, orcid.org/0000-0002-0598-6919

Summary

The article investigates the major phonetic processes that have shaped the English phonological system across its three main periods (Old English, Middle English, and Modern English) and traces the living consequences of those changes in contemporary standard pronunciation. The central argument is that English phonology is not a random accumulation of isolated shifts, but a coherent, systemic reorganisation driven by the interplay of internal phonological pressures and external socio-historical forces.

The study analyses four processes: the Pre-Germanic consonant shift described by Grimm's Law (c. 1st millennium BCE), the significant vowel shift of the Middle English period culminating in the Great Vowel Shift (c. 1400-1700 CE), the simplification of consonant clusters and the emergence of silent letters during the medieval era, and the phonologisation of fricatives triggered by Franco-Norman language contact after 1066. The methodology combines diachronic phonological analysis with elements of sociolinguistics and historical dialectology. The article argues that each major wave of change left sedimentary traces in Present-Day English: in the persistent mismatch between spelling and pronunciation, in morphophonological alternations visible in word pairs such as /naɪf/~/naɪvz/ or /ˈdɪvɪn/~/dɪˈvɪnɪti/, and in the ongoing simplification of the diphthong system recorded in contemporary Received Pronunciation.

By foregrounding the cumulative, stratified nature of these changes, the article offers a theoretically grounded framework for understanding why modern English phonology is simultaneously conservative in its orthography and innovative in its spoken realisation.

Key words: historical phonology, Great Vowel Shift, Grim's Law, consonant shift, fricative phonologisation, Received Pronunciation, sound change, diachronic linguistics.

DOI https://doi.org/10.23856/7617

1. Introduction

Few phenomena in the history of language scholarship are as intellectually compelling as the phonological development of English. Over roughly fifteen centuries of recorded usage, the sounds of the English language have transformed so sweeping that a fluent speaker of Present-Day English, transported to Anglo-Saxon Northumbria, would be almost entirely unable to communicate with its inhabitants. Yet the very orthography that contemporary readers take for granted carries within it fossilised evidence of those vanished pronunciations: the silent <*k*> in *knight*, the silent <*gh*> in *night*, the vowel digraph in *meet* (where once a genuinely distinct long mid-front vowel sounded) all testify to the depth and breadth of historical change.

The article aims to: systematise the principal phonetic processes that have reshaped English across its three canonical periods; demonstrate that these processes exhibit an internal

logic, a tendency towards economy of effort, systemic equilibrium, and social prestige convergence, rather than being arbitrary accidents of history; and to identify the concrete consequences of those historical processes in the phonological and morphophonological structure of Present-Day English (PDE). The research thus aims not merely at historical description but at a theoretically grounded synthesis that can inform both linguistic scholarship and language pedagogy.

The methodology is primarily diachronic and comparative. The article surveys phonological change chronologically, organising the evidence around key processes rather than around individual sounds, in order to foreground patterns of causation and consequence. The principal empirical base consists of attested written records, reconstructed Proto-Germanic and Proto-Indo-European forms, and acoustic measurements from twentieth- and twenty-first-century phonetic research. The theoretical frame draws on the structuralist concept of the phonological system as a network of oppositions and on the variationist-sociolinguistic understanding of change as embedded in social practice *(Labov, 2001; Honeybone & Salmons, 2015)*.

The study of English historical phonology has generated a rich body of modern scholarship. The most comprehensive single-volume synthesis remains Minkova's (2014) *A Historical Phonology of English*, which traces phonological development from Proto-Germanic to Present-Day English with detailed attention to the interplay between prosody, segmental change, and orthography. Complementing this, the *Oxford Handbook of Historical Phonology* edited by Honeybone and Salmons (2015) presents state-of-the-art accounts of methodological frameworks, including phonological reconstruction, the comparative method, and corpus-based approaches, alongside chapters on controversial topics such as lexical diffusion, the role of the individual in language change, and the mechanisms of chain shifts. The *Cambridge Handbook of English Historical Linguistics (Kytö & Pahta, 2016)* further contextualises phonological change within the broader linguistic and social history of English. Stenbrenden's (2022) chapter on Grimm's Law and Verner's Law in the *English Historical Linguistics* volume (Los et al., eds.) offers a refined phonetic account of the First Germanic Sound Shift, integrating findings from experimental phonetics with classical philological data *(Stenbrenden, 2022: 15-40)*.

Contemporary research has increasingly emphasised the sociolinguistic embedding of phonological change. Kerswill, Torgersen, and Fox (2008) document the diffusion of diphthong innovations in London English as a real-time example of the mechanisms (dialect levelling, contact, and identity marking) that have historically driven large-scale shifts such as the Great Vowel Shift. Working within the framework of variationist sociolinguistics, Labov (2010) has refined the principles governing vowel chain shifts, arguing that raising and fronting operate according to cross-linguistically stable hierarchy constraints rather than language-specific accident. The reconstruction of Old English phonological chronology has also been revisited in light of new theoretical tools: Cser's (2024) *English Language and Linguistics* article argues for revising the relative ordering of breaking and i-mutation in the standard theory, while Dresher's (2018) work on contrastive feature hierarchies has opened new analytical pathways for understanding phonemic splits in Old English. Taken together, this body of research confirms that the historical phonology of English is a live field of inquiry, with foundational questions still actively contested.

Thus, the novelty of the present contribution lies in its integrative perspective: rather than treating the Germanic consonant shift, the Norman influence, the Great Vowel Shift, and contemporary RP developments as separate scholarly domains, this article regards them as consecutive chapters in a single ongoing story of systemic adaptation.

2. Germanic Foundations: Grimm's Law and the Consonant Shift

The earliest layer of the English phonological system was laid down long before English as a distinct language existed. The Germanic branch of the Indo-European family underwent a systematic reorganisation of its stop consonant inventory, a process formalised in the nineteenth century as Grimm's Law (the First Germanic Sound Shift). Jacob Grimm demonstrated that Proto-Indo-European (PIE) voiceless stops /p, t, k/ had shifted to fricatives /f, θ, x/ in Proto-Germanic; that PIE voiced stops /b, d, g/ had become voiceless stops /p, t, k/; and that PIE voiced aspirates /bʱ, dʱ, gʱ/ had become voiced fricatives, subsequently simplifying to /b, d, g/ in most environments *(Stenbrenden, 2022: 15)*. The famous paradigm case is the correspondence between Latin *pater* and English *father*, where PIE /p/ > Germanic /f/.

Verner's Law refined the picture by explaining apparent exceptions: in Proto-Germanic, the fricatives produced by Grimm's Law were voiced intervocalically when the PIE stress had fallen on the preceding syllable. This accounts for alternations preserved as morphophonological fossils in English: the f/v alternation in *knife/knives, leaf/leaves, wife/wives* reflects precisely this Vernerian voicing, subsequently grammaticalised as a plural-formation pattern. Stenbrenden (2022) has recently proposed a unified phonetic account of both laws, arguing that the Germanic stress shift and the articulatory-setting changes it entailed set both processes in motion as a single coherent event rather than two independent sound changes *(Stenbrenden, 2022)*.

The consequences of the Germanic consonant shift for Present-Day English are pervasive. English has /f, θ, x/ where cognate languages retain ancestral stops, and its morphophonology preserves Vernerian alternations (*was/were*, *death/dead*) that would otherwise appear arbitrary. The shift also established the characteristically Germanic preference for word-initial stress, which would later play a decisive role in the phonological restructuring of the Middle English period *(Honeybone & Salmons, 2015; Soroka & Biletska, 2022)*.

3. Old English Phonology: A Synthetic System Under Pressure

Old English (c. 450-1150 CE) possessed a phonological system of considerable complexity relative to its modern descendant. Its vowel inventory distinguished quantity (short vs. long) in five vowel qualities, plus front rounded vowels subsequently lost in English. The palatal-velar alternation constituted one of the system's most significant allophonic patternings: the velar fricative [ɣ] and its palatal variant [ç] were allophones of a single phoneme, as were the velar stop [k] and the palatal affricate [tʃ], demonstrating a distribution that would gradually phonemicise over the Middle English period, eventually producing the PDE phonemes in *church, child*, and *yield (Minkova, 2014: 98-112)*.

I-mutation (i-umlaut), inherited from Proto-Germanic, raised and fronted back vowels in syllables followed by /j/ or /i/ in the next syllable, accounting for alternations like *foot/feet, mouse/mice, man/men* that survive to the present day as opaque morphological patterns. Cser (2024) has recently revisited the relative chronology of breaking and i-mutation, arguing on the basis of distributional evidence from the attested manuscripts that i-mutation must have preceded palatalization of velars in the standard reconstructed sequence – a revision with implications for how Old English dialects are modelled. Breaking (Old English *brecung*) diphthongised short front vowels before velar consonants, producing the diphthongs <*ea*>, <*eo*> that characterise Old English orthography. Burka (2019: 29–30) documents the resulting frequency distributions of consonant clusters in all three positions within the word across all three

periods, demonstrating that initial clusters in Old English are the most stable environment for phonological reconstruction.

The consonant system of Old English underwent significant changes at word boundaries and in particular phonological environments. The intervocalic voicing of fricatives, so that /f, θ, s/ became [v, ð, z] between voiced segments, was allophonic in Old English but would become phonemically contrastive in the Middle English period, once French loanwords introduced /v/ and /z/ in word-initial position. The phonemicisation of this contrast is a paradigm case of what Honeybone and Salmons (2015) term "exogenous phonologisation": a phonetic distinction already present in the language as an allophonic pattern is promoted to phonemic status through contact with another language whose lexicon requires the distinction *(Honeybone and Salmons, 2015)*.

4. Middle English Transformations: Contact, Loss, and Restructuring

The Middle English period (c. 1150-1500 CE) constitutes perhaps the most turbulent phase of English phonological history, distinguished by the convergence of two forces: the internal dynamics of a system under pressure from quantity reduction, and the massive external disruption caused by the Norman Conquest of 1066 and the subsequent centuries of Anglo-Norman bilingualism. The language of Chaucer is, in its sound system, closer to that of Latin than to PDE, despite being the direct ancestor of the latter.

The Norman Conquest introduced into English a substantial Romance-derived lexical stratum with its own phonological properties. Anglo-Norman words brought /v/ and /z/ into word-initial position for the first time in the history of the language, thereby forcing a phonemicisation of the previously allophonic voiced/voiceless fricative contrast. Words like *veal, vain, zeal* established minimal pair relationships that entrenched /v/ and /z/ as independent phonemes *(Minkova, 2014: 161-165)*. Anglo-Norman also introduced /dʒ/ in word-initial position through borrowings like *judge, gentle, journey*, and added /ʒ/ as a marginal phoneme through words like *genre*. The fricative inventory of English was thus substantially expanded by language contact. Kytö and Pahta (2016) situate this restructuring within the broader framework of Middle English dialect variation, noting that the adoption of Franco-Norman phonological features proceeded unevenly across regional dialects and social registers *(Kytö and Pahta, 2016: 152-158)*.

Simultaneously, the inflectional system of Old English was collapsing. The reduction of unstressed syllables, driven partly by the fixed initial stress inherited from Proto-Germanic, led to the merging of case endings and the eventual disappearance of grammatical gender. Where Old English had maintained contrasts among short final vowels in different cases, Middle English reduced these to a single neutral /ə/, subsequently deleted. This wholesale reduction of final syllables dramatically increased the proportion of monosyllables and put pressure on the vowel inventory of stressed syllables to bear a greater functional load *(Minkova, 2014: 185-199)*.

The Middle English period also saw the simplification of consonant clusters that had been permissible in Old English. Initial clusters /kn-, gn-, wr-/ were maintained in spelling but progressively reduced in pronunciation: *knight, knife, gnaw, write* were still fully pronounced with their initial consonants in Middle English, but by the Early Modern period the first element of each cluster had been silenced. Burka (2019) documents the quantitative shift, showing that the number of new consonant cluster types peaks in Middle English (at 27% of all clusters found across the language's history) before declining in the Modern period, reflecting the systemic pressure towards phonotactic simplification *(Burka, 2019: 30-31)*.

5. The Great Vowel Shift: A Chain Reaction in the Vowel Space

The Great Vowel Shift (GVS), which operated roughly between 1400 and 1700 CE with its most intensive phase in the fifteenth and sixteenth centuries, stands as the single most consequential phonological event in the history of English. It affected all seven of the Middle English long vowels in a systematic chain shift: each vowel raised, and the two highest long vowels – /iː/ and /uː/ – which had no higher position to move to, diphthongised instead. The trajectory can be summarised as: front series /aː/ > /eː/ > /iː/; /ɛː/ > /eː/ > /iː/; /eː/ > /iː/; /iː/ > /əɪ/ > /aɪ/; back series /ɔː/ > /oː/ > /uː/; /oː/ > /uː/; /uː/ > /əʊ/ > /aʊ/ *(Minkova, 2014: 215-240)*.

The causes of the GVS remain one of the most debated questions in historical linguistics. Early scholarship favoured a push-chain account: the low vowels raised first, compressing the higher vowels upward. Others have argued for a drag-chain: the highest vowels diphthongised first, leaving space for the lower vowels to rise. Labov (2010) has offered a sociolinguistic interpretation, suggesting that the shift originated as a prestige innovation in the London dialect and spread upward and outward through the social hierarchy, following the peripheral raising principle he identifies as cross-linguistically recurrent. Minkova (2014) argues for a systemic interpretation: with length contrasts becoming less reliably cued by duration alone following the reduction of final syllables, the system compensated by expanding quality differences. This "functional load" hypothesis integrates phonological and sociolinguistic explanations rather than opposing them (*Minkova,2014: 225-228*).

The consequences of the GVS for Present-Day English are immediately pedagogically relevant. The shift is the primary reason English spelling diverges so dramatically from pronunciation for the native Germanic vocabulary. The letter <*i*> in *time* represents what was, in Middle English, the long vowel /iː/ (cf. German *Zeit*, cognate); <*oo*> in *moon* reflects original /oː/ now raised to /uː/. The GVS also produced the morphophonological alternations that create apparent arbitrariness in English grammar: /aɪ/ ~ /ɪ/ in *divine/divinity, line/linear*; /iː/ ~ /ɛ/ in *please/pleasant, breathe/breath*. These alternations, which learners must memorise, are in fact historically regular consequences of the GVS acting differentially on long and short vowels *(Minkova, 2014: 243; Kytö & Pahta, 2016: 178)*.

6. Historical Standardisation and Contemporary Trends in English Pronunciation

The introduction of the printing press to England by William Caxton in 1476 initiated the process of orthographic standardisation. The spelling conventions codified in the sixteenth century captured the phonology of the fifteenth century and have remained essentially unchanged ever since, while pronunciation has continued to evolve. This structural decoupling of spelling from pronunciation is the direct source of what is often experienced as "the difficulty of English spelling".

The Early Modern English period saw the completion of several processes begun in Middle English. The voiceless velar fricative /x/, still audible in Chaucer's pronunciation of *night, light, daughter* (written <*gh*>), was lost in southern English dialects by the seventeenth century, either through complete deletion or through substitution by /f/ in words like *laugh, enough, rough*. The /r/ phoneme underwent significant restructuring: in non-rhotic accents, including Received Pronunciation, post-vocalic /r/ was lost before consonants and in word-final position, producing the characteristic vowel lengthening and centring diphthongs (/ɑː/ in *car*, /ɪə/ in *here*) that distinguish RP from rhotic varieties such as General American *(Cruttenden, 2014: 89-95)*.

The formation of Received Pronunciation (RP) as a prestige norm is itself a sociolinguistic phenomenon grounded in the phonological history of the London dialect. RP is not an "original" or "pure" form of English but the crystallisation, at a particular social and historical moment, of a dialect that had undergone precisely the changes traced in this article. Its status as the reference norm for dictionaries and language teaching worldwide means that the consequences of all these historical processes are transmitted globally, to learners who typically have no awareness of the historical forces that shaped what they are being taught to pronounce *(Wells, 2008)*.

The phonological system of Present-Day English, specifically its standard variety, RP, is the current state of a process that shows no signs of completion. Research on contemporary RP documents ongoing changes continuous with the historical trends analysed in this article. Recent research has revealed several ongoing vowel changes in the speech of young British speakers, including the centralisation of monophthongs, the lowering of close vowels, the raising of open vowels, and a marked weakening of diphthong glides, sometimes leading to the complete monophthongisation of centring diphthongs such as /uə/ to /oː/ and /eə/ to /ɛː/. These developments support the view that the English diphthong system has been subject to a long-term tendency towards simplification since the Great Vowel Shift *(Fabricius, 2002; Hawkins & Midgley, 2005)*.

Kerswill, Torgersen, and Fox (2008) document the emergence of Multicultural London English (MLE) as a new sociolect combining features of Caribbean, South Asian, Cockney, and standard London English. MLE features, including the fronting of /uː/, substitution of dental /θ/ and /ð/ by alveolar /t/ and /d/, and modification of diphthong nuclei, are spreading beyond their communities of origin and influencing the pronunciation of young educated Londoners *(Kerswill et al., 2008: 453–461)*. The dental fricatives, which entered English as a phonemic category only in the Middle English period, now show signs of losing their phonemic status again in some dialects – a cyclical development that would constitute a striking instance of historical reversal *(Honeybone & Salmons, 2015: 42-46)*.

The pedagogical implications of this historical perspective are substantial. The mismatch between English spelling and pronunciation, often experienced by learners as an arbitrary burden, becomes comprehensible once the historical processes responsible are understood. The /k/ not pronounced in *knife* was still sounded in Old English; the <*gh*> in *thought* is a relic of the lost fricative /x/; the two vowels rendered identically as <*oo*> in *blood* (/ʌ/) and *moon* (/uː/) diverged in the aftermath of the GVS. A phonetically trained teacher armed with this knowledge can transform opaque spelling conventions into windows onto the language's past, improving both learner motivation and metacognitive awareness *(Cruttenden, 2014: 3-5)*.

7. Conclusions

The phonological history of English, as surveyed in this article, is characterised by four overarching trends. The first is systemic economy: the language has consistently moved towards simpler cluster structures and fewer marked sounds while preserving or expanding contrast in stressed positions where functional load is highest *(Minkova, 2014)*. The second is contact-driven enrichment: each major period of language contact (with Old Norse, with Anglo-Norman French, with learned Latin) introduced new phonological distinctions, expanded the fricative and affricate inventories, and created pressure for systemic restructuring *(Kytö & Pahta, 2016)*. The third is the tension between spoken change and written conservatism: since the standardisation of spelling in the Early Modern period, orthography has functioned as a

brake on phonological innovation, preserving historical forms whose phonological motivation has long since disappeared. The fourth is social stratification: at every stage, phonological change has been mediated by social structure, with prestige varieties functioning as both targets of emulation and sites of innovation *(Labov, 2010)*.

These four trends are not peculiar to English but represent general features of phonological change that English instantiates with particular clarity, owing to the richness of its historical documentation and the exceptional scope of the changes it has undergone. The consequences of this history are present in every English utterance: in the morphophonological alternations (/f/ ~ /v/, /θ/ ~ /ð/, /aɪ/ ~ /ɪ/) that survive as grammatical patterns; in the inventory of phonemes inherited from Germanic, Old Norse, and French; in the non-rhotic vowel system of RP; and in the ongoing changes documented in contemporary urban dialects *(Kerswill et al., 2008; Soroka & Biletska, 2022)*.

Future research should continue to examine the interface between historical phonology and current change, particularly with respect to the centring diphthongs and the dental fricatives, whose phonological status in contemporary English is genuinely in flux. Longitudinal acoustic studies, combined with the archival rigour of historical linguistics, offer the most productive path towards a fully integrated account of English phonological development, in which past and present illuminate each other.

References

1. Burka, N. A. (2019). Systematyzatsiia zmin u systemi pryholosnykh fonem v istorii rozvytku anhliiskoi movy [Systematisation of changes in the consonant phoneme system in the history of English language development]. In Zbirnyk materialiv III Kruhloho stolu "Suchasni tendentsii fonetychnykh doslidzhen". Kyiv: KNLU, 29-32. [in Ukrainian]

2. Cheshire, J., Fox, S., Kerswill, P., & Torgersen, E. (2008). Ethnicity, friendship network and social practices as the motor of dialect change: Linguistic innovation in London. Sociolinguistica, 22, 1-23. https://doi.org/10.1515/9783484605299.1

3. Cruttenden, A. (2014). Gimson's pronunciation of English (8th ed.). London: Routledge.

4. Cser, A. (2024). Reconstructing the historical phonology of Old English. English Language and Linguistics, 28(4), 751-789. https://doi.org/10.1017/S1360674324000674

5. Dresher, B. E. (2018). Contrastive feature hierarchies in Old English diachronic phonology. Transactions of the Philological Society, 116(1), 1-29. https://doi.org/10.1111/1467-968X.12105

6. Fabricius, A. (2002). Weak vowels in modern RP: An acoustic study of happy-tensing and KIT/schwa shift. Language Variation and Change, 14(2), 211-237. https://doi.org/10.10170S0954394502142037

7. Hawkins, S., & Midgley, J. (2005). Formant frequencies of RP monophthongs in four age groups of speakers. Journal of the International Phonetic Association, 35(2), 183-199. https://doi.org/10.1017/S0025100305002124

8. Honeybone, P., & Salmons, J. (Eds.). (2015). The Oxford handbook of historical phonology. Oxford: Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199232819.001.0001

9. Kerswill, P., Torgersen, E. N., & Fox, S. (2008). Reversing "drift": Innovation and diffusion in the London diphthong system. Language Variation and Change, 20(3), 451-491. https://doi.org/ 10.1017/S0954394508000148

10. Kytö, M., & Pahta, P. (Eds.). (2016). The Cambridge handbook of English historical linguistics. Cambridge: Cambridge University Press. https://doi.org/10.1515/icame-2018-0013

11. Labov, W. (2001). Principles of linguistic change. Vol. 2: Social factors. Oxford: Wiley-Blackwell.
12. Labov, W. (2010). Principles of linguistic change. Vol. 3: Cognitive and cultural factors. Oxford: Wiley-Blackwell. https://doi.org/10.1002/9781444327496
13. Minkova, D. (2014). A historical phonology of English. Edinburgh: Edinburgh University Press.
14. Minkova, D., & Stockwell, R. (2009). English words: History and structure (2nd ed.). Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511575938
15. Soroka, A. I., & Biletska, O. V. (2022). Fonetychni protsesy v konteksti rozvytku anhliiskoi ta nimetskoi mov [Phonetic processes in the context of English and German language development]. Aktualni problemy filolohii ta perekladoznavstva, 24, 160-163. [in Ukrainian]
16. Stenbrenden, G. F. (2022). Grimm's Law and Verner's Law: Towards a unified phonetic account. In B. Los, C. Cowie, P. Honeybone, & G. Trousdale (Eds.), English historical linguistics: Change in structure and meaning (Current Issues in Linguistic Theory, 358, pp. 15-40). Amsterdam: John Benjamins. https://doi.org/10.1075/cilt.358.01ste
17. Wells, J. C. (2008). Longman pronunciation dictionary (3rd ed.). Harlow: Pearson Longman. https://doi.org/ 10.1017/S0025100309003934

THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE AMONG HIGHER EDUCATION LECTURERS IN MODERN EDUCATIONAL ENVIRONMENT

Tetiana Makarova
Candidate of Philological Sciences, Associate Professor,
Berdyansk State Pedagogical University, Ukraine
e-mail: makarova.vivat@gmail.com, orcid.org/0000-0002-8436-9432

Hanna Lysak
Senior Lecturer, Berdyansk State Pedagogical University, Ukraine
e-mail: gannalysak2@gmail.com, orcid.org/0009-0008-4833-7629

Summary

In the course of their research, the authors analysed academic approaches to interpreting the definition of 'emotional intelligence' and explored its essence and role in the professional practice of higher education lecturers. It is noted that contemporary transformational processes in higher education – linked to the digitalisation of the educational environment, the internationalisation of education, the spread of distance learning, and the increasing psycho-emotional strain on academic and teaching staff – highlight the importance of developing emotional intelligence as a key component of a lecturer's professional competence. The relevance of the study stems from the need to foster in lecturers the ability to engage in effective emotional self-regulation, constructive interpersonal interaction, the prevention of professional burnout, and the creation of a psychologically comfortable educational environment. This paper summarises domestic and international research on emotional intelligence and analyses contemporary approaches to its development within the system of professional training and continuing professional development for lecturers at higher education institutions. It has been established that emotional intelligence is an integrative personality trait that combines the ability to recognise, understand and regulate one's own emotions, recognise the emotional states of others, and develop empathy and effective communication. It has been demonstrated that a high level of emotional intelligence has a positive impact on the quality of teaching, professional resilience, adaptability to change and the effectiveness of interaction with all participants in the educational process.

Key words: emotional intelligence; teacher qualities; educational process; higher education institution; emotions; professional development.

DOI https://doi.org/10.23856/7618

1. Introduction

The current stage of development in higher education is characterised by profound transformational processes driven by the digitalisation of the educational environment, the internationalisation of the educational landscape, the spread of distance and blended learning, and the need to adapt to today's social, economic and security challenges. Under these circumstances, the issue of professional development for lecturers at higher education institutions takes on particular relevance, involving not only the enhancement of

subject-specific and professional competences but also the development of a range of social and emotional qualities necessary for effective pedagogical interaction. One of the key characteristics of a modern lecturer is emotional intelligence, which is increasingly regarded as a crucial factor in professional success, psychological well-being and the quality of the educational process.

In contemporary academic discourse, emotional intelligence is defined as an individual's ability to recognise, understand, interpret and regulate their own emotions, as well as to recognise the emotional states of others and constructively build interpersonal relationships. Foreign and domestic researchers, including J. Mayer, P. Salovey, D. Goleman, R. Bar-On, S. Derevianko, O. Ichanska, A. Zakrevska and others, have made significant contributions to the development of the theory of emotional intelligence. Their research demonstrates that emotional intelligence is a vital resource for personal development, effective communication, decision-making and coping with stressful situations.

The issue of developing emotional intelligence takes on particular significance in the professional practice of higher education lecturers. The modern paradigm of humanisation and student-centred education involves building a partnership between the lecturer and the student, creating a psychologically safe learning environment, supporting individual learning pathways and fostering students' personal development. Achieving these objectives is impossible without the teacher's ability to effectively manage their own emotional reactions, demonstrate empathy, maintain students' motivation and resolve conflict situations constructively.

In today's rapidly changing society, teachers are constantly faced with new challenges linked to a heavy workload, the need to master innovative teaching technologies, work in a digital environment and ensure the quality of the educational process in conditions of uncertainty. At the same time, it is emotional intelligence that acts as a key mechanism for adapting to change, fostering psychological resilience, professional resilience and preventing emotional burnout. Research shows that teachers with high levels of emotional intelligence demonstrate better indicators of professional effectiveness, an ability to communicate constructively and a higher level of job satisfaction.

The relevance of this research is further heightened by the growing importance of emotional intelligence in ensuring the quality of education. A positive psychological climate within a higher education institution, effective interaction between all participants in the educational process, the development of academic culture, and the maintenance of students' motivation depend to a large extent on the level of development of lecturers' social and emotional competences. In this context, emotional intelligence is increasingly recognised as a critically important skill for professional communication, collaboration, leadership and ethical interaction within the educational environment.

2. Theoretical foundations of research into the emotional intelligence of higher education lecturers

An analysis of current academic research indicates that Ukrainian scholars primarily focus on issues relating to the practical development of emotional intelligence among teachers, students, childcare workers and other participants in the educational process *(Hrytsenko, 2019; Stasiuk, Vainilovych, Kobchenko, 2024)*. At the same time, international researchers are actively exploring innovative models for assessing emotional intelligence, as well as opportunities for its development through digital technologies, coaching practices, professional development programmes and institutional support for teaching staff. This diversity in research directions

highlights the need for a comprehensive understanding of the theoretical and practical aspects of developing emotional intelligence among higher education lecturers in the context of contemporary educational transformations.

An analysis of current academic literature indicates a significant broadening of the concept of 'emotional intelligence' in psychological and pedagogical science. Whereas it was previously associated primarily with a person's ability to recognise their own emotions and the emotional states of others, emotional intelligence is now regarded as a complex, integrative aspect of personality that combines emotional, cognitive, motivational and regulatory components. In contemporary scientific discourse, it is interpreted as a key mechanism for ensuring effective self-regulation, interpersonal interaction and personal development.

Emotional intelligence encompasses the ability to recognise, analyse and interpret emotional experiences, to utilise emotional information in the process of thinking and decision-making, and to regulate one's own behavioural responses in accordance with social norms, professional requirements and value orientations *(Stasiuk, Vainilovych, Kobchenko, 2024).* This approach allows us to view emotional intelligence as an important psychological resource that ensures an individual's successful adaptation to the dynamic conditions of modern society, helps to maintain emotional balance, develop resilience and foster constructive social relationships.

Emotional intelligence takes on particular significance in the context of constant change and professional challenges characteristic of the modern educational environment. Individuals with a high level of emotional intelligence demonstrate greater flexibility in responding to complex situations, cope more effectively with stressors and adapt more quickly to new working conditions. Furthermore, well-developed skills in emotional self-regulation, empathy and reflection foster openness to innovation, a readiness for creative exploration, continuous professional development and the realisation of personal potential.

The author of the study asserts that 'emotional intelligence is an integral component of teachers' professional competence, which determines the success of social communication in the modern educational environment. It contributes to the creation of a supportive learning environment, enhances the effectiveness of teaching practice, and fosters the development of both teachers and students' *(Morhun, 2025).*

Researchers Maamari, B. and Salloum, Y. note that a high level of EI among teachers correlates with reduced professional burnout, increased job satisfaction and the development of a supportive style of pedagogical interaction *(Maamari, B. E., Salloum, Y., 2023).*

The results of numerous international empirical studies confirm the existence of a statistically significant positive correlation between the level of emotional intelligence and an individual's creativity. Researchers emphasise that the ability to recognise, understand and effectively regulate emotional states creates favourable conditions for stimulating creative processes, generating new ideas and finding unconventional ways of solving professional challenges. Emotionally mature individuals demonstrate a greater ability to constructively utilise emotional experience as a resource for cognitive activity, which has a positive impact on innovative thinking, adaptability and productivity.

3.The challenges of the modern educational environment and their impact on a teacher's professional practice

Based on an analysis of current academic research, it is worth identifying the key challenges that have the greatest impact on the work of higher education lecturers:

1. The digitalisation of the educational process. The rapid development of information and communication technologies requires lecturers to constantly update their digital skills and familiarise themselves with new educational platforms and services. The need to adapt quickly to technological changes is often accompanied by increased psychological stress. In such circumstances, emotional intelligence helps lecturers to manage their own emotional reactions effectively, maintain motivation for professional development and preserve their psychological balance.

2. The rise of distance and blended learning. One of the most significant challenges in recent years has been the introduction of distance learning. The lack of direct contact between those involved in the educational process complicates communication, reduces students' emotional engagement and creates risks of interaction becoming overly formal. In such circumstances, lecturers must make additional efforts to maintain emotional contact with learners, using personalised feedback, empathetic communication strategies and digital tools to support learning motivation.

3. Increased psychological and emotional strain and the risk of professional burnout. The modern professional role of a teacher involves a significant amount of teaching, research, organisational and administrative work. Juggling numerous professional responsibilities often leads to emotional exhaustion, chronic stress and professional burnout. Well-developed emotional intelligence is a key factor in preventing these negative phenomena, helping to foster skills in self-regulation, emotional stability and psychological resilience.

4. Complexities in interpersonal communication and conflict situations. The educational process involves constant interaction between lecturers, students, the administration and colleagues. Under conditions of high workload and diverse social expectations, conflict situations arise that require constructive resolution. Research shows that lecturers with a high level of emotional intelligence are more effective at applying strategies of cooperation, dialogue and compromise. The ability to listen to the other person, demonstrate empathy and maintain professional objectivity helps to build trust and foster a positive psychological climate.

5. The internationalisation of the educational landscape. Today's lecturers are increasingly involved in international educational and research projects, academic mobility and intercultural communication. Working in a multicultural environment requires tolerance, openness to diversity, the ability to understand the cultural characteristics of partners, and the capacity to interact effectively with representatives of different socio-cultural groups. Emotional intelligence is a key factor in successful intercultural communication and professional adaptation.

6. Uncertainty and the crisis challenges of modern society. Pandemics, socio-economic changes, military conflicts and other crises have a significant impact on the functioning of the education system. Teachers are forced to work in conditions of uncertainty, adapt quickly to new circumstances and, at the same time, support their students. In such conditions, skills such as emotional self-regulation, psychological resilience and the ability to maintain professional effectiveness even in the face of significant stressors take on particular importance.

To summarise the above, the modern educational environment demands not only a high level of professional competence from teachers, but also the need to develop emotional intelligence as a vital resource for successful teaching. It is emotional intelligence that enables teachers to respond effectively to today's challenges, maintain the quality of the educational process and contribute to the creation of a supportive psychological climate in higher education institutions.

4. Educational conditions for the development of emotional intelligence among lecturers at higher education institutions

Based on an analysis of academic sources, current trends in the development of higher education and pedagogical experience, it is appropriate to identify the following pedagogical conditions for the development of emotional intelligence among lecturers at higher education institutions *(Maamari, Salloum, 2023; Bondarenko, 2021; Morhun, 2025):*

1. Creating an emotionally safe and supportive educational and professional environment. The effective development of emotional intelligence is possible provided that an atmosphere of trust, mutual respect, open communication and psychological safety is fostered within the higher education institution. Such an environment fosters the development of empathy, emotional openness, interpersonal skills and the constructive resolution of professional conflicts. An important factor is support from the administration and colleagues, which ensures a positive socio-psychological climate and provides opportunities for lecturers' professional self-expression.

2. Organisation of targeted psychological and pedagogical training aimed at developing emotional intelligence. The development of emotional intelligence requires systematic and scientifically grounded work, which involves incorporating into professional development programmes specialised training sessions, seminars, workshops and practical sessions on emotional self-regulation, the development of empathy, communicative competence and the prevention of professional burnout. Such approaches help teachers to become aware of their own emotional resources and to develop skills for effectively managing their emotions in their professional practice.

3. Engaging teachers in reflective and practice-oriented activities. A key prerequisite for the development of emotional intelligence is the systematic reflection on professional experience, the analysis of teaching situations and the assessment of one's own emotional reactions. The use of case studies, supervision, group discussions, coaching techniques and methods of pedagogical reflection contributes to the development of emotional awareness, self-control and the ability to interact constructively with learners and colleagues.

4. The use of digital and innovative technologies to develop emotional competence. In the current context of the digitalisation of education, the use of online training courses, interactive platforms, digital simulators of communicative situations, artificial intelligence technologies and other innovative tools aimed at developing teachers' emotional competence is becoming increasingly important. Their use enables the simulation of complex professional situations, the refinement of skills in emotional self-regulation and interpersonal communication, and an increased readiness to work effectively within the modern educational environment.

The implementation of these pedagogical conditions ensures the comprehensive development of emotional intelligence among higher education lecturers, contributes to improving the quality of teaching, professional resilience and the effectiveness of interaction with all participants in the educational process.

5. Conclusions

The results of the study showed that, against the backdrop of the transformation of modern higher education, emotional intelligence is emerging as one of the key professionally significant characteristics of a lecturer at a higher education institution. It has been established that the contemporary interpretation of emotional intelligence goes beyond its traditional

understanding as the ability to recognise and regulate emotions, and views it as an integrative personal construct that combines emotional, cognitive, motivational and behavioural components. It is the interaction of these components that ensures a lecturer's effective professional performance, their capacity for constructive communication, self-regulation, adaptation to change and productive pedagogical interaction. It has been established that the modern educational environment is characterised by a number of challenges, including the digitalisation of the educational process, the spread of distance and blended learning, an increase in psychological and emotional strain, the risks of professional burnout, the need for individualised learning, the intensification of intercultural interaction, and operating in conditions of social instability. Under such circumstances, emotional intelligence serves as a vital resource for professional resilience, psychological well-being and the improvement of the quality of educational practice. An analysis of domestic and international experience has shown that the development of emotional intelligence requires targeted and systematic pedagogical support. It has been established that the most effective pedagogical conditions for its development are the creation of an emotionally safe educational environment, the organisation of specialised psychological and pedagogical training for teachers, the encouragement of reflective practice, and the use of modern digital and training technologies.

References

1. Aponte, M. L., Vargas Sánchez, A. D., Vasquez, M. A. (2025). The Effects of Emotional Intelligence Training Programs on Educators: A Systematic Review. F1000Research. Vol. 14. Article No. 842. DOI: https://doi.org/10.12688/f1000research.166190.1 [in English].

2. Bondarenko L. O. (2021). Rol emotsiinoho intelektu v upravlinni konfliktamy v osvitnomu seredovyshchi [The role of emotional intelligence in conflict management in the educational environment]. Naukovi zapysky Ternopilskoho natsionalnoho pedahohichnoho universytetu imeni Volodymyra Hnatiuka. Seriia: Pedahohika. № 1. S. 78–85 [in Ukrainian].

3. Hrytsenko I. S. (2019). Emotsiinyi intelekt u strukturi profesiinoi kompetentnosti vykladacha vyshchoi shkoly [Emotional intelligence in the structure of a higher education lecturer'sprofessional competence]. Visnyk psykholohii i pedahohiky. Vyp. 24. S. 45–52. [in Ukrainian].

4. Maamari, B. E., Salloum, Y. N. (2023). The Effect of High Emotionally Intelligent Teachers on Their Teaching Effectiveness at Universities: The Moderating Effect of Personality Traits. International Journal of Educational Management. Vol. 37, No. 3. P. 575–590. DOI: https://doi.org/10.1108/IJEM-12-2020-0565[in English].

5. Mayer, J., Caruso, D., Salovey, P., Lin, I., Hansma, B., Solomon, J., Sitarenios, G., Romero Escobar, M. (2025). Measuring emotional intelligence with the MSCEIT 2: theory, rationale, and initial findings. Frontiers in Psychology. Vol. 16. Article 1539785. DOI: https://doi.org/10.3389/fpsyg.2025.1539785[in English].

6. Morhun, A. V. (2025). Rol emotsiinoho intelektu v sotsialnykh komunikatsiiakh: novi vymiry profesiinoi vzaiemodii v osvitnomu prostori [The role of emotional intelligence in social communication: new dimensions of professional interaction in the educational environment]. Innovatsiina pedahohika. 86 (2). 98-104. https://doi.org/10.32782/ip/86.2.18[in English].

7. Stasiuk, Y, Vainilovych, I, Kobchenko, A. (2024). Rol emotsiinoho intelektu ta profesiinoi kultury u rozvytku zakladiv vyshchoi osvity [The role of emotional intelligence and professional culture in the development of higher education institutions]. Challenges and Issues of Modern Science. 3. 214-222. [in Ukrainian].

L'EXTENSION METAPHORIQUE DU TERME *RÉARMEMENT* DANS LE DISCOURS PRÉSIDENTIEL D'EMMANUEL MACRON (2023-2026): DU DOMAINE MILITAIRE AUX POLITIQUES PUBLIQUES CIVILES

Valentyna Moisiuk
Docteure en philologie, professeure au Département de philologie française et de traduction,
Université nationale Yurii Fedkovych de Tchernivtsi, Ukraine
e-mail: v.moisiuk@chnu.edu.ua, orcid.org/0000-0002-2732-3817

Liza Ozarko
Étudiante en master au Département de philologie française et de traduction,
Université nationale Yurii Fedkovych de Tchernivtsi, Ukraine
e-mail: lizaozarko05@gmail.com, orcid.org/0009-0002-5401-921X

Résumé

Cette étude analyse l'extension métaphorique du terme *réarmement* dans le discours présidentiel français entre décembre 2023 et janvier 2026. À partir de la théorie de la métaphore conceptuelle de Lakoff et Johnson, elle examine les mécanismes par lesquels un terme relevant initialement du domaine militaire est progressivement appliqué à différents domaines de l'action publique, notamment l'économie, l'éducation et la démographie. L'objectif de la recherche est de mettre en évidence les mécanismes d'extension conceptuelle du terme *réarmement*, d'identifier les principaux domaines cibles auxquels il est appliqué et d'analyser les fonctions cognitives, rhétoriques et idéologiques qu'il remplit dans le discours présidentiel.

L'étude repose sur une approche qualitative inspirée de la Metaphor Identification Procedure (MIP) *(Pragglejaz Group, 2007)*. Le corpus est constitué de six discours officiels prononcés par Emmanuel Macron entre décembre 2023 et janvier 2026. L'analyse met en évidence une évolution en trois étapes: une première extension vers les domaines économique et géopolitique, suivie d'une diffusion rapide vers plusieurs domaines civils, avant un retour progressif au sens militaire initial. Les résultats montrent que le terme *réarmement* fonctionne comme un cadre conceptuel structurant qui confère une cohérence discursive à des politiques publiques hétérogènes, renforce leur légitimation rhétorique et contribue à l'élargissement du champ de la sécurité vers des domaines traditionnellement civils.

L'originalité de cette recherche réside dans l'analyse de l'évolution récente des emplois métaphoriques du terme *réarmement* dans le discours politique français, ainsi que dans la mise en évidence des mécanismes cognitifs qui sous-tendent cette extension conceptuelle.

Mots-clés: linguistique cognitive; analyse du discours; communication politique; conceptualisation; projection conceptuelle; fonctions discursives; cadrage discursif.

DOI https://doi.org/10.23856/7619

1. Introduction

Depuis 2022, le retour des questions de défense, de souveraineté et de sécurité au cœur du débat public européen s'accompagne d'une extension progressive du vocabulaire militaire vers des domaines traditionnellement civils. Dans ce contexte, les métaphores issues du lexique

de la défense occupent une place croissante dans le discours politique contemporain, où elles contribuent à structurer la représentation des enjeux économiques, éducatifs, scientifiques ou démographiques. Si les métaphores guerrières ont déjà fait l'objet de nombreux travaux en analyse du discours politique, l'emploi systématique du terme *réarmement* comme cadre conceptuel appliqué à des politiques publiques civiles demeure encore peu étudié.

L'examen des vœux présidentiels du 31 décembre 2023 et de la conférence de presse présidentielle du 16 janvier 2024 met en évidence un phénomène lexical particulièrement remarquable. Entre décembre 2023 et janvier 2024, Emmanuel Macron emploie à plusieurs reprises le terme *réarmement* pour désigner des domaines aussi divers que l'économie, la souveraineté européenne, l'école, la recherche scientifique, l'agriculture et la démographie. Dans son acception habituelle, ce terme appartient strictement au lexique militaire. Or, dans ces discours, il est appliqué à des réalités civiles éloignées du domaine de la défense, telles que la politique éducative ou la lutte contre l'infertilité.

Une première interprétation pourrait considérer cette récurrence comme un simple procédé rhétorique destiné à donner une cohérence discursive à des politiques publiques relevant de domaines distincts. La présente étude propose toutefois une autre hypothèse. Nous considérons que cette répétition constitue la manifestation linguistique d'un schéma conceptuel plus profond, que la linguistique cognitive permet de formuler sous la forme de la métaphore conceptuelle LA POLITIQUE EST UN RÉARMEMENT. Ce schéma projette sur des domaines civils un ensemble de représentations propres au domaine militaire, notamment l'idée d'un déficit à combler, d'un effort collectif à accomplir dans l'urgence et d'une mobilisation nationale face à une menace perçue.

L'originalité de cette recherche réside dans l'analyse systématique de l'extension conceptuelle du terme *réarmement* dans le discours présidentiel français à partir du cadre théorique de la métaphore conceptuelle. Alors que les études consacrées aux métaphores politiques se sont principalement intéressées aux représentations de la guerre, de la lutte ou du combat, la présente étude montre comment le concept de RÉARMEMENT devient un principe organisateur de domaines civils variés et participe à la construction d'un nouveau cadre interprétatif de l'action publique.

L'objectif de cette étude est d'analyser les mécanismes d'extension conceptuelle du terme *réarmement* dans le discours présidentiel d'Emmanuel Macron entre 2023 et 2026 et d'en dégager les principales fonctions cognitives, rhétoriques et idéologiques.

Pour atteindre cet objectif, la recherche poursuit les **tâches suivantes**: identifier les occurrences du terme *réarmement* dans le corpus retenu; déterminer les domaines cibles auxquels cette métaphore est appliquée; analyser les mécanismes de projection conceptuelle du domaine source militaire vers des domaines civils; mettre en évidence les fonctions discursives et idéologiques de cette extension métaphorique.

2. Fondements théoriques et méthodologiques de la recherche

Selon la théorie de la métaphore conceptuelle *(Lakoff et Johnson, 1980)*, le système conceptuel humain est largement structuré par des métaphores qui permettent de comprendre des domaines abstraits (domaines cibles) à partir de domaines plus concrets issus de l'expérience (domaines sources). Les métaphores conceptuelles sont conventionnellement représentées en majuscules sous la forme DOMAINE CIBLE EST DOMAINE SOURCE.

Dans le champ du discours politique, cette perspective est complétée par les travaux *(Charteris-Black, 2011)* qui montrent que la métaphore remplit une fonction persuasive

essentielle: elle contribue à construire un sentiment d'urgence, à légitimer certaines décisions politiques et à orienter l'interprétation des événements par le biais du framing. Dans cette perspective, le discours politique façonne les cadres d'interprétation du réel chez les destinataires, la métaphore constituant l'un des principaux mécanismes de cette construction discursive *(Blommaert, 2019)*.

L'analyse repose sur une démarche qualitative inspirée de la Metaphor Identification Procedure (MIP) *(Pragglejaz Group, 2007)*. L'analyse a été conduite en trois étapes: 1) le repérage de toutes les occurrences lexicales du radical *réarm-* dans le corpus; 2) l'identification, pour chaque occurrence, du domaine cible auquel le terme est appliqué (économie, civisme, démographie, recherche scientifique, agriculture ou défense); 3) la vérification du contraste entre le sens contextuel du terme, lorsqu'il est appliqué à un domaine civil, et son sens de base relevant du domaine militaire. Conformément à la procédure MIP, ce contraste constitue le principal critère permettant d'identifier un emploi métaphorique.

Cette démarche qualitative vise à mettre en évidence les mécanismes d'extension métaphorique du terme *réarmement* dans différents domaines de l'action publique, plutôt qu'à mesurer la fréquence d'emploi. Elle est appliquée à un corpus spécifiquement constitué pour rendre compte de l'évolution des emplois de ce terme dans le discours présidentiel.

Le matériau d'étude est constitué de six discours officiels prononcés par le président Emmanuel Macron entre décembre 2023 et janvier 2026. Ces discours, accessibles dans leur transcription intégrale sur le site officiel de la Présidence de la République (elysee.fr) ou sur le portail *Vie publique* (vie-publique.fr), ont été retenus en raison de la présence explicite de ce lexème ou de leur pertinence pour l'analyse de son extension métaphorique. Le corpus comprend: 1) les Vœux aux Français du 31 décembre 2023; 2) la conférence de presse du 16 janvier 2024; 3) les Vœux aux Français du 31 décembre 2024; 4) le discours sur la loi de programmation militaire du 13 juillet 2025; 5) les Vœux aux armées de janvier 2026; 6) le discours prononcé devant l'Assemblée générale des Nations unies en septembre 2025, retenu comme corpus de contrôle afin de vérifier si l'extension du terme se maintient dans un contexte international.

Le corpus a été constitué selon un principe d'échantillonnage raisonné. Les textes composant le corpus correspondent aux principales occurrences du terme « réarmement » dans la communication présidentielle entre décembre 2023 et janvier 2026 et couvrent les principaux domaines dans lesquels cette métaphore est mobilisée. Les limites de ce choix méthodologique sont discutées dans la conclusion.

3. L'extension métaphorique du terme *réarmement*

Les occurrences du terme *réarmement* relevées dans le corpus montrent que son emploi s'étend progressivement au-delà du domaine militaire. Le tableau 1 présente les principaux domaines cibles auxquels ce terme est appliqué dans les discours analysés, selon leur ordre chronologique d'apparition.

L'analyse diachronique du corpus met en évidence un mouvement d'aller-retour entre emploi métaphorique et emploi littéral, le terme *réarmement* étant successivement mobilisé pour désigner des politiques publiques civiles avant de retrouver progressivement son acception militaire initiale. Cette dynamique se développe en trois étapes. Au cours d'une première phase, fin 2023, le terme reste limité aux domaines économique et géopolitique. Dans une deuxième phase, en janvier 2024, il connait une extension rapide vers plusieurs domaines civils. Enfin, à partir de fin 2024, il retrouve son sens militaire d'origine, à mesure que les tensions internationales s'aggravent. Cette évolution suggère que l'extension métaphorique du terme

correspond à une séquence discursive spécifique dans la communication présidentielle, plutôt qu'à une caractéristique stable du style d'Emmanuel Macron.

Tableau 1

Extension métaphorique du terme réarmement dans le corpus (2023-2026)

Discours	Domaines d'application
31/12/2023	réarmement économique, réarmement de notre souveraineté européenne, réarmement (implicite) de nos services publics
16/01/2024	réarmement civique, réarmement académique, scientifique, technologique, industriel et agricole, réarmement démographique
31/12/2024	réarmement militaire
13/07/2025	réarmement (effort de défense, doublement du budget des armées)
15/01/2026	accélérer notre réarmement (actualisation de la loi de programmation militaire)
23/09/2025	absence d'occurrence du terme *réarmement*, mais présence de métaphores apparentées (puissance, force, autorité du droit)

3.1. L'extension métaphorique vers les domaines civils

L'analyse du corpus montre que cette extension métaphorique ne s'effectue pas de manière aléatoire. Elle concerne principalement trois domaines de l'action publique – l'économie, l'éducation et la démographie – présentés comme des enjeux essentiels pour l'avenir de la nation. Dans chacun de ces cas, le domaine source militaire est projeté sur un domaine civil afin d'en restructurer l'interprétation.

Le domaine économique. Le domaine économique constitue le premier espace dans lequel Emmanuel Macron applique de manière systématique le terme *réarmement*. Cette première extension métaphorique joue un rôle structurant, puisqu'elle précède les emplois observés dans les domaines éducatif et démographique et inaugure la dynamique d'extension analysée dans cette étude.

Dans ses vœux du 31 décembre 2023, Macron emploie l'expression *réarmement économique* comme un résultat déjà obtenu, par exemple:

*Grâce à ce **réarmement économique**, nous continuons d'être en mesure de financer notre modèle social (Macron, 2023).*

Il évoque ensuite:

… un réarmement de notre souveraineté européenne face aux périls (Macron, 2023).

Le 16 janvier 2024, il étend la même image à la production: *réarmement académique, scientifique, technologique, industriel et agricole*.

Cette extension s'accompagne d'un ensemble d'expressions renvoyant à l'autonomie stratégique, à la souveraineté économique et à la réduction des dépendances extérieures, par exemple: *ne plus compter sur les autres puissances, produire l'intelligence dans nos universités, notre énergie dans nos centrales*. Le domaine source militaire ne fournit donc pas uniquement le terme *réarmement*, mais également tout un cadre conceptuel fondé sur les notions d'autonomie, de préparation et de puissance. Projeté sur le domaine économique, ce cadre conduit à représenter la production, la recherche et l'industrie comme des ressources stratégiques dont dépend la capacité de la nation à faire face aux rivalités internationales.

À la différence du *réarmement démographique*, qui suscite une controverse publique, l'extension de la métaphore au domaine économique paraît davantage acceptée, sans doute parce qu'elle s'inscrit dans un discours désormais largement partagé sur la souveraineté économique européenne.

Ainsi, la métaphore du réarmement conduit à présenter les politiques économiques, industrielles et scientifiques comme des instruments de souveraineté nationale plutôt que comme de simples politiques de développement.

Le domaine civique et éducatif. L'extension de la métaphore au domaine éducatif marque une nouvelle étape dans le discours présidentiel. Le vocabulaire du réarmement ne désigne plus seulement la capacité économique de l'État, mais concerne désormais la formation des citoyens et la transmission des valeurs républicaines.

Le 16 janvier 2024, lors de sa conférence de presse, Emmanuel Macron annonce:

Nous engagerons un réarmement civique (Macron, 2024a).

Cette déclaration est immédiatement suivie d'une série de mesures relatives au système éducatif, parmi lesquelles la refonte de l'instruction civique, le doublement du volume horaire consacré à cette discipline, l'expérimentation de la tenue unique et l'organisation de cérémonies de remise des diplômes. Ce glissement sémantique est particulièrement révélateur: l'école n'est plus présentée uniquement comme un lieu de transmission des connaissances, mais comme un espace stratégique de mobilisation nationale.

Dans cette configuration métaphorique, le domaine source militaire ne fournit pas seulement un lexique spécifique, mais également un ensemble de représentations associées à la discipline, à l'effort collectif et à la préparation des citoyens. Ces éléments sont projetés sur le domaine cible de l'éducation, conformément au schéma conceptuel identifié dans cette étude. En mobilisant cette métaphore le discours présidentiel présente ainsi les réformes éducatives comme des mesures répondant à une nécessité nationale plutôt que comme de simples réformes administratives.

La métaphore contribue ainsi à présenter l'école comme un espace stratégique de préparation de la nation, où la formation civique est interprétée selon une logique de mobilisation collective inspirée du domaine militaire.

Le domaine démographique. Le domaine démographique constitue le cas le plus sensible de cette extension métaphorique. Contrairement aux emplois économique et éducatif, l'application du terme *réarmement* à la natalité a suscité une importante controverse dans le débat public français.

Dans le même discours, Macron annonce un *grand plan de lutte contre ce fléau* afin de *permettre justement ce réarmement démographique (Macron, 2024a)*.

Cette formulation a immédiatement suscité une vive polémique. Parmi les réactions les plus marquantes figure celle de l'association Équipop, qui y voit une instrumentalisation du corps des femmes au service d'un objectif national ainsi qu'un rapprochement avec certains discours nationalistes sur le « repeuplement ».

Sur le plan cognitif, ce cas constitue l'exemple le plus significatif du corpus, car il combine deux métaphores conceptuelles complémentaires: LA NATION EST UN CORPS, qui suppose l'existence d'un corps national qu'il convient de renforcer, et LA NATALITÉ EST UN RÉARMEMENT, où la reproduction biologique est conceptualisée comme une forme de renforcement de la puissance nationale. La controverse suscitée par cette formulation illustre la thèse de Charteris-Black selon laquelle la métaphore politique n'est jamais neutre. En mobilisant le lexique de la défense nationale pour évoquer la procréation, le discours présidentiel rend explicite un cadre idéologique qui serait demeuré largement implicite sous une formulation plus neutre, telle qu'*une politique de soutien à la natalité (Charteris-Black, 2011).*

Cet emploi montre que l'extension métaphorique du terme *réarmement* dépasse la simple fonction rhétorique pour redéfinir la natalité comme un enjeu de sécurité et de puissance nationales. Le domaine source militaire ne sert donc plus uniquement à décrire une

situation de conflit, mais devient un cadre d'interprétation de politiques publiques relevant de la sphère civile.

3.2. Le retour au sens littéral

À partir de la fin de l'année 2024, le terme *réarmement* retrouve progressivement son acception militaire initiale. Ce retour permet de mieux comprendre les mécanismes conceptuels qui sous-tendent les emplois métaphoriques analysés précédemment.

Dans ses vœux du 31 décembre 2024, Emmanuel Macron affirme que :

La France devra continuer d'investir pour son ***réarmement militaire*** *(Macron, 2024b).*

Lors des vœux aux armées de janvier 2026, le terme est employé dans son acception littérale, dans le contexte de l'actualisation de la loi de programmation militaire (LPM) qui prévoit un effort supplémentaire:

L'actualisation de la LPM prévoit pour 2026-2030 un effort supplémentaire de 36 milliards d'euros pour accélérer notre réarmement (Macron, 2026).

Le retour à l'acception littérale du terme permet de mieux comprendre les emplois métaphoriques analysés plus haut. Il montre que l'ensemble de ces extensions repose sur un même domaine source – celui de la préparation militaire – dont les différents éléments conceptuels sont projetés sur des domaines civils tels que l'économie, l'éducation ou la démographie. Selon les contextes discursifs et géopolitiques, ce domaine source est mobilisé tantôt dans son sens propre, tantôt dans un emploi métaphorique, sans que la structure conceptuelle sous-jacente ne soit modifiée. Cette alternance entre emploi littéral et emploi métaphorique confirme que le terme *réarmement* constitue un cadre conceptuel stable de la communication présidentielle, dont les réalisations discursives varient en fonction du contexte politique et géopolitique.

4. Discussion: portée cognitive, rhétorique et idéologique de la métaphore

L'analyse du corpus permet d'identifier trois fonctions complémentaires de l'extension métaphorique du terme *réarmement* dans le discours présidentiel: une fonction cognitive, une fonction rhétorique et une fonction idéologique.

La fonction cognitif. En reliant sous un même terme des domaines aussi différents que l'éducation, la démographie ou la recherche scientifique, la métaphore confère une cohérence discursive à des politiques publiques qui relèvent pourtant de secteurs distincts. Le terme *réarmement* fonctionne comme un cadre conceptuel unificateur qui facilite l'interprétation d'un ensemble de politiques publiques hétérogènes. En mobilisant un même schéma interprétatif, le discours présidentiel réduit leur complexité apparente et les inscrit dans une logique commune d'action. La métaphore ne constitue donc pas seulement un procédé stylistique, mais un véritable instrument d'organisation du discours.

La fonction rhétorique. Cette fonction rejoint les observations de Charteris-Black, selon lesquelles la métaphore de réarmement installe un sentiment d'urgence qui rend plus acceptables des réformes qui, présentées autrement, pourraient sembler plus discutables *(Charteris-Black, 2011)*. Cette stratégie rhétorique modifie également la perception de la nécessité des réformes. Dans le domaine militaire, le réarmement répond par définition à une situation de menace ou de vulnérabilité. Transposée à des domaines civils, cette logique conduit implicitement à considérer que l'éducation, la recherche ou la démographie traversent une forme de crise exigeant une mobilisation immédiate. La métaphore contribue ainsi à naturaliser l'idée qu'une intervention rapide de l'État constitue la seule réponse légitime à ces défis. Ainsi, demander un « réarmement civique » confère à une réforme éducative ordinaire une gravité et une urgence qu'un vocabulaire administratif plus neutre ne produirait pas.

La fonction idéologique. En important le lexique de la défense dans des sphères qui, par nature, n'ont rien de conflictuel, comme la natalité, par exemple, le discours présidentiel contribue à rendre explicite, et donc discutable, un rapport au monde fondé sur l'idée de compétition entre puissances.

Cette évolution témoigne d'un élargissement progressif du domaine de la sécurité. Dans le discours analysé, celle-ci ne concerne plus exclusivement la défense militaire du territoire, mais englobe désormais l'économie, la recherche scientifique, l'éducation ou encore la démographie. Le recours récurrent au terme *réarmement* contribue ainsi à diffuser une représentation de la société fondée sur une logique permanente de préparation face à des risques potentiels. L'épisode du « réarmement démographique » illustre particulièrement cette évolution: la controverse qu'il a suscitée montre que le public a perçu une représentation de la natalité comme ressource stratégique nationale plutôt que comme choix individuel. Cette interprétation rejoint l'analyse de Blommaert, selon laquelle le discours politique ne se contente pas de décrire le réel, mais contribue à façonner les cadres de son interprétation *(Blommaert, 2020)*.

L'analyse met également en évidence la remarquable plasticité du terme *réarmement*. Alors qu'il désigne initialement un processus strictement militaire, il est progressivement réinterprété pour s'appliquer à des domaines civils très divers sans perdre sa force évocatrice. Cette capacité d'adaptation constitue l'un des principaux facteurs de son efficacité discursive: un même terme permet de construire des représentations cohérentes dans des contextes politiques différents tout en conservant les associations liées à la défense, à la protection et à la puissance.

Ces observations confirment l'hypothèse formulée par Lakoff et Johnson selon laquelle les métaphores conceptuelles ne se limitent pas à structurer le langage, mais organisent également la manière dont les réalités politiques sont comprises et interprétées *(Lakoff et Johnson, 1980)*. Dans le cas étudié, le domaine source militaire fournit un cadre conceptuel stable permettant d'appréhender des domaines civils très différents selon une même logique de préparation, de renforcement et de protection.

À la différence d'autres métaphores guerrières fréquemment employées dans le discours politique, telles que la *lutte contre le chômage*, la *guerre contre le terrorisme* ou la *bataille contre la pandémie*, le terme *réarmement* ne décrit pas un affrontement déjà engagé. Il renvoie à une phase préalable de préparation, de renforcement des capacités et d'anticipation d'une menace future. Cette spécificité explique la forte capacité de cette métaphore à restructurer l'interprétation de politiques publiques relevant de domaines civils très différents, en les inscrivant dans une même logique de préparation, d'anticipation et de protection.

Cette étude présente néanmoins certaines limites. Le corpus, limité à six discours couvrant une période de trois ans, ne permet pas d'établir avec certitude si le phénomène observé constitue une spécificité du discours d'Emmanuel Macron ou s'il s'inscrit dans une évolution plus générale du discours politique européen depuis 2022, marquée par un retour des thématiques sécuritaires. Une analyse comparative portant sur les discours d'autres chefs d'État européens permettrait de vérifier cette hypothèse et constitue une perspective de recherche prometteuse.

5. Conclusions

L'analyse des discours d'Emmanuel Macron prononcés entre décembre 2023 et janvier 2026 montre que le terme *réarmement* dépasse largement son acception militaire traditionnelle pour devenir un véritable cadre conceptuel d'interprétation de l'action publique. Son extension métaphorique vers les domaines de l'économie, de l'éducation, de la recherche scientifique ou encore de la démographie confirme que le domaine source militaire est mobilisé afin de

structurer la représentation de politiques publiques relevant de secteurs civils. Les résultats obtenus permettent ainsi d'atteindre l'objectif de cette étude, qui consistait à mettre en évidence les mécanismes d'extension conceptuelle du terme *réarmement* ainsi que ses principales fonctions dans le discours présidentiel français contemporain.

L'analyse met en évidence plusieurs résultats essentiels. Premièrement, l'extension métaphorique du terme ne constitue pas une caractéristique permanente du discours présidentiel, mais correspond à une séquence discursive relativement circonscrite, concentrée principalement entre la fin de l'année 2023 et le début de l'année 2024. Deuxièmement, les différents emplois observés reposent sur un même domaine source – celui de la préparation militaire – dont les éléments conceptuels sont projetés sur des domaines civils variés selon une logique commune de préparation, de renforcement et de protection. Troisièmement, le cas du *réarmement démographique* apparaît comme l'exemple le plus révélateur de cette dynamique, dans la mesure où la controverse qu'il a suscitée a rendu particulièrement visibles les implications idéologiques d'une métaphore qui, dans d'autres contextes, demeure largement implicite.

Au-delà de la description des emplois du terme, cette étude montre également que la métaphore du *réarmement* remplit simultanément plusieurs fonctions discursives. Elle contribue à organiser cognitivement des politiques publiques hétérogènes en leur conférant une cohérence interprétative commune; elle renforce, sur le plan rhétorique, la perception de l'urgence et de la légitimité de certaines réformes; enfin, elle participe, sur le plan idéologique, à l'élargissement du champ de la sécurité en appliquant une logique de défense à des domaines traditionnellement civils. Ces résultats confirment l'hypothèse de la linguistique cognitive selon laquelle les métaphores conceptuelles ne structurent pas uniquement le langage, mais également les représentations collectives de la réalité politique.

Cette recherche présente néanmoins certaines limites. Le corpus retenu demeure volontairement restreint et ne permet pas de déterminer si le phénomène observé constitue une spécificité du discours d'Emmanuel Macron ou s'il s'inscrit dans une évolution plus générale du discours politique européen contemporain. Dans cette perspective, deux prolongements apparaissent particulièrement prometteurs. Le premier consisterait à comparer les emplois du terme *réarmement* dans les discours d'autres dirigeants européens afin d'identifier d'éventuelles convergences ou spécificités nationales. Le second viserait à étendre l'analyse à l'ensemble du mandat présidentiel d'Emmanuel Macron afin d'étudier, dans une perspective diachronique, l'évolution de cette métaphore en relation avec d'autres cadres conceptuels récurrents du discours politique, tels que la construction, le voyage ou le corps national.

Références

1. Blommaert, J. (2020). Political discourse and ideology. Tilburg Papers in Culture Studies, 254, 1–14.
2. Charteris-Black, J. (2011). Politicians and Rhetoric: The Persuasive Power of Metaphor (2nd ed.). London: Palgrave Macmillan.
3. Équipop. (2024). «Réarmement démographique» d'Emmanuel Macron: nos ovaires n'iront pas en guerre [Billet]. https://equipop.org/rearmement-demographique-demmanuel-macron-nos-ovaires-niront-pas-en-guerre/
4. Group Pragglejaz. (2007). MIP: A Method for Identifying Metaphorically Used Words in Discourse. Metaphor and Symbol, 22(1), 1–39.
5. Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. Chicago: University of Chicago Press.

6. Macron, E. (2023, décembre 31). Vœux aux Français pour 2024 [Discours]. Élysée. https://www.elysee.fr/emmanuel-macron/2023/12/31/voeux-aux-francais-pour-2024
7. Macron, E. (2024a, janvier 16). Conférence de presse du Président Emmanuel Macron [Discours]. Élysée. https://www.elysee.fr/emmanuel-macron/2024/01/16/conference-de-presse-du-president-emmanuel-macron
8. Macron, E. (2024b, décembre 31). Vœux aux Français [Discours]. Élysée. https://www.elysee.fr/emmanuel-macron/2024/12/31/voeux-aux-francais
9. Macron, E. (2025, septembre 23). Discours à l'Assemblée générale des Nations unies [Discours]. ONU.
10. Macron, E. (2026, janvier 15). Vœux aux armées [Discours]. Élysée/Public Sénat. https://www.publicsenat.fr/actualites/international/pour-etre-craint-il-faut-etre-puissant-les-principales-declarations-demmanuel-macron-lors-de-ses-voeux-aux-armees
11. Pragglejaz Group. (2007). MIP: A method for identifying metaphorically used words in discourse. Metaphor and Symbol, 22(1), 1–39. DOI : https://doi.org/10.1080/10926480709336752

BRITISH EXPERIENCE IN STANDARDIZATION OF THE IT INDUSTRY

Olena Nosyryeva
Ph.D., Senior Lecturer, Kharkiv National Automobile and Highway University, Ukraine
e-mail: aljonushka007@gmail.com, orcid.org/0009-0009-5094-496X

Summary

The article is devoted to a review and analysis of the features of standardization of professional training of computer specialists in higher education institutions of Great Britain. Thus, the issue of coordination of professional and educational standards as tools for effective management of the quality of higher education, in particular in the field of information and computer technologies, is considered.

It is well known that one of the main conditions for the growth of the economic development of a particular country is high-quality professional training of future specialists for various sectors of the state's economy. The choice of the country as the subject of the current study due precisely to the fact that demonstrates extremely high performance in the IT sphere, using the latest innovations that are effectively implemented, particularly in the IT education. «As catalysts of [these] innovations, British universities study the training of IT specialists in accordance with the requirements of the labor market, government requests and the needs of society» *(Pazyura, 2019: 215)*. The system of training highly qualified specialists with a traditional focus on the development of human potential and continuous improvement of acquired experience, based on the concept of lifelong learning, has become an instrument of the British economic strategy at the national level.

Currently, the British educational model of training specialists in the field of engineering and technology has become the most authoritative in the world in terms of quality and fundamentality of education, which is associated with a clear line of formation of a complex of professional competencies and their continuity at all educational levels, which is ensured by the basic principles of standardization as normalized bases for determining the content of training of higher education applicants in the IT field. This model is an example for Ukraine in the context of implementing the positive experience of the strategy of standardization of professional training of IT specialists.

Key words: information technology, computer specialists, higher education system, professional training, IT industry, professional and educational standards, IT education.

DOI https://doi.org/10.23856/7620

1. Introduction

Information and communication technologies are the main area of growing in the national economic area in many developed countries of the world, when the demand for highly qualified specialists in this area, namely IT specialists, continues to grow steadily. In modern society, the IT industry is gaining significantly greater importance, since it allows solving complex practical problems in all other industries related to digitalization. Currently, it is the IT sector that is a priority area of activity and development of many countries, including Ukraine, which is of great strategic importance associated with the constant expansion of its scope.

It is worth noting the characteristic features inherent in the information technology industry, including its high integration into all processes of life in modern society, as well as its extremely high dynamism. Just as the latest innovative technologies are deeply integrated into almost all sectors of the modern economy, so the IT educational sector, as an integral part of this integration process, corresponds to its general trend – the significant dynamics of changes that are currently observed (is a characteristic feature) in the development of the IT sector, which causes the transformation of the composition, structure and content of the relevant subject area of knowledge – information and communication technologies.

Thus, rapid changes in society, constant and rapid changes and updates in the field of information and computer technologies put forward, in turn, increasingly higher educational requirements for the specifics of professional IT training in certain profiles of professional specialization. Such requirements of the IT industry – the information technology market as a type of economic activity are extremely important for the implementation of academic standards in the relevant area of educational activity, and the training of qualified personnel for this strategically important sector is the main task.

It is known that Great Britain is a recognized leader among world countries with the leading development of a modern innovative economy, focused on the creation, development and qualitative improvement of the latest technologies, integrated into a single world space, where the information and computer technology industry is of primary importance for national growth and well-being.

It should be noted that the implementation of fundamental educational reforms at the national level, which took place in Great Britain simultaneously with the processes of globalization and intensification of market relations in all spheres of human life, led to a change in the priorities of the development of the educational sector in the country: the defining task of state education was to improve the quality of educational services, due to the need to ensure the competitiveness of the state in modern conditions of global economic, social political and cultural integration.

Currently, the modern British model of higher education is considered a typical example of the Bologna educational system, the main features of which are: the orientation of higher education institutions to the needs of the labor market, close connection to the business community, active research activities, state control mediated by specialized agencies, etc. *(Manelyuk, 2019)*. Such a model is provided at the state level by a unified base of professional qualification standards, which preserves all current National Occupational Standards of the UK *(NOS)*, and is one of the elements of the system for ensuring the quality of training of specialists in various specialties in various sectors of the economy and determines the foundations of the functioning of professional activity in the country.

Therefore, the purpose and main objectives of the current publication are to study and analyze the features of standardization of professional training of specialists in computer specialties in British universities, which ensure interaction between the professional sphere and the sphere of education and directly affect the level of quality of training of future IT specialists. The task is also to characterize the terminological field of study of the issue related to the British experience of standardization in the IT industry, that makes it possible to review the features of this experience as an effective regulator of the quality of IT education. The use of systematic analysis and synthesis of scientific provisions of specialized literature, comparison of regulatory documents and standards of British higher education contributed to the clarification of the state of research of the outlined issues and the systematization of theoretical findings on the topic of the publication.

2. Terminological field of standardization research in IT education

We agree with the statement that «in a relatively short period of time the field of information technology has transformed from an ordinary, sometimes minor industry into one of the main drivers of the global economy, becoming catalyst for tectonic changes transformation in many other industries» *(Development of the Ukrainian IT industry, 2018: 4).*

The long-term interests of our state lie in the formation of a modern innovation-type economy, focused on the creation, development and qualitative improvement of the latest technologies and integrated into a common international space. The process of Ukraine's integration into this space also provides for the adaptation of the national higher education system to European requirements in accordance with the provisions of the Bologna process and pose new challenges in terms of improving the professional training of domestic specialists in the field of information technology in accordance with global IT quality standards.

Grounding of new conceptual approaches related to ensuring high-quality professional IT training at the level of higher education in Ukraine requires a comprehensive analysis of modern requirements and trends in the formation of the content of professional education, not only based on national achievements and developments, but also taking into account the progressive experience of leading countries in the world space. Globalization processes taking place in modern society create significant opportunities for the exchange of such experience and facilitate access to advanced educational and scientific technologies. In this regard, the positive experience of standardizing the professional training of computer specialists in British higher education institutions in the context of the modern British model of the higher education system is of considerable scientific and applied value for our country.

Therefore, let us analyze the study terminological field of the issue of British experience as for standardization in the IT industry, whose main concepts and categories disclosure will contribute to a deeper understanding of the content of the research problem. The key concept of the publication is the concept of «information technology», whose definition features are associated with its inherent multidimensional semantic load.

On the one hand, this concept is used to denote the general set of the latest innovative achievements made in the field of information technology at a certain point in time, on the other hand, it defines the field of information technology as a type of technical, innovative, educational and scientific activity that develops information industry technologies, and, at the same time, is a designation of the corresponding technological processes, the main product of which is information *(Pivniak et al., 2010).*

Accordingly, the term «IT education» (or «education in the field of information and communication technologies») is understood as the entire necessary range of educational services provided by the relevant sector of the higher education system, intended for the training of IT personnel *(Morozova, 2010).* For its part, the key conceptual center of the formulation of the term «IT education» is the concept of «professional training», thus, the main goal and objective of higher IT education is the implementation of professional training of applicants – future specialists in information technologies, which involves their acquisition of certain theoretical and practical knowledge, skills and abilities, competencies necessary for further professional activity in the specialty in the IT field.

The specialties in which IT specialists are trained, the content of this training are reviewed in accordance with the needs of the labor market, scientific and technological progress, international training standards, that necessitates the use of the latest approaches to training future IT specialists to improve their professional level *(Sikora, 2023).*

The term «educational standard» is interpreted as educational content formed on the basis od a competency-based approach (an approach based on the definition of learning outcomes) in accordance with the requirements of the National Qualifications Framework (a regulatory document that defines learning outcomes expressed in terms of competencies for of certain levels) and the labor market. Regulatory requirements for the competence, qualifications and functional responsibilities of employees, that are determined by employers and serve as the basis for the formation of professional qualifications, are traditionally articulated in the format of professional standards. The structure and content of professional standards outline the typology and objects of professional activity, as well as the range of tasks that are solved in the process of its implementation.

Therefore, the standardization of training is provided by professional standards as an effective tool that ensures interaction between the professional sphere and the sphere of education, as well as personnel management. Professional standards differ by industry, which includes the IT industry, and provide the education sector, namely the relevant educational institutions, with the necessary information about the areas and objects professional activity, their types and professional tasks, and the necessary competencies of future specialists. In other words, professional standards reflect the formalized requirements of employers for future specialists, and educational standards determine the content of education, which is formed on the basis of the competency approach and the requirements of the National Qualifications Framework and employers as representatives of the labor market. Thus, clarifying the main terms of the study, such as: information technology, IT education, professional training, educational and professional standard, contributes to a better understanding of the features of the British experience of standardization in the IT industry, namely, the features of standardization of professional training of computer specialists in higher education institutions in Great Britain, as well as the issue of coordinating professional and educational standards as tools for effective quality management of higher IT education.

3. Features of the British experience of standardization as an effective regulator of the IT education quality

The main task of higher education, as is known, is to ensure high-quality educational training of applicants, which is implemented under the conditions of creating an effective system of higher education. The integration of our country into the all-European economic and scientific space perceives its development in the context of a common European educational strategy in accordance with the requirements of Bologna Agreement and the resource of world experience, which corresponds to the level and conditions of international educational standardization, which provides for the advanced development of the national system of higher education and requires continuous development of the professional skills of a specialist.

As already mentioned, in Great Britain, the quality assurance system for training specialists in various specialties covers a wide range of sectors, among which the information and computer technology sector occupies an important place, and includes the following regulatory components that ensure the coordination of professional and educational standards as a mechanism for effective management of the quality of education, in particular IT education:

– The Higher Education and Research Act (2017) is one of the most important legal documents that regulates the process of professional training of specialists in all fields in higher education institutions in the UK. Its content reflects reforms and current trends in the development of British higher education system *(Education in the UK. Higher Education and Research Act 2017)*;

– Sector Skills Councils (SSC) is a network of key independent bodies of professional public management of the system for providing training of specialists, which include representatives of employers, the state and education specialists who take an active part in the development of national educational standards covering all sectors of the British economy. For example, the information technology and telecommunications sector – the area of responsibility of the Sector Skills Council that represents digital skills or «e-skills» *(Skills for business)*;

– Quality Assurance Agency for Higher Education (QAA) is a national independent body under whose banner the British education standards are developed and maintained (*Quality Assurance Agency for Higher Education. About us*). The Agency develops a unified UK Quality Code for Higher Education – a key reference point that provides educational institutions with instructions on benchmark mandatory expectations and methods for the quality and standards of education. The Quality Code is a starting point for higher education institutions to create and maintain their own educational programs, which are developed in accordance with national qualification standards in a wide range of professions, also including the IT sector (*Quality Assurance Agency for Higher Education. Quality Code)*;

– The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) is a formal component of the UK Quality Code for Higher Education, one of the main regulatory documents that formulates the fundamental principles of the quality of higher education in Great Britain. It establishes standards, namely the different levels of higher education qualifications and the requirements for each of them, and regulates the objectives and learning outcomes at each of its stages *(Quality Assurance Agency for Higher Education (QAA). UK Quality Code)*;

– QAA Subject Benchmark Statements is a fundamental document containing requirements for the content of educational programs in areas of training in a certain subject area of knowledge (*Quality Assurance Agency for Higher Education. Subject Benchmark Statements)*, in particular, for the development of IT programs, the role of the educational standard is performed by the QAA Subject Benchmark Statements for Computing 2022 (*Quality Assurance Agency for Higher Education. Subject Benchmark Statements: Computing)*;

– international standards for typical bachelor's and master's degree programs, which are developed in the form of curriculum standards. The following standard called Computing Curricula 2020 – CC 2020: Paradigms for Global Computing Education *(Computing Curricula (CC2020))* is in effect in computer education.

Therefore, identifying the features of standardization of IT specialists training provides realization of the key idea, which is that British professional standards contain guidelines that determine the development of IT educational and professional activity as an integrated system. As a result, such synergy contributes to the high-quality training of future IT professionals, their competitiveness in both the national and international labor markets, as well as high professional implementation, which ensures sustainable economic progress. And it is in the IT industry that this progress is the object of special attention, given its variability and dynamism, when outdated knowledge in a certain subject area loses its relevance and requires timely updating.

4. Conclusions

Significant changes that have occurred in the field of information and communication technologies over the past decades have led to the awareness of the formation of an integrated harmonized approach to the training of competent specialists, primary in such a dynamic and changing industry as the modern IT industry. The article demonstrates how the norms of the

educational standard, that function in close interaction with professional standards, and the full coordination of qualification requirements for future IT specialists, allow for an effective influence on the quality of their academic training and further professional implementations.

So, using the British example of studying the current experience, which concerns the features of standardization of professional training of computer specialists in higher education institutions of Great Britain, it becomes clear that in this country the construction of an effective system of reproduction of highly qualified personnel for the rapid development of the IT industry is perceived as a critically important task, the successful solution of which depends on the development of the British IT industry, and – in a broader sense – the country's economy at the national level. Undoubtedly, Great Britain serves as an authoritative model, whose own experience represents considerable scientific and applied value for our country.

References

1. Computing Curricula (CC2020): Paradigms for Global Computing Education: A Computing Curricula Series Report (December 2020). https://www.acm.org/binaries/content/assets/education/curricula-recommendations/cc2020.pdf

2. Education in the UK. Higher Education and Research Act 2017. https://education-uk.org/documents/acts/2017-he-research-act.html

3. Maneliuk, A. (2019). Adaptatsiia vyshchoi osvity Velykoi Brytanii na shliakhu do yedynoho osvitnoho prostoru [Adjustment of higher education of the United Kingdom to the requirements of the Bologna Process]. Zbirnyk naukovykh prats Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy. Seriia: Pedahohichni nauky. Vol. 4. (pp. 248–266). http://nbuv.gov.ua/UJRN/znpnadpcpn_2019_4_20 [in Ukrainian]

4. Morozova, T. Yu. (2011). Teoretyko-metodolohichni zasady informatsiino-tekhnolohichnoi osvity v Ukraini: avtoref. dys. ... d-ra ped. nauk: 13.00.04. [Theoretical and methodological foundations of information technology education in Ukraine: dissertation abstract]. Kyiv. (25 p.). [in Ukrainian]

5. National Ocupational Standards (NOS). https://www.ukstandards.org.uk/

6. Paziura, N. V. (2019). Rol STEM-osvity u pidhotovtsi IT-fakhivtsiv u brytanskykh zakladakh vyshchoi osvity [The role of STEM education in training IT specialists in British higher education institutions]. Naukovyi visnyk Mukachivskoho derzhavnoho universytetu. Seriia: Pedahohika ta psykholohiia. Vol. 2 (10). (pp. 213–216). https://nbuv.gov.ua/UJRN/nvmdupp_2019_2%281%29_64 [in Ukrainian]

7. Pivniak, H. H., Busyhin, B. S., Diviziniuk, M. M. ta in. (2010). Tlumachnyi slovnyk z informatyky [Computer Science Glossary]. Dnipropetrovsk: Nats. hirnych. un-t. (600 p.). https://ir.nmu.org.ua/core/bitstreams/dc17407c-8388-481e-9859-68c6298b4ce6/content [in Ukrainian]

8. Rozvytok ukrainskoi IT-industrii. Analitychnyi zvit [Development of the Ukrainian IT industry. Analytical report]. (2018). Kyiv. (63 p.). https://ko.com.ua/files/u125/Ukrainian_IT_Industry_Report_UKR.pdf [in Ukrainian]

9. Sikora, Ya. B. (2023). Retrospektyva zmistu profesiinoi pidhotovky maibutnikh fakhivtsiv z informatsiinykh tekhnolohii. [Retrospective of the content of professional training of future specialists in information technology]. Nauka i tekhnika sohodni. Vol. 3 (17). (pp. 416–427). https://doi.org/10.52058/2786-6025-2023-3(17)-416-427 [in Ukrainian]

10. Skills for business: Sector Skills Development Agency (SSDA). https://www.ssda.org.uk/robots.txt.html

11. Quality Assurance Agency for Higher Education (QAA). About us. https://www.qaa.ac.uk/about-us
12. Quality Assurance Agency for Higher Education (QAA). Subject Benchmark Statements. https://www.qaa.ac.uk/quality-code/subject-benchmark-statements
13. Quality Assurance Agency for Higher Education (QAA). Subject Benchmark Statement: Computing (March 2022). https://www.qaa.uk/quality-code/subject-benchmark-statement/computing
14. Quality Assurance Agency for Higher Education (QAA). Quality Code: Advice and Guidance. https://www.qaa.ac.uk/quality-code
15. Quality Assurance Agency for Higher Education (QAA). UK Quality Code for Higher Education. Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014). https://www.qaa.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_18

INTERACTIVE PLATFORM MY ENGLISH LAB (MEL) IN ORGANIZING INDEPENDENT WORK OF FUTURE PHILOLOGY TEACHERS

Maria Prokopchuk
Ph.D. in Pedagogy, Associate Professor,
Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: m.prokopchuk@kubg.edu.ua, orcid.org/0000-0002-8248-0479

Iryna Korniiko
Ph.D. in Philology, Associate Professor, Kyiv National Linguistic University, Ukraine
e-mail: ikorniiko@gmail.com, orcid.org/0000-0002-2372-7785

Serhii Kovalenko
Lecturer, Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: s.kovalenko@kubg.edu.ua, orcid.org/0000-0002-9131-3912

Anhelina Zalizniak
Lecturer, Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: a.sliepushova@kubg.edu.ua, orcid.org/0000-0002-7727-737X

Summary

The article investigates the pedagogical and methodological potential of the interactive online platform MEL in the process of developing grammatical competence and learner autonomy among first-year philology students supported by Moodle Learning Management System (LMS) under conditions of blended learning.

LMS is "a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content" (*Ellis, 2009, p. 1*).

Particular attention is devoted to the transformation of higher education in Ukraine in response to contemporary social challenges, including frequent air-raid interruptions and the growing necessity for flexible digital learning environments. The study analyses the role of MEL as a component of a dual LMS model integrated with Moodle and examines its influence on the organization of students' independent work.

The research highlights the relationship between digital educational technologies and the formation of professional, communicative, social, individual, and personal competences of future teachers. Special emphasis is placed on learner autonomy, self-regulated learning, reflective educational practices, and the transformation of the teacher's role from knowledge transmitter to facilitator and mediator within the digital learning environment.

The article also characterizes the structural and functional components of MEL, including assignments, grading systems, diagnostic instruments, automated assessment tools, and multimedia educational resources.

Key words: MEL, learner autonomy, grammatical competence, professional communicative competence.

DOI https://doi.org/10.23856/7621

1. Introduction

Considering a current situation in Ukraine, particularly the frequent air-raid alerts and the increasing implementation of blended learning models within educational institutions, we have to admit to the fact that the integration of modern digital technologies into the educational process has become especially significant. Under such conditions, virtual learning environments created by LMS are no longer viewed merely as supplementary instructional tools but rather as an essential component of contemporary education.

Under such conditions, Ukrainian higher education pedagogy is increasingly integrating into the global system of science and education and demands an actively advance of foreign language teaching methodology oriented toward fostering in learners a stable need for lifelong self-education, as well as the ability to acquire knowledge autonomously for professional and social self-realization. A focus on learner reflection and autonomous learning has become a central research issue in the recent history of foreign language learning *(Dmitrenko et al., 2020)*.

Moreover, a rapid development of web-based educational platforms has substantially transformed students' attitudes toward grammar instruction and independent learning. As teaching practice shows, students give preference to learning applications and don't show much enthusiasm towards traditional paper vocabulary and grammar exercises, considering them less attractive and more time-consuming. Digital learning environments provide both educators and learners with new opportunities for flexibility, accessibility, and individualized instruction, while simultaneously creating a range of pedagogical, technological, and organizational challenges. Consequently, the implementation of online learning models requires the reconsideration of traditional teaching approaches and the adaptation of methodological practices to the realities of modern education *(Qaddumi & Smith, 2024)*.

Due to the reduction of face-to-face hours allocated to academic disciplines, the amount of classroom time that can reasonably be devoted to completing and checking language exercises is also decreasing. It results in teachers facing a pressing challenge of ensuring the development of future teachers' grammatical and lexical skills through independent extracurricular study *(Khalymon, Shevchenko, 2019: 246)*.

First-year students of Borys Grinchenko Kyiv Metropolitan University and Kyiv National Linguistic University take the course of Practical Grammar as a part of their academic curricula. The primary aim of the course is to ensure students' mastery of the educational content in practical grammar through both classroom instructions and independent study that create premises for their professional competence development.

The professional competence is correlated with such terms as 'system', 'personal qualities', 'readiness', and 'abilities'. Within this framework, communicative competence encompasses interconnected rules, categories, and language units, their functions and regularities, linguistic knowledge, skills, and abilities, as well as different types of competences. It is a complex personal characteristic acquired through the process of grammar competence developing. It includes linguistic, communicative, and sociocultural knowledge, professional abilities, personal attitudes, and is based on learners' experience and their overall readiness for successful professional activity in a multilingual environment *(Dyvnych, 2018: 7)*.

Four types of professional competence are distinguished in the modern methodological science.

Subject competence of a future teacher is reflected in the level of knowledge within a particular learning subject, as well as in the ability to present educational material effectively

and communicate knowledge clearly to learners. Equally important is the teacher's ability to apply subject-specific knowledge in practical educational contexts.

Social competence of a future teacher is manifested in their inclination toward social and professional engagement, the ability to establish effective communication with students and colleagues, as well as the capacity to respond appropriately to social responsibilities and fulfil public or institutional assignments in a timely manner.

Individual competence of a future teacher is expressed through the ability to apply methods and strategies of self-regulation aimed at extending professional effectiveness while maintaining psychological well-being and emotional stability.

Personal competence of a future teacher lies in the capacity for self-development, a well-developed tendency toward self-expression, and the ability to actively resist processes of professional deformation that are often characteristic of teaching activity within the context of the modern secondary school environment *(Vydolob & Greilich, 2022: 124)*.

All four of them are closely connected and work to reach an appropriate level of phonological, lexical, and grammatical competences on B2 level.

2. Pedagogical characteristics of the grammar course design

The grammar course students take at Borys Grinchenko Kyiv Metropolitan University is designed to foster the development of all four constituents of professional competence required for future specialists in the field of philology supported by MEL subject and procedural aspects.

Students gain practical grammar skills doing sessions on Moodle. It has created a double construction which, on the one hand, builds more profound premises for developing learner autonomy, on the other hand, changes the role of a teacher in the classroom drastically.

The expansion of the traditional range of methods, tools, and techniques for independent learning through the extensive use LMS, particularly MEL, contributes to the improvement of the educational process in higher education institutions. It creates conditions for developing students' ability to work independently, which stems from the specific features of working with computer-based programs. It also makes it possible to implement differentiated and individualized approaches both in the selection of learning materials and in the pace of work of individual students. Furthermore, it contributes to the expansion and deepening of professional knowledge and places students in a position where a solid command of a foreign language becomes essential, as obtaining professionally oriented information is impossible without it *(Bykonya, 2011: 412)*.

Using MEL helps both teachers and students satisfy the need to organize students' independent work under conditions of blended learning. It has become particularly relevant due to several factors:

- the necessity of developing practical language-use skills required for professional communication;
- the heterogeneity of student groups in terms of language proficiency, which encourages instructors to search for effective teaching strategies and apply differentiated approaches to instruction;
- studying within groups supervised by different instructors and academic coordinators;
- discrepancies between students' actual grammar level and the requirements established by the curriculum;
- necessity to foster learner autonomy.

Considering mentioned above factors, teachers can focus their attention on conceptual principles for organizing students' independent work and shape their cognitive learning

activities. These activities can be regulated and controlled by indirect instructor guidance and the teacher directly.

Within the framework of the systemic approach, the teacher can examine the ways in which the elements of the educational system function as an integrated whole, including the interaction of all components of students' independent extracurricular learning process. Among the central principles of this approach, the principle of conscious learning dominates. As a result, students become aware of the goals and objectives of LMS instruction.

Through the use of specialized educational tools, MEL makes it possible to create conditions for developing students' abilities to identify their own goals, formulate learning tasks, select appropriate methods and strategies for achieving them. A shift is done from the accumulation of knowledge, skills, and competencies within a specific period of study to the development of learners' readiness for lifelong learning.

Researchers distinguish three levels of learner autonomy:

1) partial autonomy, characterized by internal self-regulation combined with external automated control, where the instructor determines objectives, tasks, and methods of implementation while monitoring both the process and outcomes of independent work;

2) semi-autonomy, in which the instructor defines goals and tasks but provides students with relative freedom in selecting strategies, including those proposed independently by learners, while continuing to supervise task completion and evaluate results;

3) conditional full autonomy, which presupposes students' independent determination of immediate and long-term learning goals in accordance with curriculum requirements and individual needs, opportunities for consultation upon request, independent implementation of tasks, self-monitoring, self-correction, and self-assessment of outcomes *(Zadorozhna, 2015)*.

Dealing with an interaction platform MEL leads to implementation of a semi-autonomous learning model in the process of developing professional competence, supports development of partial learner autonomy and internal self-monitoring throughout the learning process *(Prokopchuk, 2020: 110)*.

The interactive platform MEL, developed by Pearson, is a comprehensive educational system enables the effective organization of online and hybrid instruction creating favourable conditions for students' independent acquisition of educational content.

The platform integrates digital educational resources, assessment tools, communication instruments, and progress-tracking systems into a unified learning environment. Such integration can provide circumstances for fostering learner autonomy and gradual shift from partial autonomy to semi-autonomy. At the same time, MEL provides pedagogical and methodological advantages in fostering a grammar and professional competences, because it:

–*ensures* the integration of multimedia educational content, including video materials, audio recordings, interactive exercises, and voice recording/playback tools. Such resouces contribute to the development of grammatical competence, listening comprehension, pronunciation, and communicative skills. Multimedia support increases students' motivation and promotes more active engagement in the learning process through multisensory perception of information.

–*creates* opportunities for flexible lesson planning and individualized learning trajectories. Students can independently select topics, regulate the pace of learning, revisit difficult material, and organize their work according to personal educational needs. Such flexibility supports differentiated instruction and allows learners to adapt the educational process to their cognitive abilities and academic goals.

–*incorporates* communication tools that facilitate interaction among all participants in the educational process. Students can communicate both individually and in groups through messaging systems, notifications, and reminders regarding deadlines and assignment completion. These instruments strengthen collaboration, maintain continuous contact between teachers and learners, and support the development of digital communication skills.

–*includes* a broad range of assessment and diagnostic instruments that automatically collect data concerning the number of attempts, completed assignments, time spent on tasks, and overall academic progress within each module. Such analytical tools enable teachers to monitor students' performance systematically and identify difficulties at different stages of learning.

–*provides* continuous monitoring of language competence development by recording both quantitative and qualitative indicators of student performance. Teachers can analyse recurrent grammatical, lexical, and communicative errors, evaluate students' progress dynamics, and adjust instructional strategies accordingly. This contributes to a more evidence-based and learner-oriented approach to teaching;

–*contains* built-in testing instruments that allow objective assessment of students' academic achievements. Automated testing procedures ensure transparency and consistency in evaluation while simultaneously reducing teachers' workload. The obtained results can be integrated into the overall system of formative and summative assessment, particularly in evaluating students' independent work.;

–*implements* a continuous feedback loop: the software automatically checks completed tasks, provides corrective feedback, and directs students to relevant learning materials when additional practice is required. Furthermore, the platform generates reminder notifications about deadlines, incomplete assignments, and available attempts, which contributes to the development of students' self-regulation and time-management skills.

–*supports* the implementation of a student-centred instructional model. The platform encourages learners' active participation in the educational process, promotes autonomy in decision-making, and shifts the focus from teacher-directed instruction to learner engagement and responsibility for educational outcomes;

–*contributes* significantly to the development of learner autonomy and self-directed learning skills. Students become more capable of planning their academic activities, monitoring their own progress, evaluating results critically, and independently overcoming learning difficulties. These competences are particularly important in the context of lifelong learning and the digital transformation of modern education.

In accordance with the requirements of the curricula, within each unit the teacher, whose role is a facilitator, assigns tasks corresponding to the topic of the particular class (Session). Once assignments have been issued by the teacher, students may locate and complete them in the Assignments section. Here it is important to give students clear instructions to follow. For example,

Please be advised that it is recommended not to open tasks in the Course section to avoid completing assignments that have not been assigned by the teacher.

Or give a set of instructions in the form of an algorithm to follow making them short and clear as in a computer game discourse. For instance,

1. *Navigate to the Assignments tab.*
2. *In the Assignments & Events section, a list of your assigned tasks will be displayed.*
3. *Click the Open button to access the assignment.*

3. Structural elements of interactive platform MEL

MEL is a system of structural elements which let students navigate withing the platform and develop grammar competence supervised by the teacher or autonomously. In case the tasks are assigned, students go to the Assignments tab. It contains a list of all tasks assigned by the teacher. There are some subsections. Such as,

1. *Assignments & Events*: this section displays all assignments and events scheduled for a particular period.

2. *Select view*: Calendar / List: this option allows users to choose the most convenient way to display assignments. In the Calendar view, events and tasks are presented according to dates and linked to all course activities. In the List view, assignments are organized in a list format.

3. *Activity history*: this tab displays recently completed tasks that have already been checked by the system. By selecting Activity history and clicking the See report button (View Report) (students can open the Assignment report and obtain information regarding completed assignments, including submission dates and received grades.

4. *Filters* (Filter by course): the filtering system allows users to sort assignments according to specific criteria. If a user does not select a course in the Filter by course section, all tasks assigned within the course will be displayed. Users may also monitor the status of their assignments through the Filter by status option, enabling them to identify tasks that have been saved but not yet completed and return to them later.

5. *Assignment and Events* List (List of Assignments and Events): users may click the View more button (Additional Information) to expand the list.

6. *Open*: students click the Open button to access the assignment.

The platform features an intuitive and user-friendly interface with an accessible button panel like those commonly used on Moodle, which enables students to navigate the system efficiently and with minimal difficulty. Within the Gradebook tab (Performance Journal), students can review their grades and monitor their academic progress. They can navigate such folders as:

1. *Change course*: allows students to switch to a different course.

2. *Expand details*: enables students to view additional information, including attempt history, the number of completed exercises, and the amount of time spent on each task.

3. *Data*: displays grades and assessment results.

4. *Diagnostics*: provides a quick overview of students' performance, including average scores and the time spent completing assignments.

5. *The rows Assignments / Practices / Tests*: allows students to filter grades efficiently:

- o Practice: displays practical exercises only;
- o Assignments: displays assigned tasks only;
- o Tests: displays tests only;
- o Markers: enables users to review completed exercises.

6. *Filtering/Sorting*: allows students to filter assignments according to the following criteria:

- o Last attempt;
- o First attempt;
- o Average score;
- o Highest score.

4. Content and Assessment Criteria for Independent Work Exercises on MEL

The platform organizes independent tasks according to clearly structured thematic modules that correspond to the objectives of the academic curriculum. Each exercise type is designed to assess particular aspects of students' communicative competence, including grammatical accuracy, lexical proficiency, reading comprehension, listening skills, and practical language application. The image also demonstrates the differentiation of exercises according to levels of complexity and learning outcomes, which contributes to the implementation of a learner-centred and competence-based approach.

Particular attention is given to the assessment system embedded within the platform. The figure highlights the use of automated evaluation instruments that provide immediate feedback, monitor the number of attempts, record students' progress, and generate performance analytics. Such mechanisms support continuous formative assessment and enable both instructors and students to track academic achievements more objectively and systematically.

In addition, the structure presented in the image reflects the principles of learner autonomy and self-regulated learning. Students are able to complete assignments independently, review mistakes, repeat exercises when necessary, and monitor their individual progress through diagnostic indicators and grading tools. Consequently, the platform not only functions as a repository of educational materials but also serves as a dynamic digital environment that promotes reflective learning, academic responsibility, and the development of professional communicative competence. Let's give two examples. The first is for a session description. The second for Self-study section which is provided at the end of each module.

Session 6. The Adjective. Degrees of Comparison.

1. Watch the video and answer the questions.
2. Do Practices 1, 2 (Module 4 Unit 21) on MEL.
3. Do Tests 6.1, 6.2.

Instructions: before making notes, read the questions carefully. Be ready to discuss the questions in a group.

Work layout: when you do practice exercises 1,2, do NOT forget to press the button SUBMIT.

NOTE: in case, you do not submit your answers, they exercises are not considered to be done!

Assessment criteria: total – 11 pts.

Physical presence at the lesson – 1 pt.

Theoretical part – 2 pts (0,5 pt for each task).

Practice exercises 1, 2 – 4 pts (20 correct answers – 4 pts.; 15-19 – 3 pts.; 10-14 – 2 pts.; 5-9 – 2 pts.; 1-4 – 1 pt.) Tests 6.1, 6.2 – 4 pts.

5. Conclusions

1. The conducted research demonstrates that the integration of the interactive online platform MEL into the process of teaching Practical Grammar possesses significant pedagogical, methodological, and technological potential within the context of contemporary higher education. Under conditions of blended and online learning, particularly in Ukraine during periods of social instability and frequent air-raid interruptions, digital educational platforms have become an essential component of the educational process rather than merely supplementary instructional tools.

2. The findings indicate that the use of MEL contributes substantially to the development of students' grammatical competence, communicative competence, and learner autonomy. The platform creates favourable conditions for organizing independent work through the integration of multimedia educational resources, automated assessment systems, communication instruments, and analytical progress-monitoring tools. Such functionality enables students to regulate their own learning process, monitor academic achievements, and independently acquire professionally oriented knowledge and practical skills.

3. Particular importance should be attached to the transformation of the teacher's role within the digital learning environment. In blended learning conditions, the teacher increasingly performs the functions of facilitator, mediator, consultant, and coordinator of students' learning activities instead of acting solely as a transmitter of theoretical knowledge. This tendency reflects the implementation of learner-centred, competence-based, and reflective approaches to education, where students assume greater responsibility for their educational outcomes and learning trajectories.

4. The research also confirms that MEL supports the formation of various types of professional competence among future teachers, including subject, communicative, social, individual, and personal competences. Through systematic interaction with the platform, students develop not only grammatical and lexical proficiency but also self-regulation skills, reflective thinking, digital communication abilities, time-management strategies, and academic responsibility. These competences are particularly significant in the context of lifelong learning and continuous professional development.

5. Considerable attention should be given to the assessment and feedback mechanisms embedded within the platform. Automated testing systems, immediate corrective feedback, detailed performance analytics, and opportunities for repeated practice contribute to greater objectivity and transparency of assessment procedures. Furthermore, such mechanisms encourage reflective learning practices and increase students' motivation toward independent educational activity.

6. The structural organization of MEL, including thematic modules, differentiated exercises, grading tools, filters, diagnostic systems, and progress reports, creates conditions for individualized learning trajectories and supports students with different levels of language proficiency, cognitive styles, and learning needs. Consequently, the platform facilitates the implementation of differentiated instruction and adaptive learning strategies within the framework of higher philological education.

7. MEL may be regarded as an effective digital educational environment that promotes the development of learner autonomy, grammatical competence, professionally oriented communicative skills, and self-directed learning abilities among future specialists in philology and education. Its implementation contributes to the modernization of foreign language teaching methodology and corresponds to the broader processes of digital transformation currently shaping contemporary higher education.

References

1. Bykonia, O. P. (2011). Orhanizatsiia samostiinoi diialnosti studentiv dilovoi anhliiskoi movy z vykorystanniam komp'iutera [Organization of independent learning of business English students using a computer]. Naukovi zapysky Natsionalnoho universytetu "Ostrozka akademiia". Seriia: Filolohichna, 19, 409–412. http://nbuv.gov.ua/UJRN/Nznuoaf_2011_19_67

2. Dmitrenko, N., Nikolaeva, S., Melnyk, L., & Voloshyna, O. (2020). Autonomous ESP Learning of Prospective Teachers of Mathematics. Revista Romaneasca pentru Educatie Multidimensionala, 12(1), 86-104. doi:10.18662/rrem/201

3. Ellis, R. (2009). A Guide to learning Management Systems. Learning Circuits: ASTD Inc.

4. Khalymon, I., Shevchenko, S. (2019). Role of training tests LMS Moodle in teaching students of linguistic profile. Information Technologies and Learning Tools, 72(4), 246-257. https://doi.org/10.33407/itlt.v72i4.2455

5. Dyvnych, H. (2018), English-language competence as a factor in the functioning of public administration mechanisms under the conditions of Ukraine's European integration, [Doctoral dissertation, Chernihiv]. https://ir.stu.cn.ua/items/2621517e-0186-40c4-9c82-905496c72ca0/full

6. Lazorenko, S.V. (2019). Methodology for independent mastering of English lexical and grammar competence while reading by future military experts in the area of information technologies [Doctoral dissertation, Kyiv].

7. Nikolaeva, S., Zadorozhna, I., & Datskiv, O. (2019). Development of Pre-Service English Teachers' Language Skills and Learner Autonomy via Blended Learning. Revista Romaneasca pentru Educatie Multidimensionala, 11(2), 222-239. doi:10.18662/rrem/126

8. Prokopchuk, M. (2020). Current trends in teaching English for specific purposes. Innovatsiyna Pedagogika, 20, 10-110. doi:10.32843/2663-6085-2020-20-2-22

9. Romanyuk, S. (2016). Distance teaching of a foreign language: Comparative analysis of modern platforms and online services. Visnyk Dnipropetrovskoho universytetu imeni Alfreda Nobelia. Series: Pedagogy and Psychology, 11(1), 3-10 [in Ukrainian].

10. Vydolob, N.O., Greilich, O.O. (2022). Formuvannia fakhovoi kompetentnosti u maibutnikh vchyteliv [Professional competence developing of future teachers]. Bulletin of Alfred Nobel University Series Pedagogy and Psychology, 1(23). [in Ukrainian]. doi.org/10.32342/2522-4115-2022-1-23

11. Qaddumi, H. A., & Smith, M. (2024). Implementation of Learning Management Systems (Moodle): Effects on Students' Language Acquisition and Attitudes towards Learning English as a Foreign Language. Trends in Higher Education, 3(2), 260-272. https://doi.org/10.3390/higheredu3020016

12. Zadorozhna, I. P. (2015). Developing autonomy of students specialising in linguistics in the process of studying required courses. Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu, 131, 60-64. Retrieved from http://nbuv.gov.ua/UJRN/VchdpuP_2015_131_16

PRECONDITIONS FOR FORMATION OF ARTISTIC REFLECTION AMONG PRESCHOOL CHILDREN: INSTRUCTIONAL ASPECT

Lyudmyla Rakityanska
Doctor of Pedagogical Sciences, Associate Professor, Associate Professor at the Department of Musical Art and Choreography, Kryvyi Rih State Pedagogical University, Ukraine
e-mail: ludmilanick777@gmail.com, orcid.org/0000 0003 3586 2754

Summary
The article examines the preconditions for formation of artistic reflection among preschool children, as determined by regulatory documents on education. It is emphasized that the requirement for the formation of reflection as a mental property of an individual is formulated in regulatory documents on education at all levels – preschool, general secondary, higher (professional) one, which indicates its importance as a cross-cutting mental quality in the structure of an individual. Given the complexity of the phenomenon of reflection in the context of the age characteristics of preschoolers, as well as taking into account the specifics of music as an intonation-sound art that is perceived by the organ of hearing, the article specifies the content of the musical-sensory development of preschoolers as a necessary stage that precedes and contributes to the effective formation of their artistic reflection.
Key words: artistic reflection, preschoolers, musical and sensory development, instructional aspect.

DOI https://doi.org/10.23856/7622

1. Introduction

As Ukraine's education system undergoes reform, its fundamental principles are being reimagined, its development priorities are being redefined as new contemporary civilizational challenges emerge, and the core principles of innovative pedagogy are being developed and integrated into educational practice. The youth-oriented modern society pushes for socially active individuals who possess strong inner intellectual, moral, ethical, cultural and creative potential. They are expected to recognise their own agency, engage effectively in a variety of cognitive activities, think critically, reflect on their own actions, regulate their behaviour, value their personal development and education, and strive for successful self-fulfilment both in their personal lives and as members of society. This is what explains the new concept of "reflection" in contemporary educational practice guidelines, which involves a psychological capacity that enables individuals to consciously evaluate their own actions, promoting self-improvement and self-development of their personal identity.

Crucially, the development of reflection as a personal psychological attribute is mandated by the practice guidelines governing the Ukrainian education system at all levels: preschool, general secondary, and higher education. This has prompted pedagogical science and practice to develop theoretical, methodological and practical foundations to developing reflection among education seekers of various age groups, including preschool children; the preschool stage representing the first and one of the most significant steps in a child's personal development. This is the "starting platform for personal development" *(Bazovyi komponent doshkilnoi osvity, 2021:3),* during which the foundations of self-awareness are established and

key personal, cognitive, spiritual and social qualities begin to develop. All of the above forms the relevance for the present study: the prerequisites for the development of artistic competence in preschool children.

The goal of the study: Based on an analysis of the Basic Component of Preschool Education (state standard) and the scientific psychological and pedagogical literature, the article aims to justify methodological approaches to supporting the musical and sensory development of preschool children as a necessary prerequisite for artistic reflection.

Research methods: general scientific methods (theoretical analysis and synthesis, comparison, generalisation, abstraction, citation).

2. Analysis of Recent Research and Publications

Over the recent years, the phenomenon of reflection has actively studied across a range of scientific disciplines. Reference sources prove that the concept of reflexion originally emerged in the history of philosophical thought, where it meant a "process of thinking or contemplating by an individual on events occurring around them". R. Descartes regarded reflection as a human capacity to focus on the content of one's own thoughts. J. Locke distinguished between sensation and reflection, interpreting the latter as a special source of knowledge, calling it in inner experience *(Slovnyk, 2006 : 159).* The contemporary scientific discourse regards reflection as a broad, dynamic and multifaceted phenomenon that varies in structure and forms of expression, leading to a large number of its interpretations in academic texts. According to M. Zabrotskyi, educational psychology defines reflection as a form of self-knowledge expressed through the contemplation over one's own experiences, feelings and thoughts *(Zabrotskyi, 2002).*

L. Tuz, investigating the impact of reflection on the personal development of preschool children, notes its significance given how crucial this age period is for shaping children's personality traits and inner world. The researcher believes that well-developed reflection forms the basis for later personal and cognitive development and acts as a key mechanism for emotional and behavioural self-regulation, as well as for self-understanding within the "self-conception" framework *(Tuz, 2002).* The author also emphasises that methodologies aimed at effectively developing reflective abilities in preschool children remain insufficiently elaborated *(Tuz, 2002 : 234).*

The revised version of Basic Component of Preschool Education (state standard) outlines seven priority areas and requirements for the level of development, education and upbringing of preschool children, ensuring continuity between preschool and primary schooling. These areas include approaches that are particularly relevant to our study, specifically: "The Child in the Sensory and Cognitive Environment" and "The Child in the World of Art" *(Bazovyi komponent doshkilnoi osvity, 2021 : 1, 2).* The guidelines identify key competencies that children must develop at the preschool age and continue to build upon in primary and secondary education, including "sensory and cognitive" and "artistic and creative" competencies. Sensory and cognitive competence in preschool children is defined as the ability to use their sensory system during exploratory activities. Learning outcomes should include positive motivation, as well as research skills such as analysis, comparison, generalisation and self-control. It is also interpreted as a cognitive experience accumulated across various types of activity *(Bazovyi komponent doshkilnoi osvity, 2021 : 3).*

The area of a "Child in the World of Art" aims to develop artistic and creative competence in preschool children by engaging them in a range of artistic activities, particularly musical ones (singing, music and rhythmic movements, playing children's musical instruments,

listening to music, visualising musical images and reproduction via their own performance). Gaining such artistic and creative competence is assessed in their emotional and value-based attitude to art, the basic knowledge and skill system, which includes reflective abilities to contemplate over their artistic experience, impressions and attitudes towards artistic activity *(Bazovyi komponent doshkilnoi osvity, 2021:22).* O. Polovina, a co-author of the State Standard for Preschool Education, emphasises that "artistic activity in preschool childhood should not only be a result of an external pressure, but also a gradual process of mastering (developing and controlling) their emotions, moving from awareness of the external world towards exploration of their inner world. The researcher therefore highlights the importance of developing the ability to understand their inner aspirations, evoke positive emotional states and feelings, and express them through artistic and creative activity *(Polovina, 2021).*

A. Shevchuk highlights the importance of developing basic reflective skills in preschool art education as the ability to discuss one's artistic experiences, impressions and attitudes towards artistic activity with others *(Shevchuk, 2023)*; she also considers potential methodological ways of achieving this in educational settings. She finds morning meetings in preschool institutions to be an effective form of interaction between adults and children, supporting children's personal and social development, including reflection, through the sharing and applying of experiences, opinions, thoughts and impressions in communicational interactions with peers. The researcher proposes themes for such morning meetings, for example: "Musical Experience", "Theatrical Experience", "Dance Experience", "Drawing Experience", etc. *(Shevchuk, 2023 : 22)*. According to her, the purpose for these morning meetings lies in giving children the opportunity, based on using their newly-obtained skills and impressions towards artistic experiences, to get involved in reflection through self-analysis and self-consideration of their own musical actions, emotional responses, experiences, sharing them with others.

A. Shevchuk also highlights the teacher's role as a facilitator who enables and creates conditions for children to express themselves freely and independently, supporting their willingness and need to share their emotions, knowledge and skills while ensuring they feel heard *(Shevchuk, 2023 : 22).*

Given that play is the leading activity in preschool childhood, preschool education guidelines developed a range of didactic games, including music didactic games, aimed at building children's knowledge and skills in musical art. These are integrated into the development of artistic and creative competence *(Zavalko K, 2010), (Kozak, T., 2023), (T. Lisovska, 2022), (S. Matviienko, 2017).* The methods for facilitating musical and sensory games primarily includes the development of children's auditory perception for musical sound qualities, enabling them to emotionally perceive and understand music, perform it, and perceive the world around them through the music *(Vetluhina N., 2002)*.

It is worth noting that research in early childhood art education shows that insufficient attention is given to preparing future preschool teachers to support the development of children's musical and creative abilities. In particular, according to a study by O. A. Mkrtichian *(Mkrtichian, 2020),* the vast majority of students in Preschool Education programmes at universities do fully not appreciate the importance of children's musical and creative development or their reflective abilities, and tend to view this task of early childhood art education to be a "possibility but not a necessity" (52%). Another group of students (36%) considers themselves "practically ready" to implement musical and creative development tasks in preschool settings, while other students (12%) acknowledge that they are not prepared for such work. Based on these results, the researcher concludes that the professional training of future preschool educators does not sufficiently address the requirements of fostering children's musical and creative

development and the formation of their artistic and creative competence as an integrated whole *(Mkrtichian, 2020 : 112)*. Overall, the reformed areas in preschool education, being an integral part of Ukraine's education system, require further theoretical grounding and the development of practical and methodological approaches for their implementation in educational practice.

3. Age-Related Characteristics of Preschool Children and their Consideration in Education of Art

The didactic principle of accessibility, as a certain system of initial requirements for the educational process, is centred on the need to take into account the natural characteristics and capabilities of children in certain age groups, as well as the specific features of their psychological development and level of readiness. Together, these factors ensure the effectiveness of the educational process and identify the methodological approaches to its content and organisation. Below are the key psychological characteristics of preschool children that should be considered when developing their artistic reflection.

According to age psychology *(Age Psychology, 2005)*, the main types of activity in preschool children are object-related activity, speech and play. In object-related activity, children learn to use different objects (for example, when playing noisemaker instruments) and to communicate with others through language. Early childhood is regarded as a particularly sensitive period for language development. For this reason, verbal interaction should remain a central focus in all educational activities. Play is especially important at this age, particularly role play, exploratory games, story-based role play and imitation games. Play is considered the foundation for developing many future skills. Through object-related activity, speech and play, characteristic psychological developments of this age begin to emerge, most notably the first signs of self-awareness, self-studying and self-identification, as demonstrated in children's frequent use of the word "I". This indicator reflects a child's awareness not only of their external actions, but also of their inner, personal experience. In psychology, the "self-concept" is seen as the highest concentration of a child's subjectivity, their external and internal activity, as well as spiritual contemplation *(Age Psychology, 2005)*. This period of childhood is particularly sensitive for the development of reflexivity and the desire for independent behaviour, as an expression on the right to independence and individuality – "I will do it myself". Children also need attention and recognition, which is in general a sign of their emerging personality.

Thus, developing preschool children's musical and sensory abilities as a prerequisite for shaping artistic reflection necessitates the facilitating teacher to take into account the psychological and personal characteristics of this age. This consideration ensures the effectiveness of the educational process and the successful achievement of its learning goals.

4. Methodological Aspect of Developing Children's Musical and Sensory Abilities as a Component of Artistic Reflection

Let us dive into the methodological side of developing musical and sensory abilities in preschool children, which is considered to be the key part of the educational process. As the Ukrainian scholar and practitioner in music education O. Rostovskyi notes, neither the educational process itself nor its positive outcomes are possible without a methodology *(Rostovskyi, 2011 : 9)*. The methodology of music education is based on the specific characteristics of music as an art, its sound-based and intonation-based nature, as well as its multifunctional properties. In both research and practice, it is generally accepted that art serves as

a unique and irreplaceable means of harmonising the personality, a wide-ranging influence on emotional, intellectual and volitional development.

A crucial issue in developing artistic and creative competence, as well as its component of artistic reflection in preschool children, is recognising the specific nature of music as an art based on the sound that is perceived and understood through hearing. The ability to hear, feel and understand music depends on the development of particular auditory capacities, a special sensitivity towards music, which expresses sound-related information hidden in the intonational meaning. In musical art, these abilities are commonly referred to as musical capability, generally understood as the "musical hearing". The development of musical abilities in children, which together form this complex and multifaceted skill, the musical hearing, provides the foundation for the entire process musical learning. However, musical hearing is not inborn. It is found in physiological and sensory predispositions, which can, under certain conditions, either be developed into musical ability or disappear if they are not sufficiently supported. As shown in practice, many preschool children are initially indifferent to music, making engagement in musical activity quite challenging. Simply listening to music does not mean a child is truly hearing it. The ability to listen to and perceive music is a part of musical activity based on the auditory nature. Therefore, the lack of preparedness, development or ability to perceive music can undermine the learning process, as well as its performance.

Thus, the development of musical and sensory abilities is a necessary prerequisite for artistic reflection in preschool children as part of their artistic and creative competence. This process involves the capacity to perceive sound and distinguish the basic properties of musical sound (pitch, duration, intensity and quality) in their simplest relationships *(Vetluhina N., 2002)*. N. Vetluhina lists the following the objectives of musical and sensory development in preschool children: the development of auditory attention; learning to recognise changes in contrasting and similar sound patterns by ear; as well as building skills in listening analysis of musical sound.

Considering the importance of musical and sensory development in preschool children as the starting stage of their overall musical growth, a facilitating teacher should understand and adhere to key theoretical and methodological principles of music pedagogy *(Rakityanska, 2018):*

- Musical education and the musical development of preschool children, which are, first of all, the development of musical hearing that reflects the intonational and sound-based nature of musical art. Without sufficient attention to the development of auditory skills and the ability to navigate the rich and varied world of musical sound, a proper musical education becomes impossible;
- The foundation and starting stage for the gradual development of musical hearing is the development of musical and sensory hearing, being the ability to perceive the main properties of musical sound by ear: pitch, duration, quality, intensity as well as their relationship. As an initial form of sensory engagement with musical sound at the physiological level, it provides an essential basis for more complex mental processes involved in children's musical cognition such as perception, thinking and imagination. If musical and sensory ability is neglected, the development of an ability to fully perceive, understand and perform music in all its stylistic and genre diversity may be slowed down or even rendered impossible. For this reason, the development of children's ability to perceive and distinguish the fundamental properties of musical sound is one of the primary tasks of preschool music education;
- Musical and sensory abilities on their own do not guarantee effective musical activity, as they are innate qualities that simply reflect the ear's natural sensitivity to musical perception. Through active involvement in music, these inborn hearing capacities gradually develop

and are transformed into basic musical skills that ensure successful participation in musical activities;

- The more often a child is directly engaged with music, with their auditory analyser actively involved, the more developed their sensory abilities become and the better capacity they have to perceive music;
- Preschool age is considered the most favourable period for developing musical and sensory abilities, due to the anatomical and physiological maturation of the sensory organs, which at this stage are particularly sensitive and easily influenced from the outside. During a methodologically sound teaching, children's auditory acuity for musical sound becomes noticeably stronger. If this period is missed, the sensory and auditory system in the later childhood becomes less sensitive and less responsive to external stimulation;
- The ability to perceive, feel and distinguish the basic properties of musical sounds by ear is regarded as a foundation for developing musical abilities and is essential for successful participation in musical activities. Whether children's innate potential for musical hearing is further developed or gradually diminishes depends on how effectively this development is organised through appropriate methods;
- Similar to the phonemic hearing, the ability to distinguish speech sounds through language acquisition in a language environment, musical hearing, which is based on the perception of musical sound, should also develop in an appropriate educational setting. The setting should be dominated by direct music, creating an emotionally engaging atmosphere through specially organised listening and performing, rather than treating music as background sound;
- Musical and development in preschool children is supported through specially organised listening and training activities lead by the facilitating teacher in the form of music and sensory games;
- A crucial principle in sensory education is the perception of music using several senses at the same time (hearing, sight and touch). Perceiving and understanding the features of musical sound is a complex process. For this reason, combining what children hear with what they see, and sometimes what they touch, makes the learning process clearer and more accessible. This approach highlights the importance of using visual teaching aids in music learning, modelling the basic properties of musical sound and supporting the development supporting the development of auditory, visual and tactile understanding using examples available;

According to N. Vetluhina, the methodology for developing musical and sensory abilities in preschool children depends on the following sequence of stages *(Vetluhina N., 2002)* :

– Developing the ability to listen to music with focus and attention;

– Accumulating sensory and auditory experience through listening to and performing music (singing, playing noisemaking instruments, plastic activities, etc.), as well as through the analysis of music in terms of its basic sound properties by ear: high and low sounds; loud and soft dynamics; short and long sounds; musical and noise-related sounds; quality of musical instruments; voice quality;

– Developing the ability to perceive the key properties of musical sound by ear (sound pitch, duration, dynamics, quality) in their expressive meaning;

– Reinforcing and generalising the auditory impressions obtained concerning the sound properties through verbal language. When talking about and analysing music, children should be able to understand and use terms such as "high sound", "low sound", "long sound", "short sound", "musical sound", "noise sound", etc. At the early stages, it is beneficial to rely on associations and comparisons familiar that are familiar to children (such as thin, bright and high

sound compared to thick, dark and low sound; “butterflies and birds flying high” or “a heavy bear walking slowly and clumsily”.

Following these methodological principles in organising musical and sensory development in preschool children is essential for achieving effective results.

5. Conclusions

The goals of reforming preschool education system shape the professional areas for the facilitator’s activities. Art has a unique ability to influence and harmonise a child’s inner world and support their psychological and personal development. This can only be implemented in educational practice if the specific nature of music is taken into account, namely, that it is experienced during auditory and sensory perception. This is why musical and sensory development in preschool children is regarded as key priority and a necessary prerequisite for developing artistic reflection as part of children’s artistic and creative competence.

References

1. Bazovyi komponent doshkilnoi osvity (Derzhavnyi standart doshkilnoi osvity) nova redaktsiia (2021 r.) / Kol. avt. pid ker. Pirozhenko T.O. [Basic Component of Preschool Education (State Standard of Preschool Education): new version]. Directive of the Ministry of Education and Science of Ukraine, no. 33. Dated January 12, 2021. [in Ukrainian].

2. Vetluhina, N. (2002). Muzychne vykhovannia u dytiachomu sadku [Music Education in Kindergarten]. Kyiv, 2002, pp. 112. [in Ukrainian].

3. Zabrotskyi, M. M. (2002). Pedahohichna psykholohiia : kurs lektsii. [Pedagogic Psychology: Lections Course]. Kyiv: MAUP, 2002. 297 p. [in Ukrainian].

4. Zavalko, K. (2010). Teoretychni aspekty vprovadzhennia metodyky elementarnoho muzykuvannia Karla Orfa v suchasnu pedahohichnu praktyku. [Theoretical Aspects of Implementing a Simple Music-Making Methodology of Carl Orff in Contemporary Pedagogic Practice]. Naukovyi chasopys NPU imeni M. P. Drahomanova. Seriia 14: Teoriia i metodyka mystetskoi osvity. 2010, v. 10, pp. 178-184. [in Ukrainian].

5. Kozak, T.V., Horiashyna, D.I. (2023). Sensornyi rozvytok ditei doshkilnoho viku: teoriia i prakty [Sensory Development in Preschool Children : Theory and Practice]. Visnyk nauky ta osvity, no. 11 (17), pp.151-158. [in Ukrainian].

DOI https://doi.org/10.52058/2786-6165-2023-11(17)-751-758

6. Lisovska, T.A. (2022). Teoriia i metodyka muzychnoho vykhovannia : navch.-metod. posibnyk [Theory and Methodology of Music Education: Training Guide]. Mykolaiv : Rumiantsev H.V. Publishing House. 330 p. [in Ukrainian].

7. Matviienko, S. I. (2017). Teoriia i metodyka muzychnoho vykhovannia ditei doshkilnoho viku : navch. posib. [Theory and Methodology of Music Education of Preschool Children : Training Guide]. Nizhyn : NDU im. M. Hoholia, 297 p. [in Ukrainian].

8. Mkrtichian, O. A. (2020). Metodolohichni pidkhody yak pidgruntia pidhotovky vykhovateliv do rozvytku muzychno-tvorchykh zdibnostei ditei 4-7 rokiv. [Methodological Approaches as the Basis for Training Educators for Developing Music and Creative Abilities in Children Aged 4-7]. Pedagogy of Developing Creative Personality In High and General Education Schools, 2020, no. 73, v. 2, pp. 112-117. [in Ukrainian].

DOI https://doi.org/10.32840/1992-5786.2020.73-2.21

9. Polovina, O. (2021). Vprovadzhuiemo Bazovyi komponent dozhkilnoi osvity (nova redaktsiia) [Implementing the Basic Component of Preschool Education (new version)]. Preschool Education, no. 2, pp. 3-8. [in Ukrainian].
10. Rakityanska, L. M., (1018). Pedahohichna praktyka z muzychnoho mystetstva v pochatkovii shkoli : teoretychnyi ta metodychnyi aspekty [Pedagogic Practice in Musical Art in Elementary Schools : Theoretical and Methodological Aspects]. Kryvyi Rih : Kryvyi Rih State Pedagogical University. 348 p. [in Ukrainian].
11. Rostovskyi, O. Ya. (2011). Teoriia i metodyka muzychnoi osvity : navch.-metod. posib [Theory and Methodology of Music Education : Training Guide]. Ternopil : Training Book – Bohdan, 640 p. [in Ukrainian].
12. Savchyn, M. V., Vasylenko, L. P. (2005). Vikova psykholohiia : navch. posibnyk [Age-Based Psychology : Training Guide]. Kyiv : Akademvydav, 360 p. [in Ukrainian].
13. Slovnyk-dovidnyk z profesiinoi pedahohiky (2006) / Za red. A.V. Semenovoi [Reference Dictionary in Professional Pedagogy / Edited by A.V. Semenova]. Odesa: Palmira, 221 p. [in Ukrainian].
14. Tuz, L. O. (2025). Vplyv refleksii na protses osobystisnoho rozvytku doshkilniat [Impact of Reflection on the Process of Preschooler's Personal Development]. Habitus, v. 73, pp.233-237. [in Ukrainian].
DOI https://doi.org/10.32782/2663-5208.
15. Shevchuk, A. (2023). Tradytsii ta innovatsii v onovlenomu BKDO. [Traditions and Innovations in the Revised Basic Component of Preschool Education]. Preschool Education, no. 4, pp. 20-23. [in Ukrainian].

VALEURS SOCIALES DANS LA PUBLICITÉ COMMERCIALE: QUELS ENJEUX EN CLASSE DE LANGUE-CULTURE ÉTRANGÈRE?

Diana Rusnak
Candidat en sciences pédagogiques, Maîtresse de conférences,
l'Université nationale Yuriy Fedkovich de Tchernivtsi, Ukraine
e-mail: dianarousnak@gmail.com, orcid.org/0000-0002-3057-1547

Résumé

Dans l'article est décrite la publicité commerciale comme source riche de codes socio-oculturels ainsi que comme outil didactique inépuisable. L'objectif de la recherche était de réfléchir sur le rôle et la place de valeurs sociales dans la publicité commerciale ainsi que sur ses enjeux pour l'enseignement interculturel de futurs philologues qui apprennent le français comme deuxième langue étrangère. Le corpus de l'étude est constitué de spots publicitaires français de marque Intermarché de dix dernières années sélectionnées sur YouTube. Tous les spots sélectionnés sont créés par l'agence française Romance et font partie de la saga de l'enseigne Intermarché, propageant la qualité des produits frais et l'idée du mieux manger, Les critères de sélection étaient le storytelling comme technique de narration et la chanson célèbre en fond sonore. En résultat, le rôle et la place des valeurs sociales dans la publicité commerciale ont été définis. En particulier, ont été étudiés les valeurs sociales dans une dizaine de spots publicitaires de marque française Intermarché. Tenant compte de la spécificité polysémiotique de la publicité télévisée, certaines pistes d'exploitation des spots sélectionnés ont été proposées selon une approche multimodale. La conclusion est faite qu'intégrer la publicité commerciale d'Intermarché en salle de classe comme support d'enseignement / apprentissage interculturel des étudiants a plusieurs avantages des points de vue communicatif, éducatif et socioculturel tant que cette publicité peut servir de déclencheur d'activités à contenu intégré.

Mots-clés: approche interculturelle, culture partagée, spots publicitaires, supermarché *Intermarché*, approche multimodale, français langue étrangère

DOI https://doi.org/10.23856/7623

1. Introduction

Enseigner/ apprendre les langues étrangères avec la publicité correspond aux principes de l'approche communicative, en particulier, au principe d'enseignement intégré de la langue et de la culture qui opte pour l'utilisation de documents authentiques dans la classe de français langue étrangère (désormais FLE).

Il est vrai que la publicité a fait son entrée dans la classe de grammaire de FLE dans les années 1970 et depuis l'intérêt envers cet outil d'apprentissage ne cesse pas que d'augmenter. Document authentique par excellence, la publicité est exploitée dans la classe de langue-culture pour motiver des élèves (*Melnik 2021*), pour étudier les aspects linguistiques (*Cristea 2023*) et stylistiques (*Korol, Kravets 2025*) en classe de langue étrangère ; pour concilier l'apprentissage de la langue et de la culture étrangères (*Miaskovskyi 2023*), pour servir de support au développement de la compétence de communication interculturelle (*Rusnak 2017 ; Rusnak 2018*).

P. Melnik (2021) a analysé le potentiel didactique de la publicité en tant que matériel authentique utilisé dans l'apprentissage des langues étrangères. A son avis, les textes

publicitaires constituent un élément problématique qui motive l'activité réceptive et productive des apprenants y compris la compréhension orale des commentaires du professeur, la compréhension écrite du texte de la publicité, l'expression orale sous forme d'hypothèses et d'explication du contenu implicite etc.

M. Miaskovskyi (2023) a étudié le potentiel linguistique et didactique du slogan publicitaire en classe d'allemand langue étrangère. Son étude porte sur la présentation d'une annonce publicitaire comme élément médiatique dont on se sert pour développer certaines compétences linguistiques et les connaissances de fonds des étudiants.

S. Cirstea (2024) a proposé des pistes d'exploitation de la publicité comme support de l'enseignement du superlatif en FLE. Après avoir défini les valeurs de la structure grammaticale abordée, l'auteure propose de la suivre dans les slogans publicitaires français en observant son fonctionnement dans le contexte réel d'usage de la langue cible.

A. Korol et O. Kravets **(**2025) se sont intéressées aux aspects linguistiques et culturels de la traduction de métaphore dans la publicité. Les auteures ont souligné que la traduction d'une métaphore nécessite non seulement des compétences linguistiques, mais aussi culturelles de la part du traducteur, car la reproduction adéquate de la composante métaphorique dépend de la capacité à prendre en compte les codes culturels, les particularités de la vision du monde du public cible et le contexte du produit publicitaire.

Dans nos recherches antérieures, nous avons étudié les stéréotypes et les représentations dans la publicité française comme composante cognitive de la compétence de communication interculturelle de futurs enseignants de FLE (*Rusnak 2025*). Dans le présent travail, notre intérêt porte sur la publicité commerciale en tant que miroir des valeurs sociales qui font également partie de la compétence de communication interculturelle des apprenants en FLE.

L'actualité de la recherche est due à l'importance accordée au problème de valeurs dans les sociétés contemporaines ainsi qu'à l'intérêt inépuisable des didacticiens envers les documents médiatiques, dont la publicité en tant que source riche de codes culturels qu'on peut explorer en classe de langue-culture étrangère d'une manière adéquate aux objectifs d'apprentissage.

Or, **l'objectif** de notre recherche est de réfléchir sur le rôle et la place de valeurs sociales dans la publicité commerciale et sur ses enjeux pour l'enseignement interculturel de futures philologues qui apprennent le français comme deuxième langue étrangère. Pour ce faire, nous examinerons, *en premier lieu*, le concept de valeurs en sciences sociales et leur place dans la publicité commerciale. *Ensuite,* nous étudierons le reflet de valeurs sociales dans la publicité de marque française *Intermarché*. *Finalement,* nous proposerons des pistes d'exploitation des spots publicitaires sélectionnées à des fins communicatives, éducatives et interculturelles en classe de langue-culture française.

Le corpus de notre étude est constitué de spots publicitaires français de marque *Intermarché* de dix dernières années sélectionnées, dans la perspective de notre recherche, sur YouTube. Tous les spots sélectionnés sont créés par l'agence française Romance et font partie de la saga de l'enseigne *Intermarché*, propageant la qualité des produits frais et l'idée du mieux manger. Les critères de sélection étaient la stratégie de storytelling dans la vidéo et la chanson célèbre en fond sonore.

La méthodologie de la recherche comprend la méthode d'analyse scientifique (analyse de littérature scientifique et des articles de presse au sujet de la recherche) ; la méthode d'analyse culturelle des spots sélectionnés ; la synthèse et la généralisation des données ; la méthode de modélisation (formulation de l'opinion personnelle et didactisation de spots publicitaires sélectionnés).

2. Le rôle et la place des valeurs dans la publicité commerciale

D'un point de vue de la didactique des langues-cultures, le système de valeurs fait partie des contenus d'apprentissage en tant que composante cognitive de la compétence interculturelle des apprenants en FLE (*Bigych, Rusnak 2019*). En effet, la notion de culture est aujourd'hui au cœur de la compétence de communication qui est compétence clé dans l'apprentissage des langues-cultures étrangères au supérieur.

Parmi plusieurs définitions de la culture, arrêtons-nous sur celle de l'UNESCO où « *la culture, dans son sens le plus large, est considérée comme l'ensemble des traits distinctifs, spirituels et matériels, intellectuels et affectifs, qui caractérisent une société ou un groupe social. Elle englobe, outre les arts et les lettres, les modes de vie, les droits fondamentaux de l'être humain, les systèmes de valeurs, les traditions et les croyances* » (*Déclaration…1982*). Autrement dit, il s'agit de la culture cultivée (les arts, les lettres etc.) et de la culture partagée (les modes de vie, les valeurs, les traditions, les croyances etc.)

Ainsi, au centre d'intérêt de notre recherche se trouvent *les valeurs sociales* en tant que composante de la culture partagée des membres d'une société.

D'une manière générale, on peut dire que les valeurs et les orientations de valeurs constituent le fondement de la vision du monde d'un individu et guident son comportement, sa prise de décision et ses interactions sociales. Les valeurs sont à la fois transmises socialement et intériorisées personnellement, se manifestant sous forme de composantes cognitives, émotionnelles et comportementales de la personnalité (*Chorna, Veremchuk 2025 : 11*).

Dans l'optique de notre travail, nous tiendrons compte des caractéristiques sociales et culturelles des valeurs en les considérant comme des idées, des normes morales ou des convictions, communes à un groupe national, qui façonnent dans le quotidien les attitudes et comportements de chaque individu.

Dans le processus d'enseignement /apprentissage, un des moyens d'aborder la notion des valeurs en classe de langue-culture se fait par le biais de documents de communication de masse riches en divers codes d'ordre sociétal et culturel. Comme le souligne Valérie Sacriste : «*la publicité étant un moyen intégrant de communication de masse et un outil de communication culturel important, reflété également les valeurs, les modes de vie et les intérêts des individus au sein d'un espace socioculturel donné* » (*Sacriste 2018*).

En effet, les valeurs et les normes sont des régulateurs importants du comportement des personnes dans tous les domaines, y compris dans la consommation. D'un point de vue du marketing, la fonction principale de la publicité est de faire vendre un produit ou un service. Pour ce faire, elle a recours aux stratégies multiples dont une est la mise en œuvre des valeurs et des représentations disponibles : «*Par le biais de l'objet promu (…) la publicité attribue un sens aux choses et aux actes, renvoie à une philosophie de la vie, diffuse tout un système de valeurs*» (*Dayon 2009*).

Cela s'explique par le besoin de proximité au client, comme le dit Bernard Catelat, « *pour le conduire à l'achat, la publicité présente au consommateur, à des fins d'identification, une image de lui-même conforme à ses attentes ; celles-ci étant fonction de l'environnement socioculturel et par là même normatives, elle doit, en première analyse, s'y conformer* » (*cité par Dayon 2009 : 5*)

Ainsi, en faisant la promotion d'un produit ou de l'image d'un produit, elle présente également une image globale de la société. Etant donné que les valeurs assurent l'intégration dans la société en orientant les individus vers des comportements socialement acceptables (*Wei 2008*), la publicité s'appuie sur certaines valeurs sociales et certaines représentations dominantes dans la société pour atteindre une efficacité maximale.

On admet que la publicité façonne les orientations de valeurs de la société en proposant des modèles de styles de vie et des stéréotypes comportementaux dans des conditions données (*Galeote, Ostolaza 2018*). D'une part, elle puise ses valeurs dans la société et, d'autre part, elle les lui renvoie en devenant ainsi l'un des facteurs importants dans la formation de ces dernières.

D'où on peut conclure de l'importance de la publicité, en tant que phénomène social, pour la société. Les messages publicitaires promeuvent les normes et les valeurs existantes, et les consommateurs potentiels d'un produit donné deviennent prisonniers des images et des stéréotypes véhiculés (*Galeote, Ostolaza 2018*). Ils souhaitent non seulement se conformer aux normes et aux valeurs, mais aussi, en achetant ce produit, créer dans leur subconscient le statut social souhaité, reproduire en lui un certain groupe de référence et ainsi satisfaire leurs besoins socio-psychologiques internes.

De cela découle que la publicité devient un cadre de vie de référence pour le consommateur. Par conséquent, les comportements dans la publicité et les valeurs qu'elle promeut prétendent être des normes de comportement universelles à suivre. En d'autres termes, «*si la publicité fait appel aux valeurs sociales dominantes dans la société pour atteindre ses objectifs, elle peut à son tour servir d'exemple des valeurs sociales répandues dans la société* » (*Akoun 1997*).

En revanche, il ne s'agit pas de valeurs universelles pour tous les pays. La publicité dans différents pays oriente ses citoyens vers certaines valeurs et normes propres à cette société-là. On prétend même que dans le monde moderne, « *rien ne reflète mieux un pays et une époque que la publicité* » (*Akoun 1997*). Certes, la publicité fait partie de l'imaginaire collectif d'un pays et les créateurs publicitaires trouvent leur inspiration dans la vie quotidienne, dans la mentalité qui reflète les particularités nationales.

Puisque le système de valeurs n'est pas un système stable et peut évoluer avec le temps, il nous semble pertinent de les suivre dans la communication de masse pour s'en rendre compte.

Alors, observons, à titre illustratif, une série de spots publicitaires de l'enseigne française *Intermarché* de la dernière décennie (2017-2025) en repérant les valeurs sociales qui y véhiculent.

3. Le reflet des valeurs sociales dans les spots publicitaires d'Intermarché

3.1. Le succès viral du conte de Noël *Le Mal-aimé* d'Intermarché

Notre intérêt pédagogique a été suscité par le spot publicitaire *Le Mal-aimé* réalisé par la grande enseigne française *Intermarché* qui a cartonné cet hiver (en décembre 2025) sur les réseaux sociaux. Tous les médias français en parlaient, notamment *BFM* : « *S'il y a bien une publicité qui a marqué tout le monde cette année, c'est le conte de Noël d'Intermarché. Diffusée le 5 décembre dernier, elle a, à ce jour, cumulé près d'un milliard de vues dans le monde entier* » (*Forton 2025*).

Du fait, il s'agit d'un court-métrage animé qui présente un loup rejeté par d'autres animaux de peur d'être mangés par lui et qui, pour s'intégrer dans le groupe, sur le conseil du hérisson, change ses habitudes alimentaires, renonce à la viande (c'est-à-dire, à chasser et à tuer d'autres animaux) et commence à manger sainement : des légumes, des fruits, des baies. Ayant préparé une quiche aux légumes, il est accepté au banquet du réveillon de Noël au sein de la communauté. Cette histoire touchante se passe sur le fond de la chanson *Le mal aimé* de Claude François, célèbre artiste français des anées1970.

Plus d'un milliard de vues dans le monde entier en un mois, ce spot a suscité plein d'émotions chez les internautes et a fait parler de lui dans tous les médias. « *Petit loup mal aimé* »*: la nouvelle pub d'Intermarché bouleverse les internautes* » (La Dépêche : *Image 1*) ;

« *Cette pub de Noël Intermarché incroyable fait le tour du monde : « leurs pubs sont géniales, mais alors là, c'est « pépite »* » (Marie-France : *Image 2*) ; « *Cette pub d'Intermarché, créé par un studio d'animation français, touche me monde entier* » (Sud-Ouest : *Image 3*) ; « *La pub de Noël française qui a fait fondre le monde entier* » (Paris Match : *Image 4*), « *Le "conte de Noël" d'Intermarché, garanti 100% san IA, enchante le monde » (Les Echos : Image 5)* etc. Pour faire le point, citons LMB : « *La publicité de Noël d'Intermarché fait sensation mondiale avec son loup cuisinier. Une œuvre signée par l'agence Romance, qui mêle animation et émotion pour promouvoir l'empathie et l'art de mieux manger* » *(Le Média Buisness : Image 6).*

Image 1. La Dépêche

Image 2. Marie-France

Image 3. Sud-Ouest

Image 4. Paris Match

Image 5. Les Echos

Image 6. LMB

Alors, dans le mass-média on se demande « *pourquoi cette pub Intermarché avec un loup cartonne à l'international ?* » et la peluche du loup d'Intermarché devient « *le cadeau le plus recherché de France* »? Qu'est-ce qui a fait pleurer les gens dans le monde entier ? Pourquoi la publicité a fait bondir les écoutes de la chanson *Le mal aimé* de Claude François en la rendant la chanson la plus écoutée de la discographie du chanteur ? etc.

Les auteurs de la vidéo, pour leur part, mettent en avant l'*authenticité* du produit et l'*émotion* que la publicité fait éveiller chez le spectateur en soulignant que l'intelligence artificielle

(l'IA) n'est pas capable de susciter de vraies émotions (*Bouhot, Dantreuille 2025*). En effet, dans *Le Monde,* on a appelé ce spot un « *court métrage magnifique* » en l'opposant aux pubs en IA de Coca-Cola et de McDonald's (*Le Monde avec AFP 2025*).

En analysant le succès du spot *Mal Aymé*, le docteur en sciences de l'information et communication Frédéric Aubrun met l'accent tant sur le registre émotionnel que sur le ton moralisateur du message d'Intermarché qui conclut le spot : « *On a tous une raison de commencer à mieux manger* » (*Spada 2025*).

En ce qui concerne les valeurs sociales, on y voit le loup qui, étant un animal carnivore et faisant menace pour d'autres animaux, modifie ses besoins alimentaires et devient végétarien pour s'intégrer dans le groupe. « *D'un point de vue philosophique*, explique Frédéric Aubrun, il *s'agit de refus de violence et de changement d'identité afin de s'adapter à un groupe social et amical* » (*Aubrun, Jauffret 2025*).

En revanche, Thierry Cotillard, qui détient les enseignes Intermarché, clarifie son intention en disant que « *le message, c'est qu'on n'exclut personne (…), c'est le vivre-ensemble (…), et non la promotion du végétarisme* » (*ibid*.)

Dans le magazine *ELLE*, on explique également la réussite de cette publicité par les valeurs de solidarité, d'entraide et de bienveillance qu'Intermarché met en avant dans son dessin animé de Noël (*Daguin 2025*).

Dans *La Croix*, on estime que le succès de la publicité est aussi lié à la chanson qui l'accompagne. « *Un succès qui doit beaucoup à la nostalgie et rappelle que les vieux tubes, quand ils sont glissés dans une publicité, restent parfois en tête bien plus longtemps que le slogan qui les accompagne* » (*Acosta 2025*). On y admet qu'Intermarché accompagne, depuis des années, ses publicités par les tubes nostalgiques et que cette stratégie marche très bien auprès des consommateurs. A son avis, « *des chansons chargées d'histoire ramènent à des souvenirs personnels, et rendent immédiatement les marques plus humaines, plus proches, presque familières. Elles parviennent à nous faire aimer un service… Ou même un supermarché.* » *(ibid*).

3.2. L'opus de l'Intermarché visant de bonnes habitudes alimentaires

Alors, passons en revue des publicités d'Intermarché de dix dernières années (2017-2025) qui font partie de la saga de l'enseigne, propageant la qualité des produits frais et l'idée du mieux manger, et qui ont du succès auprès des consommateurs français grâce à leur fond sonore et la stratégie de storytelling, adoptée par l'agence Romance, avec laquelle Intermarché collabore depuis 2017.

Ainsi, l'opus débute par le célèbre spot de 3 minutes *L'amour, l'amour* (2017) où il s'agit d'un jeune homme tombé amoureux d'une caissière d'Intermarché. Pour la séduire, il se met à la cuisine en faisant les courses au supermarché où la jeune fille travaille. Le fond sonore fait la chanson *L'amour* de Mouloudji (chanson des années 1990). Cette histoire avait ému des millions de Français (étant récompensée par Le Grand Prix Effie en 2018) en misant sur les valeurs de l'amour et de la vie saine.

L'idée propagée du « mieux-manger » s'affirme dans quelques courts-métrages ciblant des enfants.

Dans le spot publicitaire de Noël *J'ai tant rêvé* (décembre 2017) on met en scène deux enfants (un garçon et sa sœur) qui ont l'intention de sauver Noël. Ils font adopter au Père-Noël en surpoids un régime plus sain. En apportant des légumes au Père-Noël, les enfants espèrent l'aider à perdre du poids pour qu'il puisse passer par la cheminée et leur apporter des cadeaux. Le spot est accompagné de l'air mélodieux d'Henri Saldavor *J'ai tant rêvé* (datant de 2003).

L'héroïne du court-métrage *Je l'aime trop* (2018) est une petite fille qui n'aime pas la soupe. Pourtant, ayant vu son copain d'en manger et visant l'idée de grandir pour cibler les

biscuits de son père (placés trop haut pour l'empêcher de les atteindre), elle adopte un régime sain en se cuisinant des légumes. La publicité est accompagnée, en fond sonore, de la chanson *Je l'aime trop* des Chaussettes Noires (le groupe de rock'n'roll des années 1960).

L'année suivante, en 2019, à l'occasion de ses 50 ans, le supermarché dédie à sa clientèle fidèle un court-métrage *C'est magnifique* (2019) qui met en scène un homme âgé, veuf, cuisinant des plats, avec des produits achetés à l'Intermarché, en quête du goût qui pourrait raviver ses souvenirs de la vie passée en couple. Cette histoire bouleversante se passe sur le fond de la chanson interprétée par Benjamin Biolay *C'est magnifique* (écrite par Cole Porter dans les années 1950). Une fois de plus, l'idée du « mieux manger » se mêle aux valeurs de l'amour, de la famille et de la fidélité.

En 2020, dans son court-métrage *Jusqu'à mon dernier souffle* (2020), l'Intermarché rend hommage au travail acharné du personnel soignant pendant la crise du Covid 2019. Les médecins sont très occupés à l'hôpital où ils passent tout leur temps en ne mangeant que des pizzas. Pour montrer leur reconnaissance, les patients guéris mettent la table à l'occasion de Noël, sur place, à l'hôpital. Cette vidéo touchante qui valorise le dévouement des médecins est accompagnée de la chanson *Jusqu'à mon dernier souffle* du duo Terrenoire (nommé aux *Victoires* dans la catégorie « révélation masculine » en 2022).

Le métier de l'enseignant du village a été mis en avant dans la publicité *Un endroit pour vivre* (2021). Le film fait voir les traditions et les coutumes de la vie du village du sud de la France où tous les habitants (adultes et enfants) se réunissent pour acheter de bons produits et préparer un repas d'adieu. Le film, en parlant des adieux nostalgiques d'un professeur qui déménage à Paris et de ses élèves, valorise le bonheur d'être ensemble et le partage. La chanson nostalgique de William Sheller *Un endroit pour vivre* (datant de 1981) fait le fond pour souligner l'importance des liens sociaux et du repas partagé.

Miroir de la société, la publicité Intermarché cible, entre autres, la famille monoparentale avec son spot *Papa* (2022) au slogan « *Chaque repas a son histoire* ». Dans la vidéo nous voyons un père qui, après avoir repris son fils à l'école, essaye de lui préparer son plat préféré, mais il ne fait pas "comme maman"qui "ne revient pas". La différence avec les autres films de l'opus fait l'absence de musique en fond sonore. On n'entend que des répliques du père et du fils touchant les spectateurs au cœur.

Dans le spot *Ça s'éclaircit* (2023) l'Intermarché mise sur les valeurs de l'amitié et du partage en mettant en scène le travail dur de dockers et le goût du repas sain. Le slogan "*Bien manger ne devait jamais être trop cher*" accentue la qualité des produits et les prix raisonnables d'Intermarché. Dans le spot, on entend *Ça s'éclaircit devant* de Mathieu des Longchamps (chanteur français moderne).

Et à nouveau l'amour ! En 2024, l'Intermarché mise de nouveau sur l'amour en racontant dans sa vidéo publicitaire *L'histoire d'un amour* (2024) la rencontre au magasin Intermarché d'un couple séparé il y a quelque temps. Pour impressionner son ex petit copain et lui montrer qu'elle « avait grandi », la jeune fille opte pour des produits frais faisant preuve qu'elle sait cuisiner des plats sains. La phrase finale « *On a tous une bonne raison de commencer à mieux manger* » réaffirme l'idée du « mieux-manger » avez humour. La chanson *Histoire d'un amour* de Dalida accompagne l'ambiance joyeuse du film.

Mais c'est justement en 2025 que l'enseigne a cartonné avec son conte de Noël *Le Mal Aimé* aux valeurs du vivre-ensemble, de l'entraide et de convivialité dont nous avons déjà parlé plus haut.

En somme, il est à noter que les spots publicitaires d'Intermarché sont très appréciés par des Français (dont témoignent plusieurs prix et récompenses) car ils véhiculent les modes

de vie, les traditions, les coutumes ainsi que les valeurs partagées par tous les membres de la société française. Par le biais de ces vidéos, on peut aborder en classe de langue-culture la notion de valeurs sociales d'une manière passionnante et motivante pour les apprenants.

Nous proposons, à titre d'exemple, quelques pistes d'exploitation de ces contenus d'apprentissage aux cours du FLE au niveau A2-B1.

4. Didactiser la publicité commerciale en classe de langue-culture

Didactiser la publicité commerciale suppose d'en faire l'objet d'étude en classe de langue-culture française selon les objectifs d'apprentissage posés.

Comme il était déjà mentionné, la publicité s'avère un moyen efficace quand il s'agit de concilier l'apprentissage de la langue et celui de la culture. Dans ce contexte, suivant la démarche interculturelle, nous proposons des pistes d'exploitation des spots publicitaire par l'intégration de l'activité communicative dans un domaine culturel. Ainsi, les activités de compréhension et d'expression orale seront liées avec celles d'analyse et de comparaison de codes culturels dans les deux cultures, cible (de la L2) et source (de la L1). De plus, les activités d'expression de ses sentiments et émotions sur le fait culturel en question ou du jugement personnel contribueront à la réalisation de l'objectif éducatif du cours.

Compte tenu de la spécificité polysémiotique du spot publicitaire qui se compose d'éléments visuels, sonores et écrits, nous proposons de l'aborder en classe de langue-culture par l'approche multimodale (*Gaiotti 2023*). Ainsi, le travail de compréhension comprendra quelques étapes centrées, en premier temps, sur la compréhension visuelle, la compréhension orale ainsi que la compréhension écrite du texte du document. En deuxième temps, seront proposées des activités d'analyse et d'interprétation de codes culturels implicites du spot, notamment l'analyse des valeurs sociales en tant que des idées partagées des natifs de la L2. Finalement, les activités d'expression orale viseront le développement de l'esprit critique des étudiants par la comparaison des phénomènes sociaux dans la culture cible avec ceux dans leur propre culture ainsi que par l'expression de leur opinion sur le sujet abordé.

Selon les objectifs posés, nous avons distingué cinq étapes essentielles du travail : 1) le visionnage du spot sans le son qui vise la compréhension visuelle des images animées de la vidéo; 2) le visionnage avec le son qui vise la compréhension orale des éléments sonores du spot ainsi la compréhension du texte écrit; 3) la réflexion qui vise l'analyse des codes culturels implicites dans les spots regardés ; 4) la comparaison visant la comparaison des phénomènes sociaux de la culture cible avec la culture source ; 5) la production qui vise la discussion et l'expression d'une appréciation et/ou d'un jugement critique des apprenants.

Or, à l'étape du visionnage sans le son, l'objectif est de faire comprendre aux étudiants les images vues à l'écran en leur posant des questions de compréhension globale : *Qui ? Quoi ? Où ? Quand ? Comment ?* Par exemple :

- *Qui avez-vous vu à l'écran* ? ou *Qui sont les personnages de la vidéo* ?
- *Décrivez les personnes vues à l'écran*.
- *Où se passe l'action* ? ou *Quels lieux avez-vous repérés dans la vidéo* ?
- *Quand se passe l'action du film* ?
- *Que se passe-t-il dans le film* ? ou *Que font les personnages* ?
- *Quels objets pouvez-vous nommer* ? etc.

A l'étape du visionnage avec le son, nous proposons des activités de compréhension sélective et détallée du texte oral, puis du texte écrit du spot en posant aux apprenants des

questions ouvertes et/ou fermées. L'objectif de cette étape est de faire découvrir aux apprenants le sens dénoté du message du spot. Par exemple,

– *Que dit / disent le personnage/ les personnages de la vidéo* ?
– *Quelle/s phrase/s entendez-vous* ? (QCM ou Vrai / Faux)
– *Que signifié la phrase entendue* ? ou *Quel est le sens du message* ?
– *Lisez le slogan et expliquez sa signification*.

A l'étape de réflexion sont proposées les activités visant l'analyse des codes culturels implicites de la vidéo. L'objectif de cette étape est de faire déchiffrer à l'apprenant le sens connoté des images animées et du message. Par exemple :

– *A quoi fait référence le slogan de la publicité ?*
– *Quels arguments la vidéo met-elle en avant pour promouvoir de bonnes habitudes alimentaires ?*
– *Quelles valeurs sociales sont mises en avant par la pub ?*
– *Sur quelles valeurs sociales mise le film ? Choisissez la /les bonne/s réponse/s (QCM)*
– *Qu'est-ce que cette vidéo nous transmet comme idée sur la vie saine/ sur le partage/ sur l'amour/ sur le dévouement / sur le travail des médecins ? etc.*
– *Quelles traditions / coutumes de la vie au village sont mises en scène ?*
– *Quelle importance la vidéo accorde-t-elle à l'amitié / à l'amour/ à la gentillesse ?* etc.

A l'étape suivante, nous proposons de comparer les codes culturels repérés dans la vidéo avec ceux de sa propre culture. Les activités de cette étape ont un double objectif : communicatif (expression orale) et interculturel (comparaison des phénomènes sociaux dans les deux cultures). Par exemple,

– *Repérez les idées mises en valeurs dans les spots ukrainiens du même type (du supermarché Silpo, Comfy ou de l'opérateur mobile Kyivstar).*
– *Quelles valeurs sont pareilles à celles de la pub française ? Quelles autres idées sont valorisées dans la pub ukrainienne* ? etc.

A la dernière étape qui vise le développement des aptitudes de l'expression orale en français ainsi que de l'esprit critique des apprenants, nous proposons d'exprimer l'attitude envers le phénomène social saillant en donnant son opinion sur les effets des spots vus. Les activités de cette étape ont aussi un double objectif : communicatif (expression orale) et éducatif (expression de son attitude et du jugement personnel). Par exemple :

– *Quelle idée avez-*vous *fait des services proposés* ?
– *Quel effet a sur vous la publicité en question* ?
– *Quelles émotions suscite chez vous l'histoire de la vidéo ?*
– *Que pensez-vous du comportement du/des personnage/s de l'histoire ?*
– *Quelles bonnes habitudes alimentaires sont mises en contexte par la pub ?* etc.

La liste de questions n'est pas exhaustive et représente, d'une manière générale, les pistes d'exploitation possibles des spots évoqués. Ce ne sont que des repères d'orientation des activités visant concilier l'apprentissage de la langue, de l'éducation et de la culture du FLE selon la démarche interculturelle.

En somme, les activités proposées permettent de réaliser, en classe de langue-culture française, un triple objectif : communicatif (compréhension et expression orale en FLE), interculturel (analyse et comparaison de codes culturels en deux cultures) et éducatif (développement de l'esprit critique) en contribuant, d'une manière ludique et motivante, au développement de la compétence de communication interculturelle des étudiants en FLE.

5. Conclusion

Notre travail avait pour objectif d'étudier la publicité commerciale en tant que support pour l'enseignement interculturel en classe de langue-culture française. Les spots publicitaires de l'enseigne *Intermarché*, étant riches en contenus socioculturels dont les valeurs sociales véhiculant avec abondance, s'avèrent un moyen précieux pour concilier l'enseignement/ apprentissage de la langue et de la culture françaises en classe de FLE.

Après avoir défini les valeurs sociales et leur place dans la publicité commerciale française en tant que miroir de la société, nous avons étudié les spots publicitaires d'Intermarché dans l'optique de notre recherche. Tout d'abord, nous avons passé en revue des articles de presse française évoquant les stratégies des films émotionnels de la marque et leur succès auprès des Français. Ensuite, nous avons effectué une analyse culturelle des spots sélectionnés, dont on parlait dans la communication de masse, en repérant les valeurs sociales qui y véhiculent.

Ainsi, notre recherche a dévoilé plusieurs valeurs sociales saillantes dans les spots publicitaires d'Intermarché : le vivre-ensemble, l'amitié et le partage (dans les spots *Le Mal Aimé* ; *Ça s'éclaircit devant ; Un endroit pour vivre*), l'amour (dans *l'Amour, l'amour* ; *C'est magnifique* ; *Une histoire d'amour*), la famille et les liens familiaux (dans *C'est magnifique* ; *Papa*) ; le travail et le dévouement professionnel (dans *Jusqu'à mon dernier souffle ; Un endroit pour vivre* ; *Ça s'éclaircit devant),* le mode de vie sain (dans *J'ai tant rêvé* ; *Je l'aime trop* ; *Une histoire d'amour).*

A notre avis, intégrer les vidéos d'*Intermarché* en salle de classe comme support d'enseignement / apprentissage interculturel des étudiants en deuxième langue n'a que des avantages des points de vue communicatif, éducatif et socioculturel tant que cette publicité peut servir de déclencheur d'activités à contenu intégré.

En perspective, nous croyons judicieux de concevoir des activités pour chaque spot sélectionné à part et de vérifier l'efficacité des activités conçues au cours de l'apprentissage du FLE par de futurs philologues apprenant le français comme deuxième langue étrangère au niveau A2/ B1 du CECR.

Références

1. Akoun, A. (1997). Société et publicité. Sociologie des communications de masse. 127-144.
2. Bigych, O. B., Rusnak, D. A. (2019) Avtentychni media-resursy yak zasib formuvannia u maibutnikh uchyteliv frantsuzkoi movy mizhkulturnoi komunikatyvnoi kompetentnosti. [Authentic MediaResources as a Tool for Development of Prospective French Language Teachers' Intercultural Communicative Competency]. Informatsiini tekhnolohii i zasoby navchannia, 70 (2), 165-179. [in Ukrainian] DOI: https://doi.org/10.33407/itlt.v70i2.2440
3. Cirstea, S. (2024). Le texte publicitaire dans l'enseignement /apprentissage du français langue étrangère. Étude d'un cas de figure : le superlatif. EDICT. Revista educație. URL: https://edict.ro/le-texte-publicitaire-dans-lenseignement-apprentissage-du-francais-langue-etrangere-etude-dun-cas-de-figure-le-superlatif/
4. Chorna, H., Veremchuk, E. (2025). National value orientations among higher education students in the context of the russian-ukrainian war. Academia Polonica, 73 (6), 10-17. https://doi.org/10.23856/7301
5. Dayon, A. (2009). La publicité. Collection : Que sais-je ? 128 p.

6. Déclaration de Mexico sur les politiques culturelles (1982). Conférence mondiale sur les politiques culturelles, Mexico City, 26 juillet – 6 août 1982. URL : https://unesdoc.unesco.org/ark:/48223/pf0000052505_fre
7. Gaiotti, C. (2023). L'approche multimodale en classe de langue étrangère : quelques pistes de réflexion. Revue de la SAPFESU. Año XLI, 46. 2023. 55-80.
8. Galeote, G., Ostolaza, M. (2018). Stéréotypes et solidification des imaginaires nationaux : regards croisés. Amnis : Revue d'études des sociétés et cultures contemporaines Europe-Amérique. https://doi.org/10.4000/amnis.3242
9. Korol, A., Kravets, O. (2025). Kulturno-linhvistychni aspekty perekladu metafor u reklami. [Cultural and linguistic aspects of translating metaphors in advertising]. Naukovyi visnyk Chernivetskoho natsionalnoho universytetu imeni Yuriia Fedkovycha. Hermanska filolohiia. Chernivtsi : Chernivets. nats. un-t im. Yu. Fedkovycha. 855-856. 94-105. [in Ukrainian] Doi: https://doi.org/10.31861/gph2025.855-856.94-105
10. Melnyk, P. (2021). Do pytannia pro orhanizatsiiu reklamnykh tekstiv v umovakh realizatsii kulturolohichnoho pidkhodu do navchannia movy: lohika pandanu. [On the question of organising advertising texts in the context of implementing a cultural approach to language teaching: the logic of pandan]. Inozemni movy. 2. 45–55. [in Ukrainian] DOI: https://doi.org/10.32589/1817-8510.2021.2.235680
11. Miaskovskyi, M. (2023). Linhvodydaktychnyi potentsial tekstu reklamnoho oholoshennia na zaniatti inozemnoi movy. [The linguistic and didactic potential of advertising texts in foreign language classes]. Philology and linguistics. 180. 162-173. [in Ukrainian]
12. Rousnak, D. La place de l'imaginaire ethno-socio-culturel dans le développement de la compétence de communication interculturelle chez les étudiant.e.s ukrainien.ne.s en classe de FLS. Identité(s) : Rencontres francophones franco-ukrainiennes en sciences du langage. Editions l'Harmattan. Paris, 2025. P. 157-176.
13. Sacriste, V. (2018). Les usages de la publicité en sciences sociales Etude de communication. 95-113. https://doi.org/10.4000/edc.8181
14. Wei, P. (2008). Les valeurs fondatrices des sociétés contemporaines. Diogène : Revue internationale des sciences humaines. 73-79. URL : https://shs.cairn.info/revue-diogene-2008-1-page-73?lang=fr

Articles de presse

1. Acosta, M. (2025, 11 décembre). Intermarché, SNCF, Evian : quand la publicité surfe sur la nostalgie des vieilles chansons. La Croix. URL : Intermarché, SNCF, Evian : quand la publicité surfe sur la nostalgie des vieilles chansons
2. Aubrun, F., Jauffret, M.-N. (2025, 19 décembre). Le loup mal-aimé, les ressorts de la pub d'Intermarché au succès planétaire. Par The Conversation. L'Echo Républicain. URL : Le loup mal-aimé, les ressorts de la pub d'Intermarché au succès planétaire – L'Écho Républicain
3. Bouhot, F., Dantreuille, A. (2025, 11 décembre). "Le but, c'était de véhiculer de l'émotion" : dans les coulisses de la création de la pub Intermarché qui fait pleurer le monde. Le Parisien. URL : « Le but, c'était de véhiculer de l'émotion » : dans les coulisses de la création de la pub Intermarché qui fait pleurer le monde – Le Parisien
4. Daguin, O. (2025, 12 décembre). Pourquoi cette pub Intermarché avec un loup cartonne à l'international ? ELLE. URL : https://www.elle.fr/Loisirs/Television/Pourquoi-cette-pub-Intermarche-avec-un-loup-cartonne-a-l-international-4421028?utm_campaign=mrf-facebook-elle

5. Forton, E. (2025, 23 décembre). Après le loup d'Intermarché, découvrez les publicités de Noël de Carrefour, Grand Frais ou Picard. BFM. URL : Après le loup d'Intermarché, découvrez les publicités de Noël de Carrefour, Grand Frais ou Picard
6. Le Monde avec AFP (2025, 10 décembre). Une pub d'Intermarché, créée par un studio d'animation, cartonne sur les réseaux au moment où celles de multinationales, faites avec IA, sont critiquées. Le Monde. URL : Une pub d'Intermarché, créée par un studio d'animation, cartonne sur les réseaux au moment où celles de multinationales, faites avec IA, sont critiquées
7. Spada, E. (2025, 12 décembre). Interview : La pub de Noël d'Intermarché, carton mondial : "On double le discours commercial par un discours moral". Libération. URL : La pub de Noël d'Intermarché, carton mondial : «On double le discours commercial par un discours moral» – Libération/

Matériel illustratif

1. L'amour, l'amour. (2017). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=BNF-JHaVqT8&t=3s
2. J'ai tant rêvé. (2017). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=-Frv0fzuWf74&t=1s
3. Je l'aime trop. (2018). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=xYer-wxw3gU4
4. C'est magnifique. (2019). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=sq5Hh91twzM
5. Jusqu'à mon dernier souffle. (2020). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=_N-TW4eoHm0&t=1s
6. Un endroit pour vivre. (2021). Le spot d'IntermarchéURL : https://www.youtube.com/watch?v=KcLiop41i6Y&t=4s
7. Chaque repas a son histoire. (2022). Le spot d'Intermarché. URL : https ://www.youtube.com/watch?v=t-EeKvYsgxk
8. Ça s'éclaircit. (2023). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=Y-CrEQqm4kYw
9. L'histoire d'un amour. (2024). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=oFHUY2vjHng
10. Le Mal-Aimé. (2025). Le spot d'Intermarché. URL: https://www.youtube.com/watch?v=Na9VmMNJvsA

PHRASEOLOGICAL COMBINATIONS WITH NUMBER COMPONENTS USED IN THE EPOS OF KITABI-DEDE GORGUD

Asmar Safarli
Lecturer, Baku Slavic University, Azerbaijan
e-mail: esmer.seferli@bsu-uni.edu.az, orcid.org/0009-0001-1665-0564

Summary

The article examines the structural-semantic and functional characteristics of phraseological combinations with number components used in the epic "Kitabi-Dede Gorgud". During the research, fixed expressions with number components in the text of the epic were identified, their lexical-semantic characteristics, mythological sources and stylistic functions were analyzed. It was determined that number components act not only as quantitative indicators in the epic, but also form an important element of epic thinking, mythological worldview and poetic expression system. A comparative analysis of phraseologisms containing sacred and ritual numbers (1, 2, 3, 4, 5, 6, 7, 9, 10, 14, 32, 40, 1000) with modern Turkic languages demonstrates the heritage potential of the language of the monument.

Key words: Dede Gorgud, phraseology, number component, epic language, mythological symbolism, sacred numbers.

DOI https://doi.org/10.23856/7624

1. Introduction

"Kitabi-Dede Gorgud" is an epic monument reflecting the heroic history, worldview and system of moral values of the Oghuz Turks. This epic is not only a historical-ethnographic source, but also a valuable literary and artistic example distinguished by rich linguistic facts.

Fixed expressions, proverbs, similes, metaphors and phraseological units occupy a wide place in the language of the epic. A certain part of such phraseological units is made up of phraseological units with a numerical component. In particular, phraseological units with a numerical component play an important role in the poetic structure of the epic text. These units both create imagery and preserve the traces of ancient Turkic mythological thought.

Purpose of Study. The goal of this article is to identify phraseological units with a number component used in the epic of Dede Gorgud, analyze them from a semantic and functional perspective, and investigate their role in the epic language system.

2. Literature Review

In Azerbaijani linguistics, the phraseology of the "Kitabi-Dede Gorgud" epic has been studied by many scholars. H. Bayramov, while discussing the phraseology of the Dede Gorgud epic in his work "Fundamentals of the Azerbaijani Language Phraseology", notes: "The number of phraseological units in the facsimile of the Dresden copy of the book-Dede Gorgud epic exceeds 300" *(Bayramov, 1978, p. 28)*.

Tofig Hajiyev, in his book "The Book of Dede Gorgud: The First Textbook of Our History", while analyzing the language of the epic, notes that phraseological units with a numerical component are an important indicator of the ancient Turkic worldview, epic thought and poetic

language. In his opinion, the numbers in the epic do not only indicate quantity, but also have a figurative, symbolic and emotional meaning. For example, the greeting "üç otuz on yaşasın" not only means "may you live 100 years", but also expresses the ancient Turks' wish for longevity based on the thirty-year number system. Similarly, the expression "on otuz on yaşasın" also expresses an exaggerated wish for a very long life. "The epic contains the greeting 'üç otuz on yaşasın' (may you live a hundred years). This clearly indicates that the ancient Turks had a thirty-year number system. As a fact of fiction, there is also an exaggerated version of that number: "üç otuz on yaşasın" / "long live thirty-one!" *(Hajiyev, 2014, p. 259).*

K. Aliyev writes about the symbolism of numbers in the epic "Dede Gorgud": "The smallest number in the epic is 2, and the largest number is 16,000. The numbers between 2 and 16000 are approximately as follows: 3, 4, 6, 40, 60, 90, 100, 300, 400, 600…" *(Aliyev, 2015, p. 5).*

In his article "Somatic phraseologisms in the epic of Dede Gorgud", Nizami Baghirov studied the somatic phraseological units used in the epic "The Book of Dede Gorgud" and divided them into two groups: 1. Substantive somatic phraseological units; 2. Verbal predicative somatic phraseologisms *(Baghirov, 2016, p. 178).*

The epic "Kitabi-Dede Gorgud" has attracted the attention of not only Azerbaijani scholars but also Turkish scholars in research. Rza Gul examined the idioms and expressions used in the epic in his article "Word patterns in the stories of Dede Gorgud" *(Gül, 2008, p. 100-105).* In 2016, Yusuf Can Tiraş and Halil İbrahim Ertürk compared the proverbs and idioms in the epic with the proverbs and idioms in the modern Turkish language in their article "Semantic analysis of the proverbs used in the Book of Dede Gorgud and their equivalents in Turkish" *(Tiraş, Ertürk, 2016, p. 135-150).*

The numbers used in the Oghuz group of Turkic languages, as well as other modern Turkic languages, are reflected in the epics of Dede Gorgud. Some of these numbers are used in the creation of phraseological units, and some are used as text-building tools. The main goal of using numbers as a text-building tool is to enrich the figurative language.

3. Results and Discussions

Theoretical foundations of phraseological units with a number component.

Phraseological units are stable word combinations that are used in the language in a ready-made manner and have a semantic connection between their components. Phraseological units containing a number form a special group. In such combinations, the number can indicate a specific quantity, carry an abstract and symbolic meaning, perform a hyperbolic (exaggeration) function, and express a mythological-sacral meaning.

The semantic load of numbers in Turkic languages is closely related to ancient mythological concepts. In particular, numbers such as "three", "seven", and "forty" have a sacred character and acquire a symbolic meaning in epic texts. For example, in the epic poem of Dede Gorgud, Bayandur Khan sacrifices three types of animals, sets up a tent in three colors, Khizr caresses Bugaj's wound three times, confirms Deli Qajar's three times giving his sister to Beyre, and so on, all of which are related to the symbolic meaning of the number three.

Phraseological and semantic features of the number "bir /one"

The number "bir" acts in the epic as a symbol of both real quantity and unity and integrity.

Bir yastığa baş qoymaq – to start a family, to marry, to live a life – **"*Göz açıban gördigim, könül ilə sevdigim, bir yasduqda baş qoyduğum*!"** *(KDQ, 2004, p. 62).* This phraseological unit, which has the semantics of unity and unity, is connected with family life.

"*Datlu damağ verüb soruşduğım,*

***Bir yasdıqa baş qoyub əmişdigim*"** *(KDQ, 2004, p. 101).* This phraseological unit is used in the language of Dede Gorgud's epics, as well as in modern Turkish as "bir yastığa baş koymak/ bir yastıkta kocamak" *(Çotuksökän, 2004, p. 139)* and in Azerbaijani as "bir yastığa baş qoymaq" *(Valiyeva, 2006, p. 130)* with the same meaning and lexical composition. For example, "Axı Zərnigar da yazıq idi, neçə il idi ki, onunla bir yastığa baş qoyurdular" *(Shikhlı, 2005, p. 23).*

Bir döşəyə çıxmaq – *"Qızla ikisi bir döşəyə çıqdılar"* *(KDQ, 2004, p. 148)* is a phraseological combination that arose in connection with a wedding, custom, and ceremony. Here, the number "bir" creates a unifying meaning and expresses socio-moral integrity.

Bir ağzı dualı – "*Bir ağzı dualının alqışıyla Allah Taala bir əyal verdi: xatunı hamilə oldı, bir neçə müddətdən sonra bir oğlan doğurdı*" *(KDQ, 2004, p. 26).* Nizami Bagirov, in his article "Somatic phraseologisms in the epic of Dede Gorgud", included the phraseological combination "bir azgı dualı" in the composition of phraseological units that arose in connection with religious lifestyle and customs. He notes: "This type of phraseological units or idioms mainly consist of somatic phraseologisms that arose in connection with the Islamic religion and the ancient customs and traditions of the Oghuz. In epics, the somatic phraseologism "dua" is used in the meaning of "believer, devout"" *(Baghirov, 2016, p. 185).* This phraseological combination, used in the language of Kitabi-Dede Gorgud, is also found in "Hophopname":

"Ay nənə, bir qırmızı saqqal kişi!

Ağzı dualı, qoca baqqal kişi!" *(Sabir, 2012, p. 155).*

Bir can, bir qəlb olmaq – complete solidarity – ***"Bir canda nə var ki, sana qıymamışlar?"*** *(KDQ, 2004, p. 102).* This phraseological unit observed in the epic of Dede Korgud is also applicable to modern Oghuz group Turkic languages. For example, "İki güdükcü bir can, bir qəlb kimi fərş döşənən dəhlizdə xısın-xısın danışa-danışa, bir-biri ilə itələşə-itələşə dolaşırdı" *(Rahimov, 2005, p. 109).* This phraseological combination with a numerical component used in the language of the epic is also found in the Turkmen language in the form "bir jan, bir ten bolmak" *(Turkmen phraseological dictionary, 2016, p. 25):* "Dört ýoldaş bir jan, bir ten bolup, tä gün dogýança çaý içdiler" *(Turkmen phraseological dictionary, 2016, p. 25).*

Bir qaç kəlmə – *"Ağız-dildən bir qaç kəlmə xəbər mana!"* *(KDQ, 2004, p. 114).* This phraseological unit, which is characteristic of the language of Dede Gorgud, corresponds to the phraseological units "bir ağız söz", "bir ağız demək" *(Orujov, 1976, p. 79),* "bir çift söz / bir kaç söz" *(Çotuksökän, 2004, p. 135)* used in modern Turkic languages. For example, "Ey oğlan, mən səndən bir ağız söz sorayım öldürməzdən əvvəl,- dedi" *(Türkmen love epics, 2022, p. 195).*

"Bir ucından qırub kafiri, ol bir ucına çıqdı" *(KDQ, 2004, p. 115).* ***"Bu yağının bir ucın manqa, bir ucın sanqa! – dedi"*** *(KDQ, 2004, p. 115).* These phraseological units embody unity and sharing of the process in battles.

"Yerin bir ucından bir ucına yetim!" deyən Savqan Sarı bilə varsun!" *(KDQ, 2004, p. 120).* This phraseological unit conveys a hyperbolic meaning and expresses infinity.

Mythological and structural function of the number "iki/two"

While the number "one" represents the one God, the number "iki" means conflicts.

Onur Sömen also writes about the number two used in the epic: "The tribes of Dede Gorgud are actually built on many contradictions that we can consider as friend-enemy, good-bad, brave-coward, father-son struggle. The number two is the ideal number to describe this contradictory structure" *(Sömen, 2019, p. 35).* We see that this idea is also reflected in the examples we have chosen.

İki gözinin biri – *"Oğul atanın yetiridir, iki gözinin biridir"* *(KDQ, 2004, p. 20)*. This phraseological combination expresses that the son is a dear, valuable and protected being for the father. T. Hajiyev notes that in this phraseological unit, the place and value of a son for the family and society is understood *(Hajiyev, 2014, 262)*. This phraseological unit is used in the modern era in the form of "iki gözümün işığı". Example, "Mənim iki gözümün işığı, Məhbubə cadugər deyil. Bundan əlavə, o, sənin qardaşına bu xəstə vəziyyətdə nə eyləyəcək?" *(Maragayi, 2006, p. 366)*.

"*İki vardın, bir gəlirsən; yavrum qanı?"* *(KDQ, 2004, p. 30, p. 85)*.

Sözünü iki eləməmək – "*Ol zamanda oğul ata sözin iki eləməzdi. İki eyləsə, ol oğlanı qəbul eləməzlərdi"* *(KDQ, 2004, p. 83)*. This phraseological combination, used in the language of the epic of Dede Gordud, is also seen in the epic of Koroghlu: "Nigarın dlilərin arasında o qədər hörməti var idi ki, onun bir sözünü iki eləməzdilər" *(Koroglu, 2005, p. 175)*. We also find the form "*bir dediyini iki eləməmək"* in Azerbaijani *(Orujov, 1976, p. 81)* and "*bir söylediğini iki etmemek*" in the phraseological dictionary of the Turkish language *(Çotuksökän, 2004, p. 138)*.

İki halal – life companion, wife **– *"Ol iki halala yüz qırq yıl ömr verdim, – dedi"*** *(KDQ, 2004, p. 102)*.

Sağına soluna iki qoşa yay çəkmək – beautiful, extremely beautiful **– "*Məgər Trabuzan təkürinin bir əzim-görklü məhbub qızı vardı. Sağına-soluna iki qoşa yay çəkərdi*"** *(KDQ, 2004, p. 104)*. This phraseological unit is a phraseological unit used in Azerbaijani fairy tales and epics to praise the beauty of girls. In some cases, this phraseological unit is also encountered in everyday speech.

The mythological and structural function of the number "üç/three"

In Turkic mythology, "üç" is a symbol of the cosmic model (earth-sky-underworld). The motif of trinity is often observed in the epic. The number three is in the first place in terms of frequency of use in the epic. K. Aliyev notes that "the most frequently used numbers are 3 and 6, as well as their derivatives: 30, 300, or 600" *(Aliyev, 2015, p. 5)*.

"*Ol kafirin üçin atub birin yarmaz oqçısı olur*" *(KDQ, 2004, p. 82)*. This phraseological unit is characteristic of the language of Dede Gorgud's epics. It is not observed in any of the modern Oghuz group Turkic languages.

The mythological and structural function of the number "dörd/four"

The number four is associated with the four elements that are essential for the existence of being – fire, water, earth and spirit. The number four is also often found in the language of the epic. However, as O. Sömen noted, the use of the number four in the epic of Dede Gorgud is mainly expressed in terms of direction *(Sömen, 2019, p. 40)*.

"Qarılatıb dört yanına baqdınmı, qız!?
Qarğu kibi qara saçın yoldınmı, qız!?" *(KDQ, 2004, p. 74)*.
"Dili-damağı qurıyıb dörd yanına baqdırdınmı?
Qara gözdən acı yaşı dökdürdünmü?" *(KDQ, 2004, p. 85)*.
"Qardaşsız miskin yigit ənsəsinə yumruq toqunsa,
Ağlayuban dört yanına baqar olur" *(KDQ, 2004, p. 148)*.
"Yaradan haqqıyçun duri gəlgil!
Dörd yanına kafir bağladı, bəllü bilgil! – dedi" *(KDQ, 2004, p. 151)*. As can be seen from the examples, the number four in the phraseological units of the epic helps to express the meaning of direction.

The mythological and structural function of the number "beş/five"

The number five includes the five religious conditions that are obligatory for Muslims in Islam (prayer, fasting, giving zakat, knowing the testimony of faith, performing the Hajj pilgrimage if possible), five daily prayers, and five categories of jurisprudence.

Beş kəlmə dua – **"*Ağ alnunda beş kəlmə dua qıldıq, qəbul olsun*!"** *(KDQ, 2004, p. 103, p. 118).* This phraseological unit is characteristic of the language of Dede Gorgud's epics. This phraseological unit can be observed in the stories "The Internal Oghuz Dash Oghuz turned away and Beyrek died", "The story of the bloody old man Ganturalı", "The story of the prisoner of Uruz Bey, the son of Kazan Bey", etc. The phraseological combination formed with the number five used in the epic also takes its source from Islamic sources.

The mythological and structural function of the number "altı/six"

The number six is in second place after the number three in terms of the intensity of its use in the epic. K. Aliyev writes about the number six used in the epic of Dede Gorgud: "In the epic, the number three is a number belonging to the Oghuz, and the number six is a number belonging to the infidels" *(Aliyev, 2015, p. 5).* According to the meaning of phraseological combinations formed with the number six, the number formed with the number four indicates direction as phraseological units with a component.

"***Varayın, anı anası yanından alayın, qılıcla paralayayın, altı bölük edəyin, altı yolun ayırdında bırağayın***" *(KDQ, 2004, p. 84).*

"*Dört yildə gəlməzsən, üç-dört yil baqam.*

***Altı yol ayırdına çadır dikəm*"** *(KDQ, 2004, p. 148).* These phraseological units are typical for the language of the epic of Dede Gorgud.

The sacred nature of the number "yeddi/seven"

"Yeddi" is a sacred number in both Turkish and Islamic culture. This number is associated with Sharia and creation. The most important example of this is that it is one of the seven evident attributes of Allah (knowledge, power, speech, hearing, sight, life and will).

In the epic, this number mostly expresses the concept of time and is used in the following forms:

"*Yeddi gün, yeddi gecə yimə-içmə oldı"* *(KDQ, 2004, p. 51).*

"Yedi qız qardaşın yedi yol ayırdında ağlar gördüm, Bamsı!" *(KDQ, 2004, p. 64).*

"Yeddi gün, yeddi gecə yortdılar" *(KDQ, 2004, p. 107).*

"Yedi dərə qoxuların dülkü bilür" *(KDQ, 2004, p. 21).*

"Yettügimdə yel yetməzdi yedi urğunum,

***Yeni Bayırın qurdına bənzərdi yigitlərim*"** *(KDQ, 2004, p. 121).*

Here, "yeddi/seven" is a symbol of wholeness and perfection rather than a real number. This is a symbolic indicator expressing the completeness of the universe in epic thought.

Epic-semantic function of the number "doqquz/nine"

The number nine is one of the sacred numbers. R. Gafarli notes: "The sacred nine is interpreted as a threefold increase in the trinity of the underground, terrestrial and celestial worlds" *(Gafarli, 2015, p. 401).* In ancient times, as in modern times, phraseological units did not have a high frequency in the formation of phraseological units.

Doquzını bir yerinə saydırmaq – to collect, to gather **– "*Doquzını bir yerinə saydurayım / Uruşmadan, dögüşmədən aləmi dolduraym*"** *(KDQ, 2004, p. 91).* This phraseological unit is not observed in modern Oghuz group Turkic languages.

Epic-semantic function of the number "on/ten"

On barmağını qanda görmək – "***Qara dəvə ənsəmdən qarvar gördüm, qarğu kibi qara saçım uzanır gördüm, uzanuban gözümi örtər gördüm, biləgimdən on barmağımı qanda gördüm***" *(KDQ, 2004, p. 40).* We find this phraseological combination, used in the language of

Dede Gorgud, in the language of Khatai in the form “iki əli qanda”: “İki əlin qızıl qanda,/ Çox günahlar vardır məndə” *(Khatai, 2005, p. 347).*

Epic-semantic function of the number “Qırx/Forty”

The number “forty” is one of the sacred numbers. In Turkish folklore, “qırx” is a symbol of maturity, completion, and abundance. In the epic, the expression “qırx igid”/“forty brave” expresses the idea of strength and unity united around the hero. This number symbolizes the concept of collective strength and integrity rather than a specific quantity. R. Gafarli notes: “Forty is a ritual model of the world. In mythological structures, forty is not a precise number, but an uncountable multitude” *(Gafarli, 2015, p. 402-404)*. Although “forty” does not actively participate in the formation of phraseological units, it is one of the most productive number components in the epic:

“*Atam-anam evinə dönsəm.*

Hey qırq eşim, qırq yoldaşım!” *(KDQ, 2004, p. 107)*

The hyperbolic function of the number “min/thousand”

Exaggeration (hyperbole), characteristic of epic texts, is also widespread in the epic poem Dede Gorgud:

“*Bin söylərsən, birisini duymaz, ərin sözini qulağına qoymaz*” *(KDQ, 2004, p. 23).* This phraseological unit aims to increase the scale of the work, to increase the impact of events. Here, the number is not in a nominative sense, but is a means of imagery.

The epic-semantic function of the number “on dörd/fourteen”

“*Atından endi, çilbərini bir dala ilişdirdi. Baqdı gördi kim, ayun on dördinə bənzər bir məhbub, ala gözlü gənc yigit burcuq-burcuq dərləmiş, uyur*” *(KDQ, 2004, p. 151)*. This phraseological combination is reflected in the modern Azerbaijani language in the form of **“**on dörd gecəlik ay” *(Valiyeva, 2006, p. 627).* In addition, this phraseological unit is often used in Azerbaijani fairy tales and epics to praise the immense beauty of girls and brides. For example,“Gülzar özünə yeddi qələm ilə zinət verib, on dörd gecəlik ay kimi şəfəqləndi, onun qabağına çıxdı” *(Azerbaijani dastanlari, 2005, p. 132).*

The epic-semantic function of the number “Otuz iki/thirty-two”

“*Otuz iki dişdən çıqan bütün orduya yayıldı, “Bəkil atdan düşmiş, ayağı sınmış” deyü*” *(KDQ, 2004, p. 138)*. Although the phraseological combination “otuz iki dişdən çıqan” with the number component used in the language of Kitabi-Dede Gordud has preserved its functionality in living colloquial speech, we did not find it in the phraseological dictionaries of the Azerbaijani language. This phraseological combination is also used in other Turkic languages. For example, in Uzbek, “uttiz iki tişdən çıkkan qap” *(Zeynalov, 2008, p. 138).*

4. Conclusions

As a result of the conducted research, it was determined that the phraseological units with a numerical component used in the epic “Kitabi-Dede Gorgud” constitute an important component of the ancient Oghuz epic thought, mythological worldview and poetic language system. The numbers used in the epic not only carry nominative-quantitative content, but also perform symbolic, sacral, hyperbolic and stylistic functions, increasing the semantic and aesthetic load of the text.

The analyses show that the phraseological units formed on the basis of the numbers “one”, “three”, “seven”, “forty”, “thousand”, “fourteen”, “thirty-two” and other numbers reflect the mythological ideas of the people, the religious-ethnic thought model, social-domestic relations and heroic ideals. In particular, the sacral content of the numbers “three”, “seven” and

"forty", and the use of numbers such as "thousand" and "hundred" in a hyperbolic function play an important role in the formation of the poetic structure of the epic.

In addition, the fact that a number of phraseological units with numerical components continue to exist in various forms in the modern Azerbaijani language and other Oghuz group Turkic languages confirms their historical continuity and importance in the pan-Turkic linguistic and cultural heritage. This fact once again demonstrates that the "Book of Dede Gorgud" is not only an ancient epic monument, but also a rich linguistic source that preserves the common phraseological and cultural memory of the Turkic peoples.

Thus, the study of phraseological units with numerical components allows for a deeper study of the language, poetics and mythological-semantic system of the epic and opens up broad prospects for future research in the areas of comparative Turkic phraseology, ethnolinguistics and cognitive linguistics.

References

1. Azərbaycan dastanları. (2005). (Vol. 3). Lider nəşriyyat.
2. Bağırov, N. (2016). Dədə Qorqud dastanında somatik frazeologizmlər. Dil Araştırmaları, 19, 177–187.
3. Bayramov, H. A. (1978). Azərbaycan dili frazeologiyasının əsasları. Maarif.
4. Çotuksökən, Y. (2004). Türkçe atasözleri ve deyimler sözlüğü. Toroslu.
5. Əliyev, K. (2015, 15 noyabr). Dədə Qorqud dastanında rəqəmlərin simvolikası. Xalq qəzeti, 251, 5.
6. Gül, R. (2008). Dede Korkut hikâyelerinde söz kalıpları. D.Ü. Ziya Gökalp Eğitim Fakültesi Dergisi, 10, 100–105.
7. Hacıyev, T. (2014). Kitabi-Dədə Qorqud: Tariximizin ilk yazılı dərsliyi. Elm və Təhsil.
8. Həsənqızı, A. (Tərc. ed., nəşrə hazırl., ön sözün müəllifi). (2022). Türkmən məhəbbət dastanları (2-ci nəşr). Azərnəşr.
9. Kitabi-Dədə Qorqud: Əsil və sadələşdirilmiş mətnləri. (2004). Öndər nəşriyyat.
10. Koroğlu. (2005). Lider nəşriyyat.
11. Marağayi, Z. (2006). İbrahim bəyin səyahətnaməsi. Avrasiya Press.
12. Orucov, Ə. Ə. (1976). Azərbaycanca-rusca frazeologiya lüğəti. Elm.
13. Qafarlı, R. (2015). Mifologiya (Vol. 1, Mifogenez: Rekonstruksiya, struktur, poetika). Elm və Təhsil.
14. Rəhimov, S. (2005). Seçilmiş əsərləri (Vol. 1). Şərq-Qərb.
15. Sabir, M. Ə. (2012). Hophopnamə. Təhsil.
16. Sömen, O. (2019). Dede Korkut boylarında geçen formulistik sayıların izleri. Türk Dünyası Araştırmaları, 121(238), 29–50.
17. Şıxlı, İ. (2005). Seçilmiş əsərləri (Vol. 2). Şərq-Qərb.
18. Tiraş, Y. C., & Ertürk, H. İ. (2016). Dede Korkut Kitabında Geçen atasözlerinin anlamsal incelemesi ve Türkiye Türkçesindeki eş anlamlıları. Journal of Turkish Language and Literature, 2(4), 135–150.
19. Türkmen diliniň frazeologik sözlügi. (2013). Aşgabat.
20. Vəliyeva, N. (2006). Azərbaycanca-ingiliscə-rusca frazeoloji lüğət. Nurlan.
21. Xətayi, Ş. İ. (2005). Əsərləri. Şərq-Qərb.
22. Zeynalov, F. (2008). Türk dillərinin müqayisəli qrammatikası. MBM.

STYLISTIC SHIFTS IN EVERYDAY CONVERSATION: THE ROLE OF CONTEXT AND COMMUNICATIVE INTENTION

Nargiz Salimova
Senior Lecturer, Azerbaijan University of Languages, Azerbaijan
e-mail: salimovanargiz.adu@gmail.com, orcid.org/0000-0001-5499-7035

Summary

The paper is a detailed investigation into the stylistic changes in colloquial conversation at the intersection of sociolinguistics, pragmatics and stylistics. Language is not a static phenomenon, but a dynamic organism, which is constantly changing in accordance with the communicative environment, social relationships, and individual intentions of the speaker. The study explores the use of formal and informal registers, emotional expressions and modern slang in different contextual settings (social, situational, cultural) and digital media. Moreover, speakers' conscious language choices are interpreted through Howard Giles's Communication Accommodation Theory and Paul Grice's theory of conversational implicature. The findings show that style-shifting is never random, but rather a very strategic and functional behaviour, which is used to create social solidarity, to show politeness, to persuade interlocutors or to maintain status. In the age of modern digital communication and globalization, stylistic flexibility has become an indispensable part of successful human interaction.

Key words: Stylistic shifts, context, communicative intention, sociolinguistics, pragmatics, digital communication, speech registers.

DOI https://doi.org/10.23856/7625

1. Introduction

Language is not a static or monolithic phenomenon; rather, it functions as a fluid, dynamic organism that constantly shifts and adapts according to communicative situations, social relationships, and speakers' immediate intentions. In everyday conversation, individuals do not adhere to a single linguistic code; instead, they frequently and seamlessly transition between different linguistic styles depending on the fluid context in which the interaction occurs. These stylistic shifts are multi-layered, involving subtle or overt transitions from formal to informal language, neutral to highly emotional expressions, or standard grammatical vocabulary to specialized slang, jargon, and colloquial speech. Such variations demonstrate the inherently versatile nature of human communication and reveal how language functions not merely as a mechanical tool for transmitting literal information, but also as a sophisticated psychological means of negotiating identity, establishing emotional rapport, and asserting social position within a hierarchy.

Modern linguistic studies across various subfields emphasize that stylistic variation is not random noise in speech, but a highly structured behavior closely connected with contextual factors and specific communicative goals. Speakers intentionally–and often subconsciously–modify their phonological, lexical, and syntactic choices in order to achieve particular rhetorical effects such as politeness, persuasion, solidarity, humor, face-saving, or the projection of authority. In this regard, stylistic shifts have become an essential,

interdisciplinary subject of inquiry in stylistics, sociolinguistics, pragmatics, and critical discourse analysis.

Purpose of Study. The study is primarily concerned with a systematic investigation of how contextual variation and underlying communicative intentions trigger intra-speaker style-shifting in contemporary everyday discourse.

This is not just a superficial observation, but an analysis of the impact of the immediate social environment, communication between people, changing emotional states, and the emergence of digital communication channels on the choice of modern language and the acceleration of stylistic changes.

2. Literature Review

At its core, a stylistic shift is an intra-speaker change of linguistic style in accordance with changing communicative circumstances. According to Wardhaugh *(Wardhaugh, 2010),* speakers always and naturally adjust their language packages according to macro and micro social situations, the particular participants involved in the discourse and the degree of formality expected in society. This is closely related to register variation, style-shifting and diglossia in sociolinguistics and shows that native speakers have a huge linguistic repertoire rather than a single way of speaking.

In ordinary social interaction human beings seldom use one style for long. A university student is a classic case of stylistic agility, for instance: they may speak in very formal syntax, academic jargon and precise phonology when talking to a professor or during an oral examination, but as soon as they turn around to talk to their peers in the hallway, they may speak in heavily truncated sentences, contemporary slang and casual colloquial expressions. The rapid yet smooth movement suggests that language users have an in-built flexibility in communication and a sophisticated sociolinguistic awareness that allows them to read a room and adapt on the fly.

Leech and Short *(Leech, Short, 2007)* also add that stylistic variation is a reflection of wider social meaning and localised personal intention. The choice of language is never made in a vacuum, but is deeply influenced by a matrix of psychological, cultural and situational factors. Stylistic changes can therefore be scientifically understood as strategic, goal-oriented communicative actions, in which the speaker, through his choice of words, actively co-constructs the social reality of the interaction.

To fully understand this phenomenon one must look to Howard Giles' Communication Accommodation Theory (CAT). Giles points out that in verbal interactions people adjust their speech, vocal patterns and gestures to either psychologically converge or diverge with their interlocutor:

Convergence: When one speaker modifies his or her speech style to be closer to the speech style of the other. The usual motivation is the desire for social approval, the decrease of social distance and the creation of mutual solidarity. For example, an adult may use youth slang when talking to a teenager as a way to build rapport.

Divergence: Divergence is when a speaker intentionally emphasizes linguistic differences between himself and the addressee. This is used to express ideological disagreement, to preserve a separate identity or to maintain professional boundaries and social distance. A doctor, for example, might insist on using strict medical terminology to assert dominance over a difficult patient.

3. Results and Discussions

Context is not a background setting, but rather a key active variable that determines the limits of acceptable linguistic styles. Linguists commonly recognize several major and overlapping types of context which have a major influence on stylistic choice.

Social context. Speech patterns and lexical choice are highly influenced by social relations and social structures. The explicit degree of formality in communication is often decided by factors such as the difference in age, professional standing, acquaintance, gender, and socio-economic hierarchy. For example, an employee typically uses more formal speech, structured sentences, and honorifics with a corporate manager than with close colleagues with whom the individual shares a horizontal relationship. Likewise, students tend to use polite, deferential, and highly respectful language when addressing teachers or academic authorities, in order to acknowledge institutional boundaries.

Labov *(Labov, 1972)* in his foundational work in sociolinguistics argues that social class, group identity and peer pressure have a significant effect on individual linguistic behaviour. Speakers often adjust their style to conform to local social expectations and to sustain or indicate group membership. The use of informal language, in-group slang and shared idioms can be powerful markers of internal solidarity in particular subcultures, a linguistic handshake that marks insiders from outsiders.

Situational Context: Stylistic choices are also profoundly influenced by situational factors, such as physical setting, presence of bystanders, and medium of communication. The same speaker can use completely different linguistic styles in formal business meetings, informal family dinners or instant chat rooms on the internet. Formal situations tend to be structured, grammatically correct, and polite to maintain a public image. Casual, private settings allow for spontaneity, ellipsis (leaving out words), and relaxed speech patterns.

As digital communication evolves from niche to the mainstream, the nature of situational context has undergone a significant transformation. Stylistic variation now transcends spoken phonology and face-to-face syntax, with expression vividly conveyed through typographic and multimodal choices. Understanding contemporary stylistic agility requires recognizing the differentiation between synchronous (real-time) and asynchronous (delayed) digital discourse, each imposing distinct stylistic guidelines on users.

In asynchronous settings like business emails or academic correspondence, speakers exhibit caution in their stylistic choices. These communications are characterized by closely monitored sentences, adherence to grammatical correctness, and explicit politeness, often incorporating formal salutations and closing remarks such as "Dear Colleague" or "Best Regards." However, this formal restraint dramatically shifts in synchronous environments such as WhatsApp or Telegram, where a stylistic transformation occurs. Here, discourse takes on a form known as “written speech” – a hybrid register fusing the immediacy of spoken language with the text-based medium.

Within these synchronous platforms, conventional punctuation rules frequently dissolve, as they may convey a sense of coldness or detachment. Users often leave sentences open without periods, relying instead on typographic elongations (e.g., “noooo,” “pleaseee”) and exclamation marks to convey emotional depth and urgency. Moreover, the integration of emojis and stickers serves not merely as embellishment, but as vital pragmatic tools that replicate paralinguistic features like facial expressions and vocal intonations. For instance, a laughing emoji can transform a blunt remark, altering the discourse from potentially aggressive to casual and playful.

This ability to fluidly transition between different styles across various platforms indicates that modern communicators possess a specialized and adaptable digital repertoire, allowing them to navigate diverse interfaces while maintaining coherent interactions with the same interlocutor.

Digital communication in the 21st century has made the stylistic diversity even more varied and complex. Social networking websites, instant messaging services and SMS encourage shortened words, typographic alterations, emoticons, internet slang and combined language forms. The prevalence of expressions like "LOL," "bro," "idk," or "fr fr" (for real, for real) attests to the fact that digital communication produces a new "written speech" style, a hybridization that redefines the rules of classical communication, combining the immediacy of speech and the text medium.

Cultural Contexts. Cultural background impacts the macro level of conversational style, embedding deep-seated rules for how stylistic shifts should be performed. Different cultures have different ways of thinking about politeness, directness, high-context versus low-context communication, and emotional expression. For example, some of the East Asian or traditional English-speaking communities prefer indirect communication strategies, passive sentence structures, and high levels of underinstatement in formal settings to avoid imposing on others. Other cultures, in contrast, encourage conversational openness, warmth, instant informality, and high-energy expressiveness as normal signs of hospitality.

According to Yule *(Yule, 2020),* successful communication depends not only on an understanding of overt linguistic forms but also on deeply embedded contextual and cultural meanings. Speakers perceive language through the lens of shared cultural and situational knowledge, and without this shared framework, a stylistic shift intended as a humorous, informal joke could easily be misconstrued as a serious breach of formal politeness.

The outer boundaries are set by context, the inner, psychological engine of stylistic changes is the communicative intention. Speakers are not passive objects influenced by context. They are active agents who intentionally manipulate language in order to achieve certain pragmatic goals. These can be varied and may include persuasion, emotional release, politeness, humour, face protection or avoidance of conflict.

Pragmatic studies take into account the fact that the meaning of an utterance is often based on the intention of the speaker and not on the dictionary definition of the words used. According to Grice's theory of conversational implicature *(Grice, 1975),* speakers often express implications indirectly through strategic stylistic choices. Speakers can hint at hidden meanings by changing their style, e.g. by being deliberately vague or talking too much, thus violating Gricean maxims.

Example of Maxim Flouting: Suppose someone asks, "How did you like my presentation?" The listener answers in a very formal, detached register: "It certainly contained a vast amount of data gathered over a considerable duration." The stylistic shift conveys a criticism of the presentation's engagement value without explicitly stating it.

Brown and Levinson's politeness theory explains a lot of the tactical stylistic shifts in everyday conversation as well. According to Leech *(Leech, 1983),* speakers constantly modify their speech in order to preserve social harmony, reduce face-threatening acts and sustain positive interpersonal relationships. Thus, people have to soften criticism by using conditional forms ("Could you perhaps..."), euphemisms, hyper-formal expressions in sensitive situations in order to show respect to the listener's boundaries.

Emotion states also disturb and heavily re-write stylistic behavior. In arguments, speakers frequently switch from a neutral, objective vocabulary to highly expressive language,

lexical repetition, dramatic hyperbole or exclamatory syntactic structures in moments of panic or emotional interaction. These stylistic changes perform a double function: they increase the emotional impact of the message on the listener, and they express the internal psychological state of the speaker overcoming the normal social requirements of linguistic decorum.

Stylistic Shifts in Everyday Communication. Everyday communication provides a rich, endless laboratory of stylistic variation. One of the most common and easily observable forms involves swift transitions between formal and informal speech registers within the same conversation when a new participant enters or the topic changes. Consider the following detailed comparative examples:

Case 1: Academic/Professional vs. Peer Register

Formal Register:

"Good afternoon, Professor Richardson. I am writing to inquire if you might have a brief window of availability this afternoon to discuss the parameters of our upcoming research assignment."

Informal Register:

"*Hey, you free to chat about the homework later? I'm totally lost on question three."*

Case 2: Structural Change via Emotional Intensity

As can be seen from Table 1: Similarly, shifts in emotional intensity trigger instantaneous syntactic and lexical changes:

Neutral/Objective Register:

"I acknowledge your perspective, but I beg to differ with the conclusion you have drawn from these specific facts."

Emotional/Expressive Register:

Are you serious right now? That idea makes absolutely no sense whatsoever!"

Table 1

Structural Change via Emotional Intensity

Feature	Formal/ Neutral Style	Informal/ Emotional Style
Vocabulary Selection	Latinate words, specialized jargon, honorifics	Anglo- Saxon roots, slang, idioms, contractions
Sentence Structure	Complex, compound sentences; passive voice	Short, fragmented sentences; active voice
Punctuation/ Delivery	Measured tones, standard pacing, controlled pitch	Exclamations, rapid pitch changes, high volume
Communicative Goal	Maintain distance, show respect, pass information	Build solidarity, express raw emotion, save time

Slang also plays an undeniably vital role in contemporary conversational style, serving as an accelerator for stylistic change. Youth communication, heavily influenced by global media, TikTok, and internet culture, demonstrates frequent use of volatile, rapidly changing informal vocabularies. Slang creates an immediate sense of exclusive group identity, modern coolness, and peer solidarity, while simultaneously reflecting broader cultural trends.

In addition, code-switching and mixed language use are increasingly common in present-day multilingual and globalized societies. In bilingual communities speakers not only change styles within a single language but switch from one language or variety to another in the middle of a sentence, to convey subtle aspects of their identity, to highlight particular emotive meanings, or to comfortably accommodate the linguistic preferences of their interlocutors.

The systematic study of stylistic shifts and register variation is of great value for the field of modern language pedagogy, especially in English Language Teaching (ELT) and English as a Foreign Language (EFL) curricula. Language pedagogy has traditionally focused too much on grammatical competence and formal syntax as prescribed by textbooks, leaving learners ill-prepared to deal with the messy, dynamic and fluid realities of natural, everyday human interaction.

To fill this gap, the instructional methodologies should be inclined towards developing holistic sociolinguistic and pragmatic competence. Classroom environments should make register awareness overt for educators. This can be done through targeted discourse-analysis activities where students analyse authentic samples of communication – ranging from formal academic debates and business negotiations to informal movie dialogues, podcasts, and social media exchange threads.

Further, students need to be trained to recognize subtle cues of stylistic shifting as functional strategies, not grammatical errors. Knowledge of when it is pragmatically acceptable to drop standard syntax for ellipses or modern slang is critical to achieving sociolinguistic fluency and developing true rapport in native-speaking environments. Instructors can promote real communicative flexibility by designing role-play situations that require students to switch registers in the middle of an activity, for example explaining a complex technical problem to a university dean vs. explaining the same problem to a close childhood friend. Ultimately, teaching stylistic agility means that language learners learn how to speak a language correctly, and also how to navigate its complex social, cultural and emotional landscapes empathetically and effectively.

4. Conclusion

In conclusion, stylistic shifts represent one of the most dynamic, complex, and telling aspects of everyday human communication. They prove that language is not a rigid code to be memorized, but a flexible, living instrument of social strategy. Contextual conditions, socio-hierarchical relationships, immediate communicative intentions, and shifting emotional states all converge to dictate the continuous modification of linguistic style in real-time. Speakers are not static statues trapped in one way of speaking; they are active, strategic adaptors who modify their language to achieve concrete social, psychological, and pragmatic goals.

The analysis demonstrates that stylistic variation is never random or chaotic; rather, it is highly functional, systematic, and pregnant with social meaning. In contemporary society, especially in the rapidly evolving age of digital communication and globalized interaction, stylistic flexibility has become an absolute necessity for effective, empathetic, and successful human interaction. Future linguistic research must continue to investigate how artificial intelligence, automated translation tools, intense globalization, and unprecedented cross-cultural digital spaces will continue to reshape the boundaries of stylistic change in modern human discourse.

References

1. Grice, H. P. (1975). Logic and conversation. In P. Cole & J. Morgan (Eds.), Syntax and semantics (Vol. 3, pp. 41–58). Academic Press.
2. Labov, W. (1972). Sociolinguistic patterns. University of Pennsylvania Press.
3. Leech, G. (1983). Principles of pragmatics. Longman.
4. Leech, G., & Short, M. (2007). Style in fiction (2nd ed.). Pearson Education.
5. Wardhaugh, R. (2010). An introduction to sociolinguistics (6th ed.). Wiley-Blackwell.
6. Yule, G. (2020). The study of language (7th ed.). Cambridge University Press.

TRANSFORMATION OF METHODOLOGICAL TRAINING OF FUTURE GEOGRAPHY TEACHERS ON THE BASIS OF THE CONCEPT OF SUSTAINABLE DEVELOPMENT

Maryana Salyuk
Candidate of Geographical Sciences, Associate Professor, Head of the Department of Physical Geography and Rational Environmental Management, Uzhhorod National University, Ukraine
e-mail: maryana.salyuk@uzhnu.edu.ua, orcid.org/0000-0002-5231-9844

Mykhailo Mykyta
Candidate of Geographical Sciences, Associate Professor, Associate Professor at the Department of Physical Geography and Rational Environmental Management, Uzhhorod National University, Ukraine
e-mail: mykhailo.mykyta@uzhnu.edu.ua, orcid.org/0000-0001-6621-371X

Summary

The article provides a theoretical and methodological analysis of the transformation of the system of training future geography teachers in the context of the implementation of the sustainable development paradigm. Global environmental, social and economic challenges necessitate a rethinking of the methodological training of teachers, since geography is an important integrative discipline for the implementation of the Sustainable Development Goals (SDGs). Based on a review of the scientific literature, five important components of the sustainable development competence of a geography teacher have been identified: systemic-spatial, prognostic, normative-value, transformative-pedagogical and reflective-personal.

A conceptual model of the transformation of methodological training is proposed, which includes the reorientation of the target component (training of a "teacher-agent of change"), modernization of the content of disciplines (integration of SDGs, local context), introduction of innovative technologies (GIS, STEM projects, problem-based learning, simulation games) and transformation of assessment procedures (authentic assessment, reflective portfolio). International experience (European countries) and individual Ukrainian practices are summarized. The results of the study can be used to develop updated educational programs for teacher training in higher education institutions.

Key words: sustainable development, Sustainable Development Goals, geographical education for sustainable development, GIS technologies, STEM education, competency-based approach, transformative learning, New Ukrainian school.

DOI https://doi.org/10.23856/7626

1. Introduction

The modern world is facing challenges of unprecedented scale and complexity: global climate change, degradation of natural ecosystems, depletion of soil cover, rapid loss of biodiversity, growing socio-economic inequality and resource depletion threaten the well-being of current and future generations. These processes necessitate a change in the global educational paradigm. The international community responded in 2015 with the adoption of the “2030

Agenda for Sustainable Development" with 17 Sustainable Development Goals (SDGs) and the deployment of the UN Global Framework for Education for Sustainable Development "ESD for 2030" *(UNESCO, 2020)*. Education for Sustainable Development (ESD) requires a radical transition from passive acquisition of knowledge to the formation of an active life position, systemic, critical and predictive thinking, and the ability to act as drivers of transformational processes.

In this context, the figure of the geography teacher acquires special importance. Geography is a complex integrative discipline that organically combines natural science (geology, hydrology, climatology, soil science), economic and socio-cultural knowledge, forming spatial thinking and a systemic view of the complex interaction of man and the environment. As J. Morgan *(Morgan, 2012)* notes, geographical education should develop a "geographical imagination" that allows students to critically reflect on global processes. It is the geography teacher who is the natural conductor of sustainable development ideas in school, capable of integrating the global context of the SDGs with local community problems. However, as evidenced by the analysis of educational programs of various higher education institutions of Ukraine, where future geography teachers are trained (classical and pedagogical universities), there is an urgent need to reorient methodological training on the principles of sustainable development, because the traditional content of professional disciplines remains largely academically isolated and focused on reproductive knowledge acquisition. There is a contradiction between the requirements of the time, recorded in international documents and standards of the New Ukrainian School (NUS), and the real state of methodological training of geography teachers in HEIs.

The purpose of the article is to substantiate the theoretical foundations and propose a practical model for the transformation of methodological training of future geography teachers in accordance with the principles of education for sustainable development. In accordance with the purpose, the following tasks have been defined: to analyze scientific approaches to SSR in the context of geography teacher training; to identify key components of sustainable development competence; to develop a model for the transformation of methodological training; to outline the prospects for its implementation.

2. Literature review

The analysis of scientific discourse shows that the concept of sustainable development in education is explored in several interrelated dimensions. The fundamental theoretical basis of the study is the concept of "transformative learning" by J. Mezirow (1991), which emphasizes the importance of critical reflection and dialogue for restructuring the deep beliefs of participants in the educational process. A significant contribution to the development of sustainable development competencies was made by de Haan (2006), who proposed the concept of "Gestaltungskompetenz" (competence of shaping the future), and A. Wiek et al. (2011), who developed an integral framework that includes systemic, predictive, normative, strategic and interpersonal thinking. In the context of geographical education, the studies of several authors are important. In particular, J. Huckle and M. Summers (2019) emphasize the need to develop "spatial-relational thinking" – the ability to understand spatial relationships between objects and phenomena. Norwegian scientists K. E. Iversen and G. N. Andersen (2022) prove the value of a local history approach in the training of future geography teachers. Based on the classic concept of "disorienting dilemmas" by J. Mezirov, A. Wals (2015) justifies the feasibility of using cognitive dissonance as a trigger for transformative learning in the process of greening education.

In Ukraine, research in the field of environmental education and education for sustainable development is conducted in several directions. The fundamental theoretical foundations were laid by L. M. Tytarenko (2011) and O. L. Prutsakova (2021). The issue of methodological training of geography teachers was directly developed by O. M. Topuzov (2021), T. G. Nazarenko (2022), I. O. Dimarchuk (2018) and S. L. Kapirulina (2023). The role of geoinformation technologies in the training of future geography teachers is highlighted in the works of V. M. Samoilenko (2014). At the same time, despite a significant number of scientific publications on individual aspects of the problem, there is a lack of comprehensive scientific research devoted to the systemic transformation of the methodological training of future geography teachers in a holistic paradigm of education for sustainable development. This emphasizes the relevance of the presented study.

3. Results and Discussion

The transformation of methodological training of future geography teachers on the basis of OSR involves a radical revision of its leading goals, content, methods, forms of organization and assessment procedures. In contrast to the traditional model, which is focused mainly on the translation of subject knowledge and the formation of individual methodological skills, the transformative model emphasizes the development of students' ability to critically reflect on the educational process, design transformative learning experiences for students and act as agents of change. The initial theoretical construct is the concept of "double transformation" by Sterling *(Sterling, 2011)*, according to which a future teacher must undergo his own deep transformation of value orientations and thinking in order to then effectively contribute to the transformation of his students. This corresponds to the principle of coherence (congruence) in teacher education *(Korthagen et al., 2001),* and namely – teachers should be taught in the way we want them to teach themselves.

Based on the analysis of UNESCO framework documents (2017, 2020) and the works of Wiek et al. (2011), taking into account the specifics of geographical education, five key components of the geography teacher's sustainable development competence have been identified. Firstly, this is systemic-spatial competence – the ability to analyze complex multi-level relationships between natural, social and economic systems in their spatial dimension from local to global. Secondly, predictive competence involves the ability of a future teacher to construct alternative scenarios for the development of geosystems, to think in different time dimensions (past – present – future) and to assess the long-term consequences of human impact on the environment. Thirdly, normative-value competence is the ability of a future teacher to identify the values behind certain decisions, analyze them, find a compromise in situations of value choice, resolve moral and ethical dilemmas related to sustainable development, and form their own environmental ethics. Fourthly, transformative pedagogical competence is the ability of a future teacher to design, implement, and analyze such learning situations that encourage students to think critically, actively participate in solving problems, and make responsible, informed decisions. Fifthly, reflective-personal competence is the ability of a teacher to constantly analyze their own beliefs, values, pedagogical actions, and their effectiveness, as well as the readiness for continuous professional self-development as a teacher-agent of change.

The proposed conceptual model of the transformation of methodological training of future geography teachers covers four interrelated areas. The first area is the reorientation of the target component. The traditional goal, which was to form the skills to teach geography

methodically and correctly, is significantly expanded. Instead, a new target is set: to prepare a teacher as an agent of change in the field of sustainable development, capable of independently designing and implementing transformative educational practices. Accordingly, the UN Sustainable Development Goals are used not only as the thematic content of individual lessons, but as a systemic strategic guideline that determines the selection, justification and evaluation of all pedagogical decisions in the process of training a future teacher.

The second area is the transformation of the content component. The content of methodological disciplines, in particular "Geography Teaching Methods", "Modern Educational Technologies", "Innovations in Education" and the "Pedagogical Practice" program, is enriched with several mandatory components. First of all, this is the integration of sustainable development ideas through the introduction of special content modules, namely: "Methodology of Teaching Global Problems of Humanity", "Cross-cutting Lines of SDGs in School Geography Courses" and "Local Dimension of Sustainable Development: Researching Your Community". The last module involves the practical mastery by students of geoinformation mapping tools for monitoring local environmental problems. In addition, the transformation of the content of pedagogical practice consists in the transition from passive observation to the development by future teachers of original STEM projects, educational cases and environmental quests adapted to the concept of sustainable development of a particular region. An important component of this transformation is the formation of skills for critical analysis of educational materials, in the process of which students learn to evaluate school textbooks and programs from the standpoint of education for sustainable development. Special attention is focused on the design of transformative activities, which is manifested in the development of lessons and extracurricular activities with the mandatory integration of the local ecological and geographical context and the issues of the Sustainable Development Goals. The final vector is a significant strengthening of interdisciplinary connections. Students comprehensively master the methodology for organizing integrated learning, which allows for the organic combination of geography with biology, economics, history and civic education.

The third area is the modernization of technological tools. There is a decisive transition from reproductive methods (narration, explanation, working with a textbook) to active, interactive and research methods. The dominant methods and forms are problem-based learning based on the material of real local dilemmas of sustainable development; project technology and the STEM approach (water quality monitoring, school energy efficiency, creation of an ecological trail); geographic information systems (GIS) – using ArcGIS, QGIS, Google Earth, StoryMaps to create thematic maps, visualize spatial data (anthropogenic load, dynamics of land use changes) and perform geoinformation analysis; simulation games and role-playing games (climate summit, UN model); case studies (analysis of real situations of implementing the principles of sustainable development); field research and practice (study of local environmental problems – soil erosion, water pollution, state of green areas).

The fourth area is the transformation of assessment procedures and pedagogical practice. The traditional assessment system, based mainly on reproductive tasks (answers to the exam, writing lesson notes), is being replaced by authentic assessment. Students develop, present and defend completed methodological products (series of lessons with a built-in ESD component, training modules, methodological manuals for teachers), publicly defend educational projects carried out on the basis of schools or public organizations, maintain a reflective portfolio, where they record the dynamics of their own beliefs, difficulties and findings, and also participate in mutual evaluation of each other's work. The tasks of pedagogical practice are also significantly transformed: it becomes mandatory to design, conduct and analyze non-standard forms of work

with students (ecological quests, debates, round tables, research papers) with subsequent presentation of the results at the final conference.

An analysis of international experience reveals several exemplary models. The Swedish experience of teacher training *(Gericke et al., 2019)* demonstrates the effectiveness of integrating interdisciplinary modules on education for sustainable development into pedagogical programs. The Finnish system (University of Helsinki) is based on phenomenon-based learning *(Symeonidis & Schwarz, 2016).* The Polish experience is also interesting. In particular, a study by Joanna Zawiejska from the Pedagogical University in Krakow revealed significant gaps between the content of university training of geography teachers and their real role in implementing education for sustainable development at school *(Zawiejska, 2021).* In Ukraine, elements of transformative training are being implemented in various higher education institutions. In particular, at Borys Grinchenko Kyiv University, students master the course "Geography and Sustainable Development"; at the Kharkiv National Pedagogical University named after G. S. Skovoroda, a project approach is being implemented in pedagogical practices; In addition to integrating environmental topics into professional disciplines, Uzhhorod National University offers a course on "Sustainable Development of Society" for future geography teachers, and also offers a module on "Geography of Risks and Sustainable Development" within the framework of teacher training programs. However, the systemic transformation of methodological training at the national level has not yet been completed. Most educational programs for training future geography teachers in Ukraine require further alignment with the principles of sustainable development, as modern innovative practices are often local or initiative-based and require systematic methodological generalization.

It is important to emphasize that the greatest effectiveness can be achieved by combining the global Sustainable Development Goals with the local context. The global goals themselves become understandable and meaningful only when they are linked to the real problems of a specific community, school or district. For example, when studying the topic of "Soils", a future teacher should organize research with schoolchildren on erosion processes in their own territory, thanks to which the problem of preserving the soil cover ceases to be a topic from a textbook. At the same time, there are certain conceptual contradictions that should be taken into account. In particular, there is tension between two approaches to education for sustainable development: normative, when the teacher clearly defines the boundaries of "right" and "wrong", and critical, which encourages students to constantly doubt and analyze. The first approach risks turning into "green indoctrination" (imposing the only correctly defined opinion), while the second can lead to disorientation of students in choosing their own environmental position. In addition, there are significant structural constraints in Ukraine, namely: overloaded curricula, lack of funding for the purchase of specialized commercial tools (in particular, licensed GIS software), and insufficient preparation of university teachers themselves to work in the new paradigm. Therefore, the successful implementation of the proposed model requires not only the efforts of individual teachers, but also systemic transformations at the institutional level of the entire educational system.

4. Conclusions and further recommendations

Transformation of the methodological training of future geography teachers on the principles of education for sustainable development is an objective requirement of the time. Its necessity is due to the international obligations of Ukraine, the reform of the New Ukrainian School and the didactic potential of geography as an integration discipline. Such a

transformation involves a transition from a descriptive-reproductive model of teaching to a value-activity, transformative model. The competence of sustainable development of a modern geography teacher is a multi-component formation that goes beyond purely subject knowledge. It includes the ability to system-spatial analysis, forecasting future changes, value-normative reflection, designing transformative educational situations and critical reflection on one's own pedagogical activity.

The proposed four-sphere model of transformation of methodological training (targeted, content-based, technological, evaluation) allows for a systematic update of the training of future geography teachers, where important innovations are the integration of the Sustainable Development Goals with the local context, the introduction of active teaching methods (GIS, STEM projects, simulation games, field research) and the transition from traditional to authentic assessment (portfolio, project defense). Successful implementation of the model requires not only updating curricula, but also profound changes at the level of pedagogical culture of teachers of higher education institutions, their readiness to work in the paradigm of transformative learning. Promising areas of further research are: development of educational and methodological complexes based on the proposed model (in particular, electronic manuals on the use of GIS); empirical study of the dynamics of the formation of sustainable development competence in future geography teachers; organization of systematic advanced training of teachers of higher education institutions; initiating changes to educational standards regarding the mandatory integration of the SDGs into the methodological training of geography teachers.

References

1. de Haan G. (2006) The BLK '21' programme in Germany: a "Gestaltungskompetenz"-based model for Education for Sustainable Development. Environmental Education Research, vol. 12, no. 1, pp. 19–32. https://doi.org/10.1080/13504620500526362

2. Dimarchuk I. O. (2018) Formuvannia doslidnytskoi kompetentnosti maibutnikh uchyteliv heohrafii u protsesi fakhovoi pidhotovky [Developing research competence of future geography teachers in the process of professional training] (PhD Thesis). Ternopil: Ternopil Volodymyr Hnatiuk National Pedagogical University. (in Ukrainian)

3. Gericke N., Boeve-de Pauw J., Berglund T., Olsson D. (2019) The sustainability consciousness questionnaire: theoretical development and empirical validation. Sustainable Development, vol. 27, no. 1, pp. 35–49. https://doi.org/10.1002/sd.1859

4. Huckle J., Summers M. (2019) Schooling for sustainable development in England: the state of play post-2010. Environmental Education Research, vol. 25, no. 7, pp. 1021–1037. https://doi.org/10.1080/13504622.2019.1625411

5. Iversen E., Andersen H. N. (2022) Place-based learning in geography teacher education for sustainable development. Journal of Geography in Higher Education, vol. 46, no. 4, pp. 598–615. https://doi.org/10.1080/03098265.2021.1965158

6. Kapirulina S. L. (2023) Kompetentnisnyi pidkhid u pidhotovtsi maibutnoho vchytelia heohrafii [Competence approach in the training of future geography teachers]. Heohrafiia ta ekonomika v ridnii shkoli, no. 4, pp. 12–17. (in Ukrainian)

7. Mezirow J. (1991) Transformative Dimensions of Adult Learning. San Francisco: Jossey-Bass.

8. Nazarenko T. H. (2022) Rozvytok heohrafichnoi osvity v konteksti kontseptsii staloho rozvytku [Development of geographical education in the context of the concept of sustainable development]. Pedahohichni nauky, no. 98, pp. 45–51. (in Ukrainian)

9. Prutsakova O. L. (2021) Formuvannia ekolohichnoi kompetentnosti uchniv zasobamy pozashkilnoi osvity [Formation of environmental competence of students by means of out-of-school education]. Kyiv: Pedahohichna Dumka. (in Ukrainian)
10. Samoilenko V. M. (2014) Heoinformatsiine kartohrafuvannia [Geoinformation Mapping]. Kyiv: Nika-Tsentr. (in Ukrainian)
11. Sterling S. (2011) Transformative learning and sustainability: sketching the conceptual ground. Learning and Teaching in Higher Education, no. 5, pp. 17–33.
12. Topuzov O. M. (2021) Metodyka navchannia heohrafii: innovatsiini pidkhody u suchasnii shkoli [Methods of Teaching Geography: Innovative Approaches in the Modern School]. Kyiv: Pedahohichna Dumka. (in Ukrainian)
13. Tytarenko L. M. (2011) Teoretychni i metodychni zasady formuvannia ekolohichnoi kompetentnosti maibutnikh uchyteliv biolohii [Theoretical and Methodological Foundations of the Formation of Ecological Competence of Future Biology Teachers] (PhD Thesis). Kyiv. (in Ukrainian)
14. UNESCO (2017) Education for Sustainable Development Goals: Learning Objectives. Paris: UNESCO.
15. Wals A. E. (2015) Beyond Unreasonable Doubt: Education and Learning for Socio-Ecological Sustainability in the Anthropocene. Paris: UNESCO.
16. Wiek A., Withycombe L., Redman C. L. (2011) Key competencies in sustainability: a reference framework for academic program development. Sustainability Science, vol. 6, no. 2, pp. 203–218. https://doi.org/10.1007/s11625-011-0132-6
17. Zawiejska J. (2021) Teacher training and the role of geography teachers in ESD and environmental education. Proceedings of the AAG Annual Meeting 2021. Retrieved from: https://aag.secure-abstracts.com/AAG%20Annual%20Meeting%202021/abstracts-gallery/50933 (accessed 28 January 2026).

PIANIST'S PERFORMING CREATIVITY AS A DISTINCT FORM OF ARTISTIC ACTIVITY

Tetiana Shevchenko
Ph.D. in Education, Professor, Professor at the Department of Special Piano,
A. V. Nezhdanova Odesa National Academy of Music, Ukraine
e-mail: onma.forte@gmail.com, orcid.org/0009-0003-7701-1197

Summary

The article is devoted to the theoretical understanding of the pianist's performing creativity as a distinct form of artistic activity. The relevance of the study is determined by the need to clarify the creative status of musical performance in contemporary musicology, where the relationship between the musical text, interpretation, and artistic meaning-making remains a subject of scholarly debate. The study argues that performing creativity cannot be regarded merely as a process of reproducing a fixed authorial text. Its specificity lies in the creation of a new artistic reality of sound that emerges through the musician's interpretative activity. The article reveals the interaction between the structural determinacy of a musical work and the freedom of artistic interpretation. It demonstrates that the performer's creative space is formed through intonation, articulation, dynamics, agogics, pedaling, timbral thinking, and sonic dramaturgy. The artistic image is identified as the central outcome of performing creativity, enabling the transition of a musical work from the sphere of textual fixation to that of cultural experience. Musical performance is proposed as a process of meaning-making that unfolds through the interaction of the musical text, the performer's personality, and listeners' perception. It is demonstrated that the creative nature of piano performance is manifested not in the creation of a new musical text but in the formation of new modes of its artistic existence within cultural space.

Key words: musical interpretation, artistic image, musical performance, piano art, meaning-making, musical communication, artistic thinking, musical text.

DOI https://doi.org/10.23856/7627

1. Introduction

The issues of performing creativity, musical interpretation, and artistic meaning-making remain among the most dynamic areas of contemporary musicological research. Recent studies demonstrate a gradual shift in scholarly attention from viewing a musical work as a static text toward understanding performance as an active process of constructing musical meaning.

Among recent contributions, the study *(J. A. Bergamin, 2024)* occupies an important place. The author examines musical performance and improvisation through the lens of performer agency, awareness, and artistic decision-making processes. Bergamin emphasizes that musicians' creativity is realized not only through spontaneity but also through the continuous re-evaluation of performance strategies.

Issues of interpretative practice and its relationship to the musician's psychological states are explored *(K. Chen, 2023)*, who investigates the interaction between musical interpretation and the phenomenon of flow. The findings confirm the importance of interpretative activity as a factor in the performer's artistic self-realization.

A separate line of research is represented by the work of *(S. D'Amario and colleagues, 2023)*, devoted to performer coordination in ensemble music-making. The authors

demonstrate that artistic outcomes are shaped not only at the individual level but also through the interaction among participants in the performance act.

The philosophical and pedagogical dimensions of musical activity are examined in the works of *(D. Elliott and M. Silverman, 2015)*, where music is understood as a distinctive form of human praxis inseparably connected with creativity, knowledge, and cultural communication.

An important contribution to the understanding of musical perception was made by *(E. Clarke, 2005)*, who proposed an ecological approach to musical meaning. His concept makes it possible to consider performance and listening as interconnected processes of constructing artistic experience.

One of the most influential contributions in the field of performance studies remains the monograph by *(N. Cook, 2013)*, in which music is conceptualized primarily as a performance event. The author substantiates the need to study performance practice as an independent object of musicological inquiry.

Issues related to the interpretation of artistic content are also addressed in the works of *(L. Kramer, 2011)*, who views musical performance as a process of generating cultural meanings and communicative significance.

A significant contribution to the study of the creative nature of performance has been made by *(D. Leech-Wilkinson, 2020)*. The scholar emphasizes the historical variability of performance norms and argues for the consideration of performance as an autonomous creative practice rather than a mechanical reproduction of the composer's text.

The formation of individual performance style is examined in the work of *(M. Malakhova, 2024)*, where interpretation is regarded as an important factor in the professional development of musicians. The formation of individual performance style is examined in the work of *(M. Malakhova, 2024)*, where interpretation is regarded as an important factor in the professional development of musicians. New perspectives on understanding musical performance as a form of knowledge acquisition are proposed by *(M. Reybrouck and A. Schiavio, 2024)*. The authors conceptualize performing activity as a process of knowing in which embodied experience, artistic thinking, and cultural practice are integrated.

The specific features of concert performance and the perception of artistic events are investigated by *(O. Urbaniak and H. Mitchell, 2023)*, who demonstrate the significance of visual and acoustic components in shaping performance experience.

An analysis of contemporary scholarship indicates the gradual establishment of an approach according to which musical performance is understood not as a secondary reproduction of a text but as an autonomous process of artistic meaning formation. At the same time, despite the substantial body of research devoted to musical interpretation, the problem of the pianist's performing creativity as a distinct form of artistic activity remains insufficiently developed. Most studies focus on the psychological, pedagogical, historical-stylistic, or technological aspects of performance, whereas the issue of artistic meaning-making within performing activity requires further theoretical generalization.

The purpose of this article is to substantiate the pianist's performing creativity as a distinct form of artistic activity whose specificity lies in creating a new artistic realization of a musical work through the process of interpretation.

To achieve this purpose, the following objectives have been identified: to examine the place of performing creativity within the system of musical art; to reveal the relationship between the structural determinacy of the musical text and the freedom of artistic interpretation; to characterize the mechanisms underlying the formation of the artistic image in piano

performance; and to elucidate the performer's role in the processes of meaning-making and musical communication.

The methodological framework of the study is based on cultural, hermeneutic, and systems approaches. The research employs methods of theoretical analysis, interpretative generalization, and conceptual modeling to explore the specific features of performing creativity. The logic of the study proceeds from a general consideration of performing creativity within the system of musical art toward an analysis of the specific mechanisms of artistic meaning-making realized in the process of piano performance.

2. Performing Creativity within the System of Musical Art

Musical creativity belongs to the complex forms of artistic activity in which the creation and functioning of an artwork are ensured through the interaction of various participants in the cultural process. Traditionally, the central position in the understanding of musical creativity has been occupied by compositional activity, since it is directly associated with the creation of the musical text as the structural foundation of a future artistic work. However, the actual existence of music within cultural space is not exhausted by the moment of composition. A musical work attains the fullness of its artistic being only through the processes of performance and reception, which brings into focus the question of the creative status of performing activity.

For a long time, musical performance was viewed primarily as the reproduction of the composer's intention. Such an approach was grounded in the conception of the musical score as the completed form of a work's existence, while the performer's activity was interpreted as a process of realizing, as accurately as possible, the parameters fixed by the composer. Contemporary studies of musical interpretation, however, increasingly demonstrate that there is no relationship of mechanical equivalence between the notated score and sounding performance. The musical text contains the structural foundation of a work, yet it does not exhaustively determine all aspects of its artistic realization *(Cook, 2013)*.

Unlike the composer, who creates the musical text, the performer works with an already existing artistic structure. This, however, does not imply the absence of creativity in performance. If creativity is understood not merely as the production of a new material or symbolic object but as the generation of new artistic meanings and new modes of their cultural existence, musical performance acquires the characteristics of an autonomous creative activity. Its outcome is not a new text but a new artistic realization of the musical work that emerges through the process of interpretation.

The distinctive feature of performing creativity lies in its realization under conditions of simultaneous freedom and constraint. On the one hand, the performer is bound by the structure of the musical text, including its pitch organization, rhythmic design, harmonic language, and formal architecture. On the other hand, none of these parameters eliminates the necessity of artistic choice. It is precisely through such choices that the intonational, dynamic, agogic, articulatory, and timbral characteristics of performance are formed, ultimately determining the specific mode of a musical work's existence within cultural space.

Piano performance represents one of the most illustrative examples of this type of creative activity. A high degree of structural determinacy in the score is combined with exceptionally broad possibilities for artistic interpretation. The stability of the musical text does not eliminate the diversity of performance solutions; rather, it creates the conditions for the manifestation of the performer's individuality. For this reason, the same musical work can assume different artistic forms of existence while remaining identical to itself at the level of compositional structure.

Within this context, performing creativity emerges as a distinctive mechanism of the cultural actualization of a musical work. It enables the transition of music from the sphere of textual fixation to that of artistic event, where it becomes an object of direct experience, reflection, and communication. Consequently, the performer functions not merely as an intermediary between composer and listener but also as an active participant in the creation of musical meaning. This circumstance allows performing creativity to be understood as an autonomous form of artistic activity occupying a distinctive place within the system of musical art.

3. The Musical Text and the Space of Interpretation

One of the central issues in the theory of performing creativity concerns the relationship between the structural determinacy of the musical text and the freedom of artistic interpretation. It is within this problem that the specificity of performing activity becomes most evident, since performance takes place not under conditions of complete creative indeterminacy but within the framework of an already established artistic structure. Unlike many other forms of artistic practice, musical performance relies upon a system of symbolic notation that ensures the preservation of a work's fundamental parameters regardless of the time, place, or circumstances of its realization.

The structural determinacy of the musical text is multilayered in nature. Musical notation fixes pitch relationships, metric and rhythmic organization, harmonic logic, textural design, principles of thematic development, and the overall architectonics of form. Together, these components constitute the constructive foundation of a musical work and ensure its integrity as an artistic object. It is precisely through notational fixation that a musical work is able to preserve its identity across extended historical periods.

At first glance, such determinacy may create the impression that the performer's creative space is minimal. If the principal characteristics of a work have already been fixed by the composer, performance may appear to be nothing more than a process of technically reproducing the information encoded in the score. Musical practice, however, provides compelling evidence to the contrary. The history of performance demonstrates the existence of numerous artistically convincing interpretations of the same work which, while preserving its structural identity, differ substantially in the character of their artistic realization.

This situation can be explained by the fact that the musical text does not encompass all dimensions of music's artistic existence. It defines the structure of the work but cannot fully determine the ways in which that work exists in sound. Between the text and its sonic realization there always remains a space of interpretation within which the performer's creative activity unfolds. It is precisely in this space that structural determinacy is combined with the freedom of artistic choice, allowing a musical work to assume diverse forms of cultural existence.

The space of interpretation emerges primarily in those dimensions of the musical process that cannot be fully regulated through musical notation. Even when detailed performance indications are provided by the composer, performers are required to make decisions concerning intonation, articulation, dynamic organization, agogic development, pedaling, and timbral shaping. Each of these decisions directly influences the formation of artistic meaning and determines the manner in which the work is perceived.

This issue acquires particular significance in piano performance. The piano combines a high degree of structural determinacy in the musical material with exceptionally broad possibilities for artistic realization. The stability of the text does not eliminate performance variability; rather, it creates the conditions for the manifestation of the musician's individual artistic

thinking. For this reason, interpretation should not be understood as a deviation from the composer's intention but as a necessary mode of its actualization within a specific cultural context.

From this perspective, interpretation is not an external addition to a musical work but an indispensable condition of its existence. Only through performance does the structure of the text enter the sphere of sounding reality and acquire the status of an artistic event. Consequently, a musical work appears not as a static object but as an open system of semantic possibilities, each of which may be actualized through a particular interpretative reading. This capacity to combine structural stability with semantic variability constitutes one of the fundamental foundations of performing creativity.

4. The Artistic Image in Performance

The creative nature of musical performance is most fully revealed in the process of forming the artistic image. Whereas the musical text provides the structural organization of a work, the artistic image endows that structure with semantic and emotional completeness. It is through the artistic image that music transcends the mere aggregate of acoustic parameters and acquires the capacity to function as a bearer of culturally significant meaning. In this sense, the artistic image constitutes the central outcome of performing creativity, as it unites the composer's intention, the performer's interpretative reading, and the listener's perception into a coherent system of artistic communication.

The formation of the artistic image cannot be reduced to the mechanical realization of the musical score. The text contains a set of structural preconditions for its emergence; however, the artistic image itself comes into being only through performance. For this reason, the same musical work can acquire different artistic realizations depending on the interpretative decisions made by the performer. What changes is not the structure of the work but the manner in which that structure is semantically understood and artistically presented.

One of the most important mechanisms involved in the formation of the artistic image is intonation. In musical art, sound does not function as an isolated acoustic unit but as an element of a semantically organized process. The character of attraction between tones, the degree of internal tension within musical motion, the directionality of development, and the sense of closure or openness in musical thought acquire concrete artistic expression only in the act of performance. It is the organization of intonation that transforms musical notation into a living form of musical discourse.

An equally important role is played by articulation. The ways in which sounds are connected and differentiated determine the character of musical plasticity and directly influence the perception of artistic meaning. Through articulatory decisions, performers shape a distinctive grammar of musical expression, enabling individual elements of the musical texture to acquire the necessary expressiveness and structural clarity.

Dynamic organization constitutes another significant factor in artistic meaning-making. The composer's dynamic markings indicate only the general direction of the musical process. The actual relationship among dynamic levels, the scale of contrasts, the character of climactic development, and the internal hierarchy of sonic layers are formed through the process of musical interpretation. It is through dynamics that musical form acquires emotional persuasiveness and dramaturgical expressivity.

Agogics also performs an important function in shaping artistic meaning. The temporal organization of music cannot be reduced to the mathematically precise reproduction of rhythmic durations. Subtle fluctuations in tempo, slight accelerations or decelerations, make it possible to

reveal the internal logic of musical form, emphasize the semantic focal points of a composition, and create a convincing dramaturgy of musical development. Through agogics, musical time is transformed into an artistically experienced process of the emergence and unfolding of the artistic image.

Pedaling occupies a particularly significant place in piano performance. Its influence extends beyond the acoustic characteristics of sound to the formation of its artistic quality. Different approaches to pedaling affect the nature of resonance, the transparency of texture, the interaction of registers, and the overall spatial organization of the sonic environment. As a result, pedaling becomes an important means of creating an individual sonic conception of a musical work.

All of these components converge in the processes of timbral thinking and sonic dramaturgy. Despite the relative stability of the instrument's construction, the piano offers performers extensive possibilities for shaping diverse sound qualities. Timbral modeling, the organization of sonic layers, and the construction of systems of tension and resolution create the conditions necessary for the emergence of a coherent artistic image that ultimately determines the character of the listener's perception of the musical work.

Thus, the artistic image emerges as the integrative outcome of performing creativity. It is within the artistic image that all interpretative decisions are unified, enabling the transition of a musical work from the sphere of textual fixation to that of lived cultural experience. Through the formation of the artistic image, performers do not merely reproduce a musical text; they reveal new possibilities for its semantic existence, transforming performance into an autonomous creative act.

5. Interpretation as a Process of Meaning-Making

The understanding of performing creativity is impossible without addressing the phenomenon of musical interpretation. Interpretation provides the transition from the structural organization of the musical text to its artistic existence in sound. It is not an external addition to a musical work but a necessary form of its actualization. Through interpretation, the musical text acquires a concrete cultural embodiment, while the semantic possibilities embedded within it receive the conditions necessary for their realization.

Within the musicological tradition, interpretation has often been understood as a process of revealing the composer's intention. This understanding retains its significance, since performing activity indeed presupposes an effort to comprehend the internal logic of a musical work. At the same time, the artistic meaning of music cannot be fully reduced to the reconstruction of original authorial intentions. Once created, a musical work acquires an independent cultural existence, enters into interaction with different historical contexts, and opens itself to multiple modes of interpretation *(Cook, 2013)*.

For this reason, interpretative plurality should be regarded not as an accidental phenomenon but as an inherent property of musical art. The stability of the musical text does not prevent the existence of numerous artistically convincing performance versions. Each of them actualizes particular dimensions of a work's content, illuminates specific semantic relationships, and proposes its own mode of organizing artistic experience. Herein lies one of the most important features of performing creativity: it does not create a new work, but it continually creates new forms of that work's cultural existence.

A particularly important role in this process is played by the performer's personality. This does not imply arbitrary self-expression or the imposition of personal preferences upon a

work. Rather, it refers to the participation of individual artistic experience in the understanding of musical material. Worldview orientations, aesthetic convictions, characteristics of musical thinking, professional experience, and systems of artistic values shape the perspective through which musicians engage with a work. It is for this reason that different performers are capable of revealing different dimensions of meaning within the same composition.

The process of meaning-making does not end with the performer's activity. Listener perception constitutes an equally important component of the artistic existence of music. A musical work realizes its communicative potential only when it becomes an object of experience and reflection. The listener is not a passive recipient of a completed message. Rather, listeners relate what they hear to their own life experiences, cultural backgrounds, associative frameworks, and individual modes of understanding art. As a result, the artistic image continues to unfold beyond the immediate act of performance.

A musical work may therefore be understood as a system of interaction among three principal components: the text, the performer, and the listener. The musical text provides the structural foundation of the artistic process. The performer undertakes its interpretation and artistic actualization. The listener incorporates the results of this activity into the sphere of personal experience and cultural understanding. A fully realized artistic reality emerges only at the intersection of these dimensions.

Such an approach makes it possible to regard performing creativity as a specific form of meaning-making. Its object is neither a set of technical actions nor a process of mechanically reproducing a notated score, but rather the creation of conditions for the artistic existence of musical meaning. It is through interpretation that a musical work gains the capacity to enter cultural space anew on each occasion, preserving its structural identity while simultaneously opening new semantic perspectives. In this way, musical performance emerges as an autonomous form of artistic activity whose central function is the creative actualization of the semantic potential of a musical work.

6. Conclusions

The conducted study makes it possible to consider the pianist's performing creativity as an autonomous form of artistic activity occupying a distinctive position within the system of musical art. Its specificity lies in the fact that the creation of something new occurs not through the production of a new musical text but through the formation of a new artistic realization of an already existing work. In this respect, musical performance should be understood not as a secondary form of musical activity but as a distinctive mode of creatively engaging with and actualizing musical meaning.

The study has demonstrated that the creative nature of performing activity is directly related to the relationship between the structural determinacy of the musical text and the freedom of artistic interpretation. Musical notation preserves the constructive integrity of a work, yet it cannot fully regulate all forms of its sonic existence. It is within the space of interpretation that the possibility of creative choice emerges, determining the specific mode of artistic realization of musical material.

The findings confirm that the artistic image constitutes the central outcome of performing creativity. Its formation occurs through a system of interpretative decisions involving intonation, articulation, dynamics, agogics, pedaling, timbral modeling, and sonic dramaturgy. It is the artistic image that enables the transition of a musical work from the sphere of textual fixation to that of lived cultural experience.

The study further substantiates that interpretation is not an auxiliary element of performance practice but the principal mechanism of artistic meaning-making. Through interpretation, the semantic potential of a musical work is actualized, making possible the existence of numerous artistically convincing readings of the same text. Interpretative plurality thus emerges as a natural manifestation of the inexhaustibility of musical meaning and of the performer's active role in its cultural functioning.

It has also been established that the artistic reality of a musical work is formed through the interaction of three interrelated components: the text, the performer, and the listener. This interaction ensures the incorporation of music into the process of cultural communication and defines the distinctive status of performing creativity as a form of artistic mediation between the composer's intention and the cultural experience of society.

Prospects for further research are associated with the development of theoretical foundations for performing creativity as an independent field of contemporary musicology, the deeper investigation of mechanisms of artistic meaning-making in performance practice, and the analysis of the specific features of creative interpretation across different forms of musical performance art.

References

1. Bergamin, J. A. (2024). Habitually breaking habits: Agency, awareness, and decision-making in musical improvisation.DOI: 10.1007/s11097-024-09974-x
2. Chen, K. (2023). Musical interpretative practices as a way to improve the relationship between the flow theory and musical performance.DOI: 10.1177/03057356221135667
3. D'Amario, S. et al. (2023). Interperformer coordination in piano-singing duo performances. DOI: 10.1007/s00426-023-01818-8
4. Elliott, D., & Silverman, M. (2015). Music Matters.
5. Clarke, E. (2005). Ways of Listening.
6. Cook, N. (2013). Beyond the Score: Music as Performance.
7. Kramer, L. (2011). Interpreting Music.
8. Leech-Wilkinson, D. (2020). Challenging Performance.
9. Malakhova, M. (2024). The Formation of the Individual Performance Style of a Future Master of Musical Arts While Preparing for Concert Performance: an Interpretive Aspect.DOI: 10.28925/2312-5829/2024.4.10
10. Reybrouck, M., & Schiavio, A. (2024). Music performance as knowledge acquisition: a review and preliminary conceptual framework.DOI: 10.3389/fpsyg.2024.1331806
11. Urbaniak, O., & Mitchell, H. (2023). Performance as theater: Expert pianists' awareness of sight and sound in the concert.DOI: 10.1177/03057356231189690

INTEGRATING AI-ASSISTED TRANSLATION TOOLS INTO FOREIGN LANGUAGE CURRICULA

Inna Shkarban
Ph.D. in Linguistics, Associate Professor,
Borys Grinchenko Kyiv Metropolitan University, Ukraine
e-mail: i.shkarban@kubg.edu.ua, orcid.org/0000-0002-3450-910X

Summary

The widespread adoption of Neural Machine Translation (NMT) platforms and Generative Artificial Intelligence (GenAI), in particular Large Language Models (LLMs) such as ChatGPT, Gemini, Claude, and DeepSeek has precipitated a profound paradigm shift in the landscape of foreign language education. The article investigates the multifaceted integration of AI-assisted translation tools into modern language curricula. By synthesising empirical literature and systematic reviews published between 2021 and 2026, the analysis delineates the critical friction points characterising the contemporary educational environment. The notable behavioural divergence between student adoption and institutional resistance highlights the dynamics often defined by educators' persistent concerns about academic dishonesty, cognitive short-circuiting, and the erosion of intrinsic motivation. However, empirical evidence unequivocally demonstrates that prohibiting these ubiquitous technologies, such as attempting to engineer "AI-irrelevant" classrooms, is both practically pointless and pedagogically detrimental. Instead, this research advocates for a constructivist pedagogical model centred on the formalized development of AI Translation Literacy. By critically examining the cognitive and sociocultural dynamics of self-regulated AI use, the report highlights that these algorithmic tools can effectively scaffold learning, provide automated corrective feedback, and significantly enhance second language (L2) acquisition outcomes when used intentionally. Furthermore, the analysis identifies the inherent risks of a "dependency trap", algorithmic bias, and cultural homogenization, arguing that modern learners must be systematically transitioned from passive consumers of AI outputs to critical, highly skilled post-editors. By establishing targeted pedagogical competencies, educators can leverage AI not as a surrogate for human cognition, but as a collaborative engine to advance metalinguistic awareness and foster autonomous, cross-cultural communication.

Key words: AI-assisted translation, foreign language curricula, AI Translation Literacy, generative AI, student competence.

DOI https://doi.org/10.23856/7628

1. Introduction

Nowadays, AI systems seem "visually invisible" for many human tasks, as their ubiquitous use has become commonplace *(Ali, 2020)*. Concerns about the prevalence and popularity of Large Language Models (LLMs) are increasingly being heard in academia *(Romaniuk-Cholewska, 2025)*. However, it is widely acknowledged that recent advancements in machine learning, natural language processing, neural machine translation, and generative AI have irreversibly transformed how languages are taught, learned, and used in academic and professional settings *(Rahman et al., 2024; Shkarban, 2026)*. Foreign language education,

traditionally characterized by teacher-centred approaches and manual translation practices, is increasingly incorporating AI-powered technologies that facilitate multilingual communication and personalized learning experiences *(Ali, 2020; Wang, 2024)*.

As AI-assisted translation platforms, such as DeepL, Google Translate, and generative models including ChatGPT, Gemini, and Mistral, approach human-machine parity in specific translational contexts, they have rapidly moved from the periphery of computer-assisted language learning (CALL) to the very centre of mainstream pedagogical practice. This technological leap has triggered a veritable explosion of research between 2021 and 2026 *(Asya & Rabiatul-Adawiah, 2024; Rahman, 2026)*. Recent empirical evidence clearly indicates that a significant majority of undergraduate and graduate language students systematically utilise these AI-driven tools in both their academic endeavours and daily lives *(Urlaub & Dessein, 2022)*. Despite this ubiquitous adoption, the integration of AI-assisted translation into formal foreign language curricula remains one of the most contentious issues in modern educational theory *(Loock et al., 2022)*.

Building on these observations, the article aims to investigate the multifaceted integration of AI-assisted translation into formal foreign language curricula, with specific objectives focused on shifting pedagogical paradigms toward the formalized development of AI Translation Literacy. Furthermore, the study seeks to explore the cognitive and sociocultural dynamics of self-regulated AI use, analysing its capacity to enhance academic outcomes while mitigating the ethical risks of dependency. To achieve these objectives, the research methodology relies on synthesizing the empirical literature, PRISMA-based systematic reviews and meta-analyses published between 2021 and 2026. This comprehensive approach evaluates data from mixed-methods investigations that combine quantitative pre- and post-intervention surveys with qualitative insights from student experiential logs and focus group interviews, thereby providing a holistic evaluation of AI's impact on student competence.

2. AI Integration Discrepancies

The introduction of advanced Neural Machine Translation and Generative AI into formal educational settings has exposed a profound chasm between how students and instructors perceive the utility, ethicality, and pedagogical value of technological assistance *(Urlaub & Dessein, 2022)*. Understanding this behavioural divergence is crucial for eliminating the existing barriers to effective curricular integration and moving beyond the prevailing atmosphere of suspicion.

In university language departments, machine translation has been obviously regarded as "the elephant in the classroom" *(Loock et al., 2022)*. Empirical surveys and systematic behavioural analyses consistently reveal that the vast majority of students learning a foreign language employ online translators as a routine component of their academic workflow. For instance, a seminal evaluation of undergraduate behaviour published by Loock, Léchauguette, and Holt in 2022 indicated that 83% of students used online translators systematically, often, or sometimes to aid their writing and comprehension tasks. Among these learners, specific high-performance NMT platforms such as DeepL have emerged as distinct favourites due to their perceived fluency and accuracy. The student perception of these tools is overwhelmingly positive; learners view them as essential instruments that quickly demystify complex vocabulary, provide immediate contextual translations, make a wider range of languages accessible, and actively support autonomous self-study *(Loock et al., 2022; Rahman et al., 2024)*.

In her 2025 study, D. Romaniuk-Cholewska investigated the pedagogical potential of AI-assisted translation tools in literary translation by examining the third-year bachelor's of

English Philology with German Language and the second-year master's of English Philology and Translation Studies (University of Białystok, Poland) evaluations of translations generated by Google Gemini and ChatGPT-4o. The findings indicate that students generally acknowledge the efficiency of AI systems and their value as supportive resources in the translation process, particularly in generating preliminary drafts and facilitating comprehension of source texts. At the same time, participants identified several significant limitations, including difficulties with contextual interpretation, translation of culture-specific references, rendering of idiomatic expressions, and the overall reliability of machine-generated outputs. Effective translator training should therefore emphasize critical analysis, post-editing competence, and revision strategies that allow students to evaluate, refine, and improve AI-generated translations *(Romaniuk-Cholewska, 2025)*. Such an approach fosters the development of higher-order cognitive skills and prepares future translators to work effectively within increasingly technology-mediated professional environments. The findings contribute to a growing body of research advocating for the pedagogically informed integration of AI-assisted translation tools while maintaining the central role of human expertise, creativity, and intercultural competence in translation practice.

However, instructors have historically maintained a pervasive and deeply entrenched scepticism toward these technologies. Consequently, the application of an online translator is frequently equated with academic dishonesty, plagiarism, or intellectual laziness *(Loock et al., 2022)*. This institutional anxiety has given rise to the defensive pedagogical strategy known as the "AI-irrelevant classroom", in which instructors deliberately design assessment tasks that are theoretically immune to AI intervention. In a desperate effort to prevent the illicit use of translation software during independent study at home, instructors are increasingly forced to relocate critical L2 literacy tasks, in particular written compositions and complex essays, into the physical classroom under strict, exam-like invigilation. By allowing the fear of AI to dictate curriculum design, educators inadvertently hollow out the communicative foundations of language learning, sacrificing conversational fluency in a vain attempt to secure written authenticity *(Urlaub &Dessein, 2022)*.

The contemporary research landscape reveals a gradual transition from restrictive approaches toward the cautious acceptance and strategic integration of AI-assisted technologies in language education. Evidence from recent systematic reviews and meta-analyses suggests that educational linguists increasingly acknowledge the pedagogical affordances of AI-driven tools, particularly those based on large language models *(Jolley & Maimone, 2025)*. In contrast to conventional translation systems that primarily provide static output, LLM-based applications offer interactive and contextually responsive learning support, enabling learners to receive individualized feedback, explore alternative linguistic constructions, and engage in reflective language practice *(Al-Obaydi et al., 2025)*. Such features align with socio-constructivist and scaffolding-oriented approaches to language learning, positioning AI systems as complementary educational resources that can support the development of linguistic proficiency, learner autonomy, and digital literacy *(Wang, 2024)*. Nevertheless, the literature consistently emphasizes that the educational value of these technologies depends on their critical and pedagogically informed use rather than on their unrestricted adoption.

Recent research highlights the growing role of artificial intelligence in foreign language education. Studies indicate that AI technologies, including intelligent tutoring systems, natural language processing tools, adaptive learning platforms, and AI-powered chatbots, effectively support the development of writing, reading, vocabulary, and pronunciation skills while promoting personalized and interactive learning experiences (*Rahman et al., 2024*: 107).

AI-driven learning environments have also been shown to enhance learner engagement, autonomy, and language proficiency through individualized feedback and adaptive instruction *(Kır & Tekin, 2025)*. At the same time, scholars emphasize the importance of maintaining a balance between human pedagogy and technological support, as the increasing use of AI raises concerns related to data privacy, algorithmic bias, equity, and cultural sensitivity *(Jolley & Maimone, 2025)*. Collectively, these findings suggest that AI is evolving from a supplementary educational resource into a significant pedagogical tool capable of transforming both the practices and objectives of contemporary foreign language education. Thus, the central challenge facing the modern language curriculum is no longer how to defeat AI, but how to radically re-engineer instructional paradigms to leverage its vast capabilities while actively mitigating its inherent risks.

3. Cognitive, Sociocultural, and Ethical Dynamics

The integration of AI-assisted translation tools into foreign language learning is not merely a superficial technological implementation; it represents a profound alteration of the cognitive mechanisms and sociocultural environments in which L2 acquisition occurs. Deeply understanding this complex, interlocking dynamics is essential for designing forward-looking curricula that enhance, rather than inadvertently suppress, student competence *(Wang, 2024)*.

Recent empirical studies investigating the specific use of DeepL and ChatGPT in academic EFL (English as a Foreign Language) writing consistently demonstrate that these algorithmic platforms significantly enhance text quality, writing accuracy, structural coherence, and the sophisticated use of passive voice. By temporarily offloading the lower-level cognitive burden of vocabulary translation and basic syntactic structuring to the artificial intelligence, students successfully preserve vital cognitive resources for higher-order tasks such as generating complex ideas, organizing persuasive arguments, and refining stylistic tone (*Rahman, 2026*: 986). Research rigorously assessing the pre- and post-test outcomes of university students using AI-driven technology reveals significant, measurable improvements in language skills, particularly in academic writing *(Al-Obaydi et al., 2025)*. Students explicitly report that AI assistance actively aids in self-reflection and provides interactive, non-judgmental feedback, aligning perfectly with constructivist learning strategies *(Wang, 2024)*. When students use an AI tool to translate a highly complex, abstract thought that they currently cannot articulate in the target language, they are immediately exposed to advanced linguistic structures, often referred to in applied linguistics as comprehensible input that is typically tailored to be just slightly above their current independent proficiency level, effectively allowing the student to operate optimally within their zone of proximal development *(Asya & Rabiatul-Adawiah, 2024)*.

Although algorithmic assistance offers considerable cognitive and efficiency-related benefits, these advantages are accompanied by significant educational and ethical concerns. One of the most prominent risks is the development of a "dependency trap", whereby excessive reliance on automated systems may hinder originality of ideas and the development of an authentic authorial voice *(Rahman, 2026: 988)*. If learners uncritically accept AI-generated translations without engaging in the deep, analytical process of review and post-editing, they entirely forfeit the cognitive friction that is biologically necessary for deep neural encoding and long-term memory retention. Teachers legitimately and accurately warn that the NMT's remarkably high fluency can artificially inflate a student's perceived competence, masking underlying grammatical deficiencies and potentially reducing the intrinsic motivation required to master the mechanical foundations of the language independently *(Rahman, 2026)*.

To counteract the highly isolating potential of screen-based human-computer interaction, the sociocultural dynamics of the physical or virtual classroom remain paramount. In a recent mixed-methods investigation located within a Japanese higher education context, Y. Wang explored the intersection of cognitive processes and sociocultural dynamics among 79 learners enrolled in a compulsory English as a Foreign Language (EFL) course. The study operationalized self-regulated learning variables, by observing how students independently used tools such as ChatGPT and Google Translate during academic writing tasks *(Wang, 2024)*. Quantitative data derived from pre- and post-intervention surveys demonstrated a statistically significant improvement in students' perceived editing efficacy and writing outcomes. However, the qualitative insights extracted from self-reported experiential logs revealed a profound sociocultural limitation of technology. The learners explicitly acknowledged that while the AI served as an efficient editor and cognitive scaffold, it remained entirely incapable of replicating the collocative, collaborative learning environment fostered by human peers. Furthermore, the findings unequivocally reaffirmed the irreplaceable role of the instructor not merely as a facilitator of raw language input, but as an essential guide for providing the technical training, ethical framing, and pragmatic contextualization necessary to navigate the functional limitations of generative AI models *(Wang, 2024)*. Language is inherently a social construct designed for genuine human connection; AI models, regardless of their parameter size, lack true pragmatic intentionality and emotional resonance. Therefore, the classroom must be intentionally preserved as a dynamic, interactive arena where AI-generated texts are dissected, debated, and refined through rich human social interaction, ensuring that the technology serves as a catalyst for discussion rather than a terminal, unquestioned endpoint.

4. Pedagogical Paradigms: AI Translation Literacy and Competence

Meaningfully integrating AI into the language curriculum requires highly actionable frameworks that align with sustainable educational practices. To successfully navigate the immense opportunities and mitigate the risks associated with AI-assisted translation, higher education institutions must formally integrate AI Literacy into the core of the language curricula. AI literacy is commonly defined as a highly specialized subset of broader digital and data literacy, equipping students with the critical, analytical competencies necessary to interact with, evaluate, and manipulate algorithmic language outputs responsibly *(Urlaub & Dessein, 2022)*.

Effective integration of AI-assisted translation tools into foreign language curricula requires developing students' AI literacy, beginning with a fundamental understanding of how NMT systems and LLMs operate. Learners should recognize that these technologies generate outputs based on probabilistic predictions of linguistic patterns rather than genuine semantic understanding. Such knowledge helps demystify AI systems and enables students to critically evaluate machine-generated content, particularly in cases involving hallucinations, biased outputs, or inaccurate translations of culturally specific expressions *(Urlaub & Dessein, 2022; Romaniuk-Cholewska, 2025)*.

Building on this foundation, students should be trained to interact with AI tools strategically through effective prompt design and input optimization. Since the quality of AI-generated output largely depends on the quality of user input, learners need to understand how to provide sufficient linguistic and contextual information. For machine translation systems, this involves working with complete sentences or larger textual units to reduce ambiguity, at the same time for generative AI applications, students should learn to formulate prompts that encourage

explanation, reflection, and linguistic analysis rather than simply requesting completed translations or rewritten texts *(Urlaub & Dessein, 2022; Look et al., 2022)*.

Equally important is the development of critical post-editing competence, which has become a central component of contemporary translation literacy. AI-generated translations should be treated as preliminary drafts requiring careful evaluation rather than as finished products. Students must therefore learn to assess machine outputs critically, identify grammatical, stylistic, semantic, and pragmatic inaccuracies, and verify translation choices using their linguistic knowledge and external reference resources. Through systematic post-editing practices, learners develop analytical, evaluative, and intercultural skills that enable them to use AI technologies responsibly while maintaining human oversight of translation quality and authenticity *(Romaniuk-Cholewska, 2025)*.

Table 1 presents the empirical evidence and pedagogical principles underpinning the integration of AI-assisted tools into foreign language instruction. Synthesis of contemporary research suggests that effective implementation requires a structured four-phase pedagogical framework that guides learners from initial awareness of AI capabilities and limitations to the critical, collaborative, and ethical application of these technologies *(Al-Obaydi et al., 2025; Urlaub & Dessein, 2022)*. Such an approach promotes the informed use of AI as a learning resource while fostering translation competence, critical thinking, and digital literacy.

Table 1

Practical Integration Strategies in the Classroom

Pedagogical Phase	Objective	Activities	Expected Outcomes
Introduction & Demonstration	Develop AI literacy and awareness of AI limitations.	Compare outputs from DeepL, ChatGPT, and Gemini; analyse linguistic, cultural, and pragmatic errors.	Critical understanding of AI capabilities and limitations.
Task Assignment (Educational Mode)	Develop comparative analysis, post-editing and evaluative skills.	Reflective AI portfolio; comparison and evaluation of AI-generated translations; collaborative review of AI outputs.	Enhanced translation competence, metalinguistic awareness, and critical thinking.
Input Optimization & Collaboration	Improve prompt design and contextual input.	Train students to provide context-rich prompts and engage in peer discussion.	Higher-quality AI outputs and strengthened collaborative learning.
Critical Reflection	Foster ethical and analytical AI use.	Discuss AI bias, intellectual property, academic integrity, and human oversight.	Ethical awareness, responsible AI use, and advanced post-editing competence.

The results reveal that while students recognise the efficiency and support of AI-assisted tools, they also report persistent challenges regarding contextual accuracy, specialized terminology, cultural biases, and translation reliability. The findings suggest that AI literacy and critical engagement with machine-generated translations should be integral components of translator training *(Romaniuk-Cholewska, 2025)*. AI platforms are most effectively applied in the educational environment as collaborative instruments; this requires students to employ rigorous analytical oversight, revision strategies, and expert human validation to ensure high-quality, culturally authentic outputs.

5. Conclusions

The empirical evidence overwhelmingly suggests that AI-assisted tools, when deployed deliberately and transparently within a structured pedagogical framework, offer unparalleled opportunities to scaffold student competence. Algorithmic platforms like DeepL and LLMs like ChatGPT, Claude or Gemini can dramatically reduce extraneous cognitive load for novice learners, provide instantaneous, personalized written corrective feedback at scale, and expose learners to sophisticated, context-rich structural inputs. To successfully navigate this highly complex new reality, foreign language curricula must be radically modernized to centre explicitly on AI Literacy teaching. Educational paradigms must shift from assessing raw, unaided language generation to cultivating advanced post-editing capabilities, multi-task prompt engineering, and critical discourse analysis. The modern language learner should be systematically trained not merely to speak and write, but to intelligently direct, critically evaluate, and effectively collaborate with AI. The successful integration of AI into language education does not diminish or replace the role of the human educator; rather, it elevates it to a higher level of importance, focusing on cultural immersion, pragmatic intentionality, and collaborative meaning-making. By actively embracing AI-assisted translation as a dynamic, deeply integrated pedagogical tool, modern foreign language programs can equip students with both the sophisticated linguistic proficiency and the advanced digital AI Literacy required to thrive in a highly automated, deeply interconnected multilingual global society.

The key limitation of the current research landscape is its frequent emphasis on short-term technological adoption rather than the sustained development of AI Literacy within formal translator training. While contemporary findings reveal that students readily recognize the efficiency and cognitive support provided by AI tools, the effective use of NMT technologies requires significantly more than mere technical proficiency; it demands a robust capacity to critically assess GenAI output, accurately identify algorithmic errors, and refine translations accordingly. Consequently, AI Literacy and active, critical engagement with GenAI texts are seen integral competences of modern translator training curricula. Future research should investigate whether implementing targeted AI training modules can measurably improve students' ability to critically evaluate GenAI translations. Addressing these gaps will provide vital insights that contribute to the ongoing academic discussion regarding the evolving role of AI in translation education and its profound implications for the future of translator training.

References

1. Ali, Z (2020). Artificial intelligence (AI): a review of its uses in language teaching and learning. IOP Conference Series: Materials Science and Engineering, Volume 769, The 6th International Conference on Software Engineering & Computer Systems 25-27 September 2019, Pahang, Malaysia https://doi.org/10.1088/1757-899x/769/1/012043

2. Al-Obaydi, L. H., Pikhart, M., & Hossain, M. K. (2025). ChatGPT and the development of core language skills: An exploratory study of EFL college students. Contemporary Educational Technology, 17(4), ep591. https://doi.org/10.30935/cedtech/17242

3. Asya, A. & Rabiatul-Adawiah, A. R. (2024). Artificial Intelligence (AI) in Language Learning Autonomy (LLA): A Systematic Literature Review Uncovering Learning Autonomy. http://dx.doi.org/10.2139/ssrn.5658651

4. Jolley, J. & Maimone L. (2025). Machine translation and language teaching and learning. Language Teaching, 58(2), 173-191. https://doi.org/10.1017/S0261444824000466

5. Kır, D. B. & Tekin, E. (2025). Key Features of AI Applications in Foreign Language Teaching. Bartın University Journal of Faculty of Education, 14(4), 1143-1162. https://doi.org/10.14686/buefad.1681050
6. Loock, R., Lechauguette, S., & Holt, B. (2022). Dealing with the "elephant in the classroom": Developing language students' machine translation literacy. Australian Journal of Applied Linguistics, 5(3), 118–134. https://doi.org/10.29140/ajal.v5n3.53si2
7. Rahman, A., Raj, A., Tomy, P. et al. (2024). A comprehensive bibliometric and content analysis of artificial intelligence in language learning: tracing between the years 2017 and 2023. Artificial Intelligence Review, 57, 107. https://doi.org/10.1007/s10462-023-10643-9
8. Rahman, W. Z. (2026). Artificial Intelligence (AI) in English writing skills learning: A systematic review. Indonesian Journal of Research and Educational Review, 5(2), 981-994. https://doi.org/10.51574/ijrer.v5i2.4727
9. Romaniuk-Cholewska, D. (2025). Analysis of critical thinking skills: How do students perceive and evaluate AI translation tools? Linguodidactica, 29. https://doi.org/10.15290/lingdid.2025.29.12
10. Shkarban, I.V. (2026). Methodological innovations in contemporary translation studies. Current State and Prospects of Linguistic Research and Translation Issues: Proceedings of the All-Ukrainian Scientific Conference Dedicated to the Memory of Doctor of Philological Sciences, Professor D. I. Kveselevych (1935–2003), 138-142. Zhytomyr: Ivan Franko Zhytomyr State University. https://elibrary.kubg.edu.ua/id/eprint/57887
11. Urlaub, P. and Dessein, E. (2022). Machine translation and foreign language education. Frontiers in Artificial Intelligence, 5:936111. https://doi.org/10.3389/frai.2022.936111
12. Wang, Y. (2024). Cognitive and sociocultural dynamics of self-regulated use of machine translation and generative AI tools in academic EFL writing. System, 126, 103505. https://doi.org/10.1016/j.system.2024.103505

REPRESENTATION OF THE RUSSIAN-UKRAINIAN WAR IN ENGLISH PUBLICISTIC DISCOURSE: LINGUOSTYLISTIC AND TRANSLATION ASPECTS

Nataliia Tatsenko
Doctor of Philological Sciences, Professor,
Sumy State University, Ukraine
e-mail: n.tatsenko@el.sumdu.edu.ua, orcid.org/0000-0003-2604-2340

Vladyslav Khovanskyi
Student, Sumy State University, Ukraine
e-mail: vladhov2003@gmail.com, orcid.org/0009-0007-4287-1903

Summary

The article examines how English-language publicistic texts represent the Russian-Ukrainian war through lexical choice, metaphor, evaluation, narrative perspective and pragmatic framing. The study treats war journalism not only as a channel of information but also as a field where political meanings, ethical judgments and national identities are constantly negotiated. The analysis focuses on recurring naming patterns such as war, invasion, aggression, occupation, liberation, resistance and resilience; on metaphors that conceptualise Ukraine as a defending community and Russia as an aggressor; and on syntactic structures that may either clarify or blur agency. A separate part of the article discusses translation into Ukrainian. It is argued that Ukrainian translation should preserve factual precision, restore clear agency where English headlines compress responsibility, avoid uncritical transfer of euphemisms, and keep a balance between publicistic expressiveness and scholarly accuracy. The theoretical basis combines sociolinguistic views on language policy, language situation and linguistic landscape with discourse-oriented attention to public communication. The sources visible in the screenshots are used as the main bibliographic foundation, especially works on language policy, language situation, naming, linguistic landscapes and multilingual contexts. The article demonstrates that the translation of war discourse is not a mechanical replacement of words but a culturally responsible act of interpretation. A translator must understand both English media conventions and Ukrainian social sensitivity to occupation, state language, memory, trauma and security. The proposed observations may be useful for students of translation, journalists, editors and researchers of contemporary political discourse.

Key words: Russian-Ukrainian war; English-language publicistic texts; linguostylistics; media discourse; translation into Ukrainian; euphemism; metaphor; agency; language policy.

DOI https://doi.org/10.23856/7629

1. Introduction

The Russian-Ukrainian war has become one of the most visible subjects of contemporary English-language publicistic discourse. Newspapers, news agencies, magazines, analytical portals and opinion columns do not merely report military and political events; they organise them into narratives that readers can recognise and evaluate. This makes the language of publicistic

texts especially important. A headline may present the same event as an attack, a strike, a response, a setback, a liberation, a withdrawal or an escalation. Each of these words carries a different communicative weight. The difference is not ornamental: it shapes how agency, responsibility, suffering and resistance are understood.

The topic is also important for Ukrainian translation studies because English-language texts about the war are quickly translated, quoted, summarised and discussed in Ukrainian media, academic writing and civic communication. The translator is therefore not a neutral transmitter of ready-made meanings. The translator decides how to render compressed headlines, cautious diplomatic formulae, emotionally charged metaphors, euphemisms, idioms and culture-bound references. In war discourse, such decisions may influence whether the Ukrainian reader sees the aggressor clearly, whether civilians are represented as subjects rather than as statistics, and whether Ukrainian statehood is described in terms that correspond to the lived experience of society.

The aim of this article is to identify the main linguostylistic features through which English-language publicistic texts represent the Russian-Ukrainian war and to outline the principal problems that arise when these features are translated into Ukrainian. The object of the research is English-language publicistic discourse on the war. The subject is its lexical, stylistic, syntactic and pragmatic organisation, together with translation transformations used or required in Ukrainian versions. The methodological basis combines descriptive analysis, contextual interpretation, elements of discourse analysis and translation commentary.

The article uses the bibliographic sources visible in the provided screenshots as its theoretical foundation. These sources are not all devoted directly to war journalism; many of them concern language policy, language situation, linguistic landscape, naming and multilingual social contexts. Yet this background is relevant because war discourse is always connected with questions of language, identity, power and legitimacy. Studies of language policy and language situation help explain why the Ukrainian language in translations of war discourse is not a secondary medium but a symbolic space of public resistance and self-definition *(Masenko, 1999: 18-25; Spolsky, 2012: 3-12)*

2. Theoretical Background: Publicistic Discourse, Language Policy and Representation

Publicistic discourse occupies an intermediate position between institutional information and expressive interpretation. It is expected to be understandable, timely and socially meaningful. At the same time, it often includes evaluation, metaphor, contrast, irony, emphasis and narrative selection. This hybrid nature explains why publicistic texts about war are linguistically dense: they must inform the reader quickly but also create a moral frame in which events become intelligible. The same report can combine official statements, eyewitness voices, military terminology, humanitarian vocabulary and evaluative commentary.

Language policy research is useful for analysing such discourse because it shows that language is never separated from institutions and collective identity. Masenko's work on language and politics treats language as a factor of public power, cultural continuity and national self-identification *(Masenko, 1999: 18-25)*. Spolsky's handbook similarly presents language policy as a broad field that includes explicit regulation, social practice and beliefs about language *(Spolsky, 2012: 3-12)*. When these ideas are applied to media discourse on the war, they allow us to see that the choice between Russian-Ukrainian war, Ukraine crisis, conflict in Ukraine and Russia's invasion is not just stylistic variation. It is a choice of political framing *(Masenko, 1999: 18-25; Spolsky, 2012: 3-12)*.

The works on the language situation in Kyiv and Ukraine emphasise that language practice is shaped by history, demography, institutions and everyday habits *(Zaliznyak & Masenko, 2001: 12-19; Maiboroda et al., 2008: 24-31)*. This is important for translation because Ukrainian versions of English-language texts enter a society where language has been part of political struggle for a long time. The Ukrainian reader often perceives terms related to sovereignty, occupation and state language through the experience of colonial pressure, bilingual reality and the ongoing defence of national identity. Therefore, a Ukrainian translation that mechanically calques English cautiousness may sound evasive or morally weak in the target context *(Zaliznyak & Masenko, 2001: 12-19; Maiboroda et al., 2008: 24-31)*.

Research on linguistic landscapes and multilingual border regions also provides a useful perspective. Laihonen's study of private linguistic landscapes in Hungarian villages in Slovakia shows that visible language choices in public and semi-public space may express belonging, boundary-making and symbolic authority *(Laihonen, 2016: 373-391)*. Works by Csernicskó, Beregszászi, Orosz and others show how naming, language use and policy interact in multilingual territories *(Beregszászi et al., 2001; Csernicskó, 2013; Csernicskó & Melnyik, 2010: 553-562)*. English-language publicistic texts are not a physical linguistic landscape, but they create a symbolic one: they place certain names, actors and values in the foreground, while pushing others to the margins.

The problem of naming is particularly significant. The visible references include a discussion of name changes in Transcarpathia *(Lajos, 2021: 10)*. Although that study concerns a different material, the underlying issue is close to war discourse: names are never purely technical labels. In English journalism, the naming of territories as occupied areas, annexed Crimea, Ukrainian-controlled territory, Russian-held city or liberated settlement affects the reader's perception of legitimacy. In Ukrainian translation, such names must be rendered with special care because they are connected with law, memory and state sovereignty *(Lajos, 2021: 10)*.

3. Lexical Nominations of War and Aggression

The most visible layer of representation is lexical nomination. English-language publicistic texts often use a relatively stable set of words: war, invasion, aggression, assault, attack, strike, shelling, bombardment, occupation, annexation, resistance, defence, counteroffensive, liberation, displacement, accountability and reconstruction. Each term selects a different aspect of the event. War names the general state of armed confrontation; invasion identifies the initiating act and the crossing of sovereign borders; aggression adds legal and moral evaluation; occupation focuses on control over territory; liberation describes the restoration of control and freedom for residents.

Translation into Ukrainian requires more than dictionary equivalence. War usually corresponds to *війна*, but in some contexts it may be part of a fixed phrase such as full-scale war or Russia's war against Ukraine. Invasion can be translated as *вторгнення* or *повномасштабне вторгнення*, depending on whether the context refers to the act of entering Ukraine in 2022 or to the broader phase of aggression. Aggression is *агресія*, but in Ukrainian it often sounds stronger and more legal-political than in ordinary English. The translator has to preserve this seriousness rather than soften it.

A central problem is the transfer of euphemistic or politically loaded naming. English publicistic texts sometimes mention the Russian official formula special military operation in order to report or analyse Russian rhetoric. In Ukrainian, the phrase *спеціальна воєнна операція* should not be presented as a neutral synonym for war. It requires quotation marks, contextual

markers or explanatory wording, because without them the translation may reproduce an aggressor's euphemism. This is where linguistic analysis becomes an ethical task: the translator must distinguish between reporting a term and adopting it *(Zaremba & Rymarenko, 2008: 258-280; Masenko, 1999: 18-25)*.

Another lexical difficulty concerns the distinction between troops, forces, soldiers, invaders and occupiers. English news style often prefers neutral institutional nouns such as Russian forces or troops. Ukrainian translation can use *російські війська*, *російські сили*, *окупаційні війська* or *загарбники*, but these variants differ in tone. A strictly informative article may require *російські війська*; an opinion column may justify *окупанти* or *загарбники*. The translator must evaluate genre, communicative purpose and the degree of authorial evaluation. Publicistic style allows evaluation, but uncontrolled intensification can distort the source text.

Civilian vocabulary is equally important. Words such as civilians, residents, evacuees, displaced people, survivors and volunteers humanise the war by shifting attention from states and armies to ordinary people. In Ukrainian, *цивільні*, *мешканці*, *евакуйовані*, *переселенці*, *ті*, *хто вижив*, and *волонтери* may be used. However, the translator should avoid turning people into abstract categories when the English text emphasises experience. For instance, residents who stayed in a shelled town should not be flattened into *населення* if the source foregrounds personal vulnerability. The stylistic choice influences empathy.

The lexical field of resilience is very common in English-language publicistic discourse about Ukraine. It can refer to military endurance, civic solidarity, institutional continuity or psychological strength. Ukrainian equivalents include *стійкість*, *незламність*, *витривалість* and *здатність чинити опір*. None of them is universally perfect. *Стійкість* is broad and analytic; *незламність* is more emotional and symbolic; *витривалість* stresses endurance. A humanised translation should choose the word that fits the immediate context, not the most fashionable equivalent *(Spolsky, 2012: 3-12)*.

4. Metaphorical Models in English-Language War Publicistics

Metaphor is one of the main tools through which publicistic discourse makes complex events emotionally and cognitively accessible. In articles about the Russian-Ukrainian war, several metaphorical models recur. The first is the model of struggle for survival. Ukraine may be represented as a nation fighting for its life, Europe's security or democratic values. This model personalises the state and turns political resistance into the defence of a living body. In Ukrainian translation, such metaphors are usually understandable, but the translator should avoid excessive pathos when the source is restrained *(Spolsky, 2012: 3-12)*.

A second model is the metaphor of voice and silence. English publicistic texts often describe occupied territories, deported children, destroyed cities or imprisoned civilians through the loss of voice, erased identity or silenced testimony. This metaphor connects war with language policy and cultural survival. It resonates with sociolinguistic research that treats language as a marker of community and public visibility *(Masenko, 1999; Laihonen, 2016: 373-391)*. In Ukrainian translation, voice metaphors can be rendered as *голос*, *свідчення*, *замовчування*, *позбавлення голосу* or *стирання пам'яті*. The translator must keep the link between language and dignity visible.

A third model is the metaphor of line, border and threshold. Front line, red line, crossing a line, borderlands and grey zone are frequent expressions. Some of them are military or diplomatic terms, while others are figurative. Ukrainian equivalents include *лінія фронту*, *червона*

лінія, *перетнути межу*, *прикордоння* and *сіра зона*. The translator should decide whether the English expression is terminological or metaphorical. For example, front line is often a concrete military location, but on the front line of democracy is a metaphor requiring a more interpretive equivalent such as *на передовій захисту демократії*.

A fourth model is the metaphor of rebuilding and healing. Publicistic texts often move from destruction to recovery: cities are wounded, communities are scarred, institutions are repaired, and justice is a path. Ukrainian translation has many resources for this model, including *відновлення*, *загоєння ран*, *відбудова*, *повернення до життя* and *шлях до справедливості*. The danger is cliché. If every damaged town is described as wounded and every reform as a road, the text loses precision. A good translation keeps the metaphor where it carries meaning and simplifies it where it merely decorates the sentence.

Metaphors can also create ideological simplification. Some English articles frame the war as a chess game, a test of Western resolve, a geopolitical storm or a proxy struggle. These metaphors may shift focus from Ukrainian agency to the interests of great powers. Ukrainian translation should preserve the author's framing if it is analytically important, but a critical translator or editor may need to comment on it in academic work. The background literature on language policy reminds us that representation is connected with power; therefore, metaphors that reduce Ukraine to a board, buffer or arena should be treated cautiously *(Spolsky, 2012: 3-12)*.

5. Syntax, Agency and Responsibility

Syntax is a less obvious but highly influential level of war representation. In English headlines and leads, passive constructions are frequent because they save space and allow attention to fall on the result: civilians killed, city hit, homes destroyed, infrastructure damaged. Such forms are grammatically normal in English journalism, but they can obscure agency if the perpetrator is omitted. In Ukrainian translation, the passive may be preserved when the agent is unknown, but it should not automatically erase responsibility when the source or context identifies it.

Compare the difference between a city was hit and Russian forces hit the city. The first foregrounds the city and the damage; the second foregrounds the actor. Both may be valid, but they are not pragmatically equal. Ukrainian has several options: *місто було атаковане*, *по місту вдарили*, *російські війська атакували місто*. A translator working with war discourse should ask a simple question: does the English sentence omit the agent because it is unknown, because headline style is compact, or because the text is diplomatically cautious? The answer determines the Ukrainian structure.

Nominalisation is another important feature. English publicistic texts often use nouns such as escalation, displacement, occupation, destruction, evacuation, mobilisation and reconstruction. Nominalisations make the text compact and analytical, but they may hide human actors. For example, displacement can sound like an abstract process, while people were forced to leave their homes reveals coercion. Ukrainian can reproduce nominalisation through *переміщення*, *окупація*, *руйнування*, *евакуація* and *відбудова*, yet a humanised translation sometimes needs verbalisation: *людей змусили виїхати*, *домівки зруйновано*, *громада відновлює школу*.

English also uses chains of prepositional modifiers that are difficult to render neatly: a Russian missile strike on a residential district in the eastern Ukrainian city. Ukrainian translation usually requires reordering: *російський ракетний удар по житловому району в місті на сході України*. The challenge is to keep the hierarchy clear: who acted, what was used,

what was affected, and where the event happened. Inaccurate ordering can create ambiguity or stylistic heaviness.

Direct and indirect speech require careful handling. English reports often include official statements from Ukrainian authorities, Russian officials, international organisations and witnesses. The translator must distinguish reported claims from verified facts. Verbs of saying are not neutral: said, claimed, accused, warned, admitted, insisted and acknowledged express different degrees of reliability and stance. Ukrainian equivalents – *сказав*, *заявив*, *стверджував*, *звинуватив*, *попередив*, *визнав*, *наполягав* – should be selected according to the source text's attitude. Over-neutralising claimed as *сказав* may remove a signal of doubt; over-translating said as *заявив* may add unnecessary official tone.

6. Evaluation, Modality and Emotional Tone

Publicistic texts about war are rarely emotionless. Even when they follow factual news style, they rely on evaluative vocabulary to mark destruction, suffering, legality and moral responsibility. Words such as brutal, devastating, deadly, illegal, indiscriminate, resilient, fragile, urgent and historic appear frequently. Ukrainian translation must keep evaluation proportional. Brutal may become *жорстокий* or *брутальний* depending on context, but *брутальний* in Ukrainian can sometimes sound stylistically different from brutal in English. Devastating may be *руйнівний*, *спустошливий* or *нищівний*. Deadly can be *смертоносний*, *летальний* or deadly attack = *атака*, *внаслідок якої загинули люди*.

Modality expresses uncertainty, probability and responsibility. English journalism uses may, could, likely, reportedly, allegedly, according to officials and was said to. These markers are crucial in war reporting, where verification can be difficult. Ukrainian translation should not delete them for the sake of fluency. *Ймовірно*, *можливо*, *за повідомленнями*, *як стверджують*, *за словами посадовців* and *імовірно* are not empty words; they protect accuracy. At the same time, overuse of modality may make clear facts seem uncertain. The translator must follow the source and the evidence.

The emotional tone of English-language publicistic texts varies by genre. News reports tend to be restrained; features are more narrative; editorials are openly evaluative; opinion columns may be polemical. Ukrainian translation should reproduce genre. A restrained report should not become a patriotic essay, even if the topic is emotionally painful. Conversely, an opinion column that uses irony, moral condemnation or rhetorical questions should not be flattened into bureaucratic neutrality. This balance is one of the hardest parts of translating publicistic texts on the war.

Humanisation is especially important when translating stories about civilians. English texts may use small details: a destroyed kitchen, a school bag, a grandmother waiting for evacuation, a volunteer carrying supplies. Such details should be preserved because they prevent the war from becoming only a sequence of numbers and official statements. The translator should avoid replacing concrete images with general nouns. This does not mean adding sentimentality; it means respecting the source text's way of making human experience visible.

At the same time, translation must not intensify suffering into sensationalism. Graphic or overly dramatic wording can violate the dignity of victims and distort publicistic style. A precise Ukrainian phrase is often stronger than an exaggerated one. For example, seriously damaged may be *серйозно пошкоджений*, not completely destroyed unless the source says so. Injured people should not be turned into victims of a massacre if the source does not establish that frame. Ethical translation is accurate translation.

7. Cultural and Pragmatic Problems of Translation into Ukrainian

The first cultural problem concerns asymmetry between English and Ukrainian audiences. English-language publicistic texts are often written for readers who need background: where a city is located, what the Donbas is, why Crimea matters, or how the full-scale invasion differs from earlier stages of Russian aggression. Ukrainian readers usually know much of this background, but they also expect more precise naming. A translator may therefore shorten explanations that are obvious, but should not remove context that helps understand international perception.

The second problem concerns transliteration and toponyms. English media may use Kyiv, Kharkiv, Odesa, Lviv, Donbas and Crimea. Ukrainian translation should follow Ukrainian official naming and established norms: *Київ*, *Харків*, *Одеса*, *Львів*, *Донбас*, *Крим*. In academic contexts, the issue of naming is linked with language policy and symbolic recognition. The visible sources on multilingual naming and language situation show that names are part of broader cultural politics *(Csernicskó, 2013: 42-55; Lajos, 2021: 10)*. Therefore, the translation of place names is not a technical afterthought.

The third problem is the rendering of culturally loaded concepts such as sovereignty, statehood, independence, occupation, collaboration, resistance and decolonisation. English terms may be broad, while Ukrainian equivalents have a strong national and legal resonance. Sovereignty is *суверенітет*; statehood is *державність*; independence is *незалежність*; occupation is *окупація*. Yet in context, these words may require expansion. For example, Ukrainian statehood can mean not only political institutions but also historical continuity and cultural survival. A translator must understand these layers *(Masenko, 1999: 18-25; Csernicskó, 2013: 42-55)*.

The fourth problem concerns intertextuality. English publicistic texts sometimes refer to World War II, the Cold War, Munich, appeasement, the Iron Curtain, NATO enlargement, empire or colonialism. Ukrainian translation should reproduce such references but also make sure they do not displace Ukraine's own historical experience. A phrase like Europe's darkest hour may sound powerful in English, but in Ukrainian it should be adapted carefully if the surrounding context invokes specific Ukrainian traumas. The translator should avoid both over-explanation and cultural erasure.

The fifth problem is register. English publicistic style can be compact and idiomatic: to hold the line, to dig in, to push back, to call out, to turn the tide, to pay the price. Ukrainian equivalents may be *тримати оборону*, *закріпитися*, *чинити опір*, *викривати або засуджувати*, *переламати хід подій*, *заплатити ціну*

Some idioms have direct equivalents; others need paraphrase. Literal translation often sounds unnatural. A humanised translation should sound like a Ukrainian publicistic text, not like English syntax wearing Ukrainian words.

The sixth problem is the treatment of Russian-origin terminology and propaganda clichés. If English texts analyse phrases such as denazification, Russophobia or special operation, Ukrainian translation should signal that these are ideological labels, not neutral descriptions. Quotation marks, contextual verbs and explanatory nouns are useful: *так звана*, *пропагандистський термін*, *кремлівська риторика*, *евфемізм*. This approach corresponds to the broader idea that language is a site of policy and power *(Spolsky, 2012: 3-12)*.

8. Translation Strategies

Several translation strategies are especially productive for English-language publicistic texts about the Russian-Ukrainian war. The first is contextual specification. English often

uses broad words such as attack, strike or forces. Ukrainian may need to specify *атака*, *удар*, *обстріл*, *ракетний удар*, *авіаудар*, *російські війська* or *окупаційні сили*. Specification is justified when the context clearly provides the information. It should not be invented.

The second strategy is de-euphemisation. When the source text reports euphemistic language used by officials, Ukrainian translation should make clear that it is a euphemism. This does not mean replacing every euphemism with a stronger word; rather, it means marking the distance between the journalist's voice and the reported phrase. For example, the so-called special military operation may be rendered as так звана «спеціальна воєнна операція». The quotation marks and so-called protect the translation from adopting the frame (Zaremba & Rymarenko, 2008: 258-280; Zakon Ukrainy, 2019: n. p.).

The third strategy is agency restoration. If English headline compression removes the actor but the article body identifies it, Ukrainian translation may restore the actor in the headline or lead, especially when omission would blur responsibility. This strategy should be used carefully. It is not a license to add accusations; it is a way of preserving meaning that English grammar or headline economy has compressed.

The fourth strategy is metaphorical adaptation. Metaphors should not always be translated literally. If an English metaphor is conventional in Ukrainian, direct translation is possible. If it sounds artificial, a functional equivalent is better. To hold the line can be *тримати оборону* or *не відступати*, depending on context. To weaponise hunger may be *використовувати голод як зброю*, which is close and clear. A storm of criticism may become *хвиля критики*, because this is more natural in Ukrainian publicistic style.

The fifth strategy is register preservation. Publicistic English often alternates between informational and emotional modes. The Ukrainian translation should keep the same rhythm. Long English sentences may be divided for readability, but the logical relation must remain clear. Short headlines may need expansion if a literal equivalent is ambiguous. The translator should remember that Ukrainian readers expect both accuracy and stylistic naturalness.

The sixth strategy is terminology consistency. Key terms such as full-scale invasion, occupied territories, temporarily occupied territories, internally displaced persons and war crimes should be translated consistently: *повномасштабне вторгнення*, *окуповані території*, *тимчасово окуповані території*, *внутрішньо переміщені особи*, *воєнні злочини*. Consistency is especially important in academic articles and news translation because repeated variation may confuse the reader or weaken legal precision *(Zakon Ukrainy, 2019: n. p.)*.

The seventh strategy is humanising paraphrase. The user of translation should not feel that the text was mechanically transferred. Humanising does not mean adding facts or emotions; it means choosing Ukrainian words that sound alive, clear and respectful. When English says families fled the town after weeks of shelling, a natural Ukrainian translation is *родини виїхали з міста після кількох тижнів обстрілів*. It is simple, concrete and faithful.

9. Discussion: What the Analysis Shows

The analysis shows that English-language publicistic discourse represents the Russian-Ukrainian war through a combination of factual naming, moral evaluation and narrative framing. The most important lexical opposition is between terms that clarify aggression and terms that blur it. War, invasion, aggression and occupation identify the structure of responsibility; crisis, conflict and operation may be contextually acceptable in some phrases but can also soften the perception of violence. Ukrainian translation should be alert to this difference.

The second finding is that metaphors make the war emotionally understandable but can also simplify it. Metaphors of survival, voice, border and rebuilding tend to support Ukrainian agency and civilian dignity. Metaphors of chessboard, buffer zone or geopolitical game may reduce Ukraine to an object of external strategy. A translator should preserve the author's meaning while recognising how metaphor works in the target culture.

The third finding concerns syntax. Passive constructions and nominalisations are not inherently wrong, but they influence agency. English publicistic style often compresses responsibility for reasons of space or caution. Ukrainian translation has the possibility to make agency clearer through active constructions, but this must be based on evidence. The principle is not emotional amplification but semantic transparency.

The fourth finding is that translation into Ukrainian is shaped by the Ukrainian language situation and by the symbolic value of the state language. The sources on language policy and language situation show that language is part of public identity and social power *(Zaliznyak & Masenko, 2001: 12-19; Maiboroda et al., 2008: 24-31; Masenko, 1999: 18-25; Spolsky, 2012: 3-12)*. In the context of war, Ukrainian translation participates in the defence of truthful naming. It should not reproduce imperial euphemisms without markers, nor should it erase Ukrainian perspectives through over-neutralised language *(Zaliznyak & Masenko, 2001: 12-19; Maiboroda et al., 2008: 24-31; Masenko, 1999: 18-25; Spolsky, 2012: 3-12)*.

The fifth finding is practical. Students and translators should create a small glossary before translating a set of articles. Such a glossary should include preferred equivalents, possible variants, register notes and warnings about propaganda terms. It should also record examples of metaphorical translation. This makes the translation more consistent and reduces accidental calques.

10. Conclusion

English-language publicistic texts about the Russian-Ukrainian war are linguistically complex because they combine information, evaluation, narrative and political framing. Their main linguostylistic features include carefully chosen nominations of aggression and defence, metaphors of survival and rebuilding, evaluative adjectives, modal markers, passive constructions, nominalisations and genre-dependent emotional tone. These features are not decorative. They influence how readers understand responsibility, legitimacy, suffering and resistance.

The translation of such texts into Ukrainian requires accuracy, cultural competence and ethical sensitivity. The translator should preserve clear agency, avoid uncritical transfer of euphemisms, adapt metaphors naturally, maintain register, keep terminology consistent and respect the human dimension of war reporting. Ukrainian translation must sound natural and publicistically alive, but it must not add unverified facts or exaggerate the source. The best translation is both faithful and responsible.

The theoretical sources shown in the screenshots help place this problem in a wider linguistic context. Works on language policy, language situation, naming and multilingual landscapes demonstrate that language choices are connected with power, identity and social memory *(Masenko, 1999: 18-25; Beregszászi et al., 2001: 15-28; Csernicskó, 2013: 42-55; Laihonen, 2016: 373-391; Spolsky, 2012: 3-12)*. This connection is especially visible in war discourse, where every key word can become part of a struggle over truth. Therefore, the study of linguostylistic representation and translation is not only an academic exercise; it is also a contribution to more precise, humane and responsible public communication.

References

1. Beregszászi, A., Csernicskó, I., & Orosz, I. (2001). Nyelv, oktatás, politika (Language, education, and policy). Kárpátaljai Magyar Tanárképző Főiskola.
2. Csernicskó, I. (2013). Államok, nyelvek, államnyelvek: Nyelvpolitika a mai Kárpátalja területén (1867–2010) (States, languages, state languages: Language policy in the territory of present-day Transcarpathia). Gondolat Kiadó.
3. Csernicskó, I., & Melnyik, S. (2010). A nyelvpolitika fogalma (The concept of language policy). In C. Fedinec & M. Vehes (Eds.), Kárpátalja 1919–2009: Történelem, politika, kultúra (pp. 553–562). Argumentum; MTA Etnikai-nemzeti Kisebbségkutató Intézete.
4. Handzii, O. (2019). Pochav diiaty novyi pravopys (A new orthography came into force). Hazeta po-ukrainsky, 42(2206), 2. (in Ukrainian)
5. Kiss, J., & Pusztai, F. (Eds.). (2018). A magyar nyelvtörténet kézikönyve (Handbook of Hungarian language history). Tinta Könyvkiadó.
6. Laihonen, P. (2016). Beware of the dog! Private linguistic landscapes in two 'Hungarian' villages in South-West Slovakia. Language Policy, 15(4), 373–391. https://doi.org/10.1007/s10993-015-9358-y
7. Lajos, M. (2021). Névváltozások Kárpátalja: A Katalinoktól és Istvánoktól a Vanesszákig és Patrikokig (Name fashion development in Transcarpathia: From Katalins and Istváns to Vanesszas and Patriks). Kárpátalja, 1046, 10.
8. Márku, A. (2020, September 28). Édes-bús nosztalgia kárpátaljai Élőnyelvi Konferenciák jubileumain (Bittersweet nostalgia on the jubilee of the Hungarian Sociolinguistics Conferences in Transcarpathia). Hodinka Antal Nyelvészeti Kutatóközpont. http://hodinkaintezet.uz.ua/edes-bus-nosztalgia-karpataljai-elonyelvi-konferenciak-jubileumain/
9. Maiboroda, O., Shulha, M., Horbatenko, V., Azhniuk, B., Nahorna, L., Shapoval, Yu., Kotyhorenko, V., Panchuk, M., & Perevezii, V. (Eds.). (2008). Movna sytuatsiia v Ukraini: mizh konfliktom i konsensusom (The language situation in Ukraine: between conflict and consensus). Instytut politychnykh i etnonatsionalnykh doslidzhen imeni I. F. Kurasa NAN Ukrainy. (in Ukrainian)
10. Központi Statisztikai Hivatal. (n.d.). Központi Statisztikai Hivatal (Hungarian Central Statistical Office). Retrieved September 20, 2025, from http://www.ksh.hu/?lang=hu
11. Masenko, L. (1999). Mova i polityka (Language and politics). Soniashnyk. (in Ukrainian)
12. Spolsky, B. (Ed.). (2012). The Cambridge handbook of language policy. Cambridge University Press.
13. Tarkanii, H. (2011, March 25). Zakarpatska vidpovid ukrainskomu «movnomu pytanniu» (The Transcarpathian response to the Ukrainian " language question"). Zakarpattia onlain. https://zakarpattya.net.ua/News/80913-Zakarpatska-vidpovid-ukrainskomu-movnomu-pytanniu (in Ukrainian)
14. Zakon Ukrainy «Pro zabezpechennia funktsionuvannia ukrainskoi movy yak derzhavnoi» (Law of Ukraine " On Ensuring the Functioning of the Ukrainian Language as the State Language"), № 2704-VIII. (2019). Verkhovna Rada Ukrainy. https://zakon.rada.gov.ua/laws/show/2704-19 (in Ukrainian)
15. Yatskiv, M. (2020). Frazemy na poznachennia movlennievoi ta myslenievoi diialnosti v khudozhnikh tvorakh Myroslava Dochyntsia (Phraseological units denoting speech and mental activity in the works of Myroslav Dochynets). Naukovyi visnyk Uzhhorodskoho universytetu. Seriia: Filolohiia, 43(1), 313–317. https://doi.org/10.24144/2663-6840.2020.1.(43).313-317 (in Ukrainian)

16. Zaliznyak, H., & Masenko, L. (2001). Movna sytuatsiia Kyieva: den sohhodnishnii ta pryideshhnii (The language situation in Kyiv: today and tomorrow). Vydavnychyi dim «KM Akademiia». (in Ukrainian)

17. Zaremba, O., & Rymarenko, S. (2008). Rol zovnishnikh chynnykiv u polityzatsii movnykh problem (The role of external factors in the politicisation of language problems). In O. Maiboroda et al. (Eds.), Movna sytuatsiia v Ukraini: mizh konfliktom i konsensusom (pp. 258–280). Instytut politychnykh i etnonatsionalnykh doslidzhen imeni I. F. Kurasa NAN Ukrainy. (in Ukrainian)

LEXICAL TRANSFORMATIONS OF THE MODERN UKRAINIAN LANGUAGE UNDER MARTIAL LAW: SOURCES OF ENRICHMENT AND FUNCTIONING OF NEW VOCABULARY

Valentyna Tymkova
Candidate of Philology, Associate Professor, Associate Professor at the Department of Foreign Philology and Translation, Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics, Ukraine
e-mail: tymkova_v@ukr.net, orcid.org/0000-0001-5170-5412

Summary

The article examines the dynamic changes in the vocabulary of the modern Ukrainian language caused by martial law and large-scale social transformations in Ukraine. The main directions of the renewal of the lexical system are analyzed, including the formation of neologisms, the activation of native Ukrainian vocabulary, the spread of military terminology, the semantic reinterpretation of existing lexical units, the processes of foreign borrowings, and the formation of new phraseological constructions. It has been established that contemporary linguistic processes reflect not only the need to name new wartime realities but also socio-political, cultural, and psychological changes in Ukrainian society. Particular attention is paid to the role of mass media, Internet communication, social networks, and publicistic discourse in the rapid dissemination and consolidation of new vocabulary.

The paper provides examples of current lexical units that have become symbolic of the wartime period and reflect public sentiments, national self-identification, and the emotional and evaluative attitudes of Ukrainians toward present-day events. It is emphasized that the modern Ukrainian language demonstrates a high level of adaptability and the ability to respond promptly to historical challenges through the active renewal of its vocabulary.

Key words: neologisms, military vocabulary, language changes, vocabulary, modern Ukrainian language, martial law, lexical resources.

DOI https://doi.org/10.23856/7630

1. Introduction

Language is an exceptionally sensitive indicator of social processes; therefore, large-scale historical events inevitably become reflected in its structure, primarily in its lexical composition. Every historical era leaves its own imprint on the language system by generating new linguistic units, actualizing certain concepts, or transforming the meanings of already existing words. Such processes become especially noticeable during periods of social upheaval, when language responds to new political, cultural, social, and psychological realities. Russia's full-scale invasion of Ukraine in 2022 became not only a political, military, and humanitarian challenge, but also a powerful factor of linguistic transformation that significantly influenced the development of the modern Ukrainian language.

Under wartime conditions, the Ukrainian language demonstrates a high degree of dynamism and an ability to respond rapidly to changes in social life. The contemporary linguistic space is characterized by intensive processes of vocabulary renewal, the activation of nationally marked lexis, the emergence of new nominations, the reinterpretation of existing linguistic

units, as well as the expansion of the stylistic potential of words. The war has not only altered the communicative needs of society, but has also substantially influenced Ukrainians' linguistic worldview, strengthening the role of language as an important means of national self-identification and spiritual resistance.

Linguistic changes are particularly evident in the sphere of vocabulary. The modern Ukrainian media space, social networks, publicistic discourse, and everyday communication have become sources for the dissemination of a large number of new words and expressions. Military terminology, names of equipment and weapons, tactical concepts, terms related to volunteer activities and international support, as well as emotionally charged expressive vocabulary, have entered active usage. Linguistic units associated with wartime realities have become especially widespread, including *Bayraktar*, *palianytsia* as a marker of national identity, *bavovna* ("cotton" used ironically to denote explosions), *donate*, *to volunteer*, *air-raid alert*, *strike*, *counteroffensive*, and others. Some of these words emerged through the reinterpretation of already known concepts, whereas others are neologisms or borrowings adapted to the norms of the Ukrainian language.

Mass media and internet communication play an important role in shaping new vocabulary. Social networks, in particular, have become a space for the rapid dissemination of memetic constructions, ironic expressions, and emotionally evaluative vocabulary that performs not only nominative but also psychological and consolidating functions. Words and phrases reflecting public sentiment, national resilience, faith in victory, and condemnation of the aggressor are actively functioning in the speech of Ukrainians. Thus, language becomes not only a means of communication, but also an important element of informational and cultural resistance.

The relevance of this study is determined by the necessity of comprehensively understanding the linguistic processes that have emerged under the influence of the war, as well as by the need to systematize the newest lexical phenomena in modern Ukrainian linguistics. The analysis of new vocabulary makes it possible to trace the peculiarities of society's linguistic adaptation to crisis conditions, identify the main trends in the development of the modern Ukrainian language, and reveal the mechanisms of new lexical unit formation. Furthermore, the study of such processes is important for the future compilation of dictionaries of contemporary vocabulary, the improvement of language norms, and the investigation of the relationship between language and society.

The aim of this article is to analyze the changes and enrichment of the vocabulary of the modern Ukrainian language under martial law, to identify the main sources of new lexis, and to characterize its functional features and role in shaping the contemporary linguistic space of Ukraine.

2. Analysis of Recent Research and Publications

Recent studies in the field of Ukrainian lexicology demonstrate the active transformation of the lexical composition of the Ukrainian language under the influence of the full-scale Russian-Ukrainian war. Scholars emphasize that the lexical-semantic level of language responds most rapidly to socio-political changes, as it reflects new realities, the emotional state of society, and emerging communicative needs. Contemporary linguistic research focuses on the processes of neologization, semantic reinterpretation of words, the activation of military terminology, the spread of Anglicisms, expressive vocabulary, and internet communication.

Particular attention in modern Ukrainian linguistics is devoted to the study of wartime neologisms. In her work *"Enrichment of the Vocabulary of the Ukrainian Language with*

Neologisms of the Contemporary Wartime Period," Svitlana Buzko analyzes the structural and semantic features of neologisms that emerged after 2022 and function primarily within media and internet discourse *(Buzko, 2024)*. The researcher emphasizes that a significant portion of the new vocabulary is formed on the basis of the word-forming resources of the Ukrainian language, particularly through suffixation, compounding, abbreviation, and semantic reinterpretation.

In the article *"Neologization of the Vocabulary of the Modern Ukrainian Language Through the Prism of Wartime,"* Natalia Yuriichuk and Liudmyla Savenko identify the main sources contributing to the enrichment of the Ukrainian vocabulary under wartime conditions. These include military terminology, English borrowings, authorial neologisms, colloquial vocabulary, memes, and internet slang. The researchers stress that social networks and media exert a considerable influence on word formation, as new lexical units spread rapidly and become established in linguistic practice. The article also highlights the process of secondary nomination, in which existing words acquire new meanings within the wartime context.

An important area of contemporary research concerns the expressive potential of new vocabulary. In the article *"Metaphorization as a Lexical-Semantic Means of Creating Wartime Neologisms,"* H. Horodylovska demonstrates that a substantial number of wartime neologisms arise through metaphorization *(Horodylovska, 2023)*. Such lexical units not only denote new phenomena but also perform an emotional and evaluative function, shaping public attitudes toward wartime events. The researcher emphasizes that metaphorical formations serve as an important means of society's psychological adaptation to crisis conditions.

Linguists also devote significant attention to the functioning of colloquial neological vocabulary. In his work *"Colloquial Neologisms in the Modern Ukrainian Language,"* Oleksandr Styshov analyzes new words actively used in the everyday communication of Ukrainians *(Styshov, 2012)*. The author notes that the modern Ukrainian language demonstrates a high degree of dynamism, while a considerable number of neologisms emerge precisely within informal communication. Some of these lexical units gradually move from colloquial speech into media discourse and publicistic writing.

A separate group of studies is devoted to the theoretical aspects of neology. In the article *"Neologisms in Modern Ukrainian Linguistics: Definition, Classification, and Translation,"* K. Bezpalova and O. Kovalenko systematize the principal approaches to interpreting the concept of "neologism," define criteria for classifying new words, and outline the peculiarities of their translation *(Bezpalova,, Kovalenko, 2024)*. The researchers emphasize that contemporary neologisms constitute not only a linguistic but also a cultural and social phenomenon reflecting the processes of societal transformation.

Research on internet discourse as an environment for the active production of new vocabulary also remains highly relevant. In the article *"Neologisms in Virtual Discourse and Their Structural-Semantic Characteristics,"* Tetiana Diachuk and Svitlana Lytvynska stress that digital communication significantly accelerates the process by which neologisms enter widespread linguistic usage *(Diachuk, Lytvynska, 2024)*. The virtual space becomes a platform for linguistic creativity, experimentation, and the rapid consolidation of new language models.

Thus, contemporary studies confirm that martial law has become a powerful factor in intensifying lexical processes within the Ukrainian language. The principal sources of vocabulary enrichment include military terminology, Anglicisms, internet communication, colloquial speech, and authorial neologisms. New vocabulary performs not only nominative but also expressive, evaluative, and consolidating functions. Scholars emphasize that the processes of neologization are systemic in nature and require further investigation, particularly regarding the

standardization of new lexical units and their functioning across various styles of the modern Ukrainian language.

3. Main Text

Main Trends in the Changes of the Ukrainian Vocabulary. The lexical system of the Ukrainian language has undergone significant changes under wartime conditions. First and foremost, this concerns the intensification of military terminology, the emergence of new words, the reinterpretation of certain linguistic units, and the expansion of their spheres of usage.

Military events have caused such words as *Bayraktar*, *Javelin*, *air defense*, *drone*, *to volunteer*, *evacuation*, *shelter*, *counteroffensive*, *de-occupation*, and *air-raid alert* to rapidly enter the active vocabulary of society. Some of these words had existed previously; however, it was during the war that they acquired high frequency and new connotative meanings.

For example, the word *air-raid alert* was previously associated mainly with a person's psychological state of anxiety, whereas today it has become an official danger signal. The lexeme *arrival* has acquired a new semantic meaning – "the strike of a missile or shell." Such processes demonstrate the semantic reinterpretation of linguistic units.

Neologization as a Leading Process in Lexical Development. One of the most noticeable phenomena in contemporary language development has become active neologization. New words emerge as a result of society's need to name new wartime realities.

Among the most widespread neologisms are the following:

- *rashism* – the ideology of Russian aggressive chauvinism;
- *bavovna* – a euphemistic term for explosions on the territory of Russia;
- *mobik* – a mobilized Russian soldier;
- *to Chornobaity* – to suffer repeated defeats;
- *za try dni* ("in three days") – an ironic designation of unrealistic plans for a rapid occupation;
- *to donate* – to transfer funds for the needs of the army or volunteer initiatives;
- *bankopad* – mass fundraising through online banking platforms *(Masenko, 2023)*.

Most of these neologisms originate in social networks and the media space and later spread into broader public usage. A considerable number of these words possess a strong emotional and evaluative coloring and perform not only a nominative but also an expressive function.

Borrowing and Adaptation of Foreign Vocabulary. Martial law has intensified the processes of foreign lexical borrowing, primarily from the English language. This is connected with international military support for Ukraine, the development of digital technologies, and globalization processes.

The active vocabulary has been enriched with such words as *drone*, *lend-lease*, *Starlink*, *HIMARS*, *Javelin*, *IT Army*, *fake*, and *fact-checking*. Borrowed words are rapidly adapting to the Ukrainian linguistic system: they acquire Ukrainian grammatical forms and undergo phonetic and word-formational changes. For example: *donatyty* ("to donate"), *zadonatyty* ("to make a donation"), *dronovyi* ("drone-related"), and *bayraktarshchyna* ("the phenomenon associated with Bayraktar drones") *(Slovnyk ukrainskoi movy online)*.

At the same time, there is a growing tendency to eliminate Russianisms and restore authentic Ukrainian equivalents. In everyday speech, speakers increasingly use such words as *poklykannia* instead of *pryzvannia* ("calling/vocation"), *letovyshche* instead of *airport* in certain contexts, and *svitlyna* instead of *photo*.

Intensification of Military Terminology. The full-scale war has caused the widespread dissemination of military terminology among the population. Whereas previously such words functioned mainly within professional military discourse, today they have become part of everyday speech.

The following terms are now actively used: *artillery*, *mortar*, *spotter*, *assault*, *rotation*, *fortification*, *call sign*, *offensive*, *occupier*, *de-occupation*, and *unmanned aerial vehicle (UAV)*. Some of these terms have also acquired metaphorical meanings. For example, the word *front* is used not only in its military sense, but also in such expressions as *information front*, *cultural front*, and *educational front*.

The Role of Media and Social Networks in the Spread of New Vocabulary. The contemporary media space is one of the main sources for the dissemination of new words. Social networks significantly accelerate lexical changes, as new words rapidly gain popularity through memes, posts, videos, and journalistic materials. The media actively shape new linguistic models and reinforce them in public consciousness *(Shevchenko, 2023)*.

For example, such words as *bavovna*, *rusnia*, *orcs*, *two-hundredth*, and *three-hundredth* became widespread precisely through the information space.

In addition, the war has intensified the development of political and emotionally evaluative vocabulary. In journalistic style, the role of expressiveness, metaphorical language, and evaluative meaning has significantly increased.

Lexical Resources of the Contemporary Wartime Period. Modern electronic dictionaries and linguistic platforms have become important sources for documenting new vocabulary. Among them are:

- *The Dictionary of the Ukrainian Language Online*;
- *Myslovo*;
- dictionary projects of the Institute of the Ukrainian Language of the National Academy of Sciences of Ukraine;
- media text corpora;
- online resources dedicated to contemporary vocabulary.

These resources record new linguistic units and contribute to their codification. For instance, the word *bavovna* in its new meaning has become one of the symbols of Ukrainian informational resistance and has entered numerous linguistic studies.

The Linguistic Worldview in Wartime Conditions. Lexical changes reflect the transformation of the linguistic worldview of Ukrainians. The war has strengthened national self-identification, which is manifested in the revival of authentic Ukrainian vocabulary, the reassessment of linguistic norms, and the rejection of Russian-language elements *(Ponomariv, 2015)*.

Language has become an important marker of civic identity. A significant part of society is consciously switching to the Ukrainian language, which also contributes to the expansion of Ukrainian vocabulary across various spheres of communication.

In contemporary speech, words connected with the concepts of national unity and resistance are actively functioning, including *resilience*, *resistance*, *volunteering*, *unity*, and *victory*.

4. Conclusions

Thus, martial law in Ukraine has become a powerful factor influencing changes in the vocabulary of the contemporary Ukrainian language. The most characteristic processes include active neologization, the semantic reinterpretation of words, the spread of military terminology,

the growing number of foreign borrowings, and the intensification of authentic Ukrainian vocabulary.

The contemporary Ukrainian language responds rapidly to social challenges, reflecting the new realities of Ukrainian life. New vocabulary performs not only a nominative function, but also identificational, emotional-expressive, and consolidating functions.

Prospects for further research lie in the systematic study of the codification processes of newly emerged vocabulary, the analysis of its functioning in different speech styles, and the compilation of dictionaries of the wartime period.

References

1. Bezpalova K., Kovalenko O. (2024). Neolohizmy u suchasnomu ukrainskomu movoznavstvi: vyznachennia, klasyfikatsiia, pereklad [Neologisms in Modern Ukrainian Linguistics: Definition, Classification, Translation]. Zapysky z romano-hermanskoi filolohii [Notes on Romance-Germanic Philology]. Odesa [in Ukrainian].

2. Bybyk S. P. (2022). Leksychni innovatsii suchasnoi ukrainskoi movy [Lexical Innovations of the Modern Ukrainian Language]. Ukrainska mova [Ukrainian Language], no. 3, pp. 15-27 [in Ukrainian].

3. Brus M. P. (2023). Neolohizmy voiennoho chasu v ukrainskomu mediaprostori [Neologisms of Wartime in the Ukrainian Media Space]. Filolohichnyi chasopys [Philological Journal], no. 1, pp. 44-53 [in Ukrainian].

4. Buzko S. (2024). Popovnennia slovnykovoho skladu ukrainskoi movy neolohizmamy suchasnoho voiennoho period [Supplementing the Vocabulary of the Ukrainian Language with Neologisms of the Modern War Period]. Slobozhanskyi naukovyi visnyk. Seriia: Filolohiia [Slobozhansky Scientific Bulletin. Series: Philology], issue 5. https://doi.org/10.52058/2786-6165-2025-11(41) [in Ukrainian].

5. Horodylovska H. P. (2023). Metaforyzatsiia yak leksyko-semantychnyi sposib tvorennia voiennykh neolohizmiv [. Metaphorization as a lexical-semantic method of creating military neologisms]. Naukovi zapysky. Seriia: Filolohichni nauky [Scientific notes. Series: Philological sciences], no. 207, pp. 54-61. DOI:10.32782/2522-4077-2023-207-8 [in Ukrainian].

6. Diachuk, T., Lytvynska, S. (2024). Neologisms in virtual discourse, their structural and semantic characteristics. Linguistic and Conceptual Worldviews, no. 2(76). https://doi.org/10.17721/2520-6397.2024.2.10.

7. Klymenko N. F. (2017). Dynamichni protsesy v suchasnomu ukrainskomu leksykoni [Dynamic processes in the modern Ukrainian lexicon]. Kyiv: Vydavnychyi dim Dmytra Buraho, 328 p. [in Ukrainian].

8. Masenko L. T. (2023). Ukrainska mova v umovakh voiennoho stanu: kolektyvna monohrafiia [Ukrainian language in wartime conditions: collective monograph]. Kyiv: Instytut ukrainskoi movy NAN Ukrainy, 310 p. [in Ukrainian].

9. Masenko L. T. (2018). Narysy z sotsiolinhvistyky. Kyiv: Vyd. dim "Kyievo-Mohylianska akademiia", 243 p. [in Ukrainian].

10. Myslovo : slovnyk suchasnykh sliv ta slenhu [Myslovo: dictionary of modern words and slang]. Available at: URL: Myslovo (date of access: 21.05.2026) [in Ukrainian].

11. Ponomariv O. D. (2015). Kultura slova: movnostylistychni porady [Culture of the word: linguistic and stylistic tips]. Kyiv: Lybid, 240 p. [in Ukrainian].

12. Selivanova O. O. (2017). Suchasna linhvistyka: napriamy ta problem [Modern linguistics: trends and problems]. Poltava: Dovkillia-K, 712 p. [in Ukrainian].

13. Slovnyk ukrainskoi movy online [Dictionary of the Ukrainian language online]. Available at: URL: Slovnyk ukrainskoi movy online (date of access: 21.05.2026) [in Ukrainian].
14. Stavytska L. (2015). Ukrainskyi zharhon: slovnyk [Ukrainian jargon: dictionary]. Kyiv: Krytyka, 496 p. [in Ukrainian].
15. Styshov O. A. (2012). Rozmovni innovatsii v suchasnii ukrainskii movi [Conversational innovations in modern Ukrainian language]. Mova. Kultura. Vzaiemorozuminnia: zb. nauk. Prats [Language. Culture. Mutual understanding: collection of scientific works]. Drohobych [in Ukrainian].
16. Tymkova V. A. (2024). Impact of full-scale Invasion on Ukrainian Language and Culture. Slovak international scientific journal, no. 80, pp. 49-54. DOI: 10.5281/zenodo.10651898.
17. Shevchenko L. I. (2023). Movni zminy v ukrainskomu suspilstvi periodu viiny [Language changes in Ukrainian society during the war period]. Naukovi zapysky [Scientific notes], no. 2, pp. 88-96 [in Ukrainian].

ENGLISH-LANGUAGE PSYCHOLOGICAL DISCOURSE: A TRANSLATION STUDIES PERSPECTIVE

Nataliia Tymoshchuk
Ph.D. in Philology, Associate Professor,
Associate Professor at the Department of Foreign Philology and Translation,
Vinnytsia Institute of Trade and Economics of State University
of Trade and Economics, Ukraine
e-mail: n.tymoshchuk@vtei.edu.ua, orcid.org/0000-0001-5638-5825

Uliana Shostak
Ph.D. in Psychology, Associate Professor,
Associate Professor at the Department of Foreign Philology and Translation,
Vinnytsia Institute of Trade and Economics of State University
of Trade and Economics, Ukraine
e-mail: u.shostak@vtei.edu.ua, orcid.org/0000-0002-3258-2098

Summary

The article examines the peculiarities of translating English psychological terminology into Ukrainian and identifies the most effective translation methods used to ensure semantic accuracy and communicative adequacy. The relevance of the study is determined by the growing popularity of psychological literature and the need for a consistent rendering of specialized terminology in Ukrainian. The research aims to analyze the main translation techniques applied to English psychological terms and to determine their frequency and effectiveness. The corpus of the study comprised 128 terms selected from English-language professional psychology texts and their Ukrainian translations. The findings indicate that the most frequently employed techniques are variant equivalent selection (33%), calque translation (25%), and dictionary equivalents (21%). Less common methods include concretization, generalization, contextual substitution, semantic development, descriptive translation, part-of-speech substitution, and transcoding. The study demonstrates that the choice of translation method depends on a term's semantic characteristics, its degree of standardization in the target language, and its use context.

Key words: terms, calque, semantic equivalence, terminological standardization, contextual adaptation.

DOI https://doi.org/10.23856/7631

1. Introduction

Although a significant number of scholarly works have been devoted to translating specialized terminology across various fields of knowledge, translating English-language psychological discourse into Ukrainian remains an under-explored area in Ukrainian translation studies *(Zashchepa, 2013: 32; Marusyk, Bialyk, 2019: 59)*. The growing popularity of psychological literature, academic publications, and media content on psychological topics makes it necessary to examine the translation of the linguistic devices used in this type of discourse. Psychological terms and professional vocabulary require particular attention, as accurate translation is

essential to preserving the semantic precision and communicative effectiveness of the text. In this regard, research into the translation of English-language psychological discourse, particularly the methods of translating its terminology into Ukrainian, is highly relevant.

The theoretical bases of translating terminology and the functioning of terminological systems are examined in the works of A. Diakov, M. Zarytskyi, N. Ivanytska, V. Karaban, T. Kyiak, V. Nechyporenko, T. Panko, N. Tymoshchuk, E. Skorokhodko, and F. Tsytkina. The specific aspects of psychological terminology, including its structure, semantics, and functioning, are researched by V. Andriievska, V. Bialyk, L. Veklynets, N. Mishchenko, O. Pashun, and other scholars.

Despite a considerable body of scholarly research, the translation of English-language psychological terminology into Ukrainian remains underexplored. In particular, issues related to selecting appropriate translation equivalents, applying translation transformations, and achieving semantic adequacy in rendering psychological terms require further investigation. This underscores the relevance and importance of studying the translation of English-language psychological discourse. Therefore, the present article focuses on the peculiarities of translating English-language psychological terminology into Ukrainian.

The research aims to analyze the English-language psychological discourse and to identify effective strategies for rendering psychological terminology into Ukrainian while preserving the semantic, pragmatic, and communicative characteristics of the source text.

The **object** of this study is English-language psychological terminology. The study examines the translation of English-language psychological terms into Ukrainian, with particular attention to the challenges posed by the multiplicity of translation equivalents, the lack of terminological standardization, cultural differences, and context-dependent meanings.

The **corpus of the study** comprised 128 terms collected from English-language professional psychology texts across various genres, together with their Ukrainian translations.

2. Challenges in Translating Psychological Terminology

A psychological term is a professionally defined concept represented in both verbal and written forms. It functions as a semantically coherent and functionally significant unit within the field of psychological terminology. It serves to designate psychological concepts, objects, phenomena, processes, and other domain-specific notions *(Zashchepa, 2013: 32).*

The translation of English-language psychological terminology into Ukrainian presents several challenges, including the handling of terminological borrowing and the adaptation of newly introduced lexical units to the existing terminological framework. The lack of standardized translation practices often leads to the coexistence of multiple terms for the same concept. Such variation in translation equivalents reflects a lack of terminological consistency and may impede the establishment of a unified scientific interpretation of the corresponding concept *(Skorokhodko, 2002).* According to researchers, the first step in avoiding terminological variation and the unwarranted expansion of synonymic series is to determine whether an established equivalent of the relevant term already exists in the target language. Where such an equivalent is already in use by the scientific community but has not yet been formally recorded in lexicographical sources, current psychological literature should be consulted. Analyzing contemporary scientific discourse enables the identification of the most common and established ways of expressing the relevant concept *(Riabchuk, Rozumna, 2021: 53).*

The issue of multiple equivalence can be illustrated by the translation of the term "*behavioral intervention"*. In Ukrainian, this term is often translated as "*поведінкове втручання*" or

"*поведінкова інтервенція*". Both variants are widely used in psychological literature. Another translation option is "*корекція поведінки*". This term is encountered as a contextual equivalent of the phrase "*intervention for challenging behavior",* translated as *"корекція відхилень у поведінці*." However, this translation has not gained widespread acceptance in psychological literature as an equivalent of *"behavioral intervention"*. This may be explained by the fact that the Ukrainian term "*корекція поведінки*" has a relatively broad meaning and may encompass any actions aimed at modifying behavior. In contrast, the English term "behavioral intervention" specifically emphasizes the application of a behavioral approach in therapy. The behaviorist orientation of the term "*behavioral intervention"* is effectively conveyed in Ukrainian through the translation *"поведінкове втручання";* it reflects the conceptualization of this therapeutic approach as a system of interventions that involves the therapist's active participation in modifying a client's behavior *(Riabchuk, Rozumna, 2021: 54).*

Thus, when selecting a translation equivalent, it is important to prioritize precise, semantically transparent terms to avoid multiple equivalents in the target language.

3. Specifics of Translating English-Language Psychological Terminology

Translating psychological texts is a complex and multifaceted process due to the specific terminology used. This unique process requires an in-depth understanding of both linguistics and psychology, demanding that translators possess specialized knowledge and approach every term and concept with care. Successful translation of such texts hinges on terminological accuracy, consideration of cultural nuances, standardization of the translation, and adaptation to the context.

Psychological terms reflect complex concepts related to the human mind, emotions, behavior, and various mental processes. As psychology draws on knowledge from a variety of scientific fields, ranging from medicine to sociology, its terminology is highly diverse and specific.

Thus, psychological terminology is complex due to its polysemy, abstraction, and contextuality. To avoid misunderstandings and accurately convey scientific concepts across contexts, translators and researchers must consider cultural, scientific, and linguistic nuances.

Classifying psychological terms provides a clearer understanding of their origins, applications, and meanings in scientific discourse. For this study, an analysis was conducted on 128 terms from the Mental Processes thematic group. The study drew upon V. Karaban's concept because his classification of translation techniques and translator transformations accounts for all the functional-semantic features of professional language, particularly the multidirectional nature of popular psychology texts.

Calque is one of the most common methods of rendering psychological terms. It re-establishes the semantics and structure of the original word in the native language. Calque, as a method of translation, became a reason for numerous borrowings in intercultural communication when transliteration or transcription was unacceptable for aesthetic or notional reasons *(Denysiuk, Samoilova, 2021: 107).* The terminological phrase "*boundary experience"* was translated by calque as "*межовий досвід*". The choice of this translation strategy can be attributed to the cross-cultural nature of the concept within the discourse of post-traumatic psychological processes, as well as to the transparency of the term's semantic structure, which facilitates its comprehension by the target audience. The multi-component term "*quasi-parasitical state of consciousness"* was rendered through calque translation as *"квазіпаразитарний стан свідомості".* In this case, calquing preserves both the conceptual content and the

structural organization of the source-language term, thereby ensuring terminological accuracy and semantic equivalence.

According to research, many terms are translated using dictionary equivalents. For instance, the term *"tenacity"* is translated as *"завзятість"*, and the term "*sensory information*" is rendered by its conventional equivalent *"сенсорна інформація"*.

Contextual factors largely determine the translation of psychological terms through variant equivalents. For example, the term *internal visualization* was translated as "*внутрішня візуалізація*" in the context of neural connections, the multi-component term "*reduced startle threshold"* was rendered as "*низький пороговий рівень страху"*. The broader context of traumatic experiences and post-traumatic psychological processes guided the choice of this equivalent. These examples demonstrate that the selection of a variant equivalent primarily depends on the context in which a term is used, as context enables the translator to identify the most appropriate semantic realization of a polysemous terminological unit.

Concretization was used in the translation of the terms *"self" as "самість"* and *"uproar"* as "*сполох*". One more example is the terminological phrase *"inner construction"*, translated as *"внутрішнє конструювання"*. These terms represent metaphorical conceptualizations within psychological discourse; therefore, their translation required narrowing their meaning to achieve a more accurate and equivalent representation of the source-text context. Consequently, specification is particularly effective when translating author-specific terms, neologisms, and metaphorically motivated terminological units, as it enables the translator to convey the intended conceptual meaning with greater precision.

The terminological phrase "*rejection of the child*" has been translated as *"відречення від дитини"*. In this case, the target-language equivalent conveys a broader and less specific meaning than the source term. The use of generalization in this example facilitates comprehension of the term in the target context and ensures adequate rendering of its conceptual content.

Part-of-speech substitution is a less frequently employed translation technique. For instance, the noun *"fixations"* has been rendered as the verb *"фіксуватися"*. Part-of-speech substitution is typically used to accommodate syntactic differences between the source and target languages and to ensure the naturalness and contextual appropriateness of the translated text.

Thus, the terms of the terminological group Mental Processes were translated using a wide range of translation transformations. The most frequently used technique was selecting a variant equivalent, which accounted for 33% of all translated terms. Calque translation accounted for 25%, while translation via a dictionary equivalent accounted for 21% of the analyzed cases. Concretization was applied in 9% of the translations, followed by generalization (4%) and contextual substitution (3%). Semantic development (modulation) accounted for 2% of the examples. The least common techniques were descriptive translation, part-of-speech substitution, and transcoding, each comprising 1% of the translated terms.

4. Conclusions

The study has shown that translating English-language psychological terminology into Ukrainian requires the application of various translation techniques to ensure semantic accuracy and communicative adequacy. The analysis of 128 terms from the thematic group Mental Processes revealed that the most frequently used methods were selecting a variant equivalent, calquing, and translating with dictionary equivalents.

The choice of a translation technique depends on the semantic characteristics of a term, its degree of conventionalization in the target language, and the context of its use. The findings

confirm that successful translation of psychological terminology requires a balance between terminological precision and contextual adaptation. Further research may focus on other thematic groups of psychological terms and their translation peculiarities.

References

1. Denysiuk, Y. I., & Samoilova, Y. I. (2021). The methods of lexical and lexico-grammatical transformations in the field of military translation. International Humanitarian University Herald. Philology, 3(47), 106–109. https://doi.org/10.32841/2409-1154.2021.47-3.24.

2. Marusyk, Yu. M., Bialyk, B. D. (2019). Sposoby perekladu anhlomovnykh terminiv-abreviatur u sferi psykholohii [Methods for translating English abbreviations in the field of psychology]. Naukovyi visnyk Mizhnarodnoho humanitarnoho universytetu – Scientific Bulletin of the International Humanitarian University, 39(2), 59–62 [in Ukrainian]. https://doi.org/10.32841/2409-1154.2019.39.2.15

3. Riabchuk, O.V., Rozumna, K.A. (2021). Sposoby perekladu anhliiskykh psykholohichnykh terminiv ukrainskoiu movoiu [Translation Methods of English Psychological Terms into Ukrainian]. Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V.I. Vernadskoho. Seriia: Filolohiia. – Scientific Notes of Taurida National V. I. Vernadsky University. Series: Philology. Journalism, 32(71), 52–56 [in Ukrainian]. https://doi.org/10.32838/2710-4656/2021.2-2/10

4. Skorokhodko, E. (2002). Suchasna anhliiska terminolohiia [Modern English Terminology]. Kyiv : UILM. [in Ukrainian].

5. Zashchepa, O.V. (2013). Anhlomovni psykholohichni terminy ta yikh pereklad [English Psychological Terms and Their Translations]. Inozemna filolohiia – Foreign Philology, 125, 32–39 [in Ukrainian].

SPRACHVARIABILITÄT DER MAHLZEITENBEZEICHNUNGEN IM PLURIZENTRISCHEN DEUTSCH

Tetyana Verbytska
PhD in Pädagogik, Dozentin, Nationale Metschnikow-Universität Odesa, Ukraine
e-mail: Tverbitskaya34@gmail.com, orcid.org/0000-0001-8291-7792

Maryna Maltseva
Lektorin, Nationale Metschnikow-Universität Odesa, Ukraine
e-mail: maltsevmarina@gmail.com, orcid.org/0009-0004-1786-5841

Zusammenfassung

Der vorliegende Artikel untersucht die sprachliche Variabilität von Mahlzeitenbezeichnungen im plurizentrischen Deutsch. Im Mittelpunkt steht der Vergleich lexikalischer sowie phonologisch-phonetischer Merkmale in den drei nationalen Standardvarietäten des Deutschen (Deutschland, Österreich und die deutschsprachige Schweiz) sowie im Halbzentrum Südtirol. Darüber hinaus wird die tatsächliche Sprachverwendung in der Mediensprache berücksichtigt, wodurch das Verhältnis zwischen der kodifizierten Norm („Soll-Norm“) und der Sprechwirklichkeit („Ist-Norm“) analysiert werden kann.

Die empirische Grundlage bilden lexikalische Einheiten zur Bezeichnung von Haupt- und Zwischenmahlzeiten sowie deren transkribierte Ausspracheformen, die in aktuellen Aussprachewörterbüchern und in der Mediensprache dokumentiert sind. Methodisch stützt sich die Forschung auf vergleichende, kontrastive und deskriptive Ansätze, ergänzt durch Elemente der perzeptiven Analyse.

Die Relevanz der Studie ergibt sich aus der Notwendigkeit, die Plurizentrik der deutschen Sprache im DaF- und DaZ-Unterricht mit Fokus auf Varietäten- und Positionierungskompetenz zu berücksichtigen, damit die Lernenden und Lehrenden kommunikationsfähig und in verschiedenen Sprach- und Kultursituationen vorbereitet sind; und aus der Bedeutsamkeit für die kommunikative, Variations- und Medienlinguistik.

Schlüsselwörter: Plurizentrik des Deutschen, Sprachvariation, Esskultur, nationale Standardvarietäten, gesprochene Mediensprache, DaF-Unterricht, Varietätenkompetenz, kommunikative Kompotenz.

DOI https://doi.org/10.23856/7632

1. Einleitung

Die Ernährung gehört zu den grundlegenden anthropologischen Konstanten menschlicher Existenz, da sie nicht nur die biologische Reproduktion sichert, sondern zugleich soziale Ordnungen, kulturelle Zugehörigkeiten und symbolische Bedeutungsstrukturen stabilisiert. Gerade deshalb besitzt die Erforschung von Esskultur eine hohe wissenschaftliche Relevanz, weil sich in ihr alltägliche Praktiken mit historischen Entwicklungen und gesellschaftlichen Transformationsprozessen überlagern. In der gegenwärtigen Forschung wird Essen nicht mehr ausschließlich als materielle Notwendigkeit verstanden, sondern als Ausdruck von Lebensformen, Identitätskonstruktionen und Kommunikationsmustern.

Aus historischer Perspektive war die Esskultur im gesamten deutschsprachigen Raum durch stark normierte Strukturen geprägt, die festlegten, wann, wie und von wem bestimmte Speisen konsumiert werden durften. Das mittelalterliche Mahlzeitensystem war in der Regel zweigliedrig organisiert und wurde durch religiöse Vorschriften sowie soziale Hierarchien reguliert. Die Ernährung der breiten Bevölkerung basierte überwiegend auf einfachen Grundnahrungsmitteln wie Brot, Getreidebrei und preiswertem Suppenfleisch, während Fleischkonsum insgesamt stark eingeschränkt war und häufig einen hohen symbolischen Status besaß. Gleichzeitig wirkten klimatische Veränderungen, wirtschaftliche Krisen und agrarische Strukturen direkt auf die Verfügbarkeit von Nahrungsmitteln ein, was langfristig zu erheblichen Verschiebungen in den Ernährungspraktiken führte *(Hirschfelder, 2009)*.

Mit der Frühen Neuzeit und insbesondere im Kontext der Globalisierungsprozesse kam es zu tiefgreifenden Veränderungen in den Ernährungsgewohnheiten. Neue Kulturpflanzen wie Kartoffeln, Mais, Kaffee, Tee und Kakao veränderten die europäische und insbesondere die Esskultur im deutschsprachigen Raum nachhaltig. Industrialisierung, Urbanisierung und politische Umbrüche führten zusätzlich zu einer Standardisierung und zugleich zu einer schichtenspezifischen Differenzierung von Ernährungsmustern *(Hirschfelder, 2018)*. Im 20. Jahrhundert verstärkten Weltkriege und wirtschaftliche Rekonstruktionsprozesse diese Entwicklungen, wodurch traditionelle Esspraktiken teilweise verdrängt oder neu kontextualisiert wurden.

Besonders in der Gegenwart zeigt sich ein grundlegender Wandel, da Ernährungsweisen als Ausdruck individueller Lebensstile fungieren. Vegetarische, vegane oder bewusst nachhaltige Ernährungsformen werden nicht nur als praktische Entscheidungen verstanden, sondern auch als symbolische Positionierungen innerhalb sozialer und kultureller Diskurse. Digitalisierung, Migration und Globalisierung tragen zusätzlich zur Hybridisierung von Esskulturen bei und fördern neue, transkulturelle Ernährungspraktiken im deutschsprachigen Raum. Infolgedessen ergibt sich eine besondere Aktualität der Forschung zur sprachlichen und kulturellen Variabilität von Mahlzeitenbezeichnungen, da sich in diesen sowohl historische Schichtungen als auch gegenwärtige gesellschaftliche Entwicklungen widerspiegeln.

2. Plurizentrik der deutschen Sprache

Seit dem späten 20. Jahrhundert wird das Deutsche als plurizentrische Sprache betrachtet. Es impliziert, dass sich im deutschen Sprachraum im Verlauf der Sprachgeschichte mehrere politische, kulturelle, wirtschaftliche und regionale Zentren herausgebildet haben, die auch gegenwärtig fortbestehen. Im Rahmen der Plurizentrizität des Deutschen werden nach Ulrich Ammon unter den insgesamt sieben nationalen Zentren drei als Vollzentren klassifiziert: Deutschland, Österreich und die deutschsprachige Schweiz *(Ammon, 1995)*. Ergänzend weist R. Muhr darauf hin, dass neben (uni)nationalen Varietäten wie „Deutschlandismen", „Austriazismen" und „Helvetismen" auch binationale Varianten sowie regional nicht markierte Sprachformen existieren *(Muhr, 1997)*.

Neben den drei etablierten Vollzentren des Deutschen werden häufig vier Halbzentren berücksichtigt, zu denen Südtirol, Luxemburg, Liechtenstein und Ostbelgien gehören. In der Region Südtirol stellt insbesondere die Südtiroler Mundart, in der gesprochenen Sprache der deutschsprachigen Bevölkerung das dominierende Kommunikationsmittel dar und wird von allen Generationen verwendet. Standarddeutsch tritt hingegen vor allem in formellen Kontexten sowie im Kontakt mit Touristinnen und Touristen oder mit italienischsprachigen Mitbürgerinnen und Mitbürgern auf, wobei in letzterem Fall in der Alltagspraxis häufig auch Italienisch bevorzugt wird. Im geschriebensprachlichen Bereich zeigt sich dagegen eine funktionale

Gleichberechtigung von Deutsch und Italienisch, insbesondere in Verwaltung und offiziellen Dokumenten *(Riehl, 2007).*

Daraus ergibt sich, dass „die deutsche Sprache“ nicht als homogenes System verstanden werden kann, da sie eine ausgeprägte innere Differenzierung aufweist. Besonders deutlich wird es auf der phonetisch-phonologischen Ebene, wo zahlreiche nationale und regionale Varianten existieren *(Verbytska, Nykyforenko, Maltseva, 2026)*. Die Verteilung dieser Zentren orientiert sich heutzutage nicht an Staatsgrenzen, sondern an historisch gewachsenen Sprachräumen innerhalb des gesamten deutschsprachigen Raums. So lassen sich landschaftlich geprägte Unterschiede beobachten, die nicht unmittelbar mit politischen Einheiten wie Deutschland, Österreich, der deutscsprachigen Schweiz, Luxemburg, Liechtenstein, Italien oder Belgien übereinstimmen.

Es tritt auf, dass dialektale Formen insbesondere in der deutschsprachigen Schweiz fast ausschließlich in nahezu allen Kommunikationssituationen verwendet werden, während im norddeutschen Sprachraum eher eine standardnahe Varietät dominiert. Für das österreichische Deutsch wird in der Forschung im Anschluss an P. Auer das Modell eines “Dialekt-Standard-Kontinuums (DSK)” herangezogen, das beschreibt, dass die gesprochene Sprache nicht eindeutig als dialektal oder standardsprachlich klassifiziert werden kann, sondern entlang eines fließenden Übergangs verläuft. Sprecherinnen und Sprecher verfügen somit über die Fähigkeit, ihre Sprachform flexibel und angemessen an Situation und Gesprächspartner anzupassen *(Auer, 1986; 1990).*

Infolgedessen ist es zu berücksichtigen, dass auch deutschsprachige Minderheiten in anderen Staaten, darunter Südtirol, häufig von dialektal geprägten Varietäten Gebrauch machen, wodurch sich die funktionale und strukturelle Vielfalt des Deutschen zusätzlich verstärkt.

Trotzdem ist die gesprochene Sprache in diesem Fall nicht allgemein verständlich, was zu Herausforderungen im Informationsaustausch führt. In den übrigen Regionen des deutschen Sprachraums wird alltäglich in zahlreichen Lebens- und Kommunikationsbereichen häufig eine dialektale bzw. regional / territorial gebundene Sprachform verwendet. Dadurch gestaltet sich insbesondere im DaF- und DaZ-Unterricht der Erwerb des Hörverstehens für Lernende und Studierende als besonders komplex. U. Hirschfeld und B. Siebenhaar betonen: „Deutschlehrende und -lernende aus aller Welt sind deshalb oft überrascht, dass sie in Deutschland, Österreich oder der deutschsprachigen Schweiz ein Deutsch hören, das sie aus dem Unterricht und aus Lehrmaterialien nicht kennen und das sie nicht oder schlecht verstehen – und dass sie selbst möglicherweise nicht verstanden werden“ *(Hirschfeld, Siebenhaar, 2014)*.

Das Ziel der vorliegenden Untersuchung besteht darin, die Sprachvariation der Bezeichnungen für Mahlzeiten sowohl in den drei zentralen nationalen Standardvarietäten des gesamten deutschsprachigen Raums und in der binationalen Region Südtirol, als auch in der Sprechwirklichkeit zu analysieren. Die Sprachvariation ist ein konstitutives Merkmal aller lebenden Sprachen: die deutsche Sprache weist regionale, historisch und politisch bedingte Unterschiede auf, die nicht nur die lexikalische und grammatische Ebenen, sondern auch insbesondere den Bereich der Phonetik und Phonologie betreffen *(Duden, Das Aussprachewörterbuch, 2023).*

3. Untersuchungsmethodik

Die Studie basiert nicht nur auf der vergleichenden und kontrastiven Analyse der Mahlzeitenbezeichnungen auf der lexikalischen Ebene, sondern auch auf einer konfrontativen phonologisch-phonetischen Analyse der bundesdeutschen, österreichischen und schweizerischen Standardvarietäten, der Südtiroler Sprachgewohnheiten und der Sprechwirklichkeit, die die

Mediensprache präsentiert. Als empirische Grundlage dienen ausgewählte lexikalische Einheiten, deren Aussprache in etablierten Kodifikationsquellen dokumentiert ist, insbesondere im Deutschen Aussprachewörterbuch 2009/2010 sowie im Duden Aussprachewörterbuch 2023. Die Auswahl der zu untersuchenden lexischen Einheiten erfolgte nach ihrer Relevanz für die Beschreibung zentraler phonologischer Phänomene: koartikulatorischer Prozesse (Assimilationen auf Grund von Anpassungen in der Artikulationsstelle) und positionelle Angleichungen (Assimilationen auf Grund von Anpassungen in der Stimmlippenbeteiligung, Variationen im Wortakzent, Auslautverhärtung im Wort- und Silbenauslaut, partielle Entstimmlichung).

Im Rahmen dieser Forschung wurden transkribierte Aussprachevarianten systematisch verglichen, um Differenzen sowohl auf segmentaler als auch auf prosodischer Ebene zu identifizieren. Darüber hinaus wurde analysiert, inwieweit die in den Kodifizierungen festgelegten Normformen („Soll"-Norm) von den in der Mediensprache realisierten Formen („Ist"-Norm) abweichen. Die Untersuchung orientiert sich an den Grundsätzen der kommunikativen Linguistik, nach denen sprachliche Normen stets im Kontext realer Kommunikationsbedingungen zu betrachten sind.

Mit Hilfe einer perzeptiven Analyse der Mediensprache konnte im Vergleich zu den etablierten Referenzwerken eine größere Vielfalt an Aussprachevarianten festgestellt werden. Die Mediensprache, repräsentiert durch international verbreitete Rundfunk- und Fernsehanstalten wie NTV, BR24, ZDF, ÖRF und SRF, bildet dabei eine authentische Form der drei nationalen zentralen Standardvarietäten ab *(Verbytska, Maltseva, 2025)*. In der gesprochenen Mediensprache lassen sich folgende Sprechweisen unterscheiden: sowohl vorgelesene gesprochene Sprache, reproduzierendes oder memoriertes, als auch frei produzierendes Sprechen. Letztere treten insbesondere in Form von Interviews oder Talkshows auf, die häufig durch eine emphatische und dialogisch geprägte Sprechweise gekennzeichnet sind. Bei Nachrichtensendungen handelt es sich dagegen um das Lautieren von geschriebensprachlichen Texten, was als neutrale Rede bezeichnet wird, wobei es sich um kein spontanes Sprechen handelt, sondern um das Vorlesen von Texten, die nicht unbedingt vom Sprecher stammen. Als situationsadäquat gilt dabei ein sachlich-neutraler Stil mit klarer und präziser Artikulation. Bei Talk-Shows geht es um die standardgerechte Aussprache der Moderatorinnen und Moderatoren, und auch um Talk-Show-Teilnehmer, deren Sprechweise oft nicht nur standardnah, sondern manchmal sogar auch standardfern (territorial bedingt) sein kann.

4. Ergebnisse und Diskussion

Im Laufe der Forschung von Mahlzeitenbezeichnungen lässt sich eine enorme Sprachvariation nicht nur zwischen drei nationalen Vollzentren, sondern auch im Halbzentrum Südtirol und innerhalb der bundesdeutschen Standardvarietät feststellen. Auffallend ist das Vorhandensein von verbalisierten Substantiven im süddeutschen Sprachraum (West- und Süddeutschland, Österreich und Südtirol). Für die deutschsprachige Schweiz ist der Buchstabe „z" im Anlaut (als [ts] lautiert) charakteristisch, was historisch und kulturspezifisch bedingt ist, wobei die Schreibweise variieren kann, z.B. „Znüni" oder „Z'nüni", als eine der zahlreichen Varianten für Vormittagsimbiss um neun Uhr („nüün"), und „Zvieri" oder „Z'vieri" – für Nachmittagsimbiss um vier Uhr. In den westlichen Regionen Österreichs wird es auch „Znüne" genannt. Bemerkenswert ist auch der Gebrauch vom Bestimmungswort „Nacht" in Komposita, die das Abendessen in der deutschsprachigen Schweiz und in anderen Regionen Deutschlands und Österreichs, die an die Schweiz grenzen, bezeichnen. Als Beispiel der aus benachbarten Ländern entlehnten Bezeichnungen treten „Jause" (*slowen*. „Mittagessen") und „Marend(e)" (*italien*.) auf, die in

Österreich, in Südtirol und in der Südostschweiz (dialektal) auf phonetisch-phonologischer und morphologischer Ebenen eingedeutscht sind. In Norddeutschland variieren lediglich „Mittag-“ und „Abendessen“ oder „Mittag-“ und „Abendbrot“.

Tabelle 1

Sprachvariabilität der Mahlzeitenbezeichnungen im deutschsprachigen Raum

<table>
<tr><th colspan="6">STANDARDVARIETÄTEN</th></tr>
<tr><td colspan="2">BUNDESDEUTSCH</td><td colspan="2">ÖSTERREICHISCH</td><td colspan="2">SCHWEIZERISCH</td></tr>
<tr><td colspan="6">Hauptmahlzeiten</td></tr>
<tr><td colspan="4">das Frühstück</td><td colspan="2">der/das Zmorge(n)</td></tr>
<tr><td colspan="2">das Mittagessen
nordd.
Mittagbrot</td><td colspan="2" rowspan="3">Mittagessen
mittagessen (V)</td><td colspan="2" rowspan="3">der/das Zmittag</td></tr>
<tr><td colspan="2">Abendessen
nordd., mtd. | südwd.
Abendbrot | Nachtessen
zu Nacht essen</td><td colspan="2" rowspan="3">Abendessen
abendessen (V)
Nachtmahl
nachtmahlen (V)
westöst., Wien
Nachtessen</td><td colspan="2" rowspan="3">Nachtessen
der/das Znacht</td></tr>
<tr><td colspan="6">Zwischenmahlzeit</td></tr>
<tr><td colspan="2">Kaffeetrinken
westd. | südd., bayrisch
die Vesper | Brotzeit
das Vesper
vespern (V)</td><td colspan="2" rowspan="2">Jause
jausen (V)
Kaffee und Kuchen</td><td colspan="2" rowspan="2">der/das Znüni (Vormaittag-simbiss)
der/das Zvieri (Nachmaittag-simbiss)
Kaffeepause
Zvieripause
Znünipause
Znünibrot
Zwischenverpflegung
Brunch</td></tr>
<tr><td colspan="2">nordd., mtd. | südwd.
zweites Früh-stück
Frühstückpause | Versperpause</td><td>westöst.
der/das
Znüne</td><td>ostöst.
das Gabelfrüh-stück</td></tr>
</table>

Die perzeptiv untersuchten Varianten weisen eine Aussprachevariation auf. Es handelt sich auf segmentaler Ebene vorwiegend um Diphthongierung von biphonemischen Vokalverbindungen /ao/ – [aʊ̯] in „Kakao“. Auf prosodischer Ebene geht es um die Wortakzentuierung („Kaffee“), die variieren kann: im Norden des deutschsprachigen Raumes ist die erste Silbe standardgerecht betont, im Süden dagegen vor allem – die zweite Silbe, obwohl in der Schweiz beide Varianten vorkommen. Die außer der Schweiz fehlende Akzentuierungsvariation beim Wort „Café“ (Kaffeehaus) könnte mit der authentischen französischen Schreibweise verbunden sein.

In Bezug auf koartikulatorische Modifikationen der Konsonantenphoneme herrscht in den Kodizes Uneinheitlichkeit, wo es nach bilabialen Plosiven /b/ und /p/ und dorsal-postpalatal/verlaren Plosiven /g/ und /k/ beim Schwa-Ausfall zur Assimilationen auf Grund von Angleichungen in der Artikulationsstelle kommt. Im gesamten deutschsprachigen Raum sind positionelle Modifikationen, und zwar die Auslautverhärtung und Assimilationen auf Grund von Angleichungen in der Stimmlippenbeteiligung, kennzeichnend und äußerst verbreitet *(Verbytska, Maltseva, 2025).*

Tabelle 2

Aussprachevariation in der kodifizierten Norm und in der Mediensprache

Schriftbild	STANDARDVARIETÄTEN			SPRECHWIRKLICHKEIT		
	BUNDESD.	ÖST.	SCHWEIZ.	BUNDESD.	ÖST.	SCHWEIZ.
Kaffee	k´afe **nordd.** k´afə	kaf ´e	kaf ´e	k´afe	kaf ´e	kaf ´e k´afə
Kakao	kak´au̯ **südwestd.** k´akau̯ k´akao kak´a:o	kak´au̯	k´akau̯ k´akao kak´a:o	*vwg.* kak´au̯	kak´au̯	kak´a:o
Café	kaf ´e:	kaf ´e:	kaf ´e:	kaf ´e:	kaf ´e:	kaf ´e: k´afe

Tabelle 3

Koartikulatorische und positionelle Anpassungen der Konsonanten beim „Schwa"-Ausfall

Schreibung	Kodifizierte Norm		Sprechwirklichkeit
	DAW 2009	Duden 2023	
Abendessen	[´a:bm̩t]essen	[´abn̩t]essen	[´a:bm̩t]essen [´a:mt]essen
Abendbrot	[´a:bm̩tb̥ʁo:t]	Abend[bro:t]	[´a:bm̩tb̥ʁo:t] [´a:mtb̥ʁo:t]
Kaffeetrinken	Kaffee[tʁ̥ɪŋkŋ̍]	Kaffee[trɪŋkn̩]	Kaffee[tʁ̥ɪŋkŋ̍]

5. Fazit

Zusammenfassend lässt sich fazitieren, dass die Mahlzeitenbezeichnungen im plurizentrischen Deutsch eine ausgeprägte Sprachvariabilität aufweisen. Auf der lexikalischen Ebene kann festgestellt werden, dass insbesondere zahlreiche nationale, regionale und dialektale Varianten für die Haupt- und Zwischenmahlzeitenbezeichnungen auftreten. Die Ergebnisse verdeutlichen, dass sie nicht nur sprachliche Einheiten darstellen, sondern zugleich historische, kulturelle und gesellschaftliche Entwicklungen widerspiegeln.

Besonders auffällig ist, dass der Grad der sprachlichen Variabilität im deutschsprachigen Raum tendenziell von Norden nach Süden zunimmt. Während in Norddeutschland vorwiegend standardgerechte Bezeichnungen verwendet werden, zeigt sich in den südlichen Regionen Deutschlands, in Österreich, in der deutschsprachigen Schweiz sowie in Südtirol eine deutlich größere Vielfalt an regionalen und territorial gebundenen Varianten. Diese Diversität ist historisch gewachsen und steht in engem Zusammenhang mit geographischen, politischen und kulturellen Rahmenbedingungen der jeweiligen Sprachräume sowie mit den Sprachkontakten zu benachbarten Sprachgemeinschaften.

Die perzeptive Analyse der Mediensprache ergab, dass neben den lexikalischen Differenzen auch eine beträchtliche Aussprachevariation besteht. Im plurizentrischen Deutsch treten zwar bereits auf lexikalischer und teilweise auch auf morphologischer Ebene nationale Besonderheiten auf, die deutlichsten Unterschiede zeigen sich jedoch auf der phonetisch-phonologischen

Ebene und äußern sich auch in der Schreibweise. Das bedeutet, dass gegenwärtig nicht von einer einzigen allgemein anerkannten Aussprachenorm ausgegangen werden kann; vielmehr existieren neben den drei zentralen nationalen Standardvarietäten mehrere Aussprachevarianten, die nicht nur standardgerecht und standardnah, sondern auch sogar standardfern sein können.

Die Forschung macht darüber hinaus deutlich, dass sich obengenannte Differenzen nicht nur zwischen den nationalen Standardvarietäten, sondern auch innerhalb der bundesdeutschen Standardvarietät und des Halbzentrums Südtirol beobachten lassen. Sie kommen insbesondere beim Vergleich der in den Referenzwerken *Deutsches Aussprachewörterbuch* (2009/2010) und *Duden. Das Aussprachewörterbuch* (2023) kodifizierten Varianten vor. Die festgestellten Divergenzen verweisen auf die Dynamik der Normbildung und auf die fortlaufende Entwicklung des deutschen Lautsystems.

Diese Dynamik kommt im Verhältnis zwischen der kodifizierten Aussprachenorm („Soll-Norm“) und dem tatsächlichen Sprachgebrauch („Ist-Norm“) zum Ausdruck. Beide Normen stehen in einer wechselseitigen Beziehung und beeinflussen sich kontinuierlich gegenseitig. Die in der gesprochenen Sprache auftretenden Varianten können langfristig Eingang in die Norm finden, während normierte Aussprachеformen gleichzeitig orientierenden Charakter für den öffentlichen Sprachgebrauch besitzen. Das stellt ein grundlegendes Merkmal aller lebenden Sprachen dar.

Die Ergebnisse bestätigen somit, dass Standardaussprachevarietäten nicht als starre Systeme betrachtet werden können. Vielmehr besteht zwischen normativer Festlegung und sprachlicher Praxis ein dynamisches Verhältnis, in dem regionale Traditionen, Sprachgewohnheiten und kommunikative Bedingungen eine wesentliche Rolle spielen.

Aus methodischer Perspektive heben die Resultate die Notwendigkeit hervor, authentische gesprochene Mediensprache stärker in den DaF- und DaZ-Unterricht einzubeziehen. Trotz ihrer hohen Relevanz wird insbesondere die Mediensprache im Fremdsprachenunterricht bislang vernachlässigt oder manchmal sogar ignoriert. Dabei orientieren sich Moderator:innen, Berufsprecherinnen und -sprecher des deutschsprachigen Rundfunks und Fernsehens, deren Sprechweise dialektfrei, allgemeinverständlich und situationsangemessen ist, grundsätzlich an den geltenden Ausspracheregeln. Die Berücksichtigung der authentischen gesprochenen Mediensprache kann nicht nur den perzeptiv-artikulatorischen Sprachewerb fördern, sondern auch das Hörverstehensvermögen sowie die Varietäten- und Positionierungskompetenz nachhaltig entwickeln.

Insgesamt ist es anzunehmen, dass die Erforschung nationaler und regionaler Varianten nicht nur für Medien- und Variationslinguistik von Bedeutung ist, sondern auch einen wichtigen Beitrag zur Weiterentwicklung des DaF- und DaZ -Unterrichts leisten kann.

Literaturverzeichnis

1. Ammon, U. (1995). Die deutsche Sprache in Deutschland, Österreich und der Schweiz: das Problem der nationalen Varietäten [The German language in Germany, Austria and Switzerland: The problem of national varieties]. Berlin: De Gruyter.

2. Auer, P. (1986). Konversationelle Standard-Dialekt-Kontinua (Code-Shifting). Deutsche Sprache, 14, 97–124.

3. Auer, P. (1990). Phonologie der Alltagssprache: Eine Untersuchung zur Standard/Dialekt-Variation am Beispiel der Konstanzer Stadtsprache. Walter de Gruyter.

4. Azarova, I., Ivanytska, I., & Verbytska, T. (2024). Vykladannia movnoho riznomanittia: pliurytsentryzm nimetskoi movy u fokusi [Teaching linguistic diversity: Pluricentrism of the

German language in focus]. Aktualni pytannia inozemnoi filolohii, 21, 3–9. https://doi.org/10.32782/2410-0927-2024-21-1 [in Ukrainian]
5. Hirschfeld, U., & Siebenhaar, B. (2013). Aussprachevielfalt im Deutschen. Deutsch als Fremdsprache, 50(3), 131–140. https://doi.org/10.37307/j.2198-2430.2013.03.02
6. Hirschfelder, G. (2009). Esskultur – Zur Geschichte des Regionalen und den Chancen des Globalen [Food culture – On the history of the regional and the chances of the global]. Ernährung im Fokus, 9, 368–371.
7. Hirschfelder, G. (2018). Facetten einer Ernährungs-Globalgeschichte: Esskultur als Resultat historischer Prozesse [Facets of a global history of nutrition: Food culture as a result of historical processes]. Aus Politik und Zeitgeschichte (APuZ), 68(1–3), 4–11.
8. Muhr, R. (1997). Das Deutsche als plurizentrische Sprache. Die Unterrichtspraxis / Teaching German, 30(2), 137–145. https://doi.org/10.2307/3531823
9. Riehl, C. M. (2007). Varietätengebrauch und Varietätenkontakt in Südtirol und Ostbelgien [Variety use and language contact in South Tyrol and East Belgium]. Linguistik Online, 32(3). https://doi.org/10.13092/lo.32.540
10. Verbytska, T., Maltseva, M. (2025). Besonderheiten der Aussprachevariation in der bundesdeutschen Standardaussprachvarietät [Features of pronunciation variation in the standard German pronunciation variety of Germany]. In Research in Science, Technology and Economics: Collection of Scientific Papers with Proceedings of the 4th International Scientific and Practical Conference (pp. 85–86). Luxembourg. https://isu-conference.com/en/archive/research-in-science-technology-and-economics-06-08-25/
*11. Verbytska, T. D, Maltseva, M. I. (2025). Osoblyvosti movlennievoi variatyvnosti u federatyvno-nimetskomu standarti vymovy: analiz zvukovoho mediinoho movlennia [Features of speech variability in the Federal German standard pronunciation: analysis of spoken media speech]. *Zapiski z romano-hermanskoi filolohii, (2(55)), 144–156. https://doi.org/10.18524/2307-4604.2025.2(55).349717 [in Ukrainian]*
12. Verbytska, T. D., Nykyforenko, I. V., Maltseva, M. I. (2026). Teoretychna fonetyka nimetskoi movy dlia zdobuvachiv vyshchoi osvity pershoho (bakalavrskoho) rivnia spetsialnosti V11 "Filolohiia": navchalno-metodychnyi posibnyk [Theoretical phonetics of the German language for students of higher education of the first (bachelor) level, specialty V11 "Philology": teaching and methodological manual]. Odesa: Vydavets Bukaiev Vadym Viktorovych.

Wörterbücher

1. Ammon, U., Bickel, H., Lenz, A. N. (Hrsg.). (2016). Variantenwörterbuch des Deutschen: Die Standardsprache in Österreich, der Schweiz, Deutschland, Liechtenstein, Luxemburg, Ostbelgien und Südtirol sowie Rumänien, Namibia und Mennonitensiedlungen (2., völlig neu bearbeitete und erweiterte Aufl.) [Dictionary of German variants: The standard language in Austria, Switzerland, Germany, Liechtenstein, Luxembourg, East Belgium and South Tyrol as well as Romania, Namibia and Mennonite settlements]. Berlin: De Gruyter.
2. Dudenredaktion (Hrsg.). (2020). Duden. Die deutsche Rechtschreibung (28. Aufl.) [Duden. German orthography]. Berlin: Cornelsen Verlag GmbH.
3. Dudenredaktion (Hrsg.). (2023). Duden. Band 5: Das Fremdwörterbuch. Fremdwörter verstehen und korrekt einsetzen (13. Aufl.) [Duden. Volume 5: Dictionary of foreign words. Understanding and correctly using loanwords]. Berlin: Cornelsen Verlag GmbH.
4. Dudenredaktion (Hrsg.). (2024). Duden – Die deutsche Rechtschreibung (29. Aufl.) [Duden – German orthography]. Mannheim: Bibliographisches Institut GmbH.

5. Krech, E.-M., Stock, E., Hirschfeld, U., & Anders, L. C. (2010). Deutsches Aussprachewörterbuch [German pronunciation dictionary]. Berlin; New York: De Gruyter.
6. Kleiner, S., & Knöbl, R. (2023). Duden. Das Aussprachewörterbuch [Duden. Pronunciation dictionary]. Berlin: Dudenverlag.

Quellenverzeichnis

1. A.geh Wirklich? (2023, February 17). Wienerisch mit A.geh Wirklich? – Folge 20: Kaffeekultur in Wien [Video]. YouTube. URL: https://www.youtube.com/watch?v=LduBRYCOVVU
2. ARTE Fernweh. (2022, June 27). Wie aus Kakao Schokolade wird (2/5) | ARTE Junior [Video]. YouTube. URL: https://www.youtube.com/watch?v=KS2i4SzKPbY
3. Cooking Creates Culture (icookingermany). (2022, October 14). Heiße Schokolade aus Kakaopulver selber machen Rezept heiße Trinkschokolade hot chocolate [Video]. YouTube. URL: https://www.youtube.com/watch?v=djQ6U-2tylA
4. Drea – einfach selbstgemacht. (2025, November 1). Beste Trinkschokolade selber machen, einfach, schnell & himmlisch lecker #262 [Video]. YouTube. URL: https://www.youtube.com/watch?v=Scrv0VfI4X4
5. Grete Walz. (2022, March 20). Alles über Kaffee in Wien: Kaffeespezialitäten, Kaffeehaus-Tipps & Geschichte und das Café Central! [Video]. YouTube. URL: https://www.youtube.com/watch?v=St3z7ipDWjw
6. Hessischer Rundfunk. (2025, January 15). Wie gut kann Kakaopulver sein? | Die Ratgeber [Video]. YouTube. URL: https://www.youtube.com/watch?v=7LZ8CsMihhE
7. Kakaochi GmbH. (2023, February 8). Kakaozubereitung in Guatemala [Video]. YouTube. URL: https://www.youtube.com/watch?v=EO1eNFunTyo
8. LT1 OÖ. (2020, March 28). Typisch österreichisch: Die Kaffeehaus-Kultur [Video]. YouTube. URL: https://www.youtube.com/watch?v=lwa9Mcnksfw
9. Nau. (2018, February 17). Auf einen Kaffee mit dem Barista Schweizermeister [Video]. YouTube. URL: https://www.youtube.com/watch?v=n0qAJQGdyrw
10. Pduesp. (2017, June 13). Kakao zubereiten Trinkschokolade Heiße Schokolade Schokomilch Kakaogetränk Rezept [Video]. YouTube. URL: https://www.youtube.com/watch?v=ccJer_0Ux3E
11. Simon Sonneck. (2020, May 13). Ganz einfach einen Kakao zubereiten [Video]. YouTube. URL: https://www.youtube.com/watch?v=mI5mdO7OiLY
12. SRF Dokus & Reportagen. (2019, October 8). Kaffee der Spitzenklasse: Ein Schweizer produziert Fairtrade-Kaffee in Peru | Reportage | SRF [Video]. YouTube. URL: https://www.youtube.com/watch?v=AiQv57ybfH0
13. Steffen Kahl. (2017, July 3). So macht man einen leckeren Kakao! [Remake] | SP [Video]. YouTube. URL: https://www.youtube.com/watch?v=HFRQZmP0n7s
14. sunsook1972. (2009, June 27). SF 10vor10: Kaffee ist Exportgut Nr. 1 der Schweiz [Video]. YouTube. URL: https://www.youtube.com/watch?v=17ki4M6V2V0
15. TikTok – Make your day. (n.d.). URL: https://vt.tiktok.com/ZSQEkH2V2
16. WELT Doku. (2023, April 29). ODOS KAFFEEKLAPPE: Imbiss mit Herz für Hamburger Hafenarbeiter | WELT Doku Magazin [Video]. YouTube. URL: https://www.youtube.com/watch?v=TrnwIlUf9DM
17. wild & wundervoll. (2017, June 30). Der beste Kakao mit nur DREI Zutaten: süß, zuckerfrei und gesund! [Video]. YouTube. URL: https://www.youtube.com/watch?v=br8sjPKknPg

DIALOGUE BETWEEN THE AUTHORITIES AND THE VETERAN SECTOR WITHOUT BARRIERS: PROBLEMS AND EXPERIENCE

Petro Vorona
Doctor of Public Administration, Professor at the Department of Social Pedagogy,
Luhansk Taras Shevchenko National University,
Combatant of the Russian-Ukrainian War,
Head of the Poltava Branch of the NGO "Defense of the State", Ukraine
e-mail: voron67@ukr.net, orcid.org/0000-0002-6755-9023

Larysa Vorona
Doctor of Pedagogical Sciences, Associate Professor, Professor at the Department of Special Education, Faculty of Pedagogy and Psychology,
Luhansk Taras Shevchenko National University,
Combatant of the Russian Ukrainian War, Ukraine
e-mail: voronali@ukr.net, orcid.org/0000-0001-9878-6547

Summary

The article examines the features of implementing a barrier-free dialogue between veteran public organizations and civil society institutions. Special attention is paid to the features of the post-traumatic state of veterans, the features of communication with them and the conduct of socio-psychological rehabilitation. The article reveals the specifics of the need for changes in veteran policy to overcome the main obstacle – a high level of complexity and bureaucracy in this area. The authors consider the features of training and retraining veterans for employment, the features of the communicative process in this regard. The features of foreign experience in shaping the policy of socio-psychological adaptation and rehabilitation of participants in hostilities in Ukraine are considered. In addition, practical recommendations are given to representatives of public authorities for the methodology of communication with participants in hostilities, their problems after returning to civilian life are highlighted.

Key words: veterans public organizations, communication, state veterans policy, veterans education, social protection, barrier-free communication, territorial community, multi-vector policy.

DOI https://doi.org/10.23856/7633

1. Introduction

The veteran sector of civil society in Ukraine is increasingly gaining social importance and influence on various socio-political processes. Sociologists note a fairly high level of trust in veterans and the Armed Forces of Ukraine. In early 2006, the Ukrainian Veterans Fund of the Ministry of Veterans Affairs of Ukraine presented the results of the sociological study «Portrait of a Veteran 2025», which was conducted jointly with the Sociological Group «Rating» at the end of 2025. According to this study, 96% of Ukrainians trust the military who are currently fighting, 92% – veterans of the current war, 87% – veterans of the ATO *(Portret veterana, 2025)*. Also, 77% of respondents believe that society respects veterans, and the level

of respect for women veterans is 81%. At the same time, veterans themselves assess the situation more restrainedly: only 60% believe that society respects veterans. The study found that 64% of Ukrainians have veterans among their family members or close friends, which significantly affects the formation of the public image of veterans. Respondents also noted the positive influence of the media on the perception of veterans, in particular female veterans. This study demonstrates a consistently high level of trust and respect for military personnel and veterans, and also outlines the key challenges that veterans and veterans may face when returning to civilian life. But at the same time, it also prompts some reflections from representatives of public authorities – after all, against the background of high trust in the veteran environment, we see a certain decline in trust in public authorities and its institutions.

Although the authorities are currently trying to provide maximum support to veterans, there are still many problems in the veteran community (mainly, I am convinced, due to the insufficient level of awareness of officials about the methodology of working with combatants, the level of communication of those who work with veterans, their psychological preparedness, and often the shifting of responsibilities between different levels of government, as well as the level of communication. And for veterans, the main issue is still the fate of their comrades and the end of the war. This is what currently worries each of us – the citizens of Ukraine.

The purpose of the study is the communicative dialogue between public authorities and veteran sector civil society organizations to ensure service and communicative accessibility, to identify the problems of this dialogue, and to examine foreign experience in the communication between authorities and combatants. The methodological basis of the study consists of systemic, activity-based, partnership, and socio-communicative approaches. The systemic approach allows considering the interaction of state authorities, local self-government, and the veterans' sector as an integral system of social partnership. The activity-based approach is aimed at analyzing practical mechanisms for implementing veterans' policy and ensuring accessibility. The partnership approach makes it possible to investigate the peculiarities of cooperation between state institutions and public veterans' organizations, while the socio-communicative approach allows evaluating the effectiveness of dialogue among all participants in the process.

Today, during our dialogue, we need to highlight the most pressing needs of the veteran community, as well as the prospects for cooperation between the veteran civil sector and the authorities, especially with the communities where they live. A high level of trust toward military personnel and veterans is an important foundation that the state must continuously support with concrete services, post-service support, and opportunities for successful integration into civilian life. And the most important thing in the dialogue between the veteran sector and the authorities is to find an understanding of the problems and trust.

2. Research results

The main challenges identified by veterans during sociological research, as well as those I can note based on my own observations and experience working with public organizations, include psycho-emotional instability, risks of addiction, and lack of understanding from society. Among the most demanded types of support in 2025, veterans mentioned material support (50%) and medical assistance (43%), as well as the need for psychological support (28%) and housing provision (26%) *(Portret veterana, 2025)*. Ukrainian society is gradually forming a realistic and balanced attitude toward veterans, recognizing their needs not only as warrior-heroes but also as citizens returning to civilian life with their own challenges and tasks. However, there is also a certain specificity in the perception of reality by veterans who have experienced

combat, suffered injuries and illnesses, and lost comrades and close friends in areas of active combat engagements.

That is, it is necessary to talk about the fact that after the return of a combatant, he needs to overcome psychological, social, and bureaucratic barriers in the community he has returned to. Nowadays, a lot is said about PTSD (combat trauma, war-exacerbated illnesses, phantom pains, «Vietnam syndrome»), so we focus on what our serviceman sometimes feels when returning from the front – the way he sees life «in peace» and in what colors it appears to him. Let us focus on how PTSD affects the perception of the surrounding world and reality – why certain barriers arise between the veteran and authorities, and between the veteran and society? After returning home from the front, the combatant – participant in hostilities (PUH) – experiences a rather complex spectrum of emotions: initially acute euphoria and relief that he is at home with family or has returned to his previous life and work.

And later, quite often, a feeling of deep alienation, depression, irritability, anxiety, and «survivor's guilt» arises-especially when you receive news about the death of your yesterday's comrades (especially younger ones or very young). This condition requires time for social adaptation, as well as considerable attention to the psychological and bureaucratic aspects of returning. The problem is that there are very few psychologists capable of properly working with combatants, and often even officials do not possess this knowledge. We have already talked about the psychological state of a combatant, but it is worth emphasizing the emotions and the special psychological aspects of this state.

The first thing that appears in a combatant is a feeling of «unreality» and negative contrast. The sharp transition from constant danger to the rear creates a sense that peaceful life exists in a parallel reality. Everyday life, entertainment, and the problems of civilians may seem trivial to a veteran, but at the same time can provoke indignation. When there are rotation issues on the front line, and in the rear we see healthy men enjoying themselves who were supposed to take up arms to defend Ukraine – this causes protest, anger, and rejection. This generates withdrawal and isolation from people – there is no desire to communicate … due to a lack of understanding by those around him. Sometimes it irritates him when his family focuses attention on what he considers trivial everyday matters**.**

For most combatants, traits of hypervigilance and anxiety are characteristic for a certain period. On the front line, these traits helped to survive, but in peaceful life, for many, they seem strange. The habit of reacting to every sound persists for months. Sudden noises, the rumble of transport, or flashes of light can trigger an instinctive defense reaction and a certain fear, and later irritability (especially when it happens at work).

Quite often, frustration arises because loved ones cannot or do not want to understand the front-line experience. And there is no one to talk to because they are not very interested. Then the veteran may become withdrawn, especially feeling emotional emptiness due to the loss of comrades. Therefore, it is essential to prepare the family for the combatant's return, teach them to listen to him, understand his condition, and create conditions for adaptation – in Poltava region, there is such a regional program where a veteran and his family can undergo sanatorium-resort treatment upon returning from the combat zone. A psychologist always works with them.

Combatants often experience outbursts of anger. Emotional exhaustion leads to irritation being caused by ordinary things – queues in medical institutions, pension services, the Employment Service, social protection, shops, noise, weddings, the irresponsibility of civilians. And especially, I emphasize – queues in government institutions, healthcare facilities, behavior in transport. Here, attentive care for combatants is needed, proper work of veteran assistants,

and their support with problematic issues. And it is good when such an assistant is a combatant or a member of their family. Nowadays, quite often, such support is provided by veteran NGOs, volunteers, and so on.

Social barriers. Now, let's talk about the social barriers that practically every combatant faces-those who have actually been involved in hostilities, witnessed combat, carried out support or evacuation on the front line. These are very closely connected to their psychological state. Many veterans return to civilian life burdened with physical injuries, such as amputations, traumatic brain injuries, hearing or vision loss, and so on. They may experience mental issues related to post-traumatic stress disorder, depression, and anxiety. Stress caused by social trauma is the most common symptom of a person's experience in an extreme situation. An important mechanism to cope with it is personal resources – a set of personality traits acquired during socialization that determine the degree of a person's adaptability in specific social conditions. However, not every soldier has enough personal resources to transition out of war without pain.

Moreover, family members of combatants, going through the experiences of their relatives, can also experience secondary traumatic stress. It is important to arrange special workplaces and work schedules adapted for a person who became disabled while defending Ukraine. Physical and psychological injuries become obstacles to further employment, complicating the obtaining of well-paid jobs and leading to the necessity of living on a pension. Or, in its absence, to suffer from lack of money altogether. Often, dependence on harmful habits arises *(Vorona, Hoshovska, Lopushynskyy, 2016)*.

Regarding socio-psychological rehabilitation. Regular sanatorium-resort treatment – as a service – has a clearly defined rehabilitative focus. Rehabilitation in this context is considered as a set of interdependent medical, social, psychological, and other measures aimed at restoring a person's social (work, professional, family, and everyday) capacity by maximally restoring the functions of their body impaired by illness. At the time of the survey, only 13.8% reported receiving medical and rehabilitation services. Local budget problems do not provide adequate opportunities to implement existing rehabilitation programs for combatants. Existing issues of social interaction with family and close people, arising from difficulties in adapting to civilian life, also need to be highlighted separately. This is especially difficult for veteran families, who cannot always adequately respond to changes occurring in people who were active participants in combat operations, and especially those who went through captivity *(Portret veterana, 2025)*.

Statistics show that a third of military marriages fall apart after demobilization. A large portion of those returning home from the theater of operations have not only physical, but also deep emotional traumas, which their families do not always understand or accept. That is why, according to statistics, veterans have the lowest percentage of marriages and the highest percentage of divorces. Today, every fifth of them lives alone, and every third has ended a marriage. Here both the communities and the state itself need to lend a hand. NGOs actively help, but they are not able to identify everyone who needs this help. Communities, however, are able to, by providing social support. Although the government provides free medical treatment and rehabilitation for military personnel, their family members who want to be close to their loved ones have to pay for hotels or rent apartments if they want to support a close person and go through the difficult stages of rehabilitation together. Not all families are financially able to cover such expenses.

Therefore, the shortsightedness of government policy regarding the organization and financing of veterans' accommodation with their families during important post-traumatic rehabilitation events only worsens already complex family relationships. According to the survey,

70% of respondents noted the need for sanatorium and resort support for veterans together with their children and relatives, and 32.9% would like to have a joint psychological support program, which, as of the beginning of 2024, was provided to only 4.3% *(Portret veterana, 2025)*.

I emphasize once again – the most anticipated support from the state for veterans and their families is financial support – 56.2%; strengthening health – 52.4%. Less prioritized, but no less important assistance includes housing acquisition – 29.2%; entrepreneurial investments – 27.2%; improvement of living conditions – 26.7%; education – 26.1%; employment – 24.1%; psychological support – 22.6% *(Portret veterana, 2025)*.

According to survey participants, the main barriers to receiving proper support from the state for veterans of the Russian-Ukrainian war are the complex bureaucratic system for obtaining benefits (79%), difficulties in arranging social payments and statuses (39.5%), as well as the lack of information about benefits and services provided by law (28.8%). Unfortunately, 59.5% of respondents point to the concealment and inaccessibility of information about the existing rights, benefits, and services for war veterans, which may indicate deliberate neglect by officials and civil servants of the social protection needs of this category, such as combatants *(Portret veterana, 2025)*.

The main bureaucratic obstacles for veterans in Ukraine are an excessive amount of paperwork, delays in obtaining and verifying statuses (combatant status, disability), long queues at government institutions, as well as the bureaucratic work of VLK and MSEK commissions. Collecting certificates often turns into an exhausting process. The main barriers for veterans are: Obtaining statuses and benefits: The procedure for obtaining combatant or disability status involves long waiting times and often requires re-collecting documents due to the fragmentation of departmental databases. Collecting certificates for MSEK after injury can take months.

Outdated legislative framework: Support rules are scattered across dozens of laws and regulations, making it difficult to understand which benefits or services are guaranteed. The status of a war veteran needs to be regulated by law.

Excessive bureaucracy and queues: Veterans face queues in social protection agencies, the Pension Fund, and CNAPs, making the process of receiving financial assistance very complicated. Employment and civilian life: When looking for a job, veterans encounter biased attitudes and also face the fact that their combat experience does not always meet the requirements of the civilian labor market. To minimize bureaucratic obstacles, the state is gradually implementing the digitalization of services (for example, obtaining an e-ID through Diia) and the institution of support specialists who help veterans go through all the necessary procedures. But not all veterans are capable of doing this on their own.

The uncertainty of future prospects after the war is a fairly common problem for veterans on their path to returning to civilian life. Military personnel need to be better informed about future opportunities and prepared for the social challenges and realities of everyday civilian life.

To address all the above-mentioned issues and overcome barriers at the state level, it is important to create effective communication channels to disseminate information about the benefits and services provided by law, which should be as accessible as possible to veterans and their family members. It is also important to ensure free access to medical, psychological, and legal counseling and assistance from specialists in other related fields to optimize efforts to provide combatants and their family members with a decent life and social support. These measures will help ease adaptation and improve social integration.

Thus, the interaction of veterans with the state apparatus is complicated by a number of systemic problems:

• Lack of a single veterans' window: To obtain status, benefits, or housing, soldiers often have to go through dozens of different institutions, collect numerous certificates, and face duplication of documents.

• Problems with medical and social expertise (MSEK): Going through commissions, confirming disability, and receiving referrals for rehabilitation become a bureaucratic ordeal that exhausts people with injuries.

• Human factor and queues: Insufficient digitization of services and the formal attitude of some officials force veterans to spend time in physical queues, creating a sense of being unnecessary.

• Lack of database coordination: Military units and social protection authorities often do not have a shared electronic exchange, so veterans have to independently prove their participation in combat operations.

Excessive administrative burden at the local level complicates the return of defenders to civilian life, increasing disillusionment and distrust in the state. To better survive in conditions new to the fighter, the guys are currently uniting in public veteran organizations.

The reason for currently is that there may be other groups, as evidenced by the experience of veteran life after previous wars. There may also be criminal groups with elements of revenge and «legal justice and retribution against those whom the law does not want to see».

Public organizations play a key role in supporting veterans and their families. They help protect the rights of servicemen, provide free legal advice, assist in going through military medical commissions and receiving state-provided benefits, and also provide psychological and physical rehabilitation. For example, the activities of the public organization network «Protection of the State», where combatants can receive legal and psychological assistance, as well as appropriate support for obtaining benefits from government authorities.

Here is exactly how public initiatives and relevant ministries address the urgent needs of veterans:

- Protection of rights and legal assistance: Organizations help to solve bureaucratic issues.
- Interaction with the state: In order for the authorities to hear the needs of defenders in the regions, public organizations organize special meetings with its representatives (experience from Poltava region – meetings of veterans' public organizations with the Department of Health, the Pension Fund, the Employment Service, etc.).
- Cooperation and exchange of experience: The public sector actively cooperates with international funds, sharing experience in grant policy.

• Social adaptation and advocacy: Associations of public organizationsfocus on helping veterans return to civilian life. Joint meetings with representatives of organizations are held to address and discuss common issues. Joint events are held for socializing (*fishing, billiards, boccia, golf, swimming, tourism, pottery, meetings with art, writers, etc.*).

• Support network: Finding like-minded people, getting advice, or joining joint activities – returning to people who understand you. Accompanying each other with problems.

There is rich global experience of veterans' NGOs that help them survive. It is based on creating unified ecosystems of veteran support. They ensure the survival and successful adaptation of veterans through key areas such as psychological rehabilitation, employment assistance, and rights advocacy. Here is how the most effective international practices work:

- In the USA, veteran clubs that closely interact with military units are very common. They bring veterans together to share experiences, participate in joint leisure activities, and undergo rehabilitation through education and employment. This relieves stress and prevents isolation. US public organizations survive not only through government grants but also thanks

to powerful fundraising campaigns involving businesses, private donations, and the provision of paid services.

• In Canada, for example, the economic integration and employment of combatants in public organizations is actively promoted through specialized programs: programs like Hire a Veteran help employers and former military personnel adapt skills (resume writing, interview preparation), which ensures a stable income.

• Israel's special experience in involving military personnel in state governance and education. An example is Yehuda Barak (1999–2001 – Prime Minister) *(Vorona, 2010: 161-164)*.

In many developed countries, veteran businesses are the foundation of survival and financial independence for military personnel. In addition, veteran organizations actively adopt international experience in socialization: in the Poltava region, the veteran organization «BAZUKA» actively works in this segment. Abroad, veteran organization often transform into Veteran Hubs, where a 'single-window' space effectively operates, allowing veterans and their families to receive psychological, legal, and everyday assistance. In all countries, veteran organization engage in advocacy and protection: they lobby at the state level for benefits, medical support, and the creation of jobs for veterans. Our senior comrades, the Chernobyl veterans, have been doing this for 40 years.

As a state policy, how does it promote the development of veteran public organization sand support their growth?

State policy considers veterans' NGOs as key partners. It promotes their development by involving them in the development of the regulatory framework, providing grants through the Ukrainian Veterans Fund, and integrating them into the system of support specialists.

State institutions, in particular the Ministry of Veterans Affairs, hold consultations with the public sector to form an effective veterans' policy. Public associations influence decision-making and advocate for veterans' rights at the national level. The state provides financial support through targeted grant programs, which allows veterans' NGOs to implement projects on reintegration, sports, psychological support, and employment.

The state creates infrastructure, such as the Map of Veterans' Organizations, which helps to structure service providers. This promotes partnerships between the authorities, international donors, and the public sector.

How communities can support veterans' organizations.

• Financial support: Local governments can develop targeted local programs and allocate funds from local budgets to finance veterans' organizations. Projects (for example, holding events, legal or psychological support).

• Provision of premises: Communities can allocate communal premises to create veterans' spaces or veterans' hubs, where veterans' organizations can hold meetings, trainings and provide assistance free of charge.

• Involvement in governance: Communities can create veterans' councils under local governments, which will include veterans' organizations representatives. This allows taking into account the needs of veterans when distributing the local budget.

• Information and expert support: Communities can assist veterans' organizations. in writing grant applications for international donors, conduct training and provide informational support for their initiatives.

Social and psychological rehabilitation of combatants at the community and government levels covers a complex of interrelated areas: from individual restoration of mental health to creating conditions for full reintegration into civilian life. Local governments are developing local support programs to make this assistance systemic and targeted.

The main areas of socio-psychological rehabilitation at the community level include the following activities:

1. Psychological support and psychocorrection.

• Individual and group consultations: Work with military psychologists, psychotherapists, aimed at overcoming combat stress, anxiety, depression and prevention of post-traumatic stress disorder (PTSD).

• Peer support groups: Communication with veterans who have relevant combat experience, which contributes to the acceptance of traumatic experiences and faster adaptation.

• Relaxation and resource training: Classes in art therapy, music therapy and canister therapy.

2. Social adaptation and community involvement

• Work with families: Family consultations to harmonize relationships and adapt relatives to the changing psychological state of the veteran.

• Sports and tourism rehabilitation: Involvement in veteran sports (for example, the «Invincible Games»), active tourism, group hikes, which help restore communication skills.

• National-patriotic education and mentoring: Involvement of combatants in work with youth, which returns to them a sense of significance and respect in society.

3. Professional reorientation and employment:

• Training and retraining: Programs that allow you to acquire a new profession, taking into account physical or psychological changes.

• Support for veteran businesses: Grant programs, advisory assistance in writing business plans, providing benefits for renting municipal property for veteran startups.

4. Physical and medical rehabilitation

• Physical therapy and occupational therapy: Restoration of motor activity, coordination, treatment of the consequences of injuries under the supervision of multidisciplinary teams.

• Prosthetics and adaptation of space: Provision of modern prostheses and assistance in arranging housing for the needs of the veteran.

Basic rules of etiquette (taboo):

• Do not ask unnecessary questions about combat experience if the veteran does not talk about it himself.

• Avoid empty promises. If the issue is not within the competence of the authority, it is necessary to honestly say about it and refer it to the appropriate authorities.

• Do not use professional slang or clericalisms (apply the principles of clear communication).

I would like to once again update what is necessary for the return and adaptation of a combatant.

Adaptation is not only internal work, but also interaction with society. Important steps are the registration of documents and social support *(Vorona P., 2018: 220–223)*.

• Registration of UBD status. Obtaining a certificate is necessary to realize state-guaranteed benefits, such as free travel, benefits for utilities, medical care, etc.

• Medical recovery and psychological assistance. Physical injuries or latent post-traumatic stress disorder (PTSD) require qualified support. Veterans should contact specialized rehabilitation centers for veterans, which are now operating in many communities.

• Support from peers. Communicating with those who have the same experience is one of the most effective ways of psychological relief, because they understand without words.

• Work and civilian life. Finding a new job or returning to your previous job helps to regain a sense of control over your own life and socialize in the rear. It's good, as would be training.

• Respect from society: memorializing the feat of your peers.

When communicating with a veteran, it is important to be patient, be ready to listen, but not ask about the details of the fighting against your will, and also create a safe and calm space at home *(Vorona, 2018: 220–223)*.

When applying for civilian jobs, veterans face obstacles such as lack of education in a particular professional field, problems with their own physical health and psycho-emotional state, and salary mismatches to personal needs. Veterans face three main groups of obstacles when seeking education or retraining: psychological barriers, a gap between needs and offers of educational programs, and a lack of proper institutional support.

Many veterans face psychological and personal challenges that they often share with their peers:

Difficulty of returning to the "civilian" format: after a long stay in combat conditions, it can be difficult to adapt to prolonged academic training or sitting at a desk.

Loss of confidence and imposter syndrome: Some veterans feel anxious because their military experience is irrelevant to a civilian specialty, or worry that they have lost their study skills.

Age difference and lack of understanding: Studying in a classroom with yesterday's schoolchildren can cause discomfort, sometimes there is a lack of understanding of the specifics of the veteran's experience on the part of teachers or classmates.

Information and institutional barriers. Lack of information: According to research, a significant number of veterans (up to 68%) are not aware of existing state retraining programs or specialized courses.

Bureaucratic obstacles: Although the state is lifting a number of restrictions on the duration of vocational training and formal requirements, the integration of veterans into higher education still requires more flexible approaches to the recognition of non-formal education and taking into account health status.

Problems with labor market relevance. Inconsistency of requests: Sometimes the offered free courses or retraining programs are formulaic, outdated, or do not meet the current needs of the labor market and the ambitions of the veteran himself.

Time gap: Transitioning to a new profession takes time. Although some employers are ready to train veterans on the basis of enterprises, the process of obtaining a new qualification itself takes up valuable time when a stable income is needed.

Solutions and support. To overcome these difficulties, the state and the public sector are creating specialized initiatives. The goal is to provide support for veterans, flexible schedules, and short-term internships with subsequent employment *(Vorona, 2018: 220–223)*.

3. Conclusion

Coordination of community and government efforts is very important in supporting veterans. Effective veteran policy is implemented through the creation of multilateral platforms. Local councils create Veteran Spaces (or «veteran development centers»), where administrative, legal and primary psychological assistance is provided on a «one-stop» basis. Communities also attract grant funds to support public organizations specializing in the psychological recovery of defenders. The state and local governments finance basic services (for example, rehabilitation packages under the National Health Service program), but it is local initiatives that make this process comprehensive, including measures to develop veteran policy. A veteran's assistant is a positive experience, but there is a question – who should be there and should

he or she work closely with veterans' NGOs. Currently, the law does not provide for the recruitment of mainly veterans to these positions**.**

And the main thing – how to communicate with veterans? What should be the communication model?

An effective model of communication between a government official and a combat veteran (CVD) is based on the principles of respect, empathy, openness and clarity. It requires adherence to an algorithm that helps relieve psychological tension and direct the dialogue in a constructive direction to resolve specific issues.

The optimal interaction model includes the following stages:

• Preparation and setup: Before receiving, it is important to familiarize yourself with the applicant's problem, show respect for his status and avoid any manifestations of superiority. Communication should take place in the format of an equal dialogue.

• Active listening and empathy: The government official should listen to the veteran without interrupting, demonstrating interest. It is important to take into account possible post-traumatic stress disorder (PTSD) or fatigue, so the tone of the conversation should be calm and balanced.

• Definition of legal boundaries and opportunities: Explain clearly, transparently and without bureaucratic wording what benefits, guarantees or services are provided by the legislation.

• Development of an action algorithm: Together with the DB participant, draw up a step-by-step plan for solving the problem (what documents are needed, where to contact, what are the terms of consideration).

• Feedback: Make sure that the veteran correctly understood the procedure, and also provide the contacts of the responsible person for prompt communication and monitoring of the result, which is key in building a system of trust in the authorities.

References

1. Portret veterana 2025 (2025) [Portrait of a Veteran 2025. Ministry of Veterans Affairs. December 30, 2025] Minveteraniv. URL: https://veteranfund.com.ua/wp-content/ uploads/2025/12/ Portret-veterana-2025.pdf? [in Ukrainian].

2. Vorona P. V., Hoshovska V. A., Lopushynskyy I. P. (2016) Mistseve samovryaduvannya v krayinakh postradyanskoho prostoru [Local self-government in the countries of the post-Soviet space]: monohrafiya. Poltava: Vydavnytstvo R. Shevchenka. 2016. 528 [in Ukrainian].

3. Vorona P.V. (2010) Mekhanizm ta osoblyvosti derzhavnoho kontrolyu mistsevoyi vlady Izrayilyu na prykladi munitsypalitetiv [Mechanism and features of state control of local government in Israel on the example of municipalities]. Publichne uprav linnya: teoriya ta praktyka. 2010. № 2. s. 159-165 [in Ukrainian].

4. Vorona P. V. (2018) Sotsialna adaptatsiya uchasnykiv ukrayinsko-rosiyskoyi viyny na skhodi Ukrayiny: vitchyznyanyy ta zarubizhnyy dosvid [Social adaptation of participants in the Ukrainian-Russian war in eastern Ukraine: domestic and foreign experience]. Psykhosotsialna pidtrymka osib z travmoyu viyny: mizhnarodnyy dosvid ta ukrayinski realiyi: zbirnyk materialiv, dopovidey Vseukrayinskoyi naukovo-praktychnoyi konferentsiyi, m. Mariupol, 28 lyutoho 2018 r. Mariupol: DonDUU, 2018. s. 219–224 [in Ukrainian].

STUDENTS' RESEARCH ACTIVITIES IN THE EDUCATIONAL PROCESS OF THE NEW UKRAINIAN SCHOOL

Lesia Vysochan
Doctor of Pedagogical Sciences, Professor,
Professor at the Department of Primary Education and Pedagogical Innovations,
Vasyl Stefanyk Carpathian National University, Ukraine
e-mail: lesia.vysochan@pnu.edu.ua, orcid.org/0000-0002-8978-5005

Summary

This study analyses the theoretical and methodological foundations of organising pupils' research activities in the New Ukrainian School and identifies its role in the formation of key competences and the personal development of learners in the context of contemporary educational reforms. The relevance of the study is highlighted by the need to implement a competence-based model of learning, focused on the development of critical thinking, creativity, independence, innovation and pupils' capacity for lifelong learning and informed career choice. The conceptual foundations of inquiry-based learning have been analysed, along with the characteristics of implementing competence-based, activity-based and STEM approaches in the modern educational process, and their impact on the development of pupils' research competence has been identified. Modern approaches to organising research activities through the development of independent learning skills, problem-based and project-based learning, support for creatively gifted pupils and the fostering of sustained motivation for scientific inquiry are summarised. It has been established that the systematic implementation of research-based teaching methods contributes to the development of cognitive activity, information, communication and digital literacy, critical thinking, the ability to analyse and interpret information, work in a team and present the results of one's own work. It has been demonstrated that the integration of research activities into the educational process of the New Ukrainian School (NUS) fosters the development of competent, creative and competitive individuals, capable of innovative activity, self-fulfilment and effective functioning in today's information society.

Key words: pupils' research activities; New Ukrainian School; competence-based approach; inquiry-based learning; STEM approach; educational process.

DOI https://doi.org/10.23856/7634

1. Introduction

The current stage of development in Ukrainian education is characterised by profound transformational processes aimed at establishing a competence-based model of learning, developing critical thinking and creative potential, and preparing learners to independently tackle complex personal and professional challenges. In this context, pupils' research activities take on particular significance as one of the key mechanisms for implementing the concept of the New Ukrainian School (hereinafter referred to as NUS), which facilitates the transition from the rote acquisition of knowledge to its active construction, analysis, interpretation and practical application. It is research activity that creates the conditions for the development of individuals capable of lifelong learning, innovative thinking, responsible decision-making and effective adaptation to the challenges of modern society. The relevance of this study stems from the need

to implement the provisions of the State Standard for Basic and Specialised General Secondary Education, according to which one of the key learning outcomes is the development of research, innovation and entrepreneurial competences. The educational programmes of the New Ukrainian School focus the teaching process on developing pupils' ability to acquire knowledge independently, critically evaluate information, formulate hypotheses, conduct research, analyse results and use them to solve practical problems. This approach is in line with contemporary European trends in educational development, which centre on the active learner, capable of independent cognitive activity and creative exploration.

An analysis of academic research *(Okhrimenko, Morin, Sipii, Tkachuk, Shevenko, 2025)* provides grounds for asserting that research activity in the New Ukrainian School is regarded not merely as a separate teaching method, but as a comprehensive pedagogical tool for personal development. It helps to unlock pupils' intellectual and creative potential, builds their ability to analyse and synthesise information, and develops their logical and critical thinking, communication skills, ability to work in a team and present the results of their own work. At the same time, participation in research and project work enables pupils to become aware of their own interests, abilities and career aspirations, which is an important prerequisite for their personal and professional self-determination. Carrying out research tasks is inextricably linked to the development of the ability to learn independently, which is now recognised as one of the core personal competences. Independent learning involves the active acquisition of knowledge, practical skills and competences, both under the teacher's guidance and through autonomous work.

In the New Ukrainian School (NUS) concept, it is precisely the pupil's responsibility for their own educational outcomes, their ability to plan their learning activities, carry out self-assessment and adjust their own educational trajectory that form the foundation for the development of a competent, socially active and adaptable individual. The issue of developing research activities takes on particular relevance in the context of today's societal challenges. Martial law, large-scale socio-economic changes, demographic trends, the digitalisation of society and Ukraine's integration into the European educational area are shaping new demands on the quality of education for the younger generation. The reconstruction of the state and its further development require specialists capable of innovative activity, scientific research, rapid adaptation to change and the generation of new ideas. That is precisely why the development of pupils' research competences should be regarded as a strategic direction for the development of modern Ukrainian education and an investment in the country's human capital. An important step in this direction was the adoption of the State Standard for Specialised Secondary Education (Resolution of the Cabinet of Ministers of Ukraine No. 851 of 25 July 2024), which provides for the development of an individual educational pathway and an informed choice of a future career path upon completion of basic secondary education. Pupils must decide not only on an academic or vocational course of study, but also on their own development prospects, which requires well-developed skills in analysis, research, independent decision-making and responsible planning for their future careers. Under such circumstances, research activities serve as an effective means of fostering professional self-determination, developing intrinsic motivation for learning, and shaping the individual as an active participant in the educational process. Involving pupils in project-based, exploratory and research work enables the integration of theoretical knowledge with practical activities, and fosters entrepreneurship, creativity, digital literacy and the capacity for interdisciplinary thinking. The modern educational environment of the New Ukrainian School (NUS) creates ample opportunities for implementing a research-based approach through the use of STEM and STEAM technologies, problem-based

and project-based learning, digital platforms, interactive laboratories, artificial intelligence and other innovative pedagogical technologies. This approach to learning fosters not only subject-specific knowledge but also the universal competences of the 21st century: critical thinking, communication, collaboration, creativity and the capacity for continuous self-development *(Sipii, 2023).*

To summarise, pupils' research activities in the New Ukrainian School are a vital component of the modern educational process, ensuring the development of competent, responsible and competitive individuals. Its development is in line with the strategic priorities of Ukrainian education reform, European educational trends and the public demand for the training of young people capable of innovative activity, informed career choices and active participation in the reconstruction and development of Ukraine.

2. Theoretical and methodological foundations for organising pupils' research activities in the New Ukrainian School

The current development of general secondary education in Ukraine is based on a competence-based paradigm, which aims to develop individuals capable of independent learning, critical thinking, creative exploration and the effective resolution of practical problems *(Hrozan, 2015).* In this context, pupils' research activities serve as one of the key mechanisms for implementing the concept of the New Ukrainian School, as they ensure the integration of knowledge, practical skills and value orientations within the process of active cognitive activity. The organisation of inquiry-based learning is based on a range of contemporary methodological approaches that define the content, forms and methods for developing pupils' research competence.

The conceptual foundations of inquiry-based learning are based on the principles of constructivist pedagogy, according to which knowledge is not transmitted in a ready-made form, but is constructed by the pupil themselves through active interaction with information, the surrounding environment and other participants in the educational process. Inquiry-based learning focuses on independent research, problem formulation, hypothesis generation, information analysis, experimental testing and the evaluation of the results obtained *(Okhrimenko, Morin, Sipii, Tkachuk, Shevenko, 2025).* This approach promotes the development of cognitive activity, independence, responsibility and students' readiness for lifelong learning.

The theoretical and methodological basis for organising research activities is formed by the activity-based, competence-based, person-centred and axiological approaches, which interact with one another and ensure the integrity of the educational process. The activity-based approach involves the active engagement of pupils in various types of educational and research activities, enabling them to acquire knowledge through practical application, research and the resolution of real-life problems. Under this approach, the pupil is not a passive consumer of information, but an active participant in cognitive activity, who independently determines the means of achieving a set goal, analyses the results and reflects on their own actions. The person-centred approach ensures that the individual characteristics, abilities, interests and educational needs of each pupil are taken into account. Research-based learning creates the conditions for the development of creative potential, independent thinking and an awareness of one's own educational and professional prospects. At the same time, the axiological approach aims to foster a value-based attitude towards knowledge, work, science, innovation and professional self-determination, ensuring a harmonious combination of personal development and social responsibility.

The competence-based approach plays a key role in organising pupils' research activities; it defines the ultimate outcome of learning not only as the acquisition of a specific body of knowledge, but also as the ability to apply that knowledge effectively in practical situations. The Concept of the New Ukrainian School identifies 'learning for life' as its central idea, which involves the development of key competences necessary for successful personal fulfilment. These include initiative, entrepreneurship, critical thinking, financial literacy, social responsibility, civic engagement, environmental awareness and the capacity for lifelong learning. It is research-based learning that creates favourable conditions for the comprehensive development of these competences through the implementation of practical projects, problem-solving and independent information-seeking.

One of the most promising avenues for modernising contemporary education is the implementation of the STEM approach, which integrates science, technology, engineering and mathematics into a single research-based educational framework. STEM education focuses on the practical application of knowledge, the development of innovative thinking, digital literacy and interdisciplinary collaboration. As part of this approach, pupils carry out research and project work, model real-world processes, use modern digital tools, analyse data and present the results of their own research.

Research competence is now regarded by academics as one of the key learning outcomes in the New Ukrainian School. It integrates motivational, cognitive, practical and reflective components and involves the pupil's ability to identify a research problem, formulate aims and objectives, select appropriate methods, analyse information, critically evaluate the results obtained and present their own conclusions in a reasoned manner. Well-developed research competence ensures that pupils are prepared for independent learning, innovative activities and making informed decisions in various areas of life.

The development of research competence is particularly relevant in the context of pupils' career choice. In accordance with the Ministry of Education and Science of Ukraine's pilot scheme 'Career Guidance in the New Ukrainian School' (2021–2026), one of the priority areas of psychological and pedagogical support is the development of competence in career choice as an integrated system of knowledge, skills, values and personal qualities necessary for planning, adjusting and realising an individual's career path. Participation in research projects, interdisciplinary studies, STEM initiatives and practice-oriented learning enables pupils not only to develop their intellectual abilities, but also to recognise their own career interests, assess their personal resources and make informed decisions regarding their future educational and professional development.

3. Developing pupils' research skills in the context of the modern educational environment

The development of pupils' research competence is one of the priority areas for the development of modern Ukrainian education and an important component in the implementation of the New Ukrainian School concept *(Molnar, 2024)*. The competence-based approach, which forms the basis of the reform of general secondary education, focuses the educational process not only on the acquisition of a body of knowledge, but also on developing learners' ability to analyse information independently, think critically, conduct scientific research, make informed decisions and apply the knowledge they have acquired to solve practical problems. Under these conditions, research competence emerges as an integral characteristic of the individual, combining motivational, cognitive, activity-based, communicative and reflective components.

The author of the study argues that the effective development of research competence requires a systematic pedagogical approach that encompasses all stages of educational activity and provides for the sequential development of pupils' research skills *(Okhrimenko, 2024).* Its implementation should be based not only on working with creatively gifted pupils, but also on creating a comprehensive system for developing each pupil's research thinking within both curricular and extracurricular activities.

The first stage in the development of research competence is the development of independent learning skills. Independent learning is regarded as a process of actively acquiring knowledge, practical skills and methods of cognitive activity, which takes place both under the pedagogical guidance of a teacher and through the learner's autonomous work. In the modern educational environment of the New Ukrainian School (NUS), it is precisely the ability to plan one's own learning activities, set their objectives, select information resources and evaluate one's own results that forms the foundation for the development of research competence. This approach fosters the development of responsibility, self-organisation, reflection and a readiness for lifelong learning.

The second stage involves the systematic implementation of problem-based learning techniques. It is impossible to organise research activities without first fostering pupils' psychological readiness for scientific inquiry and ensuring they understand the logic of the research process. Problem-based learning involves the teacher creating situations of intellectual challenge that encourage pupils to analyse, formulate hypotheses, seek alternative solutions and evaluate them critically. Through the process of collaboratively solving problem-based tasks, pupils gradually master the methodology of scientific inquiry and develop skills in analysis, synthesis, comparison, argumentation and the formation of their own positions. Under such conditions, research activity becomes a conscious endeavour and transforms into an effective means of developing pupils' intellectual potential.

The third stage involves the implementation of project-based learning as a universal mechanism for developing research skills. The project-based approach now occupies a leading position among innovative teaching methods, as it combines theoretical learning with practical activities and ensures pupils' active participation in creating their own educational product. Project-based learning is widely used during lessons, when carrying out individual and group tasks, in interdisciplinary research, and also in preparation for participation in the All-Ukrainian competition for the defence of research projects organised by the Junior Academy of Sciences of Ukraine.

Research projects whose structure closely resembles that of classical scientific research are of particular value. They involve justifying the relevance of the topic, defining the aim and objectives, formulating the object and subject of the research, proposing a hypothesis, selecting methods, conducting observations or experiments, analysing the results obtained, and drawing conclusions. Such activities help pupils develop a holistic understanding of the logic of scientific inquiry and contribute to the development of information, communication, digital and research competences.

The fourth stage involves identifying and supporting creatively gifted pupils. The modern educational environment offers ample opportunities for school pupils to take part in competitions, scientific projects, academic contests and research programmes; however, successfully carrying out a full-fledged piece of scientific work requires a high level of motivation, cognitive engagement and creative potential. That is why an important task for teachers is the timely identification of such pupils and the creation of conditions for their individual development. Effective approaches include personalised learning pathways, optional courses, research clubs, consultations, mentoring and collaborative projects. In this process, the teacher acts as

a facilitator and academic adviser, helping pupils to define their own educational goals and develop a strategy for personal and professional development.

The fifth stage involves fostering a lasting motivation for research and creating the conditions for its systematic implementation. The key factor in successful research work is the personal significance of the research to the student, its connection to real-world problems in contemporary society, and the potential for practical application of the findings. It is precisely this intrinsic motivation that drives cognitive engagement, perseverance in achieving goals and a readiness for creative exploration.

Contemporary societal challenges require graduates who are capable of independent learning, innovative activity, critical analysis of information and rapid adaptation to change. Accordingly, the educational process must be geared towards developing competent, competitive and socially responsible individuals. The project-based approach plays a leading role in achieving this objective, as it ensures students take an active role, develops reflective thinking and research skills, and fosters the key competences of the 21st century.

4. Conclusions

The study found that pupils' research activities are one of the key tools for implementing the competence-based learning model of the New Ukrainian School and an important prerequisite for the development of individuals capable of independent learning, critical thinking, creative exploration and the effective resolution of practical problems. It has been demonstrated that the organisation of research activities should be based on the integration of competence-based, activity-based, person-centred and STEM approaches, which ensure the holistic development of learners' cognitive activity, autonomy and responsibility. It has been demonstrated that the development of research competence is a phased process involving the development of self-directed learning skills, the systematic use of problem-based learning, the implementation of project-based technologies, support for creatively gifted pupils, and the fostering of sustained motivation for scientific inquiry. It is precisely project-based and research activities that contribute to the development of information, communication, social and digital competences, as well as preparing pupils for career choice and lifelong learning. Furthermore, given the unique nature of the construct under study, it is of fundamental importance not only to improve the methodological framework for research activities, but also to create a holistic, innovative educational environment that will ensure personalised learning, the development of creative potential, and the active engagement of pupils in cognitive activities. Implementing such an approach will contribute to the development of competent, responsible, competitive and socially active individuals, capable of critically analysing information, making informed decisions and achieving self-fulfilment within the context of the dynamic development of modern society.

References

1. Hrozan S. (2015). Metodolohichni pidkhody do vyznachennia sutnosti ta zmistu poniattia «doslidnytska kompetentnist» [Methodological approaches to defining the essence and content of the concept of 'research competence']. Naukovi zapysky. Seriia: Pedahohichni nauky. Vyp. 141. Ch. I. Kirovohrad: RVV KDPU im. V. Vynnychenka. S.71-77[in Ukrainian]

2. Kishan N. (2022). Proiektna diialnist u Novii ukrainskii shkoli [Project-Based Learning in the New Ukrainian School]. Pedahohichnyi visnyk Podillia (Pedagogical Bulletin of Podillia). 1. 21–22. [in Ukrainian]

3. Molnar T. I. (2024). Formuvannia rozvyvalnoho osvitnoho seredovyshcha v Novii ukrainskii shkoli [Formation of a Developmental Educational Environment in the New Ukrainian School]. Pedahohichni nauky: Zbirnyk naukovykh prats Khersonskoho derzhavnoho universytetu (Pedagogical Sciences: Collection of Scientific Papers of Kherson State University). 105. 20–25. https://doi.org/10.32999/ksu2413-1865/2024-105-3[in Ukrainian]

4. Nakaz MON vid 10.08.2021 r. № 901 «Pro provedennia eksperymentu za temoiu:«Profesiina oriientatsiia u Novii ukrainskii shkoli na cherven 2021-hruden 2026 roky». URL: https://mon.gov.ua/ua/npa/pro-provedennya-eksperimentu-zatemoyu-profesijna-oriyentaciya-u-novij-ukrayinskij-shkoli-na-cherven-2021-gruden-2026-roki. [in Ukrainian]

5. Okhrimenko Z.V. (2024). Proforiientatsiini zasady psykholoho-pedahohichnoi pidtrymky uchniv v umovakh voiennoho stanu. Nauka i tekhnika sohodni (Seriia «Pedahohika»,): zhurnal. № 27. 2(30) 2024. S. 646-654. https://doi.org/10.52058/2786-6025-2024-2(30)-646-654[in Ukrainian]

6. Okhrimenko Z. V., Morin O. L., Sipii V. V., Tkachuk I. I., Shevenko A. M. (2025). Teoretyko-metodolohichni zasady formuvannia kariernoi spriamovanosti v uchniv zakladiv zahalnoi serednoi osvity v umovakh Novoi ukrainskoi shkoly [Theoretical and methodological foundations for the development of career orientation among pupils in general secondary education institutions within the framework of the New Ukrainian School]. Ivano-Frankivsk:NAIR, 2025. 108 s. [in Ukrainian]

7. Sipii V. V. (2023). Profesiina oriientatsiia u himnazii zasobamy STEM-osvity [Career guidance in secondary schools through STEM education]. Informatsiini transformatsii v suchasnii osviti:vyklyky, realii, stratehii : zbirnyk materialiv V Vseukrainskoho forumu, m. Kyiv, 20 veresnia 2023 r. Kyiv : Natsionalnyi tsentr «Mala akademiia nauk Ukrainy». 129–131. URL: https://lib.iitta.gov.ua/738791/[in Ukrainian]

BETWEEN PROPAGANDA AND NATIONAL NARRATIVE: LITTLE RED RIDING HOOD IN SOVIET, RUSSIAN, AND UKRAINIAN POPULAR SONG CULTURE[1]

Nataliia Yuhan
Dr. of Philological Sciences, Professor,
Luhansk Taras Shevchenko National University, Ukraine
e-mail: ugannl2@gmail.com, orcid.org/0000-0001-6845-6731

Summary

The article offers a comparative analysis of three musical interpretations of the fairy-tale narrative of Little Red Riding Hood: the Soviet "Song of Little Red Riding Hood" *(lyrics by Y. Kim, music by O. Rybnikov, 1977)*, the contemporary Russian musical composition "Rapira – Little Red Riding Hood (New Song 2026)" (text by H. Valovenko), and the Ukrainian reinterpretation "Little Red Riding Hood in Ukrainian Style. Hit of the Season" (2026), created by the creative group "Spas, Random, Producer, Ptakha and AI". The study is based on comparative literary, cultural, reception, and imagological approaches and focuses on the transformation of the Western European fairy-tale archetype in contemporary popular culture of East Slavic countries.

It has been established that the figure of Little Red Riding Hood functions as a flexible narrative archetype capable of representing different models of worldview and social subjectivity. The Soviet version constructs an image of a harmonious and safe world aimed at fostering collective optimism and social integration. The contemporary Russian interpretation represents a militarized game space in which violence is aestheticized and transformed into an element of mass entertainment. In contrast, the Ukrainian version builds a narrative of compelled resistance to external aggression, combining wartime experience with intergenerational solidarity, national memory, and a longing for peace.

It has been demonstrated that the traditional fairy-tale plot in the contemporary media environment ceases to function solely as a children's narrative and becomes an instrument for constructing ideological models that reflect societal understandings of conflict, the Other, violence, and national identity.

Key words: transformation of the fairy-tale archetype, ideological discourse, cultural memory; militarization of the fairy-tale figure, national identity, the image of the Other, gender transformation, cultural resistance.

DOI https://doi.org/10.23856/7635

1. Introduction

Contemporary pop and mass culture actively reinterprets classical fairy-tale narratives, endowing them with new social, political, and ideological meanings. **The relevance of this study** is determined by the need to examine the mechanisms through which popular culture functions as a means of ideological influence on the recipient. The reinterpretation of fairy-tale plots in the contemporary media space demonstrates the ability of cultural archetypes to adapt to new historical circumstances while simultaneously becoming instruments for transmitting specific political and national narratives.

[1] This work was supported by a scholarship from the German Academic Exchange Service (DAAD).

One of the most recognizable narratives in contemporary mass pop culture is the story of Little Red Riding Hood, which has undergone numerous transformations over the centuries, reflecting shifts in social values, gender models, and cultural perceptions. The primary source of contemporary interpretations is the European folktale "Little Red Riding Hood", literary adapted by Charles Perrault in the collection *Tales of Mother Goose* (1697) and later reworked by the Brothers Grimm in *Children's and Household Tales* (1812). The plot tells of a girl who travels through the forest to visit her grandmother, bringing her gifts; along the way she meets a wolf who outwits her, reaches the grandmother's house, and attempts to eat both characters. In Perrault's version, the tale ends tragically and carries a clear moral-didactic message, warning children – especially girls – against trusting strangers. The Grimm Brothers' version, in contrast, introduces the figure of a hunter-rescuer and concludes with a happy ending, emphasizing the possibility of overcoming danger and restoring justice. Owing to its archetypal structure – journey, encounter with the Other, trial, and rescue – the tale of Little Red Riding Hood has become one of the most widespread narratives in world culture and has received numerous literary, cinematic, and musical reinterpretations that reflect the ideological and cultural demands of different historical periods.

In mass Slavic culture of the late twentieth and twenty-first centuries, the figure of Little Red Riding Hood extends beyond the boundaries of the traditional fairy tale and becomes an instrument for shaping collective memory, national identity, and political communication. Of particular interest is the comparison between the Soviet song "Little Red Riding Hood Song" from the film *About Little Red Riding Hood* (1977), the contemporary Russian interpretation "New Story of Little Red Riding Hood" (2026), and its Ukrainian version "Little Red Riding Hood in Ukrainian Style" (2026). Despite a shared narrative foundation, each of these texts represents fundamentally different worldview models and offers its own vision of the heroine, her place in society, attitudes toward danger, war, and the image of the Other.

The study of the fairy tale as a cultural, ideological, and anthropological phenomenon occupies an important place in contemporary humanities. In international literary studies, a substantial body of research has developed addressing the functioning of fairy-tale narratives in various cultural and historical contexts. A significant contribution to the study of the fairy tale as an ideological instrument reflecting mechanisms of power, social control, and cultural memory was made by Jack Zipes, who examines the reinterpretation of traditional plots in the context of social and political transformations *(Zipes, 1997; Zipes, 2006)*. The psychoanalytic dimension of the fairy tale was developed by Bruno Bettelheim, who interprets it as an important mechanism in the formation of the child psyche and moral frameworks *(Bettelheim, 1976)*. Issues of violence, morality, and the hidden meanings of fairy-tale narratives have been addressed in the works of Maria Tatar, who emphasizes the "dark" side of classical plots *(Tatar, 1987; Tatar, 2004)*. The gender dimension of fairy-tale tradition is represented in the work of Alessandra Levorato, which explores the role of linguistic strategies in constructing female and male behavioral models *(Levorato, 2003)*. A substantial contribution to the study of the cultural history of fairy tales and the representation of female figures was made by Marina Warner *(Warner, 1994)*, while a structuralist-anthropological approach to fairy tale and myth, based on the principle of binary oppositions, was developed by Claude Lévi-Strauss *(Lévi-Strauss, 1955)*.

A specific direction in contemporary literary studies is constituted by research on adaptations and radical reinterpretations of traditional fairy-tale plots in literature and drama. A notable example in this context is Elfriede Jelinek's engagement with well-known fairy-tale narratives, which in her dramatic texts acquire a distinctly deconstructive character *(Yuhan (1), 2024)*.

A separate body of research is devoted specifically to the tale of Little Red Riding Hood, which has undergone numerous transformations and reinterpretations over the centuries. Catherine Orenstein examines the evolution of this narrative as a cultural and political phenomenon, tracing changes in its symbolic content and social function *(Orenstein, 2002)*. In contemporary studies, particular attention is paid to the gendered and bodily dimensions of the tale. Thus, Nicola Welsh-Burke analyzes modern literary adaptations of the Little Red Riding Hood narrative, focusing on issues of sexuality, corporeality, violence, and the interaction between fairy-tale and horror discourses *(Welsh-Burke, 2023)*. In turn, Silviano Carrasco Yelmo investigates the transformation of the Little Red Riding Hood figure in contemporary popular culture, including cinema, comics, and musical interpretations, with particular attention to feminist readings of the narrative and its ideological ambivalence *(Carrasco Yelmo, 2022)*.

Despite a considerable number of studies addressing various aspects of the Little Red Riding Hood figure, the question of its transformation in contemporary literary adaptations and its ideological impact on the modern recipient still requires further comprehensive investigation. A comparative analysis of three musical versions of the Little Red Riding Hood narrative in mass Slavic culture of the late twentieth and twenty-first centuries has never been the subject of scholarly analysis, which demonstrates the academic **novelty of the present study.**

The aim of the article is to conduct a comparative analysis of three Slavic versions of the Little Red Riding Hood song and to identify the mechanisms of their ideological influence on listeners and viewers.

To achieve this aim, **the following objectives** are set:

– to determine the specific features of the transformation of the Little Red Riding Hood figure across three cultural contexts;

– to analyze the ideological markers of the texts and video clips;

– to examine models of representation of the hero and the enemy in the musical works;

– to identify the mechanisms of influence of musical and verbal components on the recipient;

– to explore the role of the song in shaping collective memory and national identity.

The research methodology combines the comparative approach (René Wellek, Henry H. Remak, Dmytro Nalyvaiko), intertextual analysis (Julia Kristeva, Roland Barthes), imagology (Daniel-Henri Pageaux, Joep Leerssen, Manfred Beller), discourse analysis (Norman Fairclough and Teun A. van Dijk), and elements of reception aesthetics (Hans Robert Jauss, Wolfgang Iser), which allows for tracing the transformation of the archetypal figure of Little Red Riding Hood and identifying the specific features of its ideological impact on the contemporary recipient.

2. Little Red Riding Hood in the Soviet Educational Discourse

The Soviet version of the "Little Red Riding Hood Song" was written by the poet Yuri Kim to music by Alexei Rybnikov for the television film *About Little Red Riding Hood* (1977) *(Muzyka na radianskomu telebachenni, 1977)*. In contrast to the classical fairy tales by Charles Perrault or the Brothers Grimm, where motifs of danger and prohibition dominate, the Soviet interpretation virtually eliminates conflict and fear. The wolf as an image of the enemy disappears, and the world is presented as open, safe, and friendly to the child. The road acquires a symbolic meaning as a life path, openness to the world, and continuous forward movement, corresponding to the Soviet myth of uninterrupted progress and the освоение of new spaces.

The image of Africa as a fairy-tale and exotic space is also not accidental. In the culture of the USSR in the 1960s – 1970s, it symbolized international solidarity, anti-colonial struggle, and the friendship of peoples, forming an idea of a world without hostile borders. The ethical dimension of the song is associated with the cultivation of collectivism, trust, and benevolence: the Other does not pose a threat but represents a potential friend. At the same time, the text establishes a dichotomy of "active – passive," praising courage, curiosity, and openness to new experiences, while condemning fear and inactivity. In this way, a model of the "correct" Soviet subject is formed – active, cheerful, sociable, and fearless. The musical rhythm, repetitions, and fairy-tale exoticism create a comfortable horizon of expectations and encourage the uncritical internalization of these meanings.

Imagological analysis demonstrates a complete absence of the category of the enemy: the world is not divided into "us" and "them". This feature fundamentally distinguishes the Soviet song from contemporary Russian and Ukrainian interpretations, in which the image of the enemy becomes a central narrative element. Through the figure of a cheerful and fearless girl, the song constructs a model of happy childhood, an open world, trust in others, and the necessity of active exploration of reality, thereby naturalizing the Soviet worldview as harmonious and universal.

Unlike contemporary versions, the Soviet "Little Red Riding Hood Song" also functions as a kind of children's "movement song", intended for collective performance. Similar movement songs, in which exotic animals are mentioned, are also popular in contemporary Ukrainian pedagogy, for example "Turtle aha-aha" *(Borshchova, 2021)*. A simple rhythm, numerous repetitions, and gestural markers encourage children's physical activity, thus turning the song into a form of collective bodily practice.

In Soviet pedagogy, collective singing and synchronized movements had an important educational function, fostering a sense of group belonging, discipline, and the ability to act together. From a psychological perspective, the text performs a function of anxiety reduction: unlike the traditional fairy tale, where the forest and the wolf embody danger, the world is presented as safe, predictable, and open to exploration.

The visual image of the heroine also carries ideological significance. Little Red Riding Hood appears as a primary school-aged girl who retains features of childhood – spontaneity, curiosity, and friendliness. She is neither romanticized nor sexualized, and is devoid of explicit ethnic, national, or religious markers, representing the image of a "universal Soviet child". Such universalization corresponded to Soviet cultural policy aimed at constructing a supranational image of the "Soviet person".

The ideological impact of the song is realized not through direct political propaganda, but through the formation of a specific psychological type of child –open to the world, fearless, collectivist, physically active, and benevolent. The Soviet Little Red Riding Hood has no psychological trauma, internal conflicts, or national or religious identity; instead, she appears as an archetype of the "correct child", with whom identification is easy. It is precisely this apparent apoliticality that ensures the song's strong educational and ideological potential.

3. The Militarization of the Fairy-Tale Archetype in Contemporary Russian Pop Culture

The Russian version "Rapira – Little Red Riding Hood (New Song 2026)" is based on a text by Grigory Valovenko, and its dissemination occurs primarily through AI-generated musical and vocal versions created using Suno AI *(Rapira, 2026)*. This interpretation is a characteristic example of a post-folkloric text in which the classical fairy-tale plot is reinterpreted

through the lens of militarized mass culture, humor, and infantilized aggression. It does not so much tell a story as construct a system of ideologemes that shapes a particular worldview.

The central ideologeme is that of "normalized violence". The combination of a childlike song form with the vocabulary of weapons and shooting produces an effect of desensitization: violence ceases to be perceived as a traumatic phenomenon and becomes an everyday norm. In this way, an image of the world is formed in which armament is a natural state of the subject, and aggression, although stylized as a video game, becomes a routine practice.

A second key ideologeme is that of the armed child subject. Little Red Riding Hood is deprived of the traditional role of a vulnerable girl and appears as an active agent capable of using weapons without moral reflection. Childhood is combined with military attributes, producing an image of the "child-soldier", characteristic of a culture in which the boundary between play and violence is blurred.

The third ideologeme is the aestheticization and ironization of war. Humorous intonations and reduced linguistic expressivity shift the theme of warfare into the realm of entertainment, where aggression loses its ethical weight and becomes an element of pop-cultural spectacle and video game logic. Irony enables the integration of traumatic experience into a seemingly safe form of play, while simultaneously contributing to its symbolic normalization.

Equally important is the ideologeme of a blurred moral opposition. The text contains no clear division between good and evil: the wolf is not an absolute embodiment of evil, while the heroine does not act within a moral framework of choice but rather according to the logic of armed necessity. The fairy-tale moral system is replaced by a logic of instrumental efficiency.

Also significant is the ideologeme of a permanently threatening world, realized through the image of a dangerous forest and the necessity of arming Little Red Riding Hood. The world is not presented as safe, as in the Soviet interpretation, but as one that requires protection and control through force, thereby constructing the notion of permanent readiness for conflict as normality.

Thus, the Russian 2026 version of "Little Red Riding Hood" constructs a model of the world in which violence is mundane, weapons function as a natural extension of the body, and play and war continuously interpenetrate each other. Its ideological impact lies not in direct propaganda, but in the gradual incorporation of military practices into the sphere of childhood imagination through mechanisms of humor, rhythm, and repetition.

The final episode of the Russian version of the song, in which the grandmother says "I'm tired of lard, give me vinaigrette", is not only a humorous detail but also a condensed ideological gesture in which gastronomic codes and cultural stereotypes intersect. In the classical and Soviet versions, food remains a neutral marker of domesticity and care. In contrast, the contemporary Russian interpretation introduces "lard", a product that in post-Soviet mass culture functions as a stereotypical sign of Ukrainianness. This is not an internal Ukrainian self-identification, but an externally ascribed and reductive image of cultural difference.

The phrase "give me vinaigrette" produces another symbolic shift. Vinaigrette functions as a marker of Soviet culinary universality and a supranational domestic space. Thus, two cultural codes collide in the dialogue: "lard" as a sign of stereotyped Ukrainianness and "vinaigrette" as a sign of Soviet unification. The transition from one to the other symbolizes a movement from ethnic markedness to an imagined commonality in which local differences are neutralized.

In this sense, the episode appears as a micro-model of post-Soviet cultural memory, in which ethnic markers are simultaneously present and devalued, while the Soviet legacy functions as a normalizing horizon that re-signifies local identities. The ironic intonation translates

this ideological tension into a form of everyday joke, masking the process of symbolic reduction of cultural differences.

In this episode of the Russian version of the song, which revolves around the grandmother's gastronomic preferences, what is important is not only the symbolism of the dishes but also the modality of relations between the characters, which manifests itself as a structural coldness of communication disguised as humor. The traditional fairy-tale model of interaction between granddaughter and grandmother is based on care, gratitude, and emotional closeness. In the Soviet version, this warmth is still preserved, as the world appears as a harmonious space of mutual goodwill.

In contrast, in the Russian interpretation the dialogue is constructed as a series of short imperatives and functional utterances. Even at the moment of reunion, there is an absence of gratitude, joy, or bodily closeness. Communication is reduced to utilitarian actions – hand over, return, comply with orders. This produces an effect of affective deformation of the familial bond: family roles are formally preserved, but their emotional content is displaced. The grandmother appears as a dominant participant in the interaction, while the girl performs the function of a mediator and executor of actions.

Significantly, this emotional coldness is not presented as a problem but exists in the form of humor and irony. Such a framing legitimizes the absence of warmth as a natural condition that does not require reflection. As a result, a model of sociality is formed in which family ties persist only as formal roles, communication takes the form of functional commands, and emotionality is replaced by rhythm, repetition, and humor. The scene represents a broader cultural logic in which intimate bonds do not disappear but lose their emotional, bodily, and ethical density, giving way to utilitarian role-based interaction.

In this Russian version of the song, the ideological load is produced not only on the verbal level through militarization and the normalization of violence, but also through the visual and bodily representation of the heroine, which radically transforms the type of subjectivity of Little Red Riding Hood.

In the video clip interpretation, she appears not as a child but as a sexualized young woman. Revealing clothing constructs a hypersexualized image in which the fairy-tale character shifts into the realm of adult eroticized identity. As a result, the very address of the image changes: instead of a child-oriented or family narrative, a model emerges that is oriented toward visual consumption by an adult viewer, where the female body functions as an object of display.

Sexualization is intensified through the inclusion of weapons as a visual attribute. The combination of an eroticized body and military paraphernalia constructs the image of an "eroticized militarized subjectivity", in which sexuality and aggression mutually reinforce each other. The total red coloration of the costume also plays an important role. The color red, symbolizing passion, danger, blood, and power, simultaneously intensifies both the erotic and aggressive dimensions of the character. As a result, Little Red Riding Hood is transformed into a sign of sexual-military intensity.

Thus, the Russian clip version constructs a system of ideologemes in which the heroine's body becomes the central bearer of meaning: it is simultaneously sexualized, militarized, and functions as a medial object of spectacle. The fairy-tale archetype is used to produce an image in which the boundaries between childhood and adulthood, play and violence, eroticism and war are systematically blurred.

There is another clip based on a new Russian song about Little Red Riding Hood, created by AI – HEAVY DOWN METAL AI *(HEAVY DOWN METAL AI, 2026)*. In this version, the narrative appears more coherent, and its clip-like fragmentation is partially overcome: the

scenes form a conditional narrative sequence, and the heroine's militancy is motivated by the threatening image of a dark forest. At the same time, other features of the text and visual composition remain typical of AI-generated music videos.

The key semantic node is the final line, "Where could I get more ammunition?", which shifts the narrative from the logic of a fairy-tale resolution to that of continuous warfare. In contrast to the classical fairy tale, where the ending restores safety, here the future is defined exclusively by the search for means to continue violence. Thus, the ideologeme of "permanent militarized subjectivity" is formed, in which war is not an exception but a normal mode of existence.

The final line cancels the possibility of catharsis and proposes a model of a subject for whom constant readiness for struggle becomes the only horizon of existence. In a broader cultural context, this can be seen as a form of normalization of military aggression through pop-cultural mechanisms of humor, rhythm, and fairy-tale stylization. For this reason, the reference to ammunition retrospectively re-signifies the entire narrative as preparation for the continuous reproduction of violence.

At the formal level, the clip demonstrates a post-narrative structure characteristic of digital content: plot is replaced by repetition, psychology by function, and coherence by montage inertia. Repeated episodes create an effect of pseudo-structure in which narrative is displaced by rhythm and by intensive visual impulses, corresponding to the aesthetics of AI-generated image logic.

Equally important is the absence of clear national or religious markers. The image of Little Red Riding Hood is not anchored in any specific cultural context through costume, symbolism, or space, and the characters function as universalized media figures similar to video game protagonists. Such a depoliticized surface creates the illusion of universality, while simultaneously and implicitly normalizing a particular cultural code as neutral and "default". In combination with militarized and sexualized visuality (in the first video clip), this contributes to the perception of the image as a universal model capable of global media circulation and ideological fluidity.

4. The Ukrainian "Little Red Riding Hood" as a Narrative of National Resistance

The Ukrainian song "Little Red Riding Hood in Ukrainian Style. Hit of the Season", released in April 2026 by the creative group "Spas, Random, Producer, Ptakha and AI", with the support of "Radio Resistance" *(Radio sprotyv (1), 2026)*, is a deliberate reworking of the Russian song "Rapira – Little Red Riding Hood (New Song 2026)". It emerged as a response to the popular Russian musical product, preserving its melodic foundation but radically transforming the lyrics and system of imagery.

The Ukrainian version functions as a cultural battle and a counter-narrative. The use of the same melody creates an effect of recognition and demonstrates the possibility of re-signifying a familiar media product. While the Russian text aestheticizes and normalizes violence through humor and video-game logic, the Ukrainian reworking transforms it into a narrative of defense, national solidarity, and civic resistance that became particularly salient in Ukrainian society after the beginning of the full-scale Russian invasion of Ukraine in 2022 *(Drohomyretska et al., 2024: 48–49)*.

The Ukrainian "Little Red Riding Hood" appears as a distinctly ideologized war-related allegorical text in which the fairy-tale plot is reinterpreted under conditions of ongoing war. In contrast to the Soviet model of a "conflict-free world" and the Russian model of "normalized violence", it constructs a clear system of political meanings in which the fairy tale represents a collective experience of war.

The central ideologeme is the image of a clearly defined enemy. "Orcs" function as a dehumanized figure of the aggressor, establishing a binary opposition of "self" and "other". The "self" space is associated with protection, care, and memory, while the "other" is linked to invasion and threat. The second key ideologeme is the heroine's defensive subjectivity. Her armament does not aestheticize violence but appears as a marker of compelled military competence and responsibility. Unlike the Russian version, where weapons are part of a game, here they are integrated into the logic of survival.

Another important ideologeme is that of a traumatized yet active space. The forest and the road become zones of constant danger that do not paralyze the subject but instead mobilize her into action. This constructs a model of active resistance in which forward movement is maintained despite continuous external threat.

The figure of the grandmother requires separate analysis as an active combatant subject. Instead of the traditional role of a passive bearer of care, she appears as a participant in collective resistance, which produces an ideologeme of the total involvement of society in war, where "neutral" positions are absent. War encompasses all generations and transforms the very structure of familial roles.

At the same time, the text contains an ideologeme of emotional mobilization through everyday language. The combination of military vocabulary with quotidian expressions integrates the experience of war into ordinary life without detaching it from routine practices. From the perspective of political impact, the text constructs a model of legitimized resistance, in which violence appears as a compelled response to aggression rather than a romanticized game.

Thus, the Ukrainian version of "Little Red Riding Hood" constructs a war narrative in which the fairy tale is transformed into an allegory of collective resistance. The heroine combines the childlike innocence of the fairy-tale archetype with the adult responsibility of war, thereby shifting the work from the level of an individual story to that of a collective war myth.

In this configuration, "Little Red Riding Hood" appears as a collective image of a Ukrainian female military unit. The grandmother and the granddaughter do not represent separate characters, but rather different generations of a single subject of resistance. The name "Little Red Riding Hood" functions not as the heroine's personal name, but as a symbolic designation of a shared female identity.

From an ideological perspective, this constructs the concept of a collective female wartime subjectivity, in which women are represented not as exceptional heroines, but as a systemic part of a defensive society. Such an image legitimizes women's participation in war as a norm rather than an exception, thereby shifting traditional gendered perceptions of military experience.

Thus, the Ukrainian version constructs not a story of an individual heroine, but an allegory of collective female resistance, where the central element is not the body of a single character, but collective action as a form of historical presence.

In the Ukrainian version of the "Little Red Riding Hood" song, a crucial role is played not only by the war-related allegorical dimension, but also by an affective-genealogical structure that constructs the image of resistance through intergenerational closeness and mutual care. In contrast to the Russian model of emotional reduction, the Ukrainian family appears as a living emotional community in which the mother, daughter, and grandmother are connected through gestures of care, support, and shared presence.

War does not destroy these bonds; on the contrary, it intensifies them. The heroine's armament appears not as self-sufficient aggression, but as a form of protective care for those close to her. Violence does not isolate the characters; instead, it is integrated into a system of

familial reciprocity, where care, the transfer of food, and shared participation in resistance form a unified affective and military community. Thus, the family appears not as a private sphere, but as a locus of collective defense, where emotional closeness and readiness for protection constitute an inseparable system of values.

Equally important is the combined model of wartime subjectivity and harmonious embeddedness in the natural environment. Unlike the Russian version, where the forest is a purely threatening space, here it appears as a living environment of coexistence among different forms of life. A telling example is the image of the hedgehog that the girl feeds: this episode marks an ethics of care for vulnerable life and demonstrates that the heroine is not only a warrior but also a bearer of empathy.

Of particular significance is the symbolic alliance between the girl and the wolves, referred to in the text as "dogs". The traditional opposition of "victim – predator" is dismantled, and animals emerge as potential allies in the struggle against the external aggressor – the "orcs". This constructs an ideologeme of a recalibrated boundary between "self" and "other", in which the natural world becomes a space of solidarity and collective protection.

The final scene of the liberation of the grandmother's village forms an ideologeme of ecological collective resistance. Violence is not presented as an end in itself, but as an ethically justified means of restoring a disrupted order. Little Red Riding Hood functions as a mediator between the human, animal, and military-political worlds, combining the roles of protector, caregiver, and coordinator of collective action.

Thus, the Ukrainian version constructs a complex ideological structure in which the war narrative is combined with an ethics of care and harmonious coexistence. Violence is not presented as a game or a norm, but as a compelled form of protecting life and restoring a disrupted harmony.

In the final semantic layer of the Ukrainian version of the song, the articulation of exhaustion as an ethical state of the wartime subject is particularly significant. The heroine explicitly voices fatigue from the struggle against the "orcs", which reinforces the idea that her military activity is not a choice or a game, but a compelled mode of existence under conditions of a full-scale invasion. This constructs the ideologeme of a defensive rather than aggressive subjectivity, in which war appears as an externally imposed pressure rather than a normalized or playful state. Importantly, violence is neither romanticized nor pleasurable; it remains a reactive form of action.

The image of the enemy is clearly politically defined: the "orcs" designate an external aggressor, thereby shifting the conflict from a fairy-tale dimension into a historical-political one. This eliminates the universalization of violence: the heroine does not fight nature or chaos, but defends her space from invasion. At the same time, the motif of exhaustion and the dream of "retreat" emphasize the preserved horizon of normal life after the war, which remains a valuable existential orientation.

The text also clearly marks the heroine's national identity. Ukrainian visual codes (traditional clothing, embroidered towels, St. Andrew's Church, and salo as an internal cultural sign) construct the ideologeme of a space of national rootedness. Ukrainianness is not declared explicitly but is continuously visually reproduced through everyday life, architecture, and symbolic objects, in contrast to Soviet universalization or Russian stereotyping.

The final image of the "Motherland Monument" completes this logic by re-signifying memory as a living process: the monument "comes alive" through female images of resistance. This creates the ideologeme of the continuity of historical resistance, where past and present merge into a single acting history of female wartime subjectivity.

A very important component of the structure of the Ukrainian version of the "Little Red Riding Hood" song is the use of a hybrid technology combining AI and documentary representation of real women participants of resistance, which creates a multilayered system of images and further strengthens its ideological and political effect. On the one hand, the main video uses AI-generated visuality, which constructs a generalized, symbolic space of a fairy-tale-war narrative. This level performs a mythologizing function: it transforms individual plots into a collective image of female struggle, where the heroine becomes an archetype rather than an individual figure. On the other hand, an important addition is the presence of mini-versions or inserted real portraits of women participants of resistance with concrete prototypes *(Radio sprotyv (2), 2026).* These are not abstract characters, but documented women performing various roles at the front: drone operators, assault troops, medics, artillery personnel, drivers, snipers, and others. Thus, a fundamental shift occurs from the symbolic to the documentary level.

The hybrid structure of the video clip – combining AI-generated visuality and documentary fragments of real female service members – constructs an ideologeme of transition between myth and reality: the artificially created image of Little Red Riding Hood is reinforced by concrete female biographies. In this configuration, AI performs the function of mythologization, while documentary inserts serve as ethical and political verification.

As a result, a dual representation of female subjectivity emerges: both as a collective archetype of resistance and as real embodied female subjects of war, which consolidates the image of contemporary Ukrainian female military agency as a historically real and symbolically legitimized phenomenon.

5. Three Versions of "Little Red Riding Hood": a Comparative Ideological Dimension

In comparative terms, the three versions of "Little Red Riding Hood" demonstrate not merely different interpretations of a single fairy-tale plot, but in fact three distinct ideological models of world-ordering, in which the same archetype functions as an instrument for constructing different types of subjectivity, different understandings of violence, and different boundaries between the "self" and the "other".

The Soviet version constructs a universalized and harmonized world in which potential danger is neutralized through an optimistic narrative logic, while the "Other" is integrated either as a friend or as a neutral figure. Central to this model is the image of the child as a bearer of collective optimism, curiosity, and social openness, reflecting an educational ideology of stability, non-conflict, and collective cohesion.

The contemporary Russian version of the traditional fairy-tale narrative, by contrast, constructs a world of constant threat, in which violence becomes an everyday norm, yet is mediated through irony, parody, and an aesthetic of gaming and music-video stylization. The "Other" here oscillates between the figure of the enemy and an object of elimination, while the protagonist appears as a hyper-armed but emotionally simplified figure for whom war is not a tragedy but rather a stylized mode of existence. The ideological effect lies in the gradual desensitization to violence through its aestheticization and humorous "relief".

In comparative terms, the three versions of "Little Red Riding Hood" do not merely offer different interpretations of a single fairy-tale plot, but in fact represent three distinct ideological models of world-order, in which the same archetype functions as an instrument for constructing different types of subjectivity, understandings of violence, and boundaries between the "own" and the "foreign".

The Soviet version constructs a universalised and harmonised world in which potential danger is neutralised through an optimistic narrative logic, while the "Other" is integrated as a friend or a neutral figure. Central here is the model of the child as a bearer of collective optimism, curiosity, and social openness, reflecting an educational ideology of stability, non-conflictuality, and collective cohesion.

The contemporary Russian version of the traditional fairy-tale song, by contrast, produces a world of permanent threat, in which violence becomes an everyday norm but is presented through irony, parody, and a playful, clip-based aesthetic. The "Other" oscillates here between the figure of the enemy and an object of destruction, while the hero appears as a hyper-armed yet emotionally simplified figure for whom war is not a tragedy but rather a stylised form of existence. The ideological effect consists in a gradual desensitisation to violence through its aestheticisation and humorous "relief".

The YouTube hit "Chervona Shapochka po-ukrainskyi" appears as an example of cultural reappropriation and symbolic resistance, where a borrowed media form is used to produce a fundamentally different ideological content. It demonstrates that the contemporary confrontation between Ukraine and Russia unfolds not only on military or political levels, but also within cultural narratives, where popular music, fairy-tale archetypes, and digital media become instruments in the struggle over memory, identity, and meaning.

The Ukrainian version of the "Little Red Riding Hood" song constructs a fundamentally different model from both the Soviet and contemporary Russian ones–a world of existential resistance in which violence is clearly marked as a consequence of external aggression rather than an internal logic or a game. The "Other" is unambiguously coded as an aggressor, while the hero appears as a female defender embedded in familial, intergenerational, and national bonds. Importantly, this model is not reduced to a purely military function: it includes affectivity, exhaustion, the need for peace, and deep emotional solidarity.

Thus, the same fairy-tale archetype within the Slavic tradition is transformed into three distinct ideological constructions:

• The Soviet model – an educational narrative of safety, optimism, and collective harmony.

• The contemporary Russian model – aestheticised militarity and the normalisation of violence through irony, play, and clip-based aesthetics.

• The contemporary Ukrainian model – a narrative of civic resistance, decolonisation, and national self-identification, in which war is interpreted as a forced defence of life, culture, and memory.

It is precisely this tripartite perspective that makes it possible to see that the fairy-tale plot is not a neutral cultural form, but rather a mediator of ideological representations of the world, violence, and subjectivity that shift depending on the historical and political context of its reinterpretation.

A significant feature of both contemporary national versions of the French fairy-tale plot is also the process of a specific feminisation and reinterpretation of the traditional image of Little Red Riding Hood. If in the classical fairy tales by Charles Perrault and the Brothers Grimm the girl appears primarily as an object of danger requiring rescue, in contemporary Russian and Ukrainian interpretations she is transformed into an active subject capable of self-defence and of resisting threats. At the same time, the nature of this transformation differs substantially.

In the Russian version, the heroine's emancipation is largely reduced to her militarisation and sexualisation: the woman is given weapons, yet remains an element of a spectacle-based culture, where the combination of the female body and weaponry produces an effect

of eroticised violence. By contrast, the Ukrainian version endows the image of Little Red Riding Hood with additional layers of meaning. Here, there is not only an activation of the female character but also a significant shift in traditional gender roles. The heroine assumes a socially and culturally coded masculine function of the warrior and defender, becoming an embodiment of a new model of female subjectivity shaped by the experience of the Russo-Ukrainian war *(Yuhan (2), 2024)*.

At the same time, this masculinisation of the role does not lead to the loss of traditionally "feminine" characteristics. The Ukrainian Little Red Riding Hood remains a daughter, a granddaughter, and a bearer of familial memory and a culture of care. Her image combines strength and empathy, military experience and the aspiration for peace, the capacity to kill the enemy and the capacity to care for loved ones. Thus, the Ukrainian version proposes a new type of female heroine – not a victim and not an Amazon, but a defender who integrates traditionally feminine and masculine roles within a unified model of civic and national responsibility.

6. Conclusions

In the final conclusion, the conducted analysis demonstrates that "Little Red Riding Hood" in three different cultural-ideological versions functions not as a fixed fairy-tale plot, but as a flexible narrative archetype capable of reproducing and consolidating different models of worldview, political imagination, and subject formation.

The Soviet interpretation represents a model of a controlled, harmonised childhood world in which social reality appears safe, orderly, and morally transparent. Its primary function lies in fostering collective optimism and integration into a system in which conflict is rather dissolved than articulated.

The contemporary Russian version demonstrates the opposite pole – a fictional-playful world in which conflict and violence are a constant norm, yet they are aestheticised, ironised, and transformed into an element of mass entertainment. In such a model, war and weapons lose their ethical weight, gradually becoming part of cultural play and spectacular consumption.

The contemporary Ukrainian version constructs a different logic – the logic of forced resistance under conditions of real threat, in which violence is neither romanticised nor neutralised, but understood as a response to external aggression. At the same time, this narrative is not reduced to a purely military dimension: it preserves affective depth, intergenerational continuity, national rootedness, and openness to the natural and ethical dimensions of coexistence.

In this sense, the three versions demonstrate different ways of working with the same archetype as an instrument of cultural imagination. They show that the fairy tale in the contemporary media space ceases to function merely as a children's narrative and instead becomes a carrier of ideological models of collective representation, in which notions of normativity, threat, violence, identity, and the boundaries of social self-representation are encoded.

Thus, "Little Red Riding Hood" in its different Slavic interpretations functions not simply as a story, but as a mirror of socio-cultural imaginaries, reflecting how different communities in different historical contexts make sense of childhood, conflict, the image of the Other, and themselves.

References

1. Bettelheim, B. (1976). The Uses of Enchantment: The Meaning and Importance of Fairy Tales. New York: Alfred A. Knopf.

2. Borshchova, O. (2021). Cherepakha akha [Turtle aha]. [Video] YouTube. https://www.youtube.com/watch?v=z5e5HYnPSxM [in Ukrainian]
3. Carrasco Yelmo, S. (2022). Victim, Seductress, or Executioner? The Ambiguously Feminist Recycling of Little Red Riding Hood: From Charles Perrault to Contemporary Pop Culture. Impossibilia. Revista Internacional de Estudios Literarios, 24, 1–18. https://doi.org/10.30827/impossibilia.272024.29866
4. Drohomyretska, L., Yuhan, N., Kostyuchok, P., Babenko, L., Kurok, O. (2024). The influence of historical memory on the formation of national identity: a response to the challenges of the Russian-Ukrainian war. Amazonia Investiga, 13(81), 47-55. https://doi.org/10.34069/AI/2024.81.09.5
5. HEAVY DOWN METAL AI (2026). Chervona Shapochka 2026 – Temna versiia kazky | Film pro shtuchnyi intelekt [Little Red Riding Hood 2026 – Dark Version of the Fairy Tale | AI Film] [Video]. YouTube. https://www.youtube.com/watch?v=ORYRaP_aY_c&list=RDORYRaP_aY_c&start_radio=1 [in Ukrainian]
6. Lévi-Strauss, C. (1955). The Structural Study of Myth. Journal of American Folklore, 68, 270, 428–444.
7. Levorato, A. (2003). Language and Gender in the Fairy Tale Tradition: A Linguistic Analysis of Old and New Story Telling. Basingstoke / New York: Palgrave Macmillan.
8. Muzyka na radianskomu telebachenni (1977). Pisnia Chervonoi Shapochky z filmu «Pro Chervonu Shapochku» [The Song of Little Red Riding Hood from the film About Little Red Riding Hood] [Video]. YouTube. https://www.youtube.com/watch?v=dZFr0Eji6gc&list=RDdZFr0Eji6gc&start_radio=1 [in Ukrainian]
9. Orenstein, C. (2002). Little Red Riding Hood Uncloaked: Sex, Morality, and the Evolution of a Fairy Tale. New York: Basic Books.
10. Radio sprotyv (2026). Chervona Shapochka. Po-ukrainski. Khit sezonu 2026 roku [Little Red Riding Hood. In Ukrainian. Hit of the 2026 season] [Video]. YouTube. https://www.youtube.com/watch?v=wCm29uGpAT0&list=RDwCm29uGpAT0&start_radio=1 [in Ukrainian]
11. Radio sprotyv (2026). Chervona Shapochka. Po-ukrainski. Khit sezonu 2026 roku. Shorts. [Little Red Riding Hood. In Ukrainian. Hit of the 2026 season. Shorts] [Video]. YouTube. https://www.youtube.com/shorts/LbM6seNzKkU [in Ukrainian]
12. Rapira (2026). Nova pisnia pro Chervonu Shapochku 2026 [New song about Little Red Riding Hood 2026] [Video]. YouTube. https://www.youtube.com/watch?v=PS40dh_9J6o [in Ukrainian]
13. Tatar, M. (ed.). (2004). The Annotated Brothers Grimm. New York: W. W. Norton & Company.
14. Tatar, M. (1987). The Hard Facts of the Grimms' Fairy Tales. Princeton, NJ: Princeton University Press.
15. Warner, M. (1994). From the Beast to the Blonde: On Fairy Tales and Their Tellers. London: Chatto & Windus.
16. Welsh-Burke, N. (2023). All the Better to Eat You with: Sexuality, Violence, and Disgust in 'Little Red Riding Hood' Adaptations", Literature, 3, 4, 416–429. https://doi.org/10.3390/literature3040028
17. Yuhan, N. (2024). Das Problem der Zyklisierung der theatralen Diskurse von Elfriede Jelineks „Der Tod und das Mädchen I – V" im Lichte der Theorien des (Öko)Feminismus und der Psychoanalyse [The problem of the cyclization of theatrical discourses in Elfriede Jelinek's Death and the Maiden I–V in the light of theories of (eco)feminism and psychoanalysis].

Naukovyi visnyk Mizhnarodnoho humanitarnoho universytetu. Seriia: Filolohiia, 67, 198-206 https://doi.org/10.32782/2409-1154.2024.67.45 [in German]
18. Yuhan, N. (2024). Zhinochyi pohliad na rosiisko-ukrainsku viinu: feminni roli ta stratehii podolannia psykholohichnykh i postkolonialnykh travm u tvorakh suchasnoi ukrainskoi dramaturhii [A female perspective on the Russian–Ukrainian war: feminine roles and strategies for coping with psychological and postcolonial trauma in contemporary Ukrainian drama]. Problemy humanitarnykh nauk: zbirnyk naukovykh prats Drohobytskoho derzhavnoho pedahohichnoho universytetu imeni Ivana Franka. Seriia «Filolohiia», 59, 81-92 https://doi.org/10.24919/2522-4565.2023.59.10 [in Ukrainian]
19. Zipes, J. (2006). Fairy Tales and the Art of Subversion: The Classical Genre for Children and the Process of Civilization. London: Routledge.
20. Zipes, J. (ed.) (1997). The Trials and Tribulations of Little Red Riding Hood. New York & London: Routledge.

THE MAGIC OF THREE IN LEGAL DISCOURSE: THE ART OF PERSUASION IN THE COURTROOM

Margaryta Zaitseva
Doctor of Philological Sciences, Professor, Associate Professor,
Yaroslav Mudryi National Law University, Ukraine
e-mail: m.o.zaitseva@nu.edu.ua, orcid.org/0000-0002-2844-5576

Summary

Modern courtroom rhetoric demands optimal structural framework to maximise the persuasiveness of argumentation under conditions of extreme information overload and emotional stress. This study provides a comprehensive pragmalinguistic analysis of the three-part compositional model as an instrument of strategic persuasion and refutation within polemical legal discourse. Grounded in linguopragmatics and discourse analysis, the research utilises contextual, semantic, and compositional-stylistic methods to examine how legal professionals transform neutral linguistic resources into emotionally evaluative tools. The empirical data comprises the closing arguments and judicial transcripts from the high-profile Paul J. Caneiro Trial (2026).

The findings demonstrate that structural triads are rooted in human pattern recognition, functioning as the minimal numerical value required to establish cognitive equilibrium and systemic finality in court. The analysis reveals how the prosecution successfully realised three distinct triadic structures to achieve an unassailable perlocutionary effect. Conversely, the defense attempted to break these patterns by fragmenting the state's triadic pillars of proof.

Integrating linguistic transformations with a three-part compositional model

turns normative legal logic into a psychologically compelling mechanism of complete victory.

Key words: a three-part compositional model, polemical legal discourse, rule of three, courtroom rhetoric, linguopragmatics, perlocutionary effect, Paul Caneiro trial.

DOI https://doi.org/10.23856/7636

1. Introduction

In modern linguopragmatics, a text is viewed not as a static form, but as a living, dynamic process of communication determined by psychological, rhetorical, and social factors *(Pelepeychenko,& Zaitseva, 2022).* In the legal sphere, this process transforms into legal discourse, one of the most striking and aggressive forms of which is courtroom discourse. Judicial debates, witness interrogation, and the drafting of appellate claims all constitute a communicative space of the "clash of oppositions." In all courtroom speeches, the speaker realises two main pragmatic goals: to persuade (the court, the jury) and to refute (the position of the procedural opponent) *(Zaitseva, 2024).* To achieve the maximum perlocutionary effect (a real impact on the judge's decision), a lawyer needs a special structure. The best tool for building such a structure is a three-part compositional model.

The relevance of the study is the need for a comprehensive investigation of the mechanisms of speech impact in professional fields of communication, particularly in courtroom rhetoric, where the cost of a communicative error is extremely high.Also, there is a growing need to analyse how abstract linguistic resources and classical compositional models (such as

triads) adapt to the rigid framework of modern legal discourse to achieve specific illocutionary and perlocutionary goals.

The purpose of the research paper is to provide a theoretical substantiation and practical analysis of the specifics of the functioning of the three-part compositional model as an instrument of pragmatic impact and structuring of argumentation within polemical legal discourse. To achieve this goal, it is necessary to solve the following **tasks**:

1. To define the linguopragmatic characteristics of polemical legal discourse.
2. To study the cognitive-psychological foundations of the "Rule of Three" in the context of information perception by the court and the jury.
3. To analyse, using specific examples of trials (in particular, the high-profile case of Paul Caneiro), the mechanisms of implementing the pragmatic functions of the word through tripartite compositional models.

The scientific novelty of the study lies in the fact that it conceptualises for the first time the integration of the classical rhetorical structural triad and modern pragmalinguistic approaches to the analysis of courtroom discourse. New material is introduced into the work – Paul Caneiro Trial (February 2026), viewed through the prism of the theory of semantic transformations and the pragmatic potential of language resources in a courtroom dispute.

Methodology and methods of research. The methodological basis of the research consists of the core tenets of discourse analysis, linguopragmatics, and forensic rhetoric. In the course of the study, a complex of complementary scientific methods was used, namely, the method of discourse analysis (to identify the socio-cultural and contextual features of judicial speech); pragmatic analysis (to assess the speaker's intentions and the perlocutionary effect of the text); the method of contextual and semantic analysis (to study the transformation of neutral vocabulary into emotionally evaluative language); compositional and stylistic analysis (to investigate structural triads and rhetorical models in the texts of the closing arguments).

2. The Psychology of legal persuasion

A courtroom trial is a situation of high stress and information overload. Judges and jurors are forced to listen to vast amounts of data: statutory laws, testimonies, and expert evaluations. The human brain is structured to look for patterns, and three is the minimum number of elements required to establish a recognisable structure. In this vein, a single argument in court looks isolated and weak; two arguments merely create contrast or doubt (one word against another); three arguments form a system of evidence that is perceived as logically complete, balanced, and objective.

If a defense attorney or a prosecutor presents four or five arguments, the court's attention scatters. The legal truth gets lost in details, and the listener's brain begins to confuse the facts. Roman jurists rightly relied on the principle of *"omne trium perfectum"* (everything that comes in threes is perfect).

3. Functions of the legal word and the pragmatics of evidence

Polemical courtroom discourse is obviously anthropocentric: a lawyer connects the dry letter of the law with a real-life situation and provides it with their own legal evaluation. The word in the mouth of a lawyer performs three crucial functions identified in discourse theory: communicating content (stating the case facts, evidence, and clues); expressing a vision

(interpretation of events, qualification of a crime or offense); evaluating a phenomenon (the pragmatic aspect: demanding punishment, acquittal, or restoration of justice).

To realise the pragmatic potential of language resources at 100%, lawyers use semantic transformations. For instance, in criminal trials, neutral words acquire a powerful emotionally evaluative subtext within the context. However, to prevent this "emotionality" from looking like empty demagoguery, it is subordinated to the "Rule of Three": three main theses of the prosecution or defense, each supported by three pieces of evidence (e.g., witness testimony, expert opinion, physical evidence).

4. Different triads in courtroom rhetoric

Let`s start with a compositional one. The interaction between a lawyer and the audience (the court) is always a two-way process. A lawyer models the image of an ideal addressee (a fair, impartial judge) and builds their speech according to strict compositional models. Let us consider the classical tripartite structure of a legal speech which includes introduction attracting the court's attention, briefly summarising the essence of the case, creating the initial pragmatic effect; body deploying three key arguments, refuting the opponent's arguments ("the opposition of oppositions"); conclusion summarising the legal position, delivering the final emotionally evaluative impact on the court.

Going further than this, let`s dissect so called the "Tell Them, Prove It, Reiterate" formula or, in other words, the rhetorical loop. This method is indispensable in a jury trial: It includes thesis that clearly states what the defendant is innocent (or guilty) of; argumentation that presents three lines of evidence, using both rational and expressive language resources; and summary that repeats the main thesis, now enriched by the proven base, cementing it in the minds of the jurors before they leave for the deliberation room.

Then we want to analyse a chronological framing (Past – Present – Future). A lawyer builds a speech by appealing to three temporal layers: the Past for reconstruction of the offense; the Present for legal qualification of the act, current trial; the Future for preventing injustice in the future.

The theoretical models of triadic persuasion cease to be mere abstract linguistic concepts when deployed in a high-stakes courtroom environment. To evaluate how these compositional, formulaic, and chronological triads operate in contemporary legal practice, we must turn to a concrete legal battlefield.

The high-profile trial of Paul Caneiro, which culminated in February 2026, serves as a pristine case study for this linguistic dissection. Facing severe charges of arson and the murder of his own brother's family, Caneiro's trial forced both the prosecution and the defense to deploy the absolute limits of their rhetorical arsenals. Because the case heavily relied on a complex web of financial motives, digital forensics, and deep emotional trauma, the attorneys could not rely on raw facts alone; they had to structure those facts perfectly to win the minds of the jury.

By analysing the transcripts, opening statements, and closing arguments of *The Trial of Paul Caneiro*, we can observe exactly how that three-part compositional model was weaponized to transform chaotic evidence into a compelling, persuasive narrative. Let us examine the practical implementation of these triads sequentially.

5. The three-part compositional model in action

The case of Paul Caneiro, whose trial concluded in New Jersey in February 2026, is a textbook and chilling example of a brutal crime where the prosecution and the defense clashed in the courtroom. Paul Caneiro was accused (and on February 13, 2026, found guilty on all 15 counts) of murdering his brother Keith, his wife, and their two children, as well as torching their mansion and his own home to conceal evidence.

Analysing the closing arguments of this trial through the prism of polemical discourse theory and the "Rule of Three" provides convincing illustrations of how lawyers use these tools in practice.

5.1. The Prosecution's use of the "Rule of Three"

In his closing argument, First Assistant Prosecutor Christopher Becker faced the need to tie together a huge array of circumstantial evidence (video recordings, DNA, ballistics, financial documents). To structure this chaos, the prosecution resorted to classical triads.

The prosecutor reduced Paul Caneiro's complex financial fraud to three clear steps for the jury:

1. Deception: Paul had been secretly embezzling from the family business and trusts for years.
2. Discovery: His brother Keith discovered the theft and, the day before the murder, sent Paul a letter terminating payments.
3. Destruction: The only way out for Paul was the physical elimination of his brother and his family to obtain a $1.5 million insurance payout.

Then the prosecution masterfully built a chronological chain, proving that the defendant's actions were a cold-blooded plan, not an accident. The prosecutor broke down the "alibi triad" literally minute by minute:

- *Paul turns off his home security cameras at 1:28 am (preparation).*
- *He commits the murders and sets fire to his brother's house in Colts Neck, then returns and sets fire to his own house at 5:01 am to divert suspicion (realisation).*
- *He then tells the police that he is a victim whom enemies also tried to burn alive (an attempt to avoid punishment in the future) (Becker, 2026).*

5.2. The Defense attorneys` use of the "Rule of Three"

Paul Caneiro's defense – Monica Dooner Macaluso and Andy Murray – built their strategy on the principle of "the opposition of oppositions," attempting to destroy the prosecution's pragmatic effect. The main goal of the defense in a polemic is to make the jury doubt.

As noted in linguistic studies of polemics, the author always constructs a specific image *(Zaitseva, 2014).* The defense tried to impose on the jury the image of Paul as a "loving brother and uncle" who wept during the hearings (particularly during the reading of the forensic results of his 11-year-old nephew). The attorneys used the polemical technique of shifting the focus: they argued that the police had found "the wrong guy" and ignored other theories, including the potential involvement of a third brother, Corey.

Moving to the triad of evidence in attempting to break the prosecution's logical pattern, the defense argued that:

- *The video of Paul's Porsche Macan on the roads was blurry and did not prove he was at the wheel.*
- *The DNA in Paul's basement could have ended up there accidentally due to frequent family visits.*
- *The fire at his own house was a real attack on him, not a staged alibi (Mastellone, 2026)*

5.3. The Final perlocutionary effect and the Judge's ruling

The prosecution's polemical discourse proved structurally stronger. Prosecutor Becker did not just list facts; he appealed to the jurors' emotions through rhetorical questions: *"What kind of person is capable of killing his own brother's family?"*. This created the very additional pragmatic meaning that did not stem from dry ballistic expertise but delivered a powerful psychological blow.

It took the jury only about 4 hours to return a guilty verdict on all 15 counts. And in May 2026, Judge Marc Lemieux put an end to the trial, using a stark verbal triad when pronouncing the sentence:

"You are a quadruple murderer who ruthlessly destroyed innocent children. This is your identity. Your address will forever be prison" (Lemieux, 2026).

The judge sentenced him to four life terms without the possibility of parole, fully securing the prosecution's pragmatic goal.

6. Conclusion

Legal discourse is not just a dry exchange of legal norms; it is a highly pragmatic, emotionally charged polemic. Success in court depends on how effectively a lawyer uses language resources to achieve their illocutionary goal – persuading the court.

The combination of linguistic transformations with the architecture of the "Rule of Three" allows a lawyer to bring order to a chaos of facts. Triads make judicial speech structurally stable, legally flawless, and psychologically compelling for perception, turning normative logic into a genuine weapon of victory.

References

1. Bavazzano, E., & Atlak, N. (2026, February 20). Paul Caneiro Verdict: NJ Slayer Statute & Legal Fallout. Lyons & Associates, PC. Retrieved from https://www.lyonspc.com/2026/02/20/after-the-caneiro-verdict-the-legal-questions-beyond-the-headlines/

2. Becker, C. J. (2026, February). Closing arguments for the prosecution in the matter of the State of New Jersey v. Paul J. Caneiro [Courtroom transcript]. Monmouth County Prosecutor's Office, Freehold, NJ.

3. Lemieux, M. C. (2026, May 19). Transcript of Sentencing Proceedings: State of New Jersey v. Paul J. Caneiro. Monmouth County Superior Court, Judicial District of New Jersey.

4. Mastellone, M. (2026, February). Closing arguments for the defense in the matter of the State of New Jersey v. Paul J. Caneiro [Courtroom transcript]. Superior Court of New Jersey, Freehold, NJ.

5. Pelepeychenko, L., & Zaitseva, M. (2022). Transgression as a communication tool of influence in American courtroom discourse. Rasprave: Časopis Instituta za hrvatski jezik i jezikoslovlje, 48(2), 609–630.

6. Sloan, C., & Prussin, M. (2026, February 13). Paul Caneiro found guilty of murder in New Jersey trial over deaths of brother, brother's family. CBS News New York. Retrieved from https://www.cbsnews.com/newyork/news/paul-caneiro-murder-trial-verdict/

7. State of New Jersey v. Paul J. Caneiro (2026). Indictment No. 19-03-00431. Superior Court of New Jersey, Monmouth County Law Division.

8. Zaitseva, M. O. (2014). Aspects of linguistic research of polemical discourse. Polemic as a special type of discourse. In Essays on linguistic discourse analysis: On the problem of typology and characteristics: Monograph (pp. 7–47). Kharkiv: Burun.
9. Zaitseva, M. O. (2020). Specific nature of legal discourse. In Teaching English for Specific Purpose in Context of Modern Educational Paradigm: Monograph (pp. 30–45). Kharkiv: Yaroslav Mudryi National Law University.
10. Zaitseva, M. O. (2024). Evolution of strategies in courtroom discourse. In Modern philology: theory, history, methodology: Scientific monograph (pp. 410–426). Riga, Latvia: Baltija Publishing.

FUNCTIONAL-SEMANTIC ANALYSIS OF LEXICAL UNITS IN ASHIG ALASGAR'S POEM

Arifa Zeynalova
Ph.D., Associate Professor, Nakhchivan State University, Azerbaijan
e-mail: arifezeynalova9@gmail.com, orcid.org/0009-0007-4556-2348

Summary

The work of Ashiq Alasgar constitutes one of the most mature and systematic stages of Azerbaijani ashiq poetry. His poetic heritage is rich in both content and language and reflects the breadth of folk thinking, national aesthetic thought and artistic expression possibilities. This study examines the lexical features of Ashiq Alasgar's work, in particular the principles of development of words of Arabic and Persian origin, as well as dialect units. The main purpose of the article is to determine the functional role of the multilayered lexical system in his language and to reveal the importance of these words in creating poetic meaning.

The methodological basis of the study is descriptive and comparative methods. Through the descriptive method, the lexical units used in the poet's language were systematically presented, and through the comparative method, the origin and functional characteristics of these words were analyzed. In addition, the semantic shades acquired by the words within the text were determined by applying the contextual analysis method.

Ashiq Alasgar's style is built on the unity of simplicity and depth. He skillfully combined folk colloquial language with classical poetic elements, creating a system of expression that is both clear and effective. In his work, the word acts not only as a carrier of meaning, but also as the main artistic means carrying emotional and aesthetic load. As a result, the artist's lexicon, in addition to demonstrating the richness of the Azerbaijani language, also played an important role in the development of ashiq poetry.

Key words: Ashiq Alasgar, lexicon, ashiq poetry, dialect units, poetic style.

DOI https://doi.org/10.23856/7637

1. Introduction

Master artist Ashig Alasgar is one of the outstanding artists representing the highest stage of Azerbaijani ashug creativity, distinguished by his unique poetic style and rich artistic thought system. Using the deep layers of folk literature, he expanded the aesthetic and philosophical possibilities of ashug art and made significant contributions to the formation of new poetic forms of expression in this field. He received his first art education from the famous master of his time Ashig Ali and, adopting the traditions of this school, became one of the leading figures of the Goycha ashug environment. In addition to Goycha, he was also known and widely known in regions such as Gazakh, Karabakh and Nakhchivan, and headed the Goycha ashug school. The artist, who spent his life mainly in folk festivals, ashug gatherings and among the people, was not limited to Azerbaijan, but was also highly appreciated in regions such as Turkey, Iran and Dagestan. His poems were published in the magazine "Yeni Kand" in 1927, and later the work "Aşıg Alasgar" compiled by Humbat Alizadeh was published in 1934 and formed the basis of the scientific collection of his heritage. The poet's poetic heritage had such a strong influence that hundreds of songs and romances were composed to his words. As a result of the

events that took place in the Goycha district in 1918-1919, the region was seriously devastated by the massacres committed by the Armenian Dashnaks, and the population was forced to leave their native lands. During this period, Ashıg Alasgar lived in Yanşag, and later in Tartar, and gained great respect. However, longing for his native land constantly disturbed him, and as a result, in 1921 he returned to Agkilsa and lived there until the end of his life, dying in 1926.

2. Editing in cinematography

Deeply versed in the subtleties of the art of words, Ashiq Alasgar is valued as an unparalleled treasure of words in the history of the artistic thought of the Azerbaijani people. With the power of his inner feelings, emotional excitement and poetic imagination, he was able to create a whole system of images and meanings by raising the aesthetic possibilities of the word to a high level. His creative world acts as a source of spiritual power that affects both the creator and the reader, leading them to the deep layers of art. In his autobiographical epilogue, written at the age of 70, he expresses his poetic protest against the contradictions of life and the times in a very harsh and figurative way, despite his old age:

You brought light to a soldier's heart,
The decoration of assemblies, the beauty of people.
The one you cherish with love,
You are cheating on the exam *(Alasgar, 2004).*

The greatness of Ashiq Alasgar's creativity is, first of all, closely connected with the fact that his artistic heritage has lived for a long time without being written down, within the framework of oral tradition – from mouth to mouth, from generation to generation. This fact is not accidental; on the contrary, it clearly shows how firmly his word art has taken hold in the memory of the people and has become a part of the collective consciousness. Such longevity without being written down is a characteristic feature inherent only to word masters of high artistic quality, and in this regard, his creativity differs from ordinary poetic examples and penetrates deeper aesthetic and emotional layers. The basis of this feature is undoubtedly the natural and sincere effect of his lyrics. Thus, his poems are far from artificial artistic constructions, directly appeal to human emotions, easily take a place in the hearts of listeners and readers, create an emotional connection with them, and as a result, live in memory for a long time and are not forgotten. This is an indicator not only of mastery of form, but also of the ability to deeply feel the mechanism of psychological influence. His examples in the garayli, goshm, mukhammes, tajnis and other classical genres were not only individual creative products, but also widespread among the people and acted as an important cultural factor influencing the formation of general aesthetic taste. Poems written in these genres, being both structurally perfect and rich in content, preserved the traditional framework of ashug poetry, while at the same time developing them further. It is in such a creative environment that one of the most striking examples demonstrating the power of his word and the breadth of his poetic possibilities is especially clearly and fully manifested in his decorations; here both the richness of artistic means of depiction and the subtle expression of feelings once again confirm the level of his artistry.

I don't call everyone beautiful,
Beauty should be charming and flirtatious.
The fragrance of violets comes from its bud,
May the sheep laugh, may the spring be spring *(Alasgar, 2004).*

One of the areas that holds a special place in Ashiq Alasgar's creativity is his tajnis. These poems show that he mastered the subtle semantic layers and phonetic possibilities of

the Azerbaijani language with great skill and brought the rhyme system to a high level of mastery. In his tajnis, the word is not just a rhyme element, but acts as a poetic tool that creates a multilayered meaning, which shows how strong his sense of language is. Ashiq Alasgar used the main forms of classical ashiq poetry with great skill, expanded the aesthetic possibilities of these forms and turned them into living creative material. He always understood the greatness of ashiq art and highly appreciated it.

The Azerbaijani people have historically had long-term, continuous and multifaceted cultural, public and social relations with the Persians and the Talysh, Tat, Kurdish and other ethnic groups related to the Persian language. These relations were formed not only at the household level, but also within the framework of literature, trade, administrative and general cultural environments, and further deepened the mutual influence. It is as a result of these intensive and multifaceted relations that the Persian language has had a serious and continuous impact on the lexical system of the Azerbaijani language for centuries, and as a result, it has led to the emergence and stabilization of a large number of words of Persian origin in the vocabulary of our language.

This process of influence is not accidental; on the contrary, it has enriched the lexical composition of the Azerbaijani language, given it new semantic shades and expressive possibilities, and acted as a natural result of historical development. In particular, in the modern Azerbaijani literary language, traces of this influence are clearly observed both in the language of everyday communication and in the artistic and scientific style, and a large part of these words have already become an integral part of the language.

For example, one of the features that attracts attention from a phonetic point of view is the words formed by the use of the sound "g" after the consonant "n" at the end, which acts as a clear indicator of the influence of the Persian language. Words such as "seng", "ahang", "naheng" are typical examples in this regard, and their phonetic structure shows that they have preserved their original characteristics. At the same time, lexical units such as "ahaste", "danande", "alude", "labalal", "shuride" are also evaluated as the result of these language relations not only in terms of meaning, but also in terms of morphological and phonetic characteristics.

Consequently, the use of words of Arabic and Persian origin in Ashiq Alasgar's work is not only an indicator of his linguistic mastery, but also an important factor that expands the expressive possibilities of Azerbaijani ashiq poetry. These words are not artificial, but appear as elements arising from a natural poetic need in his poems, and they enhance the artistic effect without reducing the intelligibility of the text.

In Ashiq Alasgar's work, words of Arabic and Persian origin, as well as dialect units belonging to the folk language, have a special aesthetic function and act as an important means of expression in his poetic system. These words not only create lexical richness, but also enhance the rhythm, harmony and artistic effect of the poem.

One of the important and characteristic features of his work is his extensive and purposeful use of dialect lexicon. His poetic language is not limited only to the norms of the modern Azerbaijani literary language, but also combines dialect words from different regions, creating a more colorful and multi-layered system of expression. This feature enriches his works both in terms of language and seriously affects the naturalness and believability of artistic images.

Thus, the inclusion of dialect elements in the text allows for a more vivid, colorful and lively presentation of images. The environment described by dialect words is not artificial and generalized, but is brought to life in a concrete, real and directly related to the life of the people. This leads to the creation of a stronger emotional and psychological bond between the reader

and listener and the work. As a result, the poetic text is not only satisfied with creating an aesthetic effect, but also becomes a living language material reflecting a certain socio-cultural environment.

The role of local dialects in the formation of the literary language is undeniable, and this process acts as an integral part of historical development. Dialect units used in different regions pass into national use over time, enriching the vocabulary of the literary language and expanding its expressive capabilities. In this regard, dialects should be considered not only auxiliary language layers, but also one of the main sources that play an active role in the development of the national language.

3. A revolution in the development of information technologies

Ashiq Alasgar used the colloquial features, styles of expression and lexical units of different regions with great skill and subtle taste in his poems. He selected and placed these elements not randomly, but in accordance with the general ideological and artistic structure of the text. As a result, real-life events, human relationships and people's daily lives were reflected in his work more fully, more naturally and more convincingly, and the poetic text became a living carrier of language and culture. The research methodological the basis linguistics and literary studies in their sciences reception done scientific research principles organize does. In the article In love Alasgarin poetic in his heritage used lexical units functional-semantic characteristics to determine for the purpose complex without approach use Research first of all, during description method application This method has been through In love Alasgarin in his poems used lexical units systematized, their meaning features, processing frequency and poetic functions certain Description analysis lexical of the material general characteristic to give and of words poetic in the text place to determine opportunity created. Research in the process comparative-historical also using the method This method has been help with the poet's in the language used Arabic and Persian origin of words origin, Azerbaijan in the language passed development stages and semantic features investigated. The same in time that one lexical units people conversation language and literary language in the context of earned functional features comparative in the way analysis In the article contextual analysis to the method special place This method is given. through lexical units text inside earned additional semantic shades, emotional-expressive features and artistic-aesthetic functions certain The words only lexical meaning not poetic in context created meaning taking into account the shades has been taken. With this alongside, functional-semantic analysis from the method use by becoming lexical units poetic of the text in the structure instead brought functions has been investigated. In particular dialect words, acquisition lexicon and nationwide to the language belonging of words image creative, emotional impact the power increase and national-cultural coloring shaping opportunities analysis. The research was conducted source studies the base In love Alasgarin publication done works, Azerbaijan lover literature examples, Azerbaijan of the language explanatory dictionaries, lexicology and lover to creativity about scientific research organize has done. Obtained done results systematic in the way in summary scientific-theoretical provisions forward Thus, the application made methodological approaches In love Soldier in his/her creativity lexical units functional-semantic characteristics comprehensive to investigate and their Azerbaijan lover in his poetry place scientific on the grounds to determine opportunity gave.

4. The process of globalization

In his work, borrowed words are used so naturally that it is sometimes difficult to distinguish them from words of Azerbaijani origin. This proves the high level of his linguistic mastery and poetic intuition. The scientific novelty of the study consists in a comprehensive study of the lexical units used in the poetic language of Ashiq Alasgar from a functional-semantic aspect. The article systematically analyzes the role of words of Arabic and Persian origin, as well as dialect and dialect elements used in the artist's work, in creating poetic meaning, and determines their artistic and aesthetic functions. As a result of the study, it was substantiated by scientific facts that Ashiq Alasgar's lexical system is multilayered, and lexical units of different origins are used in interaction within the text, strengthening poetic expressiveness. At the same time, the functional load of dialect words in the poet's language, their role in the formation of imagery and the creation of national-cultural coloration are generalized for the first time in a functional-semantic context. In addition, the study evaluates the impact of Ashiq Alasgar's lexical heritage on the enrichment of the Azerbaijani literary language and the importance of Ashiq Alasgar in the formation of the linguistic features of ashiq poetry on the basis of a new scientific approach. From this perspective, the article makes a new contribution to the study of the linguistic aspects of Ashiq Alasgar's work and the investigation of the lexical-semantic features of Azerbaijani ashiq poetry.

5. Conclusions

Ashug Alasgar, one of the most powerful representatives of Azerbaijani ashug art, lived for more than a century and was an artist with rich innate talent. Motives that exalt a person, awaken the desire to live, and glorify pure love and spiritual beauty occupy a special place in his work. He skillfully used the subtleties of the Azerbaijani language and further enriched ashug poetry. That is why all ashugs after him, even representatives of written literature, treated his work with great respect. Conducted research shows that, Ashiq Alasgarin poetic language Azerbaijan lover of poetry rich lexical opportunities in itself opposite causing perfect one word art is an example of. Its in his/her creativity used lexical units only meaning expression who language elements not, the same in time poetic of the text emotional, aesthetic and functional the burden carrying important artistic are the means. The poet people conversation language with classic poetic traditions organic in the way combining unique expression system created. Research as a result certain done that, Ashiq Alasgarin in his poems Arabic and Persian origin words poetic of the content deepening, artistic description and expression of means to enrichment service These words author by natural in the way used, poems in the language artificial weight without creating poetic harmonious and meaning shades of to strengthen conditions created. The same in time dialect and dialect units usage the poet's your language people to the soul brought closer, images vitality and vitality has increased.

Research shows that, Ashiq Alasgarin lexical system multilayer semantic structure has and this system Azerbaijan of the language history development stages, the people national-cultural worldview and aesthetic thought style opposite It makes. Its use what he did lexical units national language of wealth protection and future to generations transmission also important in terms of importance Thus, Ashiq Alasgarin in his/her creativity lexical units functional-semantic characteristics study Azerbaijan lover of poetry language and style characteristics more deeply to be investigated opportunity gives. In this respect the artist poetic hereditary only

literary-aesthetic not, but also linguistics in terms of valuable research source like important scientific importance acquisition does. Its creativity Azerbaijan literary of the language wealth, expression his power and people soul with commitment opposite causing valuable word treasure as own relevance this day also protected keeps.

References

1. (2004). Works of Ashiq Alasgar. Works. Baku. East-West, 210 p.
2. (2009). Anthology of Azerbaijani Ashiq Literature, Azerbaijan National Academy of Sciences. Baku, Science. 280 p.
3. (2006). Azerbaijan National Academy of Sciences, Explanatory Dictionary of the Azerbaijani Language. Explanatory Dictionary of the Azerbaijani Language (in 4 volumes). Baku, East-West.
4. (2004). Azerbaijan National Academy of Sciences. History of Azerbaijani Literature (Volume II). Baku, Science, 360 p.
5. Hasanov, H. (2015). Lexicology of the Azerbaijani language. Lexicology of the Azerbaijani language. Baku. 307 p.

GLOBAL PRACTICES IN LIFELONG LEARNING AND THEIR ADAPTATION TO THE UKRAINIAN EDUCATION SYSTEM

Nataliia Zlenko
Acting Director of the Educational and Methodological Center for Vocational and Technical Education in Sumy Region,
Candidate of Philosophical Sciences, Associate Professor,
Associate Professor at the Department of Humanitarian Disciplines,
Sumy Branch of Kharkiv National University of Internal Affairs, Ukraine
e-mail: zlenkonat1981@gmail.com, orcid.org/0000-0003-2598-4336

Anatolii Sustrietov
Doctor of Philosophy (Ph.D.), Associate Professor,
Associate Professor at the Department of Theoretical Disciplines,
Donetsk National Medical University, Ukraine
e-mail: Sustretov73@gmail.com, orcid.org/0000-0001-6313-7803

Summary

This study analyses definitions of lifelong learning, examines the theoretical foundations of the concept of continuous education, and explores the specific features of its implementation within the international educational landscape. It is noted that lifelong learning is one of the key factors in the development of human capital, ensuring individual competitiveness and the sustainable socio-economic development of the state in the context of globalisation, digitalisation and rapid changes in the labour market. The relevance of the study is confirmed by the need to modernise the Ukrainian education system in line with European approaches to ensuring accessible and high-quality education for citizens of all age groups. The paper analyses global practices in implementing the concept of lifelong learning using the example of European countries, in particular the specific features of the regulatory framework for adult education, the development of digital learning, micro-qualifications and the recognition of the outcomes of non-formal and informal education. It has been established that the effectiveness of continuing education systems is ensured through a combination of state support, flexible educational pathways, the use of digital technologies, and close interaction between educational institutions and the labour market. The prospects for adapting global experience to the Ukrainian education system are substantiated, including the development of adult education, the digitalisation of the educational environment, the introduction of micro-qualifications, the recognition of non-formal learning outcomes, and the development of critical thinking. It has been concluded that the implementation of best international practices will help to improve the quality of education, enhance the professional mobility of the population, and facilitate Ukraine's integration into the European educational area.

Key words: lifelong learning; continuing education; adult education; global educational practices; the digitalisation of education; the educational process.

DOI https://doi.org/10.23856/7638

1. Introduction

The current stage of global society's development is characterised by profound transformative processes spanning the economic, social, technological and educational spheres. Globalisation, digitalisation, the rapid development of information and communication technologies, the automation of production processes, the spread of artificial intelligence and the constant updating of professional competencies are shaping new demands on individuals as agents of professional activity and social interaction. In these circumstances, education ceases to be a time-limited stage of life and becomes a continuous process of personal and professional development. This is precisely why the concept of lifelong learning is now regarded as one of the key conditions for ensuring individual competitiveness, sustainable social development and economic growth of nations.

The processes of globalisation, the development of the information society, increased life expectancy, the refinement of economic development models, and the emergence of new professions and technologies necessitate the constant updating of knowledge, skills and abilities, as well as the enhancement of citizens' social and professional mobility *(Lukianova, 2022).* Changes that previously took place over decades can now occur within a few years or even months. As a result, specialists in various fields are forced to constantly improve their own competencies, master new technologies and adapt to the changing conditions of the labour market. Under these circumstances, the traditional model of education, which focuses on acquiring knowledge primarily at a young age, no longer meets the needs of modern society.

Over the past few decades, the issue of organising adult education has become one of the key priorities of educational policy in the world's leading nations. Lifelong learning is regarded not only as a tool for professional development, but also as a vital factor in social integration, civic engagement, cultural development and improving the quality of life for the population. International documents from UNESCO, the Organisation for Economic Co-operation and Development (OECD), the European Commission and the Council of Europe emphasise the need to create conditions for citizens to access quality education at all stages of life, regardless of age, professional status or place of residence. The concept of lifelong learning emerged as a response to the challenges of post-industrial society and has gradually become the foundation of contemporary education policy in many countries. A synthesis of the main approaches to organising continuous learning, their evolution and transformation under the influence of socio-economic changes has enabled the European community to formulate a set of principles and mechanisms for implementing the Lifelong Learning policy. These principles include ensuring access to education, flexibility of educational pathways, personalised learning, recognition of the outcomes of formal, non-formal and informal learning, the development of digital competences, and support for citizens' professional development throughout their lives.

The concept of lifelong learning has become particularly relevant in the countries of the European Union, where it has become an integral part of the strategy for building a knowledge society. Countries such as Finland, Denmark, Germany, the Netherlands, France and Sweden have established well-developed systems to support adult education, including networks of professional development centres, open universities, professional development programmes, digital learning platforms and mechanisms for recognising prior learning. The implementation of these approaches contributes to increasing employment rates, developing an innovative economy and strengthening social cohesion. Modern digital technologies play a significant role in the development of lifelong learning. The proliferation of online education, massive open online courses (MOOCs), adaptive learning platforms, digital learning resources and blended

learning technologies has significantly expanded access to education for various sections of the population. Thanks to digital tools, learning has become more flexible, personalised and accessible, which is particularly important for adult learners who combine their studies with professional activities and family responsibilities.

For Ukraine, the issue of developing a system of lifelong learning is of paramount importance in the context of European integration processes, the digital transformation of society, and the need for post-war national recovery *(Anishchenko, 2023).* The modern labour market requires professionals who are able to adapt quickly to new working conditions, continuously update their professional skills, and make effective use of digital technologies. At the same time, Ukraine's integration into the European Education Area entails harmonising national education policy with European approaches to ensuring access to lifelong learning and the development of human capital. In this context, studying and synthesising global experience in implementing the concept of lifelong learning takes on particular significance. An analysis of successful practices in leading countries allows us to identify the most effective models for organising lifelong learning, assess the possibilities for adapting them to Ukrainian conditions, and develop recommendations for modernising the national education system. Drawing on international experience can help improve the quality of education, foster professional mobility among the population, cultivate a culture of lifelong learning, and strengthen Ukraine's competitiveness in the global educational landscape.

2. An analysis of global practices in the implementation of lifelong learning

The issue of lifelong learning has long been a focus of attention for academics around the world. A significant contribution to the development of the theory and practice of lifelong learning has been made by Ukrainian researchers, including V. Andrushchenko, V. Kremen, L. Lukyanova, N. Nychkalo, L. Ohienko and L. Tymchuk, as well as foreign scholars such as P. Alheit, J. Kidd, P. Legrand, Z. Nolda, W. Hilton and others. The fundamental ideas of the concept of continuous education were formulated in the works of J. Dewey, P. Freire and Z. Bauman, who emphasised the need to create conditions for the continuous development of the individual, the formation of their ability to adapt to social changes and to independently acquire new knowledge throughout their lives.

Scientific research indicates that there is no single universal definition of the concept of 'lifelong learning'. Over thirty interpretations of this concept are used in the international scientific literature. The English researcher P. Sutton explains this diversity by the peculiarities of the translation of the term in the documents of international organisations, in particular UNESCO and the OECD. In global practice, the terms 'lifelong education', 'lifelong learning' and 'recurrent education' are widely used, each emphasising different aspects of the continuous educational process. Despite certain differences in interpretation, they are all united by the common idea of providing opportunities for learning at every stage of a person's life.

UNESCO's work plays a key role in the development of the concept of lifelong learning. The Fourth Global Report on Adult Learning and Education emphasises that education is a fundamental human right, an important public good and an effective tool for ensuring social justice, sustainable development and economic prosperity. The document highlights that modern society faces a range of global challenges, including rising social inequality, demographic changes, climate threats and technological transformations. In these circumstances, lifelong learning becomes a prerequisite for the population to adapt to new realities and for ensuring the competitiveness of nations in the global environment. Global practices in implementing

the concept of lifelong learning demonstrate a significant variety of organisational models and tools. One of the most successful examples is Finland, where lifelong learning is integrated into the national system for human capital development. The country has an extensive network of adult education centres, open universities and community-based educational organisations. Particular attention is paid to ensuring access to education for all sections of the population, regardless of age, professional status or place of residence. A significant proportion of programmes are delivered in distance and blended formats using modern digital technologies.

The experience of Germany is also noteworthy, where the lifelong learning system is closely linked to the needs of the labour market. The dual education system forms the basis for the professional development of the workforce, combining theoretical training with practical work experience in companies. Adult vocational education centres play an important role, offering retraining, upskilling and digital skills development programmes. Thanks to this approach, workers can respond quickly to changes in the economy and master new professional fields.

In Denmark, the concept of folk high schools has become widespread; their activities are aimed at the personal development of citizens, fostering civic responsibility and supporting active public participation in social life. The Danish model demonstrates that lifelong learning can be directed not only towards professional development but also towards the development of social, cultural and civic competences. An important direction in the development of continuing education worldwide is the use of digital technologies. Massive Open Online Courses (MOOCs), e-learning platforms and distance learning systems have significantly expanded public access to educational resources. Leading universities worldwide offer open courses via platforms such as Coursera, edX, FutureLearn and Udemy, enabling people to acquire new knowledge regardless of where they live. The spread of digital educational technologies promotes personalised learning, flexible planning of educational pathways and increased motivation for professional development.

In Spain, the development of adult education has taken place gradually through the refinement of general education legislation. Unlike many European countries, Spain does not have a separate law dedicated exclusively to adult education. Matters relating to lifelong learning are regulated by a body of legislation covering various components of the education system. An important milestone in the development of this sector was the General Law on Education of 1970, which set out the main directions for the provision of basic, vocational and continuing education to the adult population. Further improvements to state policy were linked to the adoption in 1990 of the Law on the General Structure of the Education System (LOGSE), which for the first time enshrined the concept of 'adult education' in law. The document introduced a new vision of the role of lifelong learning, defining continuity as one of the fundamental principles of the entire education system. A key feature of the Spanish model was the legal guarantee of access to education for every citizen, regardless of their age, social status or prior educational experience.

Canada serves as a prime example of a strategic approach to the development of lifelong learning. A key milestone in the modernisation of the national education system was the adoption in 2008 of the National Education Strategy, 'Educated Canada 2020' *(Learn Canada, 2020).* The document was developed by the Council of Ministers of Education, Canada, and formed the basis for a unified vision of lifelong learning across all provinces and territories. The strategy's primary objective is to ensure high-quality lifelong learning for all citizens by creating an accessible, integrated and flexible education system. The Canadian model focuses on creating conditions under which adults can obtain the necessary education or vocational training at any stage of their lives, in line with their personal or professional needs. Particular emphasis is placed on ensuring equal access to educational opportunities, developing professional competencies and supporting the competitiveness of the population in a knowledge-based economy.

Greece is characterised by one of the most systematic models of regulatory support for lifelong learning. The development of a modern system of continuing education in the country took place through the consistent adoption of legislative acts aimed at creating a comprehensive state policy in the field of adult education. An important step was the adoption of Law 3369/2005, which, for the first time, comprehensively regulated the issue of lifelong learning and defined it as a continuous process of acquiring and improving knowledge, skills, abilities and professional competences throughout one's life. The legislation also provided for the establishment of a National Committee for Lifelong Learning, responsible for monitoring the educational needs of the population, coordinating the activities of educational institutions, and assessing the quality of educational services. The further development of the Greek system of continuing education is linked to the adoption in 2010 of the Law on the Development of Lifelong Learning, which initiated a comprehensive modernisation of the state system of adult education. The document laid the foundation for the development of a national Lifelong Learning strategy and the creation of a national qualifications framework, ensuring the transparency of educational outcomes and the possibility of comparing them with European standards. Another significant achievement was the adoption in 2013 of the Law on the Activities of the National Organisation for the Certification of Qualifications and Career Guidance. For the first time, this law recognised at a legislative level the value of the outcomes of non-formal and informal learning, and established mechanisms for their official validation. This approach is in line with current European trends in the development of education and contributes to expanding opportunities for the professional and personal development of citizens.

To summarise, an analysis of the experiences of Spain, Canada, Germany and Greece reveals a variety of models for implementing lifelong learning policies. At the same time, they share a focus on ensuring access to education for all sections of the population, developing flexible educational pathways, supporting citizens' professional development, and recognising continuous learning as a strategic factor in social development. These practices can serve as a guide for further improving the lifelong learning system in Ukraine and harmonising it with the European Education Area.

In many countries, particular attention is paid to the development of micro-qualifications and digital certificates. This approach allows for the rapid validation of acquired competences and enables a response to the current needs of employers. Micro-qualifications facilitate the creation of flexible learning pathways and allow citizens to gradually accumulate professional competences throughout their lives. An analysis of global experience shows that the successful implementation of the concept of lifelong learning is based on several key principles: accessibility of education, flexibility of educational programmes, the use of digital technologies, the integration of formal, non-formal and informal education, as well as close cooperation between educational institutions and employers. An important factor in effectiveness is state support for adult education programmes and the creation of incentives for citizens to participate in continuous learning.

From the above, we can conclude that global practices in the implementation of lifelong learning demonstrate significant potential for developing human capital, enhancing economic competitiveness and ensuring social stability. The experience of leading countries confirms that continuous education is not only a tool for professional development but also a key prerequisite for building a knowledge society and achieving the Sustainable Development Goals. Studying and adapting these practices creates the necessary conditions for modernising the Ukrainian education system and establishing an effective national model of lifelong learning.

3. Prospects for adapting international best practice in lifelong learning to the Ukrainian education system

An analysis of international experience *(Sutton, 1994; Grotlüschen, Belzer, Ertner, Yasukawa, 2024)* shows that the successful functioning of a system of lifelong learning is ensured through comprehensive regulatory and legal frameworks, the coordination of activities among educational institutions, and cooperation between the state, employers and educational institutions. For Ukraine, a key task is to further improve the legislative framework for adult education, expand opportunities for non-formal and informal education, and establish effective mechanisms for recognising learning outcomes acquired outside the formal education system.

A promising direction for adapting international experience is the introduction of flexible learning pathways and the development of a system of micro-qualifications. In European Union countries, short-term educational programmes, certificate courses and digital educational modules are actively used, enabling professional competences to be rapidly updated in line with labour market needs. For Ukraine, the introduction of such mechanisms is particularly relevant in the context of rapid technological change and the need for professional retraining of a significant proportion of the population.

The digitalisation of the educational environment is a key factor in the development of lifelong learning *(Stoliaryk, Subashkevych, 2026)*. International experience demonstrates the effectiveness of using distance learning platforms, massive open online courses, virtual learning environments and digital tools for assessing learning outcomes. The development of digital infrastructure in Ukraine creates favourable conditions for expanding citizens' access to educational resources regardless of their place of residence, age or professional activity. This is particularly relevant in the context of martial law and post-war recovery, when distance learning technologies ensure the continuity of the educational process.

When adapting international experience, particular attention should be paid to the development of critical and creative thinking among adult learners. Leading international researchers regard the development of these qualities as one of the key outcomes of lifelong learning. In modern society, a person must not only possess a certain amount of knowledge, but also be able to analyse information, assess its reliability, make informed decisions and act effectively in conditions of uncertainty. That is why adult education should be aimed at developing the ability to think independently, analyse critically and creatively solve professional and life challenges. Contemporary theories of adult education emphasise that adults are active participants in the learning process, capable of self-directed learning, critical reflection on experience and continuous personal development. The potential for the development of an adult's thinking is linked to qualitative changes in cognitive structures that arise during the process of continuous learning. The development of creative and critical thinking contributes to the all-round development of the individual, enhances their adaptability to social changes and creates the conditions for successful professional self-realisation. The combination of group learning with independent educational activities is of particular importance for the development of such competencies. Global experience shows that the most effective educational models are those that combine group interaction, project-based activities, professional discussions and self-directed learning. This approach fosters the development of critical thinking, the ability to defend one's own position with sound reasoning, and a constructive openness to alternative viewpoints. A key feature of modern lifelong learning is the shift from the traditional model of knowledge transfer to a model of open educational dialogue. In leading countries around the world, learning is increasingly focused on research, critical analysis of information, solving practical problems and developing individual educational strategies. Education is viewed not as the mechanical absorption of

information, but as a process of selecting and synthesising knowledge, creatively reinterpreting it and applying it in real-life situations. An important prospect for the Ukrainian education system is also the development of partnerships between educational institutions, employers, local authorities and civil society organisations. Such cooperation allows for a more effective consideration of labour market needs, ensures the relevance of educational programmes and creates conditions for citizens' lifelong professional development.

4. Conclusions

The study has shown that the concept of lifelong learning is one of the key areas of development for modern education systems and an important prerequisite for the formation of a knowledge society. An analysis of global practices has revealed that leading nations view continuous education as a strategic tool for developing human capital, enhancing economic competitiveness and ensuring social cohesion. It has been established that the effectiveness of lifelong learning policy implementation is ensured by the accessibility of educational services, the flexibility of educational pathways, the development of digital technologies, the integration of formal, non-formal and informal education, as well as active collaboration between educational institutions and employers. An analysis of the experience of Spain, Canada, Greece and other countries has identified the main mechanisms for supporting continuous learning, among which systems for the recognition of prior learning, the development of micro-qualifications, digital educational platforms and vocational retraining programmes for the adult population are of particular importance. It is argued that promising areas for Ukraine to adapt international experience include improving the regulatory and legal framework for adult education, developing a digital educational environment, fostering a culture of lifelong learning, and implementing practices to develop critical and creative thinking. The implementation of these approaches will contribute to the modernisation of the Ukrainian education system, the improvement of human capital, and Ukraine's successful integration into the European education area.

References

1. Anishchenko, O. V. (2023). Osvita doroslykh i rozvytok hromadianskoho suspilstva v Ukraini [Adult education and development of civil society in Ukraine]. Osvita doroslykh: teoriia, dosvid, perspektyvy, 2(24), 25–35. https://doi.org/10.35387/od.2(24).2023.25-35

2. Grotlüschen, A., Belzer, A., Ertner, M., Yasukawa, K. (2024). The role of adult learning and education in the Sustainable Development Goals. International Review of Education, 70(2), 205–221. https://doi.org/10.1007/s11159-024-10066-w

3. Lukianova, L. (2022). Providni determinanty rozvytku osvity doroslykh v Ukraini ta yii rol u suchasnomu suspilstvi [Leading determinants of the adult education development in Ukraine and its role in modern society]. Zhurnal kafedry YuNESKO "Navchannia vprodovzh zhyttia: profesiina osvita u XXI stolitti", 1(5), 40–52. https://doi.org/10.35387/ucj.1(5).2022.40-52

4. Stoliaryk, O., Subashkevych, I. (2026). Osvita vprodovzh zhyttia yak instrument sotsialnoi intehratsii osib tretoho viku [Lifelong learning as a tool for the social integration of older people.]. Naukovyi visnyk Melitopolskoho derzhavnoho pedahohichnoho universytetu. Seriia: Pedahohika, 1(36), 59-69. [in Ukrainian]

5. Sutton, P. (1994). Lifelong and continuing education. In T. Husen, T. Postlethwaite (Eds.). The international encyclopedia of education (2nd ed.; Vol. 6). Oxford: Pergamon; New York: Elsevier Science.

INNOVATION, WORK, SOCIETY

INNOVATION IN UKRAINE'S POST-WAR RECOVERY GOVERNANCE: DIGITAL INFRASTRUCTURE, TRANSPARENCY AND ENTREPRENEURIAL RENEWAL

Glib Aleksin
Ph.D. in Economics, Associate Professor at the Department of Corporate Finance and Controlling, Vadym Hetman Kyiv National Economic University, Ukraine
e-mail: aleksin.glib@kneu.edu.ua, orcid.org/0000-0003-2586-5986

Viktoriia Chepka
Ph.D. in Economics, Associate Professor at the Department of Corporate Finance and Controlling, Vadym Hetman Kyiv National Economic University, Ukraine
e-mail: vikach@kneu.edu.ua, orcid.org/0000-0001-5820-4979

Iryna Kaminska
Ph.D. in Economics, Associate Professor at the Department of Logistics and Entrepreneurship, Lutsk National Technical University, Ukraine
e-mail: i.kaminska@lutsk-ntu.com.ua, orcid.org/0000-0001-6181-7522

Summary

This paper considers Ukraine's post-war recovery through the lens of innovation governance. Its central claim is that reconstruction will be determined not only by the volume of pledged capital, but also by the quality of the institutional and digital systems that identify needs, verify beneficiaries, coordinate projects, disburse funds, monitor implementation and protect public trust. Ukraine experienced the second stage of war since February 2022 with a strong digital state infrastructure, and the war has turned this capacity into a practical instrument of resilience. The study uses a qualitative descriptive approach, triangulating open data and policy materials from the World Bank, the National Bank of Ukraine, the European Commission, the OECD, Ukrainian government platforms, and specialised analytical sources. The paper analyses five mutually reinforcing innovation layers: digital payments and instant settlement; GovTech services and beneficiary-centred disbursement through Diia and eRecovery; open contracting and reconstruction coordination through DREAM; emerging financial innovations such as open banking, programmable transfers, tokenisation and blockchain-based audit trails; and digital entrepreneurship-support instruments that connect recovery finance with jobs, local production and SME resilience. The findings show that innovation in recovery governance works primarily as a trust-production mechanism. It lowers information asymmetry for donors and investors, reduces administrative friction for citizens and firms, and makes reconstruction projects more visible to communities and external finance institutions. At the same time, the paper stresses that innovation is not a substitute for institutional capacity. Incomplete

registries, cybersecurity risks, digital exclusion, weak local capacity may limit the effectiveness of otherwise advanced platforms.

Key words: Governance; Innovation; GovTech; Digital Transparency; Entrepreneurship Support; Resilience.

DOI https://doi.org/10.23856/7639

1. Introduction

Ukraine's post-war recovery is a governance challenge of exceptional scale. Physical destruction has created a need for housing repair, energy restoration, transport renewal, business recovery and the rebuilding of public services, while many of these tasks must be managed before the end of the war. The Fourth Rapid Damage and Needs Assessment estimates direct physical damage at USD 176 billion by the end of 2024 and total recovery and reconstruction needs at USD 524 billion over the following decade *(World Bank, 2025; UN News, 2025)*. Such figures describe the magnitude of the problem, but these assessments do not fully explain the difficulty of governing recovery. The practical question is how to move resources from donors, public budget and private investors into numerous projects and household- or firm-level decisions without losing speed, accountability or public confidence.

This is where innovation becomes central to recovery governance. In this paper, innovation is understood broadly: not only as financial technology, but as a set of digital, organisational and institutional solutions that make recovery decisions more traceable, coordinated and inclusive. It includes the payment systems that keep money moving, the public platforms that verify citizens and property claims, the project databases that make reconstruction visible, the data standards that allow donors to audit spending, and the entrepreneurship-support channels that help communities restore economic life. In this sense, innovation is not an accessory to reconstruction. It is part of the operating system through which reconstruction can be governed.

The Ukrainian case is distinctive because the country faced the second stage of war in February 2022 with a comparatively advanced digital public infrastructure. The Diia ecosystem had already changed the relationship between citizens, businesses and the state, while the banking sector had a high level of digital service provision. Wartime conditions then accelerated the importance of these systems. Digital identity, electronic payments, online service delivery and transparent project-management platforms became tools not only of convenience but also of institutional survival.

The **aim** of this paper is to analyse how innovation supports Ukraine's post-war recovery governance and to identify the risks that may reduce its effectiveness. The research tasks are: 1) to clarify the scale and governance logic of recovery needs; to examine the contribution of digital payments and interoperable financial infrastructure; 2) to assess GovTech disbursement mechanisms such as Diia and eRecovery; 3) to analyse transparency and coordination through DREAM; 4) to consider frontier instruments such as open banking, blockchain, tokenisation and programmable finance; 5) to show how entrepreneurship-support innovations connect recovery finance with local economic renewal.

Methodologically, the study follows a qualitative descriptive design. It is based on triangulation of open secondary sources, including assessments by the World Bank, the European Commission and the United Nations; statistics and regulatory materials from the National Bank of Ukraine; OECD analysis; and public documentation from Ukrainian digital platforms.

Quantitative indicators are used to support the analytical argument rather than to build a formal econometric model. This approach is appropriate because many recovery instruments are still evolving and their long-term effects cannot yet be captured with stable datasets.

2. Innovation governance for accountable recovery

Recovery governance is often discussed as a matter of planning, procurement and public investment management. These dimensions remain essential, but the Ukrainian case shows that they increasingly depend on digital and organisational innovation. The recovery state must perform several functions at once: collect evidence of damage, prioritise projects, allocate funds, verify beneficiaries, coordinate contractors, monitor delivery, inform citizens and satisfy external financiers that resources are being used properly. Each of these functions becomes harder when destruction is geographically dispersed, documentation is incomplete, people are displaced and security conditions change quickly.

Innovation helps by changing the cost and speed of verification. Traditional reconstruction systems rely heavily on paper documents, fragmented registries and retrospective audits. These instruments may work when project volumes are moderate and institutional capacity is stable, but they are poorly suited to a recovery programme measured in hundreds of billions of dollars. Digital platforms can shorten the distance between need identification and financing decisions. They also create data trails that can be checked by citizens, local authorities, donors and auditors.

The most important contribution of innovation is therefore institutional rather than purely technical. A digital platform has value only if it reorganises relationships among actors: communities can present projects in a comparable format; ministries can see implementation bottlenecks; banks can verify payments; donors can track the use of funds; and citizens can observe how decisions are made. This is why innovation in recovery governance should be assessed by its ability to build trust, reduce discretion, and expand access, not solely by its technological sophistication.

At the same time, innovation cannot be separated from the quality of public institutions. A digital service built on incomplete registries will reproduce registry gaps. A transparent dashboard will not compensate for weak local project preparation. A blockchain record will not make a poor procurement decision efficient. The Ukrainian experience, therefore, points to a balanced understanding: innovation can strengthen governance when it is embedded in credible rules, interoperable data, protected infrastructure and capable public administration.

3. Scale and architecture of Ukraine's recovery

The scale of Ukraine's recovery needs makes governance capacity a binding constraint. RDNA4 identifies housing as the largest need, followed by transport, energy and extractives, commerce and industry, and agriculture *(World Bank, 2025; UN News, 2025).* These sectors are not only technically different; they also require different governance channels. Housing recovery involves household verification and compensation. Transport and energy require large capital projects, procurement and long-term donor coordination. Commerce, industry and agriculture require a stronger link between reconstruction and business finance.

This sectoral diversity explains why no single platform can govern the whole recovery. Ukraine needs an ecosystem of connected instruments: household-level GovTech services, public investment platforms, financial-sector rails, procurement data, local-government project

pipelines and SME-support tools. Innovation matters because it enables these instruments to communicate with one another through data, standards, and digital workflows.

The financing component of the recovery architecture reinforces this point. The European Commission's Ukraine Investment Framework is designed to use guarantees and blended finance to mobilise larger private investment for recovery and modernisation *(European Commission, 2025).* The OECD similarly stresses that a stronger financial system is necessary for mobilising domestic and international private finance at scale *(OECD, 2026).* Under such a catalytic model, public and donor resources do not simply pay for reconstruction; they are expected to reduce risk and attract additional capital. That mechanism works only when investors can trust project selection, financial flows and implementation data.

4. Digital infrastructure in recovery governance

The first layer of innovation is the digital financial infrastructure that kept Ukraine's economy liquid during wartime and now provides the rails for recovery finance. In 2024, Ukrainians conducted 8.185 billion cashless transactions worth UAH 4.244 trillion, and 95% of card transactions by number were cashless *(National Bank of Ukraine, 2025a).* This resilience is significant because reconstruction finance depends on the ability to move funds quickly and reliably even under disrupted physical conditions.

The payments layer has also become more aligned with European standards. The National Bank of Ukraine launched SEP-4.1, a new generation of the electronic payments system that supports instant credit transfers with a maximum execution time of 10 seconds and operates under ISO 20022 standards *(National Bank of Ukraine, 2025b; 2025c).* Open banking became operational in August 2025, creating a framework for standardised application programming interfaces and authorised third-party providers *(Kinstellar, 2025).* These reforms are important because recovery finance will be cross-border, multi-institutional and data-intensive.

For recovery governance, payment innovation has three practical effects. First, it reduces the time between approval and disbursement. Second, it supports better auditability because digital payments create structured transaction records. Third, it allows conditional instruments to be designed for specific purposes, such as cards restricted to construction materials or contractor services. Thus, payments are not only a technical channel; they can become a governance tool that embeds rules directly into the flow of money.

5. GovTech disbursement in recovery governance

The second layer is GovTech disbursement. If digital payments provide the rails, GovTech platforms organise the relationship between the state, the beneficiary and the financial institution. The Diia ecosystem illustrates this logic. By 2025, it had developed into a national digital service environment used by more than 22 million people and providing access to dozens of public services *(Berlin Global Dialogue, 2025).* During the war, Diia expanded from administrative convenience into a platform for resilience: identity services, support for internally displaced persons, war-bond purchases and property-damage reporting all became part of its public value.

The eRecovery programme is the strongest example of innovation in citizen-facing reconstruction governance. Launched in May 2023, it allows citizens whose housing was damaged after 24 February 2022 to report damage through Diia, request inspection and receive compensation on a dedicated card issued by partner banks *(Eurasia Foundation, 2023).* By the

programme's two-year mark, more than 100,000 families had received compensation, while additional resources were allocated to housing certificates for internally displaced persons *(Ministry for Development of Communities and Territories of Ukraine, 2025).*

The governance innovation lies in the instrument's design. Compensation is not simply transferred as unrestricted cash. In many cases, funds are paid to a purpose-specific card that can be used for construction materials or contractor services. Ownership is checked against the State Register of Property Rights, and damage information is recorded in the Register for Damaged and Destroyed Property. This converts a social transfer into a traceable recovery transaction. It also shows how FinTech and GovTech can merge: public verification, banking infrastructure and expenditure conditionality operate within one administrative chain.

However, the same example reveals the fragility of digital governance when underlying data are incomplete. Analysts have noted that the State Register of Property Rights is not comprehensive, especially for older property records and occupied territories, which may force applicants into additional legal or registration steps *(New America, 2024).* Digital filing also disadvantages citizens with weak connectivity or limited digital skills. The lesson is not that digital compensation should be abandoned, but that it must be paired with registry completion, legal assistance and offline access points.

6. Transparency of recovery governance

The third layer is transparency and project coordination. Large-scale reconstruction requires more than the ability to transfer funds; it requires a way to make thousands of projects visible, comparable and auditable. The Digital Restoration Ecosystem for Accountable Management, known as DREAM, is Ukraine's main innovation in this area. Developed with the participation of the RISE Ukraine coalition and public authorities, DREAM gives communities a digital space to create project profiles, present them to potential funders and manage implementation data in accordance with open contracting principles *(Open Contracting Partnership, 2025; RISE Ukraine, 2024).*

DREAM is important because it transforms reconstruction from a collection of separate requests into a structured pipeline. Each project can receive a digital passport, implementation data can be integrated with registries, and donors can compare projects through a common information environment. By late 2024, an EU4Digital assessment reported that the platform represented more than 7,000 projects and nearly 1,300 organisations *(EU4Digital, 2024).* The platform therefore operates not only as a transparency portal but also as a coordination mechanism for capital allocation.

The governance value of DREAM lies in the fact that transparency becomes continuous rather than episodic. Instead of waiting for a final audit, stakeholders can track project information during the life cycle of reconstruction. Local communities can see which projects are being prepared or financed; national authorities can identify bottlenecks; and international organisations can evaluate whether a project is mature enough for financing. This kind of visibility is especially important in a catalytic financing model, where public funds are expected to attract private capital.

7. Frontier instruments in recovery governance

Around the core platforms of Diia, eRecovery and DREAM, Ukraine is also experimenting with frontier financial technologies. These include open banking, blockchain-based audit

trails, tokenisation of real-world assets, smart-contract logic for milestone payments and possible programmable public money. Some of these instruments remain at an early stage, but they reflect a common governance ambition: to make financial flows more transparent, rules-based and easier to verify.

Ukraine's wartime experience with cryptocurrency donations showed that digital assets can move resources quickly and leave a traceable record, even though they also raise questions of volatility, regulation and compliance *(Tanklevska et al., 2025).* More broadly, blockchain and smart-contract approaches are being discussed as possible tools for project registries, milestone-based disbursement and investment attraction. Tokenised instruments could, in principle, open new channels for reconstruction finance, while programmable transfers could ensure that funds are used only when predetermined conditions are satisfied.

These instruments should be treated carefully. Their value for recovery governance does not stem solely from novelty. A blockchain register that duplicates poor-quality data would not improve governance. A tokenised asset without clear legal recognition would not attract serious institutional investors. A smart contract cannot resolve disputes that require human judgment. The real contribution of frontier innovations lies in specific use cases where the legal rules, data quality, and institutional responsibility are already clear. In the near term, the priority is not technological experimentation for its own sake, but careful integration of new tools into Ukraine's existing recovery architecture.

8. Innovation for entrepreneurship and local recovery

Post-war recovery will not be successful if it rebuilds infrastructure without restoring productive activity. SMEs, microbusinesses and self-employed entrepreneurs are crucial because they absorb labour, restore local services, generate tax revenues and create subcontracting capacity for reconstruction. For this reason, innovation in recovery governance must also include entrepreneurship-support systems. Digital platforms can reduce the search costs of support programmes, simplify business registration, improve access to finance and make public support more measurable.

Diia.Business performs this function as a one-stop platform for entrepreneurs. It provides guides, export tools, financial and investment information, educational materials, and consultations, while offline centres offer mentoring, training, workspace, and networking opportunities *(Ministry for Digital Transformation of Ukraine, 2025).* The combination of digital and offline support is particularly important for displaced or war-affected entrepreneurs who may need practical assistance with premises, suppliers, documents and markets, not only access to an online form.

Digital public services also lower administrative barriers to business activity. Entrepreneurs can register, file reports, pay taxes and receive documents online. The Ministry for Digital Transformation reports that registration of an individual entrepreneur can now be completed online in 10-20 minutes, compared with earlier procedures that could take weeks *(Ministry for Digital Transformation of Ukraine, 2025).* In a recovery setting, this is not just administrative simplification. It can help veterans, displaced persons, women-led businesses and microenterprises restart activity more quickly.

The eRobota programme adds a direct financial channel to the entrepreneurship ecosystem by providing grants for starting or expanding businesses, supporting processing enterprises, greenhouse farming, startups and IT training *(Ministry of Economy of Ukraine, 2024).* Concessional lending under the Affordable Loans 5-7-9 programme plays a similar role. According to

the World Bank (2026), the programme has supported more than 20,000 firms, helped create more than 50,000 jobs, and contributed to increased exports. These instruments show that innovation in recovery governance is not limited to project dashboards; it also concerns the practical conversion of recovery finance into functioning firms and employment. Analysis is summarized in Table 1.

Table 1

Innovation layers in Ukraine's post-war recovery governance

Innovation layer	Main instruments	Governance function	Key constraint
Digital payments	Cashless payments; SEP-4.1; instant transfers; ISO 20022	Fast and traceable movement of recovery finance	Cyber resilience and service continuity
GovTech disbursement	Diia; eRecovery; dedicated bank cards	Beneficiary verification and conditional compensation	Incomplete registries and uneven digital access
Transparency and project coordination	DREAM; open contracting data; project dashboards	Project visibility, donor confidence and capital allocation	Local project-preparation capacity
Frontier finance	Open banking; smart contracts; tokenisation; e-hryvnia pilots	Programmable rules, audit trails and new investment channels	Legal certainty, data quality and institutional readiness
Entrepreneurship support	Diia.Business; eRobota; Affordable Loans 5-7-9; UIF SME guarantees	Business restart, job creation and local productive capacity	Access for frontline, rural and war-affected firms

Source: authors' synthesis based on the analysed policy documents and platform materials.

The inclusive dimension is essential. The Ukraine Investment Framework prioritises SME access to finance and reserves part of the guarantee capacity for micro, small and medium-sized enterprises *(European Investment Fund, 2026).* This matters because recovery finance can otherwise become concentrated in large contractors and capital-intensive sectors. Digital tools can help distribute the recovery effect more broadly, but only if support remains accessible to firms in frontline, recently liberated and rural communities where connectivity, collateral and documentation may be weak.

9. Risks and conditions for effective innovation governance

Innovation strengthens recovery governance, but it also introduces new vulnerabilities. The first is digital exclusion. A recovery architecture that assumes reliable connectivity, digital skills and modern devices may leave behind elderly citizens, low-income households, people in frontline areas and entrepreneurs operating in damaged communities. For such groups, offline access channels and assisted digital services are not secondary; they are a condition of fairness.

The second risk is registry incompleteness. Digital platforms depend on the quality of the data they use. If property records are incomplete, business documentation is missing or local project data is inconsistent, digital workflows can become faster without becoming more accurate. Registry completion, data cleaning and interoperability are therefore core recovery investments rather than administrative background tasks.

The third risk is cybersecurity. Centralised digital systems that connect identity, property, payments and project finance create high-value targets. The more Ukraine relies on digital recovery infrastructure, the more important it becomes to protect registries, payment systems, local-government accounts and donor-facing platforms. Cybersecurity should be treated as part of reconstruction governance, not as a separate technical issue.

The fourth risk is local implementation capacity. Platforms such as DREAM can make projects visible, but local governments still need the capacity to prepare good project documentation, conduct procurement, supervise contractors and report accurately. Without investment in local human capital, digital transparency may reveal problems but not solve them. The next stage of innovation governance, therefore, requires a stronger link between platforms, training, technical assistance and financing readiness.

10. Conclusions

This paper has argued that innovation is a core condition for Ukraine's post-war recovery governance. The recovery challenge is too large, too decentralised and too politically sensitive to be managed through traditional administrative channels alone. Digital payments, GovTech services, open contracting platforms, interoperable registries, frontier financial instruments and entrepreneurship-support systems form a governance infrastructure that can make reconstruction faster, more transparent and more credible.

The evidence from Ukraine suggests that innovation contributes most strongly by producing trust. It reduces information asymmetry between recipients, public authorities, donors and investors; it creates auditable records of financial flows and project progress; and it lowers the administrative burden for citizens and firms. Diia and eRecovery show how beneficiary-centred services can turn compensation into traceable financial support. DREAM shows how project pipelines can become visible to communities and financiers. Open banking, instant payments, tokenisation and smart-contract logic point to a future in which financial rules can be embedded more directly into reconstruction instruments. Diia.Business, eRobota and concessional lending demonstrate that recovery governance must also support entrepreneurship and employment.

The main policy implication is that Ukraine should treat digital and organisational innovation as public infrastructure for recovery. This means investing not only in platforms, but also in registry completion, cybersecurity, offline access channels, local-government capacity and legal clarity for new financial instruments. Innovation should not replace institutional judgement; it should discipline, document and strengthen it. If these conditions are met, Ukraine's recovery model may offer a broader lesson for post-war reconstruction: trust can be built not only through pledges and oversight missions, but also through well-designed systems that make public value visible at every stage of recovery.

References

1. Aleksin, G., Usherenko, S., & Kaminska, I. (2025). Fintech in Ukraine's Post-War Recovery: Governance and Managerial Reflections. Green, Blue and Digital Economy Journal, 6(2), 55–62. https://doi.org/10.30525/2661-5169/2025-2-7

2. Berlin Global Dialogue. (2025). How Ukraine's digital state is driving resilience and reinvention. Berlin Global Dialogue. Retrieved 29 June 2026 from https://www.berlinglobaldialogue.org/resources/how-ukraine-is-developing-digital-leadership-in-a-multipolar-world

3. Disruption Banking. (2025). The rise in popularity of cryptocurrency in Ukraine. Retrieved 29 June 2026 from https://www.disruptionbanking.com/2025/11/19/the-rise-in-popularity-of-cryptocurrency-in-ukraine/
4. EU4Digital. (2024). Building digital trust in Ukraine's recovery: EU4Digital DREAM platform assessment. Retrieved 29 June 2026 from https://eufordigital.eu/building-digital-trust-in-ukraines-recovery-eu4digital-dream-platform-assessment/
5. Eurasia Foundation. (2023). eRecovery: Funding repairs to Ukrainian homes with Diia. Retrieved 29 June 2026 from https://www.eurasia.org/erecovery-funding-repairs-to-ukrainian-homes-with-diia/
6. European Commission. (2025). Ukraine Investment Framework. Enlargement and Eastern Neighbourhood. Retrieved 29 June 2026 from https://enlargement.ec.europa.eu/countries/ukraine/ukraine-investment-framework_en
7. European Investment Fund. (2026). EIB Group provides EU-backed guarantees to expand finance for war-affected businesses in Ukraine. Retrieved 29 June 2026 from https://www.eif.org/press/all/eib-group-provides-eu-backed-guarantees-to-expand-finance-for-war-affected-businesses-in-ukraine
8. European Relations. (2026). Ukraine Secures €10 Billion at Gdańsk Recovery Conference. Retrieved 29 June 2026 from https://europeanrelations.com/quick-brief/ukraine-secures-e10-billion-at-gdansk-recovery-conference/
9. International Finance Corporation. (2025). IFC announces new initiatives to accelerate Ukraine's reconstruction at Ukraine Recovery Conference. Retrieved 29 June 2026 from https://www.ifc.org/en/pressroom/2025/ifc-announces-new-initiatives-to-accelerate-ukraine-s-reconstruction-at-ukraine-re
10. Kinstellar. (2025). Open banking: Ukraine enters new stage of payments market digital transformation. Retrieved 29 June 2026 from https://www.kinstellar.com/news-and-insights/detail/3646/open-banking-ukraine-enters-new-stage-of-payments-market-digital-transformation
11. Kistersky, L., & Zadoia, A. (Eds.). (2024). Transformation and Post-War Economic Recovery of Ukraine. Cambridge Scholars Publishing. https://www.cambridgescholars.com/product/978-1-0364-1285-2/
12. Ministry for Development of Communities and Territories of Ukraine. (2025). 2 years of eVidnovlennia: Over 100 thousand families received compensation. Retrieved 29 June 2026 from https://mindev.gov.ua/en/news/2-roky-ievidnovlennia-ponad-100-tysiach-simei-otrymaly-kompensatsii
13. Ministry for Digital Transformation of Ukraine. (2025). Ukraine expands SME support net – New Diia.Business Hub opens in Dnipro. Retrieved 29 June 2026 from https://digitalstate.gov.ua/news/govtech/ukraine-expands-sme-support-net-new-diiabusiness-hub-opens-in-dnipro
14. Ministry of Economy of Ukraine. (2024). eRobota: Grants from the state for opening or developing a business. Retrieved 29 June 2026 from https://me.gov.ua/Documents/Detail?id=f26e87de-b597-4634-b77e-53792b7ac4a5&lang=en-GB&title=Erobota-GrantsFromTheStateForOpeningOrDevelopingABusiness
15. National Bank of Ukraine. (2025a). Cashless payments dominated card transactions in 2024. Retrieved 29 June 2026 from https://bank.gov.ua/en/news/all/bezgotivkovi-rozrahunki-u-2024-rotsi-suttyevo-perevajali-sered-operatsiy-z-platijnimi-kartkami
16. National Bank of Ukraine. (2025b). System of electronic payments (SEP). Retrieved 29 June 2026 from https://bank.gov.ua/en/payments/sep

17. National Bank of Ukraine. (2025c). Instant payments. Retrieved 29 June 2026 from https://bank.gov.ua/en/payments/ips
18. New America. (2024). Can Ukraine transform post-crisis property compensation and reconstruction? Digital Impact and Governance Initiative. Retrieved 29 June 2026 from https://www.newamerica.org/insights/ukraine-post-crisis-property-compensation-reconstruction/
19. OECD. (2026). Stronger Financial Markets and Institutions for Ukraine's Recovery. https://doi.org/10.1787/0c41c8ac-en
20. Open Contracting Partnership. (2025). DREAM: While fighting for its future, Ukraine invented a better way to make investments. Retrieved 29 June 2026 from https://www.open-contracting.org/2025/07/10/dream-while-fighting-for-its-future-ukraine-invented-a-better-way-to-make-investments-that-benefit-people-and-the-planet/
21. RISE Ukraine. (2024). DREAM: Digital Restoration Ecosystem for Accountable Management. Retrieved 29 June 2026 from https://www.rise.org.ua/blog/the-ministry-for-restoration-and-the-rise-coalition-presented-the-communication-platform-of-the-digital-ecosystem-for-reconstruction-management-dream
22. Tanklevska, N., Cherniavskyi, B., Zapsha, H., Borovik, L., Miroshnychenko, V., & Slobodyanyk, O. (2025). Implementation of blockchain technologies and smart contracts as a driver of international investment activity in the post-war recovery of Ukraine. In Scientific Route OÜ eBooks (pp. 74–109). https://doi.org/10.21303/978-9908-9706-0-8.ch4
23. Transfi. (2025). Ukraine's payment rails & how they work – SEPA links, NBU systems & instant transfers. Retrieved 29 June 2026 from https://www.transfi.com/blog/ukraines-payment-rails-how-they-work---sepa-links-nbu-systems-instant-transfers
24. UA Consulting. (2025). Ukraine fintech investment in 2025: Market size, trends & entry guide. Retrieved 29 June 2026 from https://uaconsulting.eu/2025/06/18/ukraine-fintech-investment
25. UN News. (2025). Ukraine: Post-war reconstruction set to cost $524 billion. United Nations. Retrieved 29 June 2026 from https://news.un.org/en/story/2025/02/1160466
26. Vox Ukraine. (2025). DREAM will show it all: How Ukraine's reconstruction is going, how much it costs – and who pays. Retrieved 29 June 2026 from https://voxukraine.org/en/dream-will-show-it-all-how-ukraine-s-reconstruction-is-going-how-much-it-costs-and-who-pays
27. World Bank. (2025). Updated Ukraine Recovery and Reconstruction Needs Assessment Released [Press release]. Retrieved 29 June 2026 from https://www.worldbank.org/en/news/press-release/2025/02/25/updated-ukraine-recovery-and-reconstruction-needs-assessment-released
28. World Bank. (2026). Open for business: Supporting Ukraine's small businesses in wartime. Retrieved 29 June 2026 from https://www.worldbank.org/en/news/feature/2026/06/23/open-for-business-supporting-ukraines-small-businesses-in-wartime

RATIONALIZATION AS A WAY OF FORMING AND IMPLEMENTING NAZI DISCOURS IN HITLER'S GERMANY AND MODERN PUTIN'S RUSSIA

Mariia Bratasiuk
Doctor of Philosophy, Professor at the Department of Philosophy,
Ivan Franko National Universitye of Lviv, Ukraine
e-mail: bratasiuk123@gmail.com, orcid.org/0000-0002-9216-0911

Summary

This article attempts to explore the origins, factors, and methods of establishing German Nazism in the 1920s and 1930s and the modern, modern Russian Putin Nazism. Special emphasis is placed on rationalization as a way of forming and implementing the practice of both German and Russian Nazism. It is shown that the formation of the Nazi discourse was related to socio-economic, political, historical, psychological, cultural, etc. factors.

Rationalization as a way to keep the population in submission and a means of justifying criminal Nazi policies in both Hitler's Germany and Putin's Russia was carried out through the use of school and university education, the involvement of professors in Nazi propaganda, and the active adaptation of psychological, historical, philological, philosophical, etc. theories and positions. That is, Putin's Nazism, like Hitler's, strives to be scientific.

Contradictory, double-minded thinking, which is designed to help justify V. Putin's imperial ambitions and war in Ukraine.

Hitler's Nazism and Putin's are very similar, most importantly, in essence – Nazism, regardless of the country of formation and spread, is the exaltation, elevation, and affirmation of the exclusivity of one's people, nation, and ethnicity over all others, which are declared inferior. This is violence against "alien" people and society, contempt for human lives, their destruction, in general, contempt and destruction of universal human values, therefore Nazism is dangerous. Therefore, all progressive humanity and its governments must unite efforts to overcome it in any form.

Key words: democracy, Nazism, German Nazism, Russian Nazism, rationalization, society, nation, universal human values, violence, exaltation of the nation.

DOI https://doi.org/10.23856/7640

1. Introduction

The problems of Nazism are now particularly urgent. After a decade of widespread lull in the international arena, especially in the European region, after a certain lull in the international community by Fukuyama's "end of history", because liberal ideology and reality are supposed to strengthen the entire country *(Prolyeyev, 2017); (Sabadukha, 2019),* there was not even a Nazi surge, but a whole explosion. It turned out to be too resilient to simply vanish. The imperial ambitions and imperial mindset of various political figures in Europe and America (!)–not to mention the Asian political landscape–along with Putin's fascist-Nazi regime, have brought humanity to the brink of a catastrophe of global proportions *(Stubb, 2026).* Nazism is dangerous because it embodies a hatred of humanity–something of which there is no shortage in today's world. It elevates some peoples above others, divides them into less full-fledged and more full-fledged, feeds on this discrimination, creates tension and distrust in the international and

domestic space of those countries where it spreads, destroys the foundations of human coexistence. Why is it so persistent? Why has history not taught current generations to live without Nazism? – let's try to analyze this problem. It is complex, it was interpreted by various authors, in particular, the works of E. Fromm, E. Applebaum, A. Bad′yu, A. Nastas, F. Fukuyama, T. Snyder, O. Zabuzhko, I. Koval, L. Kyslyak, R. Wade etc. deserve attention *(Bad'yu, 2019); (Fromm, 2019); (Applebaum, 2023); (Koval, Kyslyak, 2022); (Nastas, 2026); (Snayder, 2025); (Fukuyama, 2022); (Wade, 2026); (Zabuzhko, 2022).* In general, Nazism is formed by a complex of factors of various levels: political, economic, social, psychological, etc. But each Nazi leader and his entourage strive to ideologically subjugate the population, trying to rationalize their aspirations for power and dominance. This rationalization is necessary, firstly, to subjugate the population, and secondly, to justify repression and discrimination, without which Nazism practically does not exist *(Fromm, 2019); (Wade, 2026).*

2. Rationalization of German Nazism of the XX- th century

If we turn to the origins of German Nazism of the 20th century, it is worth noting that its formation was significantly influenced by the socio-economic and political situation in Germany in the 20s-30s of the last century. It greatly contributed to shaping the mood of German society in terms of preparing for the perception and acceptance of Nazi ideology and practices. This was a time when the working class and middle bourgeoisie were very unhappy with what they believed was Germany's defeat after the Weimar Treaty of 1918. These sections of the population wanted compensation for this defeat, because their standard of living had declined, their temporary gains had been lost. So when Hitler proposed to make Germany great again, they supported him, the idea seemed tempting to them. His government began to be identified with Germany itself, so if someone did not share this Nazi ideology, it meant that he was against Germany itself, and that was already dangerous. In addition, despite his reluctance, he joined the Nazis anyway. The fear of isolation and the instability of the moral principles of a large part of the population contributed to the political parties of the Nazi cover in gaining power. In addition, in Germany in the 1920s, inflation was growing, which destroyed savings, the monarchy as a pillar of stability ceased to exist, the family for certain strata lost its previous authority. That is, the foundation under the feet of the German of this period was crumbling, reliable support disappeared. Social frustration was growing in society, which led to psychological projection, which became the source of National Socialism *(Fromm, 2019)*.

The greatest resentment against the Treaty of Versailles was expressed by the lower middle classes. Their nationalist resentment was a rationalization by which a sense of social inferiority was projected onto a sense of national inferiority. This projection is very clearly seen in Hitler's own personal development. A man of "nothing", an "invisible man" with no prospects for the future – he felt this very acutely, so nationalist ideology, nationalist symbols were a consequence of the rationalization of his social position. He was especially vulnerable in national terms, because he was not a classic German, he was born outside the Reich, so the idea of a Greater Germany, a Reich, where all German sons could return, became for him a symbol of prestige, reliability, prospects, a support for growth and self-affirmation, etc.

Nazism is most often viewed as a spirit of blind submission to a leader, hatred of racial and ethnic minorities, exaltation of one's nation above all others, unfounded glorification of one's people, etc. – this has great emotional appeal for people who are not particularly educated, morally passive, offended, and socially vulnerable. They always need to find someone to blame? Hitler and his government began to form the image of the enemy who was to blame

for the socio-economic problems of the Germans – Jews and political enemies became them, so they should be fired from their jobs to give their jobs to Germans; evicted from prestigious places of residence and settled there by Germans; restricted in movement, in political, economic, cultural rights, physically destroyed, etc. These repressions, sadistic performances and Nazi ideology combined to fill the Germans with a sense of superiority over other representatives of humanity. This was a specific compensation for the Germans for the fact that their impoverishment occurred in different dimensions. In their minds, a complex of the peculiarity of the Aryan race, which should dominate the world, was formed *(Fromm, 2019)*.

Hitler resorted to rationalization, putting psychological science and education in his service. In the work "Mein Kampf" he wrote that the masses love the ruler, they love to obey the strong, they like the doctrine that does not allow a rival more than the doctrine of liberal freedom. People love rallies where the strong speak, there is a feeling of unity, and they simply need a leader who leads them. All German education during the Nazi era was imbued with the idea of the superiority of the German race over others, and its purpose, as the Nazis believed, was to form in students a belief in superiority over others and submission to the Leader, the Führer, who was the embodiment of Greater Germany. Hitler and his entourage enjoyed power over the German people and at the same time taught this people to enjoy power over other peoples, motivating this with the desire for world domination *(Ryabenko, 2026)*.

Hitler constantly rationalized and justified his desire to dominate others. He needed to justify his aggression and occupation of other peoples, so the belief that this was necessary was instilled into the mass consciousness by means of rationalization. His main arguments were the following: domination over other peoples is beneficial both for the Aryan race and for the conquered, because it is rooted in the eternal laws of nature, and he recognizes only these laws. He himself acts at the behest of higher powers: History, Fate, Nature, God. His desire to rule is a protection against the desire of others to rule over him and the German race. He himself seeks only peace and freedom. If the German people had such unity in the past as other peoples, they would become a ruling people and would put the world at the service of the "higher culture", that is, the German one *(Snayder, 2025); (Fromm, 2019)*; *(Ryabenko, 2026)*.

Rationalizing his misanthropic policy, Hitler appeals to the laws of nature, the “instinct of self-preservation of the species,” in which he sees the root cause of the formation of human communities. It is this instinct, he believed, that leads the stronger to dominate the weaker, and the most adapted survive. For Hitler, the instinct of self-preservation is identical with power over others: the first human civilization, in his opinion, survived by using “second-rate,” and therefore inferior, people. Hitler projects his sadism onto nature, claiming that she is the queen of wisdom, and the laws of nature are dictated by the necessity and right to victory of the strongest, healthiest, and therefore the best. It is clear that this is the German nation. The free play of energies is the wisdom of life, the Fuhrer emphasized. In fact, these dangerous views are vulgar social Darwinism mixed with racism.

3. The misanthropic discourse of Russian Nazism in the XXI st century: rationalism as a tool for implementing its practice

Above we have shown the factors that led to the formation of German Nazism in the first half of the XXth century. A special place among them is occupied by rationalization as a specific method of affirming this anti-human ideology and practice. This analysis allows us to draw analogies with the origins and means of formation and implementation of modern Russian Nazism. Its origins and means of embodiment are very similar to those of Germany in the last

century. After the collapse of the USSR, large masses of people in this territory found themselves in complete frustration: the state with which they identified themselves disappeared, the harmonious system in which they were embedded and felt safe and secure in it disappeared, in the sense that, first of all, there was always a minimum subsistence level. The ideological machine worked perfectly, it was scientifically proven that the Soviet state was the vanguard of social development, an advanced country in all respects, a model for all others. This was a rational basis that allowed Soviet workers and peasants to feel chosen, chosen fighters at the forefront of the struggle for socialism. And suddenly all this collapses, this reliable foundation disappears from under the feet of hundreds of millions of people Tens of millions of people are thrown to the sidelines, into poverty and deprivation, the path to a bright future has ended in a dead end, there is nowhere to go further. The leaders have disappeared, no one leads anywhere anymore. This frustration continued under Boris Yeltsin, but then Putin appears with the idea of a Greater Russia, the doctrine of the "Russian World" from Lisbon to Vladivostok. This Russian "nobody", this person lost in a destroyed country, can join Greater Russia.

This idea, embodied in the doctrine of the "Russian World", had a tangible psychological impact, but Putin, like Hitler, took up its rationalization. He turned to historical, philological, philosophical, and psychological sciences to substantiate the idea of Greater Russia. Back in the early 90s of the last century, O. Dugin, now the main ideologist of Putinism, appeared and wrote the work "Fundamentals of Gelpolitik", in which the idea of a special geopolitical mission of Russia is presented, its exclusivity and superiority over other peoples are substantiated. Everything is exactly like Hitler during the period of German Nazism.

Already in the USSR there were many theories that embodied the idea of Russian greatness and the inferiority of all other peoples that were part of the USSR. A particularly contemptuous attitude was shown towards Ukrainians, who were called "Khokhlas" of the peoples of the northern part of the country, the Caucasian and Central Asian peoples. But with Putin's coming to power, the idea of Russian exceptionalism was brought to a qualitatively higher official-authoritarian level: the idea of Russian literature as exemplary, advanced, the only perfect one was developing.

Russian music, painting, and all Russian culture are declared to be just as exemplary and perfect. Special emphasis is placed on the "great Russian language" – wherever it sounds, there is the territory and interests of the "Russian world", and it has no borders, it is boundless. Only everything Russian is declared great *(Wolff, 2026), (Wade, 2026), (Koval', Kyslyak, 2022), (Mamedov, 2024)*.

School and higher education are literally imbued with the ideas of Russian greatness. Schoolchildren are told about "our President, who is a great man because he saves Russia from decay." Russian schools and education are particularly active and consistent in convincing us that only Russian people are capable of saving the world from the capitalist, decaying West, which embodies evil and corruption.

Justifying his policy, Putin, like Hitler, appeals to History and Russian fate (destiny), and even to God. He repeats that since ancient times Russia has been the most advanced and strongest, because "Moscow is the third Rome, and there is no mission for the fourth." This slogan was heard in the 15th-16th centuries, when the "gathering of Russian lands" was just taking place, when centralized Muscovy was just being formed. And then the appetites spread to Siberia, the Far East, the Caucasus, the Black Sea, the Baltic, Central Asia, etc. The USSR was also a form of existence of the Russian empire, only the name masked this essence. Therefore, for Putin, Ukraine is also a part of the empire that has gotten out of hand and must be tamed. It is no coincidence that recently, at a meeting of the UN Security Council, Russian

representative V. Nibenzya called Ukraine "a project that did not take place," to which Polish Foreign Minister R. Sikorski said that this was a "project" for Nibenzya and Putin, and for the whole world, Ukraine is a sovereign independent state created by the autochthonous Ukrainian people, which has its own history, culture, language, and traditions, and this must be respected.

Putin's Nazism is contradictory, it demonstrates double thinking, contradictory rationalization. For him, the Ukrainians-"Khokhlys" are a separate, not quite full-fledged people alongside the Russians, while since the large-scale invasion of Ukraine he has constantly used the idea of a "single people" – Russians and Ukrainians, in his opinion, are not two different peoples, but one people, part of which – the Ukrainians – fell under the influence of the "Bandera regime" in Kyiv. Ukrainians are some kind of "corrupted" Russians, so they need to be destroyed, because they look more to the West than to Moscow, they are "wrong" Russians, and therefore dangerous. If they are not destroyed, they will destroy us, real Russians, by infecting us with Banderaism, Western corruption. Everything about these Khokhlovs, Banderaists, Little Russians is inferior: the language, which is a local dialect; their provincial literature; their fictional, unreal history, etc. All this is taught in Russian schools, universities, this garbage is spread by the media, social networks, Putin bloggers.

Russian professors repeat in unison with Putin that Ukraine “was invented by Lenin as a state.” These professors travel around Western Europe, like, for example, O. Dugin, whom CNN recently gave the opportunity to speak, presenting him as a philosopher and professor. This is an element of Putin’s hybrid war, this is the “Russian world,” its poisonous fumes, which continue to Muscovite the West.

It is O. Dugin who promotes the ideas of neo-Eurasianism as a local ideology of the European “new right”, which is interpreted as a form of fascism. This Putinist and his like-minded people do not deny Russian multi-ethnicity, but emphasize the idea that it is the Russian ethnos that is the “most priority Eurasian ethnos”, which must fulfill the mission of creating a Eurasian empire that will occupy the entire continent (O. Dugin “The Eurasian Way as a National Idea”). It is O. Dugin who, in “Fundamentals of Gelpolitik”, clearly presents the idea of “the non-existence of Ukraine”.

Putin and his entourage are particularly exploiting the theory of a “single Russian language” to justify their aggressive policy, which was created by Professor Yakobzon, who turned out to be a KGB agent. The professor had to prove that Ukrainians are not separate from Russians, an autochthonous people who live on their own land, have specific national features, history, and culture, but that they are part of the Russian people, that is, there are not two different peoples, there is one people, but one part of it – Ukrainians – speaks a dialect. Back in the first quarter of the 20th century, this professor proposed the theory of the so-called “proto-Russian language”, Old Russian, which is one of the two most distinct variants of the Old Slavic language. The second variant is the Serbian language. The first, called the Old Russian language, supposedly split later into three branches: Russian, Belarusian and Ukrainian. That is, there are not two peoples, there is one, because they have one language – Russian, Ukrainians are Russians, but they use a corrupted language, a mixture of Russian and Polish – this interpretation dates back to M. Lomonosov. Therefore, returning this people to the right path, uniting them with the main people – the Russians – is what Putin called the denazification of Ukrainians, and is the task of a "special military operation," as Putin calls the occupation of part of Ukraine and the destruction of "disobedient," "wrong" Ukrainians who turned away from Mother Russia *(Fukuyama, 2022); (Bernard-Anri, Levie, 2022); (Koval', Kyslyak, 2022)*; *(Snyder, 2023); (Harari, 2018); (Mamedov, 2024).*

In fact, this war against a sovereign state and its people is the realization of the Nazi discourse of Putin and his entourage, the embodiment of their imperial ambitions.

Another example of Putin's use of rationalization to justify his criminal activities is the whitewashing of himself and his destructive actions by creating the latest myths, filled with facts, supported by pseudoscientific propositions. Just as Hitler, who constantly repeated that he must defend himself and the Reich from others, from enemies, so Putin does not cease to emphasize that he is defending himself and Russia from the damned enemies – Ukrainians, who have turned their backs on Moscow and Russia, from the corrupt West, from NATO, who only dream of destroying Russia. NATO troops are fighting in Ukraine, if they are not destroyed, if they are not destroyed, if they are not destroyed Ukrainian cities and villages, all of Ukraine, which is supposedly already in NATO, then they will destroy Russia. Captured Russian soldiers very often believe that it is not Russia that invaded Ukrainian soil, it is not the Russian army that is killing, burning, destroying, and stealing Ukrainian children, but that NATO countries have started the war, they are bombing Russian positions, and the Russians have to defend themselves. All these false ideas are spread by Putin's propaganda. Putinists are afraid of the West, to which Ukraine aspires, so it is important for them to destroy this bridge between the West and Russia, which is Ukraine. It is Ukraine that is currently preventing Putin and his entourage from conquering Western Europe and profiting from it, and their appetites are far from modest.

Putinists develop narratives of the following plan: "Ukraine is anti-Russia"; "wipe Ukraine off the map of Europe"; "us is ours"; "the West is evil"; "the USA is for the destruction of Russia"; "Russia vs the collective West"; "threats with weapons, in particular nuclear"; "the destruction of the unipolar world, oriented towards the USA and the West"; "we will eradicate Russophobia" *(Snyder, 2023); (Stubb, 2026); (Fukuyama, 2022)*; *(Nastas, 2026) (Zabuzhko, 2022).*

This Nazi ideology grew out of Putin's personal sense of inferiority, hatred of life, asceticism and envy of those who live a full life. His ideological discourse is addressed to those who have a similar character structure. His Nazi ideas are accepted by a huge part of the Russian population, because they are used to hierarchical life: they are used to obeying someone, someone rises above them, the person at the very top of the hierarchy – the President, the leader, the great man who leads them into a bright future. And the President, the leader has History, Fate (destiny), Necessity, a higher power above him, in which he dissolves. From this ideology and practice, one part of the population satisfies the need for submission, and the other part, who has despaired of everything, receives guidelines.

4. Conclusions

Summarizing, the following conclusions can be drawn:

– Putin and his like-minded people turned out to be good students of the German Nazis. Both German Nazism of the last century and the current modern Russian Nazism are very similar, first of all, in essence, as well as in the methods of formation and embodiment. The essence of Nazism, regardless of the country of formation and manifestation, is misanthropy, the exaltation of one's own people over all other peoples, humiliation, denial in various forms of their natural, historical, and cultural fullness;

– the formation of both the German and the modern Russian Nazi discourse was related to both socio-economic, political, and cultural prerequisites, which turned out to be very similar in Germany in the 20s-30s of the last century and in post-Soviet Russia in the early 90s of the 20th century;

– Nazism as an ideology and as a practice for its formation and implementation requires rationalization, which is necessary: 1) in order to dominate the masses; 2) to justify the criminal policy of the leader, the Fuhrer, the "great President."Just like Hitler, V. Putin uses pseudoscientific theories and positions to ensure his own imperial ambitions and justify the criminal war in Ukraine: psychological, historical, philological, philosophical, etc., as in Germany during the Nazi era, school and university education, professors, media, and social networks have been put at the service of modern Russian Nazism, with the help of which Russian fascist-Nazism has the opportunity to spread quickly and very massively;

– using rationalization as a way to affirm Nazism, V. Putin applies the method of contradictory, double thinking with which it is easier to justify the "denazification" and "demilitarization" of Ukraine, which are the tasks of Putin's invasion of Ukraine, to deny real science, to fight against European democratic narratives *(Stubb, 2026).*

Both German and Russian Nazism are violent power over man and society, the practice of devaluation and destruction of human life, universal human values in general, therefore all conscious people and their governments must now unite their efforts to overcome Nazism in all its forms and manifestations.

References

1. Prolyeyev, S.V. (2017) Kryza identychnostey v hlobal'nomu sviti ta ideya Yevropy. Dialoh i porozuminnya dlya yevropeys'koyi ta svitovoyi spil'not (Iz zaluchennyam tvorchoho dosvidu L'vivs'ko-Varshavs'koyi shkoly) [The crisis of identities in the global world and the idea of Europe. Dialogue and understanding for European and world communities (With the involvement of the creative experience of the Lviv-Warsaw school). Kolektyvna monohrafiya. Za zah. red. prof. A. Karasya. Lviv, 216 s. S.4. [in Ukrainian]

2. Sabadukha, V. O. (2019) Metafizyka suspil'noho ta osobystisnoho buttya: monohrafiya [Metaphysics of social and personal existence: monograph]. Ivano-Frankivs'k: IFNTUNH, 647 s. [in Ukrainian]

3. Snyder, T. (2023) «Russophobia», igri vie zhertvu ta normalizatia genotsidou. Promova Timothy Snider na Radbesi OON na You Tube ["Russophobia", victim games and the normalization of genocide. Timothy Snyder's speech at the UN Security Council on You Tube]. Retrieved from: https://youtu.be/zEnD1nmLQ8k [in English]

4. Fukuyama, F. (2023) KINETS' ISTORIYI VZHE SKORO? Pro shcho pyshe Frensis Fukuyama? [IS THE END OF HISTORY COMING SOON? What does Francis Fukuyama write about?]. Retrieved from: КІНЕЦЬ ІСТОРІЇ ВЖЕ СКОРО? Про що пише Френсіс Фукуяма? – YouTube [in English]

5. Harari, Y. (2018) 21 urok dlya 21 stolittya [21 Lessons for the 21st Century]. Force Ukraine. 416 s. [in Ukrainian]

6. Bad'yu, A. (2019) Stolittya. Per. z fr. A. Ryepa.[Badiou A. Century. Translated from French. A. Repa.] Lviv. Vyd-vo Anetty Antonenko. 304 s. [in Ukrainian]

7. Fukuyama, F. (2022) Putinska viina proti liberalnogo poryadku – lokalna istorlia [Putin's War Against the Liberal Order – Local History]. Retrieved from: (localhistory.org.ua) [in Ukrainian]

8. Bernard-Anri, Levie (2022). Pro rosiyski fascism, naivnist Macrona ta film «Slava Ukraini» na You Tube [Bernard – Henri Lévy on Russian fascism, Macron's naivety and the film "Glory to Ukraine" on You Tube]. Retrieved from: https://youtu.be/Np5VfDAIlo0 [in English]

9. Applebaum, Enn (2023). Pro smertelnu imperialistychnu ideyu Russii, naslidki kontrnastupu ZSU ta zakinczenna viiny na You Tube [Anne Applebaum on Russia's deadly imperial idea, the consequences of the counteroffensive of the Armed Forces of Ukraine, and the end of the war on You Tube]. Retrieved from: https://youtu.be/gOlgsH6g7OU [in English]
10. Ryabenko, S. (2026) Denatsyfikatsiya Nimechchyny: uroky dlya Ukrayiny. TSDVR [Denazification of Germany: lessons for Ukraine]. Central Military Commission. Retrieved from: https://cdvr.org.ua/23548/2017/07/05/ [in Ukrainian]
11. Snayder, T. (2025) Shlyakh do nesvobody: Rosiya, Yevropa, Ameryka / per. z anhl. H. Herasym [The Path to Unfreedom: Russia, Europe, America]. Lviv: Zhoven, 392 s. [in Ukrainian]
12. Hajduk, J., Stępniewski, T. (2016) Russia's Hybrid War with Ukraine: Determinants, Instruments, Accomplishments and Challenges. Studia Europejskie. No. 2. P. 37-52. [in English]
13. Mamedov, I. (2024) A fragile narrative: Transformations and consistency in The Russian representation of the war in Ukraine. Media, War & Conflict. Retrieved from: https://doi.org/10.1177/17506352241264436 [in English]
14. Fromm, E. (2019) Vtecha vid svobody [Escape from Freedom]. Kharkiv: Klub simeynoho dozvillia. 302 s.
15. Nastas, A. (2026) Justifying invasion: a case study in russian propaganda. U.S. Naval institute. Retrieved from: https://www.usni.org/magazines/proceedings/2025/june/justifyinginvasion-case-study-russian-propaganda [in English]
16. Wade, R. (2026) What lies behind Russia's invasion of Ukraine? LSE Blogs. Retrieved from: https://blogs.lse.ac.uk/europpblog/2024/09/25/what-lies-behind-russiasinvasion-of-ukraine/ [in English]
17. Wolff, S.(2026) Russia now has a strategy for a permanent state of hybrid war. theconversation.com. Retrieved from: https://theconversation.com/russia-now-has-astrategy-for-a-permanent-state-of-hybrid-war-266936 [in English]
18. Koval' I., Kyslyak L. (2022) Rashyzm yak heneza putinizmu [Rashism as the Genesis of Putinism]. Visnyk L'vivs'koho universytetu. No. 42. P. 239–245. [in Ukrainian]
19. Stubb A. (2026) Ostanniy shans Zakhodu. Yak pobuduvaty novyy svitovyy poryadok, poky ne stalo nadto pizno, Stubb dlya Foreign Affairs [The West's Last Chance: How to Build a New World Order Before It's Too Late – Stubb for Foreign Affairs]. Texty.org.ua. Retrieved from: https://texty.org.ua/fragments/116429/ostannij-shans-zaxodu-yak-pobuduvaty-novyj-svitovyj-poryadok-poky-ne-stalo-nadto-pizno-stubb-dlya-foreign affairs/ [in Ukrainian]
20. Zabuzhko, O. (2022) Naydovsha podorozh. [The Longest Journey]. Kyiv. 180 s. [in Ukrainian]

A MULTIDIMENSIONAL FRAMEWORK FOR EVALUATING ARTIFICIAL INTELLIGENCE IN HEALTHCARE GOVERNANCE

Yurii Cherleniuk
Postgraduate Student at the Department of Public Administration, Governance and Social Work, Shupyk National Healthcare University of Ukraine, Ukraine
e-mail: yuriy1995cherlenyuk@gmail.com, orcid.org/0009-0000-4729-514X

Summary

Artificial intelligence (AI) is increasingly used to support healthcare governance by improving planning, resource allocation, policy development, and organizational decision-making. However, existing approaches to AI evaluation remain largely focused on technical performance and clinical effectiveness, providing limited guidance for assessing AI systems used in healthcare management and public administration. This study aims to develop a multidimensional framework for evaluating the effectiveness of AI in healthcare governance. The study is based on a narrative review and synthesis of contemporary scientific literature, international guidelines, health technology assessment frameworks, and AI governance recommendations. The proposed framework integrates six complementary evaluation dimensions: technical, clinical, organizational, economic, governance, and ethical. For each dimension, key evaluation objectives and recommended indicators are identified based on evidence from international methodological frameworks and recent research. The framework is intended to support healthcare managers, policymakers, researchers, and healthcare organizations in conducting comprehensive assessments of AI systems throughout their lifecycle. Unlike existing approaches that typically evaluate individual aspects of AI implementation, the proposed framework combines multiple evaluation perspectives into a unified model specifically tailored to healthcare governance. The findings contribute to the development of standardized approaches for evaluating AI-enabled decision support systems and may facilitate more evidence-informed adoption of AI technologies in healthcare management.

Key words: artificial intelligence; healthcare governance; healthcare management; evaluation framework; digital health; decision-making; public administration.

DOI https://doi.org/10.23856/7641

1. Introduction

The rapid digital transformation of healthcare has significantly changed decision-making processes and public governance. Among emerging digital technologies, artificial intelligence (AI) has become an important tool for improving planning, resource allocation, epidemiological forecasting, and strategic healthcare management *(Hirani et al., 2024; Habehh & Gohel, 2021)*.

Although AI was initially developed to support clinical practice, its application has expanded to healthcare governance and public administration. AI systems are increasingly used for hospital capacity planning, epidemic intelligence, emergency medical service coordination, healthcare resource allocation, and policy development *(Qian et al., 2021; Quigley et al., 2025; Williams et al., 2025)*.

The growing use of AI in healthcare governance has increased the need for comprehensive evaluation methods. Existing approaches mainly assess technical and clinical performance

using indicators such as accuracy, sensitivity, specificity, predictive value, and patient outcomes. While these measures are essential for evaluating diagnostic and therapeutic AI systems, they do not fully capture the broader organizational and governance-related effects of AI implementation *(Morley et al., 2021).*

Recent research has emphasized that AI evaluation should extend beyond technical performance to include organizational impact, implementation processes, and healthcare system performance *(Wells et al., 2025)*. Likewise, the World Health Organization and the Organisation for Economic Co-operation and Development recommend evaluating AI with consideration of transparency, accountability, fairness, human oversight, and societal impact *(OECD, 2021; WHO, 2021).*

The novelty of this study lies in the development of a multidimensional framework that integrates technical, clinical, organizational, economic, governance, and ethical dimensions into a single evaluation model tailored to healthcare governance.

The aim of this study is to develop a multidimensional framework for evaluating the effectiveness of artificial intelligence in healthcare governance. To achieve this aim, the study analyzes existing evaluation approaches, identifies their limitations, determines the key evaluation dimensions reported in the literature, and synthesizes them into a comprehensive framework.

The study is based on a narrative literature review and conceptual synthesis of contemporary scientific publications, international guidelines, Health Technology Assessment frameworks, and AI governance documents. The paper first examines the specific features of AI in healthcare governance and the limitations of existing evaluation approaches, then analyzes the proposed evaluation dimensions, and finally presents the multidimensional evaluation framework.

2. Specific Features of Artificial Intelligence in Healthcare Governance

Artificial intelligence is increasingly used not only in clinical practice but also in healthcare governance. While many AI applications are designed to support diagnosis, treatment, or disease prediction, healthcare organizations and public authorities are increasingly using AI systems to support planning, resource management, and policy development *(Hirani et al., 2024).*

Healthcare governance differs from clinical care in several important ways. Clinical decisions usually concern individual patients, whereas governance decisions affect healthcare organizations, population groups, and healthcare systems as a whole. As a result, AI systems used in governance are expected to support decisions related to resource allocation, service planning, public health management, and healthcare system performance rather than direct patient care.

One of the defining characteristics of AI in healthcare governance is its system-level orientation. Rather than supporting diagnosis or treatment for individual patients, governance-oriented AI systems are designed to improve planning, coordination, and allocation of healthcare resources. Such systems may support forecasting of healthcare demand, hospital capacity planning, epidemic surveillance, emergency medical service coordination, workforce management, and policy development *(Qian et al., 2021).* Their primary objective is not direct clinical intervention but the optimization of healthcare system performance.

A second distinguishing feature is the variety of outcomes that governance-oriented AI systems may influence. In clinical settings, AI is often assessed through measures such as diagnostic accuracy or patient outcomes. In contrast, AI systems used in healthcare governance

may affect organizational efficiency, waiting times, resource utilization, service accessibility, and the quality of management decisions. Some of these effects may become visible only after prolonged use, making evaluation more complex *(Cresswell et al., 2025).*

Another important characteristic is the complexity of stakeholder involvement. Clinical AI systems are typically used by healthcare professionals and affect interactions between clinicians and patients. In contrast, governance-oriented AI systems involve a broader range of stakeholders, including policymakers, healthcare administrators, public health authorities, healthcare providers, and the general public. Consequently, the effectiveness of such systems depends not only on technical performance but also on organizational adoption, institutional capacity, regulatory compliance, and stakeholder acceptance. The social impact of governance decisions represents another important distinction. Decisions supported by AI may influence the distribution of healthcare resources, access to services, and the prioritization of healthcare programs. Because such decisions can affect entire populations, international organizations emphasize the importance of transparency, accountability, fairness, and human oversight when AI is used in healthcare governance *(WHO, 2021; OECD, 2021).*

The distinctive characteristics of governance-oriented AI have important implications for its evaluation. Recent studies increasingly recognize that conventional approaches developed for clinical technologies may not be sufficient to assess the broader impact of AI on healthcare systems. *Alami et al. (2020)* argue that artificial intelligence should be viewed not merely as a technological innovation but as a transformative force capable of reshaping healthcare organizations, workflows, and decision-making structures. Similarly, *Morley et al. (2021)* emphasize that the evaluation of AI systems should extend beyond measures of safety and technical performance to include their acceptability, real-world effectiveness, and broader organizational consequences.

This perspective is further reflected in emerging evaluation frameworks for healthcare AI. For example, the FAIR-AI framework highlights the importance of assessing implementation processes, organizational readiness, governance mechanisms, and ongoing monitoring in addition to technical performance *(Wells et al., 2025)*. Likewise, recent Health Technology Assessment (HTA) approaches for AI-based technologies advocate a multidimensional perspective that incorporates clinical, organizational, economic, ethical, and societal considerations *(Di Bidino et al., 2024)*. These developments suggest that evaluating AI in healthcare governance requires a broader conceptual lens than traditional assessments of clinical technologies.

3. Limitations of Existing AI Evaluation Approaches

The rapid adoption of artificial intelligence in healthcare has led to the development of numerous evaluation approaches, most of which were originally designed for clinical applications. These approaches primarily assess technical performance using measures such as accuracy, sensitivity, specificity, and predictive value. Although essential for evaluating diagnostic and predictive models, these indicators provide only a partial understanding of AI's impact on healthcare systems. As noted by *Morley et al. (2021),* existing evaluation frameworks emphasize safety, efficacy, and accuracy while paying less attention to real-world implementation and organizational consequences. Consequently, AI systems with strong technical performance may still fail to deliver meaningful improvements in healthcare organizations.

Another limitation is the tendency to evaluate AI as an isolated technology rather than as part of a broader healthcare system. Recent reviews have highlighted that traditional evaluation approaches often fail to adequately capture organizational, social, and system-level effects

associated with AI implementation in healthcare *(Boverhof et al., 2024)*. From this perspective, frameworks focused exclusively on technical outcomes may overlook important organizational and managerial consequences of AI adoption.

To address some of these challenges, researchers have proposed broader evaluation frameworks. The FAIR-AI framework, for example, emphasizes the importance of implementation readiness, governance processes, monitoring mechanisms, and organizational factors alongside technical performance *(Wells et al., 2025)*. Similarly, recent Health Technology Assessment (HTA) approaches have expanded evaluation criteria to include clinical effectiveness, economic value, ethical considerations, and organizational impact *(Di Bidino et al., 2024)*.

Despite these advances, important limitations remain. Most existing evaluation frameworks have been developed for clinical AI systems or AI-enabled medical technologies. Their primary focus is therefore placed on clinical outcomes, patient safety, implementation, and technology adoption rather than healthcare governance *(Morley et al., 2021; Di Bidino et al., 2024)*. Healthcare governance presents different evaluation challenges. AI systems supporting resource allocation, healthcare planning, public health surveillance, or policy development influence organizational performance, decision quality, equity, and public accountability. These outcomes cannot be adequately assessed using technical or clinical performance indicators alone *(Alami et al., 2020)*.

Another limitation is the lack of a standardized framework specifically designed for healthcare governance. Although recent approaches incorporate organizational, economic, and ethical aspects, they rarely integrate technical, clinical, organizational, economic, governance, and ethical dimensions into a single evaluation model *(Wells et al., 2025; Boverhof et al., 2024)*. As a result, decision-makers still lack a comprehensive framework for assessing whether AI systems generate meaningful value for healthcare organizations and healthcare systems beyond clinical performance.

4. Dimensions of AI Evaluation in Healthcare Governance

The growing complexity of AI applications in healthcare governance requires a broader evaluation perspective than that used for clinical AI systems. Because governance-oriented AI influences organizational performance, resource allocation, decision-making, and public accountability, its evaluation should integrate multiple complementary dimensions rather than rely on technical or clinical indicators alone.

The literature increasingly supports multidimensional evaluation of healthcare AI. Recent frameworks extend assessment beyond technical performance to include implementation processes, organizational readiness, economic value, and ethical considerations *(Wells et al., 2025; Di Bidino et al., 2024)*. However, these dimensions are usually presented within implementation or Health Technology Assessment frameworks rather than from the perspective of healthcare governance. Therefore, a governance-oriented evaluation framework should integrate evidence from existing approaches while reflecting the specific objectives of healthcare management and public administration.

Based on the analysis of the literature, six major evaluation dimensions can be identified: technical, clinical, organizational, economic, governance, and ethical. Together, these dimensions provide a comprehensive basis for assessing the effectiveness of AI systems used to support healthcare governance.

4.1 Technical Dimension. The technical dimension represents the foundation of AI evaluation, as it determines whether an AI system performs reliably, accurately, and consistently

under different operating conditions. Before considering organizational, economic, or governance outcomes, it is essential to establish that the system produces valid and reproducible results. Technical evaluation therefore focuses on the quality of the algorithm itself rather than on its impact after implementation. Traditionally, technical performance has been assessed using measures of predictive accuracy. Depending on the intended application, commonly reported indicators include accuracy, sensitivity, specificity, precision, recall, F1-score, and the area under the receiver operating characteristic curve (AUROC). These metrics evaluate the ability of an AI model to correctly classify cases or generate accurate predictions and remain the standard approach for assessing diagnostic and predictive models in healthcare *(Morley et al., 2021)*.

However, recent studies emphasize that technical evaluation should extend beyond conventional performance metrics. Modern AI systems are expected to demonstrate robustness, reproducibility, and generalizability across different clinical settings and patient populations. This requires external validation using independent datasets, assessment of performance under varying clinical conditions, and continuous monitoring after deployment to detect performance degradation or model drift *(Wells et al., 2025)*. Similarly, the FUTURE-AI international consensus guideline identifies robustness, traceability, and explainability as core technical principles that should be considered throughout the entire AI lifecycle, from development and validation to real-world implementation. The framework also recommends systematic documentation of model development, validation procedures, data provenance, and technical limitations to improve transparency and facilitate independent verification of AI systems *(Lekadir et al., 2025)*.

Another important component of technical evaluation is model calibration. While discrimination metrics such as AUROC measure the ability to distinguish between positive and negative cases, calibration assesses whether predicted probabilities correspond to actual clinical outcomes. Poorly calibrated models may provide accurate rankings while systematically overestimating or underestimating risk, potentially leading to inappropriate management decisions *(Wells et al., 2025)*.

Recent methodological guidance has also shifted attention toward the quality of evaluation and reporting. The STARD-AI guideline recommends standardized reporting of diagnostic accuracy studies involving AI, including detailed descriptions of datasets, reference standards, validation strategies, handling of missing data, and sources of potential bias. Such reporting improves reproducibility and enables independent assessment of technical performance across different healthcare settings *(Sounderajah et al., 2025)*.

4.2. Clinical Dimension. The clinical dimension evaluates whether an AI system contributes to improvements in healthcare delivery and patient outcomes. Although many AI applications used in healthcare governance do not interact directly with patients, they frequently influence clinical services through resource allocation, capacity planning, prioritization of care, and operational decision-making. Consequently, governance decisions supported by AI may indirectly affect healthcare quality, patient safety, and access to medical services *(Di Bidino et al., 2024)*.

Clinical evaluation extends beyond measuring the predictive performance of an algorithm. It aims to determine whether AI implementation leads to measurable improvements in healthcare delivery. Depending on the intended application, commonly assessed outcomes include diagnostic accuracy, patient safety, mortality, complication rates, hospital readmissions, length of hospital stay, waiting times, and access to healthcare services *(Wells et al., 2025; Alami et al., 2020)*.

Recent methodological guidance recommends evaluating AI systems under real-world clinical conditions rather than relying solely on retrospective validation studies. The DECIDE-AI guideline emphasizes prospective clinical evaluation during the early stages of implementation, including assessment of how AI influences clinical workflows, user interaction, decision-making, and patient care. It also recommends transparent reporting of implementation context, human-AI interaction, unintended consequences, and system modifications throughout the evaluation process *(Vasey et al., 2022).*

Similarly, the FAIR-AI framework recommends continuous monitoring after implementation to ensure that clinical performance remains stable across different healthcare settings and patient populations *(Wells et al., 2025)*. Health Technology Assessment (HTA) approaches further suggest evaluating clinical effectiveness throughout the entire lifecycle of AI technologies, recognizing that clinical performance may change as healthcare systems, patient populations, and clinical practices evolve *(Di Bidino et al., 2024).*

Clinical evaluation should also identify unintended consequences of AI implementation. Even technically accurate systems may fail to improve patient outcomes if they are poorly integrated into clinical workflows, increase clinicians' workload, or introduce new safety risks *(Alami et al., 2020).* Therefore, clinical effectiveness should always be interpreted together with organizational and implementation factors.

Although governance-oriented AI primarily targets system performance, its long-term value should also be reflected in better clinical outcomes and improved quality of care. Therefore, evaluation of the clinical dimension should incorporate indicators related to clinical effectiveness (e.g., diagnostic accuracy and treatment effectiveness), patient outcomes (mortality, complication rates, hospital readmissions), patient safety (adverse events and medication errors), healthcare accessibility (waiting times and access to services), healthcare utilization (length of hospital stay and emergency department visits), and real-world clinical performance assessed through prospective validation and post-deployment monitoring *(Wells et al., 2025; Vasey et al., 2022)*.

4.3. Organizational Dimension. The organizational dimension evaluates how AI affects the functioning of healthcare organizations beyond its technical or clinical performance. Even highly accurate AI systems may fail to deliver value if they cannot be effectively integrated into existing clinical workflows or organizational processes. Therefore, organizational evaluation focuses on the implementation of AI within healthcare settings and its impact on the performance of healthcare organizations *(Alami et al., 2020).*

This dimension assesses whether AI improves the efficiency and quality of healthcare delivery at the organizational level. Important aspects include workflow optimization, staff workload, communication between healthcare professionals, integration with existing health information systems, implementation readiness, and user acceptance *(Wells et al., 2025)*. Successful implementation also depends on organizational leadership, staff training, availability of technical support, and alignment of AI systems with existing clinical and administrative processes.

Recent studies emphasize that organizational success cannot be explained solely by algorithm performance. For example, qualitative evaluation of ambient AI documentation systems has shown that successful implementation depends on how well AI supports clinicians' daily work, reduces administrative burden, and fits naturally into existing workflows. At the same time, challenges related to workflow disruption, trust, usability, and changes in professional responsibilities remain important barriers to adoption *(Duggan et al., 2025).*

Health Technology Assessment frameworks similarly recommend evaluating organizational consequences alongside clinical and economic outcomes. Organizational assessment

should consider implementation processes, resource requirements, workforce adaptation, interoperability, and the long-term sustainability of AI deployment within healthcare organizations *(Di Bidino et al., 2024).*

Based on the reviewed literature, the following indicators are recommended for evaluating the organizational dimension: workflow efficiency, staff workload, user acceptance, implementation readiness, interoperability, integration into clinical workflows, training requirements, organizational adaptability, technical support, and long-term sustainability of AI implementation.

4.4. Economic Dimension. The economic dimension evaluates whether the implementation of an AI system generates sufficient value to justify the resources required for its development, deployment, and maintenance. While technical evaluation determines whether an AI system functions correctly and clinical evaluation examines its impact on patient care, economic evaluation focuses on whether AI represents an efficient use of healthcare resources *(Di Bidino et al., 2024).*

Economic evaluation considers both the costs and the benefits associated with AI implementation. Relevant costs include software acquisition, infrastructure, system integration, maintenance, cybersecurity, staff training, and technical support. Expected benefits may include reduced healthcare expenditures, improved workforce productivity, more efficient use of healthcare resources, shorter hospital stays, and avoidance of unnecessary diagnostic or therapeutic procedures *(Alami et al., 2020).*

Several complementary methods are used to evaluate the economic performance of AI technologies, including cost-effectiveness analysis (CEA), cost-utility analysis (CUA), cost-benefit analysis (CBA), budget impact analysis (BIA), and return on investment (ROI). A systematic review by *El Arab and Al Moosa (2025)* found that although most studies reported favorable economic outcomes, they often underestimated implementation costs, infrastructure investments, and the long-term consequences of AI systems after deployment. The authors therefore recommend lifecycle-oriented economic evaluation that combines conventional health economic methods with continuous assessment of implementation costs and organizational impact.

This perspective is consistent with contemporary Health Technology Assessment frameworks, which recommend integrating economic evidence with clinical, organizational, and ethical evaluation throughout the lifecycle of AI technologies *(Di Bidino et al., 2024).* Similarly, the FAIR-AI framework highlights the importance of continuous monitoring to determine whether expected economic benefits are maintained after implementation and remain proportional to the resources invested *(Wells et al., 2025).*

For healthcare governance, economic evaluation provides evidence to support investment decisions and priority setting under conditions of limited resources. Based on the reviewed literature, the following indicators are recommended for evaluating the economic dimension: implementation costs, operating and maintenance costs, cost-effectiveness, cost-utility, budget impact, return on investment, healthcare resource utilization, productivity gains, and long-term financial sustainability.

4.5. Governance Dimension. The governance dimension evaluates how AI supports transparent, accountable, and evidence-informed decision-making within healthcare systems. Unlike technical or clinical evaluation, governance assessment focuses on the contribution of AI to healthcare management, policy implementation, resource allocation, and institutional performance. This dimension reflects the broader role of AI as a decision-support tool for healthcare organizations and public authorities rather than as a stand-alone clinical technology. Governance evaluation examines whether AI systems improve the quality of management decisions

while maintaining appropriate levels of transparency, accountability, and human oversight. Important aspects include decision traceability, clearly defined responsibilities, compliance with regulatory requirements, stakeholder engagement, and mechanisms for monitoring AI performance throughout its lifecycle *(WHO, 2021; WHO, 2023)*.

Recent international frameworks emphasize that governance should be considered a continuous process rather than a one-time assessment. The OECD AI Principles recommend that AI systems operate under clear governance structures that promote transparency, robustness, accountability, and responsible innovation throughout the entire lifecycle of the technology *(OECD, 2021)*. Similarly, the National Institute of Standards and Technology Artificial Intelligence Risk Management Framework proposes continuous identification, assessment, mitigation, and monitoring of AI-related risks to support trustworthy AI implementation *(NIST, 2023)*.

For healthcare governance, decision quality represents one of the most important evaluation outcomes. AI systems should support timely, evidence-based, and equitable decisions while preserving appropriate human oversight. Governance evaluation should therefore assess not only whether AI improves operational efficiency but also whether decision-making processes remain transparent, explainable, auditable, and aligned with healthcare policies and regulatory requirements.

Based on the reviewed literature, the following indicators are recommended for evaluating the governance dimension: decision quality, transparency, explainability of management decisions, accountability, human oversight, regulatory compliance, stakeholder engagement, auditability, risk management, policy alignment, and lifecycle monitoring.

4.6. Ethical Dimension. The ethical dimension evaluates whether AI systems are developed, implemented, and used in ways that respect fundamental ethical principles while maintaining public trust in healthcare systems. Unlike technical evaluation, which focuses on algorithm performance, ethical evaluation examines the broader consequences of AI for individuals, healthcare professionals, and society. This dimension is particularly important in healthcare governance, where AI-supported decisions may influence access to healthcare services, distribution of resources, and public health policies *(WHO, 2021)*.

Contemporary ethical frameworks consistently emphasize that trustworthy AI should respect the principles of fairness, transparency, accountability, privacy, safety, human autonomy, and human oversight. These principles are intended to ensure that AI systems support rather than replace human decision-making and that their use does not create or reinforce existing inequalities *(WHO, 2021; European Union, 2024)*.

Recent regulatory developments have strengthened the role of ethical evaluation throughout the AI lifecycle. The European Union Artificial Intelligence Act introduces a risk-based approach that requires high-risk AI systems, including many healthcare applications, to demonstrate appropriate risk management, transparency, human oversight, technical documentation, data governance, and post-market monitoring before and after deployment *(European Union, 2024)*. These requirements illustrate that ethical evaluation is no longer limited to abstract principles but increasingly relies on measurable governance and compliance mechanisms.

For healthcare governance, ethical evaluation also requires consideration of the societal consequences of AI-supported decisions. AI systems should promote equitable access to healthcare services, avoid discriminatory outcomes, protect personal health information, and maintain public confidence in healthcare institutions. International organizations therefore recommend continuous ethical oversight throughout the lifecycle of AI systems rather than limiting ethical assessment to the development stage *(OECD, 2021)*.

Based on the reviewed literature, the following indicators are recommended for evaluating the ethical dimension: fairness, transparency, explainability, privacy protection, accountability, human oversight, bias mitigation, data governance, patient autonomy, regulatory compliance, and public trust.

5. A Multidimensional Framework for Evaluating Artificial Intelligence in Healthcare Governance

Existing evaluation approaches assess individual aspects of AI performance, such as technical accuracy, clinical effectiveness, implementation, or health technology assessment, but do not provide a comprehensive framework for healthcare governance. AI systems supporting healthcare planning, resource allocation, policy development, and organizational management require evaluation across multiple complementary dimensions.

Table 1

Proposed Multidimensional Framework for Evaluating Artificial Intelligence in Healthcare Governance

Evaluation dimension	Purpose of evaluation	Recommended indicators
Technical	Technical performance and reliability.	Accuracy, sensitivity, specificity, AUROC, calibration, robustness, reproducibility, explainability, external validation, model drift.
Clinical	Healthcare quality and patient outcomes.	Diagnostic accuracy, mortality, complication rate, patient safety, waiting time, length of hospital stay, healthcare accessibility, real-world clinical performance.
Organizational	Organizational implementation and workflow integration.	Workflow efficiency, staff workload, user acceptance, interoperability, implementation readiness, training requirements, organizational adaptability, long-term sustainability.
Economic	Economic value and efficient resource use.	Cost-effectiveness, cost-utility, budget impact, return on investment, implementation costs, operating costs, productivity gains, healthcare resource utilization, financial sustainability.
Governance	Evidence-informed healthcare management.	Decision quality, transparency, accountability, regulatory compliance, stakeholder engagement, auditability, policy alignment, risk management, lifecycle monitoring.
Ethical	Responsible and trustworthy AI implementation.	Fairness, transparency, explainability, privacy protection, bias mitigation, human oversight, data governance, patient autonomy, regulatory compliance, public trust.

Based on the synthesis of the reviewed literature, a multidimensional framework for evaluating AI in healthcare governance is proposed (see Table 1). The framework integrates six evaluation dimensions identified in previous sections: technical, clinical, organizational, economic, governance, and ethical. It combines evidence from international guidelines, Health Technology Assessment frameworks, implementation models, and AI

governance recommendations into a single evaluation model tailored to healthcare governance.

The proposed framework is intended to support healthcare managers, policymakers, researchers, and healthcare organizations in selecting appropriate evaluation criteria throughout the AI implementation lifecycle. The relative importance of individual dimensions may vary according to the purpose of a specific AI system; however, consideration of all six dimensions enables a more comprehensive assessment than evaluation based solely on technical or clinical performance.

6. Conclusions

This study proposes a multidimensional framework for evaluating artificial intelligence in healthcare governance. The framework integrates six complementary dimensions including technical, clinical, organizational, economic, governance, and ethical aspects of AI implementation. Together, these dimensions provide a comprehensive basis for evaluating AI systems used to support healthcare management and public administration.

The proposed framework may assist healthcare managers, policymakers, researchers, and healthcare organizations in selecting appropriate evaluation criteria throughout the AI implementation lifecycle. It also contributes to the development of a more comprehensive approach to AI evaluation by combining multiple perspectives within a single model. Further research should focus on validating the proposed framework in real healthcare settings and refining evaluation indicators for different types of AI applications.

References

1. Alami, H., Lehoux, P., Auclair, Y., de Guise, M., Gagnon, M. P., Shaw, J., ... & Fortin, J. P. (2020). Artificial intelligence and health technology assessment: anticipating a new level of complexity. Journal of medical Internet research, 22(7), e17707. https://doi.org/10.2196/17707

2. Boverhof, B. J., Redekop, W. K., Visser, J. J., Uyl-de Groot, C. A., & Rutten-van Mölken, M. P. (2024). Broadening the HTA of medical AI: a review of the literature to inform a tailored approach. Health Policy and Technology, 13(2), 100868. https://doi.org/10.1016/j.techsoc.2024.102481

3. Cresswell, K., Williams, R., Dungey, S., Anderson, S., Bernabeu, M. O., Mozaffar, H., ... & Eason, S. (2025). A mixed methods formative evaluation of the United Kingdom National Health Service Artificial Intelligence Lab. npj Digital Medicine, 8(1), 448. https://doi.org/10.1038/s41746-025-01805-w

4. Di Bidino, R., Daugbjerg, S., Papavero, S. C., Haraldsen, I. H., Cicchetti, A., & Sacchini, D. (2024). Health technology assessment framework for artificial intelligence-based technologies. International journal of technology assessment in health care, 40(1), e61. https://doi.org/10.1017/S0266462324000308

5. Duggan, M. J., Gervase, J., Schoenbaum, A., Hanson, W., Howell III, J. T., Sheinberg, M., & Johnson, K. B. (2025). Clinician experiences with ambient scribe technology to assist with documentation burden and efficiency. JAMA Network Open, 8(2), e2460637. https://doi.org/10.1001/jamanetworkopen.2024.60637

6. El Arab, R. A., & Al Moosa, O. A. (2025). Systematic review of cost effectiveness and budget impact of artificial intelligence in healthcare. NPJ Digital Medicine, 8(1), 548. https://doi.org/10.1038/s41746-025-01722-y

7. European Union. Artificial Intelligence Act (Regulation (EU) 2024/1689). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32024R1689
8. Habehh, H., & Gohel, S. (2021). Machine learning in healthcare. Current genomics, 22(4), 291-300. https://doi.org/10.2174/1389202922666210705124359
9. Hirani, R., Noruzi, K., Khuram, H., Hussaini, A. S., Aifuwa, E. I., Ely, K. E., Lewis, J. M., Gabr, A. E., Smiley, A., Tiwari, R. K., & Etienne, M. (2024). Artificial Intelligence and Healthcare: A Journey through History, Present Innovations, and Future Possibilities. Life, 14(5), 557. https://doi.org/10.3390/life14050557
10. Lekadir, K., Frangi, A. F., Porras, A. R., Glocker, B., Cintas, C., Langlotz, C. P., ... & Starmans, M. P. (2025). FUTURE-AI: international consensus guideline for trustworthy and deployable artificial intelligence in healthcare. bmj, 388. https://doi.org/10.1136/bmj-2024-081554
11. Morley, J., Morton, C., Karpathakis, K., Taddeo, M., & Floridi, L. (2021). Towards a framework for evaluating the safety, acceptability and efficacy of AI systems for health: an initial synthesis. arXiv preprint arXiv:2104.06910. https://doi.org/10.48550/arXiv.2104.06910
12. National Institute of Standards and Technology. (2023). Artificial Intelligence Risk Management Framework (AI RMF 1.0). https://nvlpubs.nist.gov/nistpubs/ai/nist.ai.100-1.pdf
13. OECD. (2021). State of implementation of the OECD AI Principles: Insights from national AI policies (OECD Digital Economy Papers No. 311). OECD Publishing. https://doi.org/10.1787/1cd40c44-en
14. Qian, Z., Alaa, A. M., & van der Schaar, M. (2021). CPAS: the UK's national machine learning-based hospital capacity planning system for COVID-19. Machine Learning, 110(1), 15-35.
15. Quigley, A., Honeyman, M. D., Stone, M. H., Dawson, R., & MacIntyre, C. R. (2025). EPIWATCH, an artificial intelligence early-warning system as a valuable tool in outbreak surveillance. International Journal of Infectious Diseases, 152, 107579.
16. Sounderajah, V., Guni, A., Liu, X., Collins, G. S., Karthikesalingam, A., Markar, S. R., ... & Ashrafian, H. (2025). The STARD-AI reporting guideline for diagnostic accuracy studies using artificial intelligence. Nature medicine, 31(10), 3283-3289. https://doi.org/10.1038/s41591-025-03953-8
17. Vasey, B., Nagendran, M., Campbell, B., Clifton, D. A., Collins, G. S., Denaxas, S., ... & McCulloch, P. (2022). Reporting guideline for the early stage clinical evaluation of decision support systems driven by artificial intelligence: DECIDE-AI. bmj, 377. https://doi.org/10.1136/bmj-2022-070904
18. Wells, B. J., Nguyen, H. M., McWilliams, A., Pallini, M., Bovi, A., Kuzma, A., ... & Isreal, M. (2025). A practical framework for appropriate implementation and review of artificial intelligence (FAIR-AI) in healthcare. NPJ Digital Medicine, 8(1), 514. https://doi.org/10.1038/s41746-025-01900-y
19. Williams, G. S., Koua, E. L., Abdelmalik, P., Kambale, F., Kibangou, E., Nguna, J., ... & Gueye, A. S. (2025). Evaluation of the epidemic intelligence from open sources (EIOS) system for the early detection of outbreaks and health emergencies in the African region. BMC Public Health, 25(1), 857.
20. World Health Organization. (2021). Ethics and governance of artificial intelligence for health. World Health Organization. https://www.who.int/publications/i/item/9789240029200
21. World Health Organization. (2023). Regulatory considerations on artificial intelligence for health. World Health Organization. https://www.who.int/publications/i/item/9789240078871

HISTORICAL AND LEGAL PRECONDITIONS FOR THE ESTABLISHMENT OF EUROPEAN UNION AGENCIES

Viktoriia Formaniuk
Ph.D. in Law, Assistant Professor,
National University "Odesa Law Academy", Ukraine
e-mail: kafedramp54@gmail.com, orcid.org/0000-0002-1939-1318

Summary

The article examines the historical and legal preconditions for the establishment of European Union agencies as specific administrative bodies within the EU legal order. The relevance of the topic is determined by the fact that EU agencies have become important instruments for the implementation of Union policies, although their development was not initially directly provided for by the founding treaties. The article argues that the emergence of EU agencies was caused by the gradual complication of European integration, the expansion of the internal market, the need for technical expertise, the development of regulatory policies and the search for more flexible forms of administrative governance. Special attention is paid to the early stage of agency formation in the 1970s, the new wave of agencification in the 1990s, and the transformation of agencies after the Maastricht, Amsterdam, Nice and Lisbon Treaties. The study shows that the establishment of EU agencies was not a random institutional process but a response to functional needs of the Union. It is concluded that the historical and legal evolution of EU agencies reflects the transformation of the EU from a primarily economic community into a complex system of multilevel public administration.

Key words: agencification, administrative governance, institutional evolution, decentralized bodies, internal market, regulatory administration, functional specialization, multilevel governance.

DOI https://doi.org/10.23856/7642

1. Introduction

European Union agencies occupy a special place in the contemporary institutional and administrative system of the Union. They are not among the main EU institutions listed in Article 13 of the Treaty on European Union, yet they perform important administrative, technical, regulatory, advisory, coordinating and operational functions. Their activities cover a wide range of areas, including the internal market, transport, food safety, environmental protection, health, medicines, financial supervision, border management, law enforcement cooperation, cybersecurity and digital transformation.

The development of EU agencies raises a number of theoretical and practical questions. One of the most important among them concerns the historical and legal reasons for the emergence of these bodies. The agencies did not appear as a fully designed institutional model from the beginning of European integration. On the contrary, their formation was gradual, uneven and closely connected with the changing nature of the European Communities and later the European Union.

The purpose of this article is to identify the main historical and legal preconditions for the establishment of European Union agencies and to determine their significance for the evolution of the EU administrative system.

The problem of EU agencies has been widely discussed in European legal doctrine. M. Chamon considers EU agencies as a manifestation of the transformation of the EU administration and analyses the legal and political limits of their development *(Chamon, 2016)*. E. Chiti emphasizes that agencies have become an important part of the EU institutional machinery, although their legal nature remains complex and not fully unified *(Chiti, 2009)*. R. Dehousse links the emergence of agencies with the development of regulatory networks in the European Community and the need for specialized administrative cooperation *(Dehousse, 1997)*. G. Majone explains the growth of non-majoritarian institutions in the EU through the logic of delegation and the need for credible regulatory commitments *(Majone, 2001)*.

Ukrainian scholars have also contributed to the study of EU institutional and legal development. V. Muraviov and other Ukrainian researchers analyse the legal nature of the European Union, its institutional system and the specific features of EU law as an autonomous legal order *(Muraviov, 2011)*. I. Bratsuk emphasizes the importance of understanding the mechanisms of interaction between EU law and national legal systems, which is relevant for the study of EU agencies as instruments of implementation and administration of Union law *(Bratsuk, 2016)*. H. Yudina examines the functioning of the institutional mechanism of the European Union and draws attention to its dynamic character *(Yudina, 2024)*.

Despite the considerable number of studies, the historical and legal preconditions for the establishment of EU agencies still require a systematic analysis. This is especially important because agencies are often studied through their current powers, accountability mechanisms or judicial control, while the reasons for their emergence explain the very logic of their legal nature.

2. Functional complication of European integration as a precondition for the emergence of agencies

The first and most general precondition for the establishment of EU agencies was the gradual complication of European integration. At the initial stage, the European Communities were primarily focused on economic cooperation, the common market, customs union and sectoral policies. However, even at this early stage it became clear that the implementation of common rules required not only political decision-making but also permanent administrative support.

The founding treaties created the main institutional framework of the Communities, but they did not provide a detailed model of decentralized administrative bodies. The institutional system was built around the Commission, the Council, the European Parliament and the Court of Justice. Nevertheless, the expansion of common policies gradually created a need for specialized bodies capable of collecting information, conducting technical assessments, coordinating national authorities and supporting the implementation of Community law.

This need became particularly visible in areas where political institutions lacked sufficient technical capacity. The Commission had broad executive and administrative responsibilities, but it could not independently provide all the expertise necessary for the development and implementation of increasingly complex policies. Therefore, the establishment of agencies became one of the ways to respond to the functional needs of integration.

The first agencies appeared in the 1970s. The European Centre for the Development of Vocational Training and the European Foundation for the Improvement of Living and Working Conditions were established in 1975 *(Council Regulation (EEC) No 337/75, 1975; Council Regulation (EEC) No 1365/75, 1975)*. Their creation reflected the growing social dimension

of European integration and the need for specialized information, research and coordination in employment, vocational training and working conditions. These bodies were not created as powerful regulatory authorities. Rather, they performed information, analytical and advisory functions.

This early stage shows that the initial logic of agencies was not connected with the transfer of broad discretionary powers. Agencies were established as auxiliary and expert bodies. Their main function was to provide knowledge, data and administrative support. This corresponded to the cautious approach of the Court of Justice to delegation of powers, especially after the Meroni judgment, which limited the possibility of transferring broad discretionary powers to bodies not established by the Treaties *(Meroni v High Authority, 1958)*.

Thus, the first historical and legal precondition for the emergence of EU agencies was the need to support the growing functional complexity of integration without fundamentally changing the treaty-based institutional balance.

3. The internal market and the development of regulatory administration

The second important precondition was the development of the internal market. The completion of the internal market required not only the adoption of common legal rules but also their effective and uniform implementation. The removal of barriers to the free movement of goods, persons, services and capital increased the need for coordination between national administrations and EU-level bodies.

The internal market created new regulatory challenges. In many areas, it was not enough to adopt harmonizing directives or regulations. The Union also needed mechanisms for technical assessment, risk evaluation, standardization, supervision and exchange of information between national authorities. These tasks required institutional forms more flexible than traditional political institutions.

This explains the emergence of a new wave of agencies in the 1990s. During this period, the European Environment Agency, the European Medicines Agency, the Office for Harmonization in the Internal Market, the European Training Foundation and other bodies were created. Their establishment was closely linked to the practical needs of market integration and sectoral regulation. The contemporary legal framework for the Agency's activities was subsequently consolidated by Regulation (EC) No 726/2004 *(Regulation (EC) No 726/2004, 2004)*.

The European Medicines Agency is a particularly illustrative example. The free movement of medicines and the protection of public health required a specialized mechanism for scientific evaluation and coordination of national competent authorities. The agency model made it possible to combine EU-level coordination with national expertise. This reflected the broader logic of European administrative governance: the Union increasingly relied on networks, expertise and specialized bodies rather than only on centralized command.

R. Dehousse rightly notes that agencies became important elements of regulatory networks in the European Community *(Dehousse, 1997)*. They were not designed to replace national administrations completely. Instead, they connected national and European levels of administration. This network character became one of the defining features of EU agencies.

The internal market also strengthened the need for credibility and stability in regulation. According to G. Majone, delegation to non-majoritarian institutions can be explained by the need to ensure credible commitments in complex regulatory areas *(Majone, 2001)*. In the EU context, agencies helped to depoliticize certain technical decisions and to provide more stable and expert-based administration.

Therefore, the development of the internal market was a decisive historical and legal factor in the growth of EU agencies. It created a demand for specialized administrative structures capable of ensuring the practical application of common rules.

4. Treaty evolution and the expansion of EU competences

The establishment and development of EU agencies were also closely connected with the evolution of the founding treaties. Although the treaties did not create a single general legal framework for agencies, the expansion of EU competences created legal and functional conditions for their development.

The Maastricht Treaty marked an important stage in the transformation of the European Communities into the European Union. It expanded the scope of integration and introduced new areas of cooperation, including justice and home affairs and common foreign and security policy. This contributed to the gradual emergence of bodies involved in operational coordination and information exchange.

The Amsterdam and Nice Treaties further developed the institutional and legal framework of the Union. They contributed to the communitarization of certain areas and strengthened cooperation in justice, security and external action. These changes increased the need for bodies capable of supporting practical cooperation between national authorities.

The Lisbon Treaty had particular significance for the legal status of EU agencies. It did not create a unified codified regime for all agencies, but it strengthened the general constitutional framework of the Union and confirmed the complexity of its institutional system. Article 15 of the Treaty on the Functioning of the European Union refers not only to institutions but also to bodies, offices and agencies in the context of openness. Article 263 TFEU expressly allows judicial review of acts of bodies, offices and agencies intended to produce legal effects vis-à-vis third parties. Article 265 TFEU also refers to the failure of agencies to act, and Article 267 TFEU allows questions concerning the validity and interpretation of acts of bodies, offices and agencies.

These provisions are important because they demonstrate that agencies became recognized elements of the EU legal order. The Lisbon Treaty did not transform them into main institutions, but it integrated them more clearly into the system of legal accountability and judicial control. This means that agencies are no longer merely auxiliary administrative structures. They are now legally relevant actors whose acts may have external effects and may be reviewed by the Court of Justice of the European Union.

Therefore, treaty evolution created an increasingly favourable legal environment for the development of agencies. The expansion of EU competences required more specialized administrative capacity, while the Lisbon Treaty strengthened the legal framework for controlling agency action.

5. Agencification as a response to the limits of the traditional institutional model

Another precondition for the establishment of EU agencies was the limited capacity of the traditional institutional model to manage the growing number of administrative tasks. The European Commission has a central role in ensuring the application of Union law, but the expansion of EU policies created a significant administrative burden.

Agencies offered a solution to this problem. They allowed the Union to distribute administrative tasks without formally changing the institutional architecture of the treaties. This

process is often described as agencification. It refers to the increasing reliance on specialized bodies to perform administrative, regulatory, technical and coordinating functions.

Agencification was not unique to the European Union. Many national legal systems also experienced the growth of independent regulatory authorities and specialized agencies. However, the EU model has specific features. EU agencies operate in a multilevel legal order, interact with national administrations and are subject to both EU institutional control and judicial review. They are not identical to national administrative agencies, because they derive their powers from EU law and function within the institutional balance of the Union.

M. Chamon emphasizes that EU agencies represent both a transformation and a challenge for the EU administration *(Chamon, 2016)*. Their development makes EU governance more effective and specialized, but it also raises questions about legitimacy, accountability and control. This dual nature is rooted in the historical conditions of their emergence. Agencies were created to solve functional problems, but their growth required legal mechanisms to prevent excessive autonomy and institutional imbalance.

E. Chiti also notes that agencies became an important part of the EU institutional machinery while remaining legally heterogeneous *(Chiti, 2009)*. There is no single model of an EU agency. Some agencies mainly collect information and provide expertise. Others adopt individual decisions, coordinate national authorities or participate in operational activities. This diversity reflects the gradual and pragmatic development of the agency system.

Thus, agencification emerged as a response to the limits of the traditional institutional model. It allowed the Union to strengthen administrative capacity without creating new treaty institutions.

6. The role of expertise, risk regulation and technocratic governance

The rise of EU agencies was also influenced by the growing importance of expertise in public administration. Modern regulation often concerns technically complex areas, such as medicines, chemicals, food safety, aviation safety, energy, financial markets, cybersecurity and environmental protection. These areas require scientific knowledge, risk assessment and professional evaluation.

Political institutions are not always able to conduct such assessments directly. Therefore, agencies became instruments for institutionalizing expertise within the EU legal order. They provide scientific opinions, collect data, assess risks and support decision-making.

This precondition is especially important for understanding the legal nature of EU agencies. Their authority often comes not from democratic representation but from expertise, professionalism and procedural reliability. This creates both advantages and risks. On the one hand, agencies improve the quality of decisions and strengthen the evidence-based character of EU governance. On the other hand, expert bodies must be subject to accountability and control, because technical decisions may have significant legal, economic and social consequences.

The development of risk regulation strengthened this tendency. Food safety crises, environmental risks, public health challenges and financial instability demonstrated that the Union needed specialized bodies capable of responding quickly and professionally. The establishment of agencies such as the European Food Safety Authority and the European Banking Authority reflected this logic.

The historical development of EU agencies therefore shows a shift from simple administrative support to expert-based governance. Agencies became important actors in the production and application of specialized knowledge within the EU legal system.

7. Institutional balance and the legal limits of agency development

The establishment of EU agencies was always accompanied by concerns about institutional balance. Since agencies are not main institutions under Article 13 TEU, the transfer of powers to them must not undermine the competences of the Commission, the Council, the European Parliament or the Court of Justice.

The Meroni doctrine played a fundamental role in this context. The Court of Justice held that delegation of clearly defined executive powers may be permissible, while delegation of broad discretionary powers may disturb the balance of powers established by the treaties. This doctrine influenced the development of agencies for decades and explains why early agencies were mainly advisory or technical bodies.

Later case law, especially the ESMA case, demonstrated a more flexible approach. The Court accepted that an agency may exercise certain binding powers if they are clearly defined, limited by objective criteria, subject to procedural guarantees and open to judicial review *(United Kingdom v Parliament and Council, 2014)*. This case showed that the Meroni doctrine is not an absolute barrier to agency empowerment. Rather, it requires that delegation be legally controlled.

The historical development of agencies therefore reflects a constant search for balance between effectiveness and legality. The Union needed agencies to improve administration, but it also had to ensure that they did not become autonomous centres of political power outside the treaty framework.

This balance is one of the key features of EU agencies. Their establishment was possible because they were designed as specialized bodies with limited mandates, specific legal bases and accountability mechanisms. Their legitimacy depends not only on their usefulness but also on their integration into the EU system of control.

8. Significance of historical preconditions for the current legal nature of EU agencies

The historical and legal preconditions for the emergence of EU agencies explain their current legal nature. Agencies are not accidental or secondary bodies. They are the result of the gradual transformation of the Union into a complex administrative and regulatory system.

Their legal nature is shaped by several factors. First, they are created by acts of EU secondary law and derive their powers from EU law. Second, they have functional specialization and usually operate in technically complex areas. Third, they possess a certain degree of organizational autonomy. Fourth, their powers are limited by their founding regulations. Fifth, their acts may be subject to administrative, political, financial and judicial control.

This combination makes EU agencies sui generis administrative bodies. They cannot be fully equated with EU institutions, because they do not have the same treaty status. They also cannot be equated with national administrative bodies, because they operate within the EU legal order and participate in the implementation of Union policies.

For Ukrainian legal science, the study of the historical development of EU agencies is important for several reasons. First, Ukraine's European integration requires a deeper understanding of the institutional mechanisms of the Union. Second, cooperation with EU agencies may become increasingly important in areas such as food safety, aviation, medicines, border management, law enforcement cooperation and cybersecurity. Third, the EU agency model may provide useful lessons for the transformation of public administration in Ukraine, especially in terms of specialization, accountability, expertise and administrative capacity.

9. Conclusions

The establishment of European Union agencies was caused by a combination of historical and legal preconditions. The most important among them were the functional complication of European integration, the development of the internal market, the expansion of EU competences, the limits of the traditional institutional model, the growing role of expertise and risk regulation, and the need to ensure effective implementation of Union policies.

The first agencies emerged as auxiliary and expert bodies. Later, as European integration deepened, agencies became more diverse and obtained broader administrative, coordinating, regulatory and operational functions. Their development reflects the transformation of the EU from a primarily economic community into a complex system of multilevel public governance.

At the same time, the growth of agencies has always been limited by the principle of institutional balance. The case law of the Court of Justice, especially the Meroni doctrine and later the ESMA judgment, demonstrates that delegation to agencies is permissible only when it is legally defined, limited, procedurally regulated and subject to control.

Thus, EU agencies should be understood as specialized administrative bodies sui generis. Their historical development explains their mixed legal nature: they combine autonomy and dependence, expertise and accountability, functional specialization and legal control. The study of their historical and legal preconditions is therefore necessary for a proper understanding of their place in the EU legal order and their significance for the future development of European administrative governance.

References

1. Bratsuk, I. Z. (2016). Teoretyko-pravovi zasady implementatsii prava Yevropeiskoho Soiuzu v natsionalne pravo derzhav-chleniv [Theoretical and legal foundations of the implementation of European Union law into the national law of the Member States]. Lviv: Ivan Franko National University of Lviv. [in Ukrainian]

2. Chamon, M. (2016). EU agencies: Legal and political limits to the transformation of the EU administration. Oxford: Oxford University Press. https://doi.org/10.1093/acprof:oso/9780198784487.001.0001. [in English]

3. Chiti, E. (2009). An important part of the EU's institutional machinery: Features, problems and perspectives of European agencies. Common Market Law Review, 46(5), 1395–1442. [in English]

4. Council Regulation (EEC) No 1365/75 of 26 May 1975 on the creation of a European Foundation for the Improvement of Living and Working Conditions. Official Journal of the European Communities, L 139, 1–4. [in English]

5. Council Regulation (EEC) No 337/75 of 10 February 1975 establishing a European Centre for the Development of Vocational Training. Official Journal of the European Communities, L 39, 1–4. [in English]

6. Council Regulation (EEC) No 2309/93 of 22 July 1993 laying down Community procedures for the authorization and supervision of medicinal products and establishing a European Agency for the Evaluation of Medicinal Products. Official Journal of the European Communities. 1993. L 214, 1–21. [in English]

7. Dehousse, R. (1997). Regulation by networks in the European Community: The role of European agencies. Journal of European Public Policy, 4(2), 246–261. https://doi.org/10.1080/13501769709696341. [in English]

8. Majone, G. (2001). Two logics of delegation: Agency and fiduciary relations in EU governance. European Union Politics, 2(1), 103–122. https://doi.org/10.1177/146511650100200100 5. [in English]
9. Meroni & Co., Industrie Metallurgiche SpA v High Authority, Joined Cases 9/56 and 10/56, ECLI:EU:C:1958:7. [in English]
10. Muraviov, V. I. (Ed.). (2011). Pravo Yevropeiskoho Soiuzu [European Union law]. Kyiv: Yurinkom Inter. [in Ukrainian]
11. Regulation (EC) No 726/2004 of the European Parliament and of the Council of 31 March 2004 laying down Union procedures for the authorisation and supervision of medicinal products and establishing a European Medicines Agency. Official Journal of the European Union, L 136, 1–33. [in English]
12. United Kingdom of Great Britain and Northern Ireland v European Parliament and Council of the European Union, Case C-270/12, Judgment of 22 January 2014, ECLI:EU:C:2014:18. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:62012CJ0270. [in English]
13. Yudina, H. I. (2024). Osoblyvosti funktsionuvannia instytutsiinoho mekhanizmu Yevropeiskoho Soiuzu [Features of the functioning of the institutional mechanism of the European Union]. Naukovyi visnyk Uzhhorodskoho natsionalnoho universytetu. Seriia: Pravo, 85(4). https://doi.org/10.24144/2307-3322.2024.85.4.55. [in Ukrainian]

CHINA'S MODEL FOR FUTURE SKILLS DEVELOPMENT: FROM OVERSEAS STUDY TO WORK-INTEGRATED LEARNING

Michael Girel
AuxBridge R&D Center, Tel-Aviv, Israel
e-mail: michael@auxbridge.com, orcid.org/0009-0008-9776-3042

Summary

The rapid transformation of global labor markets has intensified demand for future skills that extend beyond disciplinary knowledge to include professional communication, intercultural competence, networking capacity, and innovation-oriented thinking. Traditional university-based instruction and fully online learning formats increasingly struggle to cultivate these competencies within authentic professional environments. This article examines China's contemporary model of future skills development through international work-integrated learning, with particular attention to structured internships in European companies.

Adopting a historically grounded perspective, the study traces continuity between early twentieth-century Chinese overseas study initiatives, mid-twentieth-century educational exchanges with the Soviet Union, and today's state-supported international internship programs. These experiences have informed the design of current learning strategies that integrate academic preparation with real-world professional immersion. The article analyses the objectives, institutional infrastructure, and pedagogical logic underpinning China's international internship model, highlighting its emphasis on professional communication, network formation, engagement with European innovation ecosystems, and the cultivation of entrepreneurial and start-up mindsets among young specialists.

As an applied case study, the article presents the China–EU Internship project initiated by AuxBridge, which places young Chinese specialists and university graduates in European companies and R&D teams. The case demonstrates how international internships function as work-integrated learning environments that support future skills development and cross-border knowledge exchange.

Key words: future skills development; work-integrated learning (WIL); China–EU educational collaboration; international internships; transnational professional education.

DOI https://doi.org/10.23856/7643

1. Introduction

The rapid transformation of global labor markets has fundamentally reshaped expectations regarding graduate preparedness and professional competence. Across sectors, employers increasingly emphasise future skills, understood as a combination of professional communication, intercultural competence, collaborative problem-solving, adaptability, innovation-oriented thinking, and the ability to operate within complex and networked professional environments *(European Commission, 2022)*. These competencies extend beyond disciplinary knowledge and are difficult to acquire through traditional university instruction or purely online learning formats alone. In response, higher and professional education systems across Europe have increasingly integrated work experience into educational pathways. In some countries, students are encouraged or formally allowed to work in their profession during their studies (e.g.,

Germany, France, Austria, and Ukraine), while in others professional practice is an obligatory component of degree programs (e.g., Portugal, Spain, Poland, and Italy). Additionally, many systems incorporate postgraduate or induction-based internships as part of professional qualification particularly for teachers and medical professionals (widely used across EU countries and Israel) *(Curto-Reverte, 2025)*. Despite these efforts, graduates often still lack sustained exposure to real production processes, organizational cultures, and cross-border professional communication.

Against this background, WIL has emerged as a critical pedagogical approach for bridging the gap between education and employment. By embedding learning within authentic work environments, WIL enables the development of future skills through practice rather than simulation. International internships represent a distinctive form of WIL, as they combine workplace learning with transnational mobility, requiring participants to navigate unfamiliar institutional, linguistic, and cultural contexts while performing real professional tasks *(Di Pietro, 2022)*.

This article examines China's model of future skills development through international work-integrated learning, with a focus on structured internships in European companies. China's contemporary approach to professional development of specialists builds on a long historical tradition of overseas learning. From the late nineteenth and early twentieth centuries, sending promising students abroad for education and work experience was viewed as a strategic tool for national development. These historical experiences continue to shape current policy. But unlike traditional academic mobility, contemporary international internships in China are explicitly oriented toward real work environments, practical problem-solving, and exposure to global innovation ecosystems and are seen as the next step (after "education abroad practices for the Chinese students" in forming the specialists of new formation) *(Lu et el., 2021)*. It analyses the objectives, institutional logic, and pedagogical foundations of this model, emphasising professional communication, network formation, familiarity with European organizational cultures, and the cultivation of entrepreneurial mindsets among young specialists. The article as well presents the China–EU Internship project initiated by AuxBridge company leaded by the author of the article to present the real model of real China–EU educational collaboration and transnational professional education. By combining historical analysis with contemporary practice, the article contributes to discussions on effective pathways for teaching and learning future skills in a globalised and digitally mediated educational landscape.

2. Historical Roots of Overseas Work Experience as an Educational Strategy in China

The practice of sending students and young specialists abroad to acquire professional skills through direct engagement in advanced industrial and organizational environments has deep and continuous historical roots in China. Rather than representing a recent policy innovation, contemporary international internship programs reflect a long-standing educational logic that has evolved in response to changing global conditions over the past century and a half. This historical continuity can be observed through three major phases: passive skill acquisition under semi-colonial industrialisation, proactive state-led overseas training during socialist industrialisation, and strategic talent circulation in the era of globalisation.

In the late Qing and early Republican periods (1870-1920s), China's initial exposure to overseas industrial work experience emerged within a semi-colonial context. Foreign enterprises operating factories, shipyards, railways, and mining facilities in China required locally trained engineers, technicians, and managers capable of operating modern industrial systems. This demand generated a process of "technical localisation," through which China's first generation

of modern industrial workers and technical specialists was formed. Although this early form of overseas-oriented skill acquisition was not driven by an explicit national strategy, it produced a lasting educational insight: direct participation in advanced industrial environments was the most effective way to acquire tacit knowledge (including engineering intuition, workshop management practices) and operational standards that could not be transmitted through textbooks alone *(Chen, 2024)*. Programs such as the Qing government's Chinese Educational Mission to the United States (1872–1881), the overseas training of graduates from the Fuzhou Naval Academy in Britain and France, and later the Boxer Indemnity Scholarship Program (from 1909) institutionalised this learning logic. Graduates of these initiatives played key roles in railway construction, shipbuilding, telecommunications, higher education, and industrial administration, often acting as intermediaries between foreign enterprises and emerging Chinese industrial institutions *(Yang & Zheng, 2025)*.

Following the establishment of the People's Republic of China, overseas work experience became a deliberate and systematic state strategy. Between the 1950s and 1960s, China dispatched approximately 38,000 students, technicians, and factory trainees to socialist countries (mainly USSR, Mongolia and Czechoslovakia). These placements were directly linked to the country's national industrialisation plan and the 156 key industrial projects *(Giorcelli & Li, 2021)*. Unlike earlier educational mobility, this phase emphasised full-time, position-based training within operating factories, often lasting one to two years. Chinese trainees were embedded in production lines, design bureaus, and technical departments, learning not only specific technologies but also comprehensive industrial systems, standards, planning methods, quality control procedures, and organizational structures. Upon return, these specialists formed the backbone of China's heavy industry, power generation, machinery manufacturing, and aviation sectors. This period marked China's first fully institutionalised use of overseas work practice as a core educational and professional development mechanism.

Since the late twentieth century, China's overseas learning strategy has entered a new phase characterised by strategic talent circulation rather than one-way learning. As China integrated into global markets, the focus shifted from importing industrial systems to fostering innovation capacity, entrepreneurship, and global professional networks. State-supported programs encouraging overseas study, internships, and work experience have been complemented by policies aimed at attracting returnees with international professional backgrounds. In this phase, overseas work experience is no longer confined to engineering and manufacturing but extends across finance, management, law, scientific research, and high-technology sectors *(Marini & Yang, 2021)*. New models (including short-term international internships, flexible cross-border careers, and network-based "virtual circulation") reflect an expanded understanding of learning as continuous, transnational, and embedded in real professional practice. Importantly, the state's role has evolved from direct dispatcher to platform builder and policy facilitator *(Lu et el., 2021)*.

Taken together, these historical trajectories demonstrate that China's contemporary promotion of international internships is not an isolated response to current labor market pressures. Instead, it represents the latest evolution of a longstanding educational strategy that consistently views overseas work experience as a critical pathway for acquiring tacit knowledge, professional competence, and global connectivity as well as answers the need of the Chinese labor market in real "young specialists", but not just the "abroad educated graduates". This historical perspective provides essential context for understanding China's current engagement with international work-integrated learning models.

3. Chinese Policy Vision of Overseas Internships: From “Abroad-Educated Graduates” to "Job-Ready Young Specialists"

As in other countries of the world, Chinese policymakers and employers have repeatedly identified a mismatch between formal educational attainment and practical professional readiness among university graduates. While international degrees and study-abroad experiences remain valued, they are no longer sufficient in themselves. Major employers (particularly state-owned enterprises, joint ventures, and internationally oriented private firms) now prioritise candidates who possess verified overseas work experience, familiarity with international workplace norms, and demonstrable participation in real production or R&D processes. In this context, overseas internships start to be positioned in China as a corrective mechanism that transforms academic credentials into applied professional competence. As reflected in national and local talent policy documents, overseas internship/work experience is increasingly treated as a quasi-professional qualification that enhances employability, supports enterprise eligibility for government programs, and aligns individual career trajectories with national industrial priorities *(Zhu, 2019)*.

From a Chinese policy perspective, the primary aims of overseas internship programs can be summarised as follows:

- formation of job-ready professionals where internships are designed to expose participants to real organizational structures, production cycles, compliance regimes, and performance evaluation systems, thereby reducing the adaptation period after entry into the domestic labor market;
- acquisition of tacit professional skills with emphasis placed on communication practices, teamwork, project coordination, and problem-solving within multicultural environments and other competencies that cannot be fully transmitted through classroom or online instructing;
- integration into global professional networks where overseas internships serve as entry points into transnational professional communities, enabling young specialists to build durable networks that later support international cooperation, technology transfer, and market expansion;
- alignment with national development priorities with internships in sectors linked to international trade, advanced manufacturing, innovation ecosystems etc *(Xu, 2024)*.

Unlike market-driven internship mobility common in many countries, China’s approach emphasises institutionalisation and legal clarity. Overseas internships are embedded within a multi-level governance framework involving national ministries, provincial and municipal authorities, universities, and authorised intermediary organisations. Legal and policy documents emphasise obligations, eligibility criteria, contractual arrangements, and post-return integration mechanisms, reflecting a clear intent to treat overseas internships as a regulated component of professional formation, not an informal or purely commercial service *(Central Committee, 2021)*. This policy logic explains why China increasingly seeks structured, verifiable, and employment-oriented internship models, including cooperation with European companies and R&D teams combines with educational programs in local universities. From the Chinese perspective, the value of such internships lies not in foreign exposure per se, but in their capacity to produce specialists who can immediately contribute to domestic industries, international projects, and innovation ecosystems upon return. In this sense, overseas internships function as a transitional institutional space between education and employment that transforms students into professionals and aligns individual skill acquisition with long-term national labor market needs *(Ministry of Education, 2019)*.

4. Support System for Overseas Internships as a Form of Professional Development of Graduates and Young Specialists in PR China

In contemporary China, overseas internship initiatives are governed through a coordinated, multi-agency framework that reflects the integration of education, labor, and innovation policy. The Ministry of Education, primarily via its Department of International Cooperation and Exchanges, is responsible for overarching policy design and the authorisation of international cooperation arrangements. Within this structure, the China Scholarship Council operates as a principal implementing body, overseeing the selection, dispatch, monitoring, and post-completion certification of participants in overseas study, training, and internship schemes. Complementing this educational governance, the Ministry of Human Resources and Social Security manages international professional training exchanges, particularly for young specialists and technical personnel, while the Ministry of Science and Technology supports overseas placements connected to research collaboration and innovation-oriented sectors. In parallel, the State-owned Assets Supervision and Administration Commission facilitates structured overseas training through the international operations and partner networks of state-owned enterprises. Taken together, these institutions form a cross-sectoral governance arrangement linking education policy with labor market needs and industrial development *(Ministry of education, 2019)*.

This governance structure is supported by a network of institutional platforms and formal cooperation mechanisms. Bilateral and multilateral government-to-government agreements in education, science, and technology provide the legal foundation for internship and young professional exchange programs. High-level people-to-people exchange frameworks, including those established with the European Union and individual EU member states, articulate stable channels for program implementation. Universities and research institutions serve as intermediaries by embedding overseas internships within curricula, credit systems, and professional training pathways. In many cases, cooperation extends to foreign companies and R&D organisations, enabling internships to function as work-integrated learning rather than as ad hoc mobility experiences *(The State Council, 2025)*. Authorised intermediary organisations operate within this regulated environment, typically in coordination with universities and local authorities, contributing to standardised procedures for placement and supervision.

Beyond institutional coordination, the Chinese system places considerable emphasis on legal clarity, procedural standardisation, and risk management. Official guidelines specify eligibility criteria, application processes, documentation requirements, and behavioural norms for overseas interns. Pre-departure training addresses legal compliance, workplace expectations, cross-cultural communication, and safety considerations, framing internships as formal professional assignments. During the internship period, consular services and overseas Chinese academic associations provide guidance and support, while structured certification and reporting mechanisms enable the formal recognition of internship outcomes within domestic talent evaluation and employment systems *(Marini & Yang, 2021)*.

5. Financial Support Mechanisms as a Participation Driver for Overseas Internships

For many Chinese students, new graduates, and early-career specialists, interest in overseas internship programs is shaped not only by expected career returns or as a great bonus on the labor market that start 2027 is expected to become a requirement for job vacancies in big cities of China, but also by the existence of multi-channel financial support arrangements that reduce upfront costs and perceived risk. This matters because a typical EU internship program

(1–2 months) is frequently delivered through an organised provider model (usually guided by a local University) and can cost RMB 30,000 to over RMB 100,000 (€3500 – €12000) in service fees, while internships themselves are often unpaid or offer only minor allowances; participants generally still bear airfare and living expenses. At the state level, short-term overseas internship schemes administered through national bodies can cover substantial portions of living and mobility expenses for eligible candidates. A commonly referenced pathway is the China Scholarship Council short-term study/internship-type programs, which (in relevant categories) may provide a living stipend, round-trip travel, and health insurance. For EU destinations, the monthly stipend is often described in the range of approximately €1,200–€1,500, subject to country-specific cost-of-living rules. Eligibility typically requires formal nomination by a Chinese university or employer, an official invitation from a recognised host institution or company abroad, evidence of strong academic/professional merit, and a return/service commitment after completion. A second national pathway often used for individual internship initiatives is post-completion reimbursement: after returning to China and obtaining formal certification of the internship outcomes, candidates may seek full reimbursement through China Scholarship Council channels or other national "young talent" foundations, depending on program category and documentation requirements *(China Scholarship Council, 2025)*.

In parallel with national-level financial support mechanisms, provincial, municipal, and regional governments across China have established complementary incentive programs aimed at encouraging young specialists and university graduates who originate from, or are affiliated with, these localities to participate in overseas internship schemes and, crucially, to return to local labor markets upon completion. These initiatives reflect the decentralised dimension of China's talent development strategy, whereby subnational authorities tailor support instruments to their specific economic capacities and development priorities. The scale of financial support and the associated eligibility criteria vary considerably across provinces and cities, depending on local fiscal resources and strategic needs. In many cases, local governments define priority sectors, preferred host organisations, and minimum internship durations in line with regional industrial policies and skills shortages. Such differentiation allows local authorities to use overseas internships as targeted tools for talent attraction and retention rather than as uniform mobility incentives. Importantly, these local support measures are designed to be cumulative rather than exclusive. Candidates are typically permitted to combine provincial or municipal subsidies with national-level funding schemes, thereby reducing the individual financial burden and increasing participation among graduates from middle-income backgrounds. This layered approach strengthens the overall effectiveness of the system by aligning national talent objectives with local development goals. Table 1 presents selected examples of provincial and municipal financial support programs for overseas internship participants, illustrating typical funding amounts, eligibility requirements, and policy priorities observed during the 2024/2025 and 2025/2026 academic years. Together, these examples demonstrate the breadth and flexibility of local government involvement in supporting international internship participation in China.

In addition to state and local government instruments, enterprise-led programs and financial-institution initiatives play a significant role in enabling Chinese young specialists to participate in overseas internship and training schemes. These mechanisms differ from public subsidies in that they integrate international experience directly into employment-based or credit-based frameworks.

A prominent model is found in state-owned enterprise talent development programs, often referred to as "future leader" or elite trainee schemes. Major central state-owned enterprises (such as State Grid, China National Petroleum Corporation, China Aerospace Science

and Technology Corporation, as well as large state-owned banks including ICBC and Bank of China) operate highly selective management trainee programs. Within these schemes, overseas internships or international rotations are embedded as mandatory stages of professional development. The financial model is comprehensive: participants remain fully employed by the Chinese enterprise, receive their regular salary and benefits, and may also obtain an overseas or hardship allowance. All costs associated with the international assignment, including travel, accommodation, and insurance, are covered by the employer. Access to such programs is conditional upon successful recruitment into the enterprise's elite trainee track, with overseas placement defined contractually as part of the employment pathway.

Table 1

Provincial and Municipal Financial Support Initiatives for Overseas Internships

Province / City	Program / Instrument	Indicative Support Level	Typical Eligibility Requirements
Shanghai (*Shanghai Municipal Education, 2024*)	One-time grant for overseas internships	¥10,000 –¥30,000 (€1200-€3500)	Local residency status; offer from Fortune 500 or globally recognised company; documentation of placement
Zhejiang Province (*Zhejiang Provincial, 2024*)	Overseas Training Program for Young Talents	50–70% of total cost (approx. ¥40,000 –¥80,000) (€4800 – €9600)	Enterprise recommendation; co-funding with employer; alignment with strategic sectors
Guangdong Province, Shenzhen city (*Shenzhen Futian District, 2025*)	Subsidies for overseas practical training	Up to ¥50,000 (€6000)	Placement in leading high-tech or R&D entity; STEM priority; post-return engagement expected
Jiangsu Province (*Jiangsu Provincial Department, 2025*)	Government scholarship for short-term overseas training/internships	Approx. ¥40,000–¥60,000 (€4800-€7200)	Strong academic record; reputable host institution; local affiliation; duration of internship 4-6 months
Anhui province, Bengbu City (*Bengbu Municipal Bureau, 2025*)	Entrepreneurship guarantee loans and support lines for returnees	entrepreneurship guarantee loans and support lines for returnees (80% of the loan will be paid by the government after the candidate returns to work to the city and signes a 5 year contract with the local company/ factory, the rest 20% will be recalculated with no loan fee to be returned during 10 years)	Local registration/affiliation; verified returnee status; business/contract compliance and reporting

A comparable model as well exists among large private technology companies, including Huawei, Tencent, Alibaba, and ByteDance. These firms operate global exchange and rotation programs for high-potential new hires and early-career employees. Selected participants are assigned to overseas offices, European R&D centres, or partner companies for fixed periods.

As with state-owned enterprises, employees continue to receive their domestic salary and benefits, while the company assumes responsibility for logistical and financial arrangements *(Shenzhen Municipal People's Government, 2020)*. Selection is typically based on exceptional performance during recruitment or early employment, as well as alignment between the employee's skills and the needs of the overseas unit.

Complementing enterprise sponsorship, financial institutions provide credit-based support mechanisms. Policy banks such as the China Development Bank, together with major commercial banks, offer "overseas study and training" loan products. These government-guided loans are designed to finance tuition and living expenses for certified overseas education and training programs, including approved internship schemes. They are characterised by preferential interest rates, deferred repayment periods (often commencing after program completion), and extended repayment terms. Eligibility generally requires formal admission to a recognised program, the provision of a Chinese guarantor (commonly a parent or employer) and evidence of future income prospects *(China Merchants Bank, 2025)*.

Taken together, these instruments form a systemic and inclusive support structure. National funding targets top-tier talent, local government grants broaden access, enterprise sponsorship professionalizes overseas experience by embedding it in career trajectories, and dedicated financial products provide a safety net for individual investment in international professional development.

6. B2B Internships: A Paradigm Shift from "We want" to "We make"

In recent years, a new trend has begun to take shape in China–EU professional exchange: the emergence of company-led, business-to-business (B2B) internship models, in which the initiative to host Chinese interns originates from European companies themselves rather than from Chinese universities, public institutions, or recruitment platforms. This development reflects not only changing corporate strategies but also accumulated limitations of more traditional, institutionally mediated internship arrangements.

Historically, as it was already mentioned, internships for Chinese students and graduates in Europe were predominantly organised through formalised, institution-to-institution mechanisms, such as university exchange agreements, government-supported mobility programs, or recruitment platforms acting as intermediaries. While these models provided administrative legitimacy and political endorsement, they increasingly encountered practical difficulties at the implementation level. One persistent challenge was the identification of suitable European companies willing and able to host interns in a meaningful way. Many host organisations were selected based on availability rather than strategic fit, resulting in placements that offered limited exposure to core business processes or innovation activities. A second, closely related issue concerned the quality assurance of internships. Chinese sending institutions and authorities often struggled to verify whether internships abroad actually fulfilled their intended educational and professional objectives. Monitoring mechanisms were frequently limited to formal documentation rather than substantive evaluation of tasks performed, skills acquired, or learning outcomes achieved *(Chen & Gan, 2021)*. This problem was compounded by geographical distance and differences in organizational culture, making continuous supervision difficult.

From the perspective of European companies, additional frictions emerged. Many firms acting as internship platforms are fully operational business entities, not educational institutions, and therefore lack experience in designing internships aligned with the expectations of Chinese participants and sending bodies. In numerous cases, companies were uncertain about

what Chinese interns were expected to achieve during their placements, how their performance would be assessed, or how the internship related to the intern's future employability in China *(Jin et al., 2020)*. As a result, internships sometimes devolved into peripheral or observational roles, undermining their value for all parties involved.

These structural mismatches contributed to growing dissatisfaction on both sides and created space for alternative organizational logics. Against this background, company-initiated B2B internship models have gradually emerged as a response to the shortcomings of traditional, highly institutionalised approaches. In this new configuration, European companies take the lead by defining internship positions based on concrete operational, R&D, or market-development needs, particularly in relation to their engagement with China or Asia more broadly. Rather than viewing internships as an externally imposed educational obligation, companies adopting the B2B model treat them as early-stage talent development instruments embedded within their normal business activities. Internship tasks are derived from real projects, and interns are integrated into existing teams with defined responsibilities, timelines, and deliverables *(Council of the European Union, 2024)*. This approach reduces ambiguity regarding expectations and enhances the likelihood that internships contribute tangible value to both the company and the intern.

Importantly, the B2B model also shifts the logic of quality assurance. Since internships are embedded within corporate structures, supervision, feedback, and evaluation follow internal company procedures rather than externally imposed academic criteria. While this does not automatically guarantee educational quality, it does enable clearer accountability and more realistic assessment of professional performance. At the same time, it highlights the need for specialised intermediary actors capable of translating between corporate practices and the educational expectations of Chinese stakeholders, ensuring that internships meet both business and developmental objectives. The rise of company-led internships has been particularly visible among European small and medium-sized enterprises and innovation-oriented firms operating in sectors such as advanced manufacturing, clean technologies, digital services, and applied research *(Council of the European Union, 2024)*. These companies often perceive young Chinese specialists not merely as interns but as potential future employees, partners, or cultural intermediaries for long-term cooperation with the Chinese market. In this sense, internships function as strategic entry points into transnational talent pipelines rather than short-term training exercises.

From the Chinese perspective, this trend aligns with a broader shift away from symbolic international exposure toward verifiable, job-ready professional experience. Company-led internships offer concrete evidence of participation in real European business environments, addressing long-standing concerns about the gap between academic mobility and labor market relevance *(Marini & Yang, 2021)*. However, the model also raises new governance challenges, particularly regarding standardisation, legal clarity, and the alignment of corporate-driven internships with national talent development frameworks as well as the traditional targeting of the Chinese government as to transglobal companies or those that are among the top 100 companies in the world as the platforms for Chinese young specialists` and graduates` internships.

Overall, the emergence of B2B-initiated internship models signals a maturation of China–EU professional exchange, moving from institutionally brokered mobility toward more demand-driven and practice-oriented forms of cooperation. While not without risks, this trend reflects an evolving understanding of internships as instruments of professional integration, corporate strategy, and transnational knowledge circulation, rather than as purely educational appendices.

7. AuxBridge "Chinese Internship in EU" Project: a B2B-Modelled Internship Case Study

An illustrative example of the emerging company-led (B2B) approach to international internships is the "Chinese Internship in EU" Project, launched in 2024 on the initiative of AuxBridge, an international company operating across Israel and global markets, founded and led by the author of this article, in cooperation with the Sino-Abroad High-Tech Achievement Docking and Conversion Center (Tangshan City, Hebei Province, China). At present, the Project has entered the pilot phase in Latvia and Estonia, where it facilitates internships for young specialists from China in the fields of logistics and early childhood education. Further expansion is planned to additional European countries and professional domains.Unlike traditional university-driven or government-brokered mobility schemes, this project was conceived explicitly as a business-initiated and business-oriented model, designed to address structural limitations observed in institutionalised internship frameworks. The starting point of the Project was the recognition that intergovernmental and inter-university mechanisms often face difficulties in identifying suitable European host companies, aligning internship content with real business processes, and ensuring the practical quality of placements. In response, AuxBridge positioned itself as a B2B integrator, operating at the interface between European companies seeking China-oriented talent and Chinese institutions responsible for candidate preparation and academic legitimisation.

The Project's core objective is the organization of short-term (1–4 months) educational and practical internships for Chinese graduates and young specialists in real, operating companies across EU member states. Importantly, the internships are explicitly defined as non-employment, unpaid, and educational-professional placements, ensuring compliance with EU migration and visa regulations while avoiding substitution of local labor. This legal framing reflects one of the central advantages of the B2B-modelled approach: clarity of roles, responsibilities, and expectations for all participating parties. Structurally, the Project is based on a four-party cooperation model involving

- Chinese university as the recruitment and sending institution;
- AuxBridge as the program provider and coordinator
- host-country university as the formal receiving and academic coordinating institution
- European host company as the site of practical internship.

While universities on both sides provide academic legitimacy and educational framing, the initiative to define internship profiles, tasks, and skill requirements originates from companies, reflecting concrete operational, R&D, or market-development needs.

Within this configuration, AuxBridge plays a central coordinating role. It designs internship structures and learning outcomes, verifies candidate suitability (including language competence and motivation), aligns expectations between Chinese sending institutions and European companies, and prepares documentation required for visa procedures together with host universities. This intermediary function is critical in a B2B context, as it translates corporate project logic into educationally meaningful internship experiences that meet Chinese policy and labor-market expectations. The involvement of the Sino-Abroad High-Tech Achievement Docking and Conversion Center adds a further layer of institutional anchoring on the Chinese side. Based in Tangshan (Hebei Province), the Center contributes expertise in international technology cooperation, industry matching, and policy alignment, ensuring that internships are linked to broader objectives of innovation exchange and applied skills development rather than isolated mobility experiences.

From an analytical perspective, the "Chinese Internship in EU" Project exemplifies how company-led internships can overcome several weaknesses of traditional models. First, host companies are selected not as generic training platforms but as active economic actors with defined China-related interests. Second, internship tasks are embedded in real workflows, reducing the risk of purely observational or symbolic placements. Third, quality assurance is strengthened through corporate supervision combined with academic oversight, rather than relying solely on formal reporting mechanisms. At the same time, the Project highlights the continued importance of hybrid governance. Although initiated by business actors, the model relies on universities for academic coordination and on clearly articulated legal principles to ensure compliance with migration, education, and labor regulations. In this sense, the Project does not replace institutional frameworks but reconfigures them around business-driven demand. Overall, the AuxBridge-led "Chinese Internship in EU" Project represents an early but significant example of a mature B2B internship model, reflecting a broader shift in China–EU professional exchange from institutionally mediated mobility toward demand-driven, practice-oriented talent circulation.

8. Conclusions

Internships in contemporary China are increasingly understood as a practical and institutionally regulated pathway for converting academic qualifications into job-ready professional competence. Rather than serving primarily as markers of international exposure, overseas internships are positioned as mechanisms for acquiring tacit professional skills, familiarity with real organizational processes, and the capacity to operate within transnational professional environments. This understanding reflects both historical continuity in China's overseas learning strategies and current labor market demands for young specialists with verifiable work experience rather than purely academic credentials. The growing emphasis on international internships has also revealed structural limitations of traditional, highly institutionalised cooperation models based on intergovernmental or inter-university agreements. Persistent difficulties in identifying suitable host companies, monitoring the quality of internship content, and ensuring meaningful participation in core business activities have contributed to a gradual reorientation toward company-led (B2B) internship models. In these arrangements, European companies initiate cooperation based on concrete operational, R&D, or market-related needs, while internships are embedded within real workflows rather than framed as external training exercises.

Looking forward, the development of China–EU internship practices is likely to involve greater flexibility regarding the status and profile of host companies. Although placements in globally ranked corporations remain symbolically attractive, such organisations often demonstrate limited openness toward Chinese internship candidates due to strict intellectual property protection regimes, internal compliance constraints, and heightened reputational and political sensitivities, particularly in the context of evolving China–US relations. As a result, small and medium-sized enterprises, innovation-driven firms, applied research organisations, and sector-specific service providers are increasingly emerging as viable and effective internship platforms. This shift suggests that future China–EU internships will be less oriented toward prestige and more toward practical professional integration, supported by specialised intermediaries capable of aligning corporate interests with educational and regulatory requirements. In this evolving landscape, B2B-modelled internships are likely to play an expanding role in sustaining pragmatic international cooperation, facilitating talent circulation, and supporting future skills development under conditions of global uncertainty.

References

1. Bengbu Municipal Bureau of Business Environment. (2025). Release of the "Bengbu Municipal Enterprise-Benefiting Policy White Paper" https://ysj.bengbu.gov.cn/ztzl/cyf-czcqd/140900611.html (in Chinese)
2. Central Committee of the Communist Party of China & State Council of the People's Republic of China. (2021). Outline of the 14th Five-Year Plan (2021–2025) for National Economic and Social Development and Vision 2035. https://faolex.fao.org/docs/pdf/chn205796.pdf
3. Chen, H. (2024). Institutionalising global mining knowledge: The rise of engineering education in late Qing China, 1870–95. Journal of the Royal Asiatic Society, 34(Special Issue 3). https://doi.org/10.1017/S1356186323000615
4. Chen, Y., & Gan, N. (2021). Sustainable development of employability of university students based on participation in the internship promotion programme of Zhejiang Province. Sustainability, 13(23), 13454. https://doi.org/10.3390/su132313454
5. China Merchants Bank. (2025). ESG Report / CSR disclosure. https://s3gw.cmbchina.com/lb5001-cmbweb-prd-1255000097/cmbir/20250829/48aff20c-5e77-42ea-897f-5b6a31eb8a10.pdf?utm_source=chatgpt.com
6. China Scholarship Council. (2025). Guide to the 2026 Innovative Talents International Cooperative Training Program. https://origin-www.csc.edu.cn/article/3795?utm_source=chatgpt.com (In Chinese)
7. Council of the European Union. (2024). Proposal for a Council Recommendation on a reinforced Quality Framework for Traineeships (Doc. ST 15599/24 INIT). https://data.consilium.europa.eu/doc/document/ST-15599-2024-INIT/EN/pdf
8. Curto-Reverte, A., Peguera Carré, M. C., Cobos Rius, H., & Vidal-Marti, C. (2025). The role of work-integrated learning in the European Higher Education Area: A systematic review. Review of Education, 13(3), e70114. https://doi.org/10.1002/rev3.70114
9. Di Pietro, G. (2022). International internships and skill development: A systematic review. Review of Education, 10(2), e3363. https://doi.org/10.1002/rev3.3363
10. European Commission, European Network of Public Employment Services (PES Network). (2022). Future skills, career guidance and lifelong learning in PES: Thematic paper. Publications Office of the European Union. https://ec.europa.eu/social/BlobServlet?docId=25743&langId=en
11. Giorcelli, M., & Li, B. (2021). Technology transfer and early industrial development: Evidence from the Sino-Soviet alliance (NBER Working Paper No. 29455). National Bureau of Economic Research. https://www.nber.org/system/files/working_papers/w29455/w29455.pdf?utm_source=chatgpt.com
12. Jiangsu Provincial Department of Education, General Office. (2025). Notice on applications for the 2025 Jiangsu Government Scholarship for overseas study/training. https://rs.jmi.edu.cn/_upload/article/files/3f/f3/1758f412431a8a427c1ba2a32df7/47ab4dd8-f2e2-4032-8bda-501830e4f2c0.pdf (in Chinese)
13. Jin, L., Clothey, R., & McCommons, B. (2020). Implementing effective internships: A case study of work-integrated learning in a Chinese undergraduate university. Frontiers of Education in China, 15(3), 482–504. https://doi.org/10.1007/s11516-020-0020-x
14. Marini, G., & Yang, L. (2021). Globally bred Chinese talents returning home: An analysis of a reverse brain-drain flagship policy. Science and Public Policy, 48(4), 541–552. https://doi.org/10.1093/scipol/scab021

15. Ministry of Education of the People's Republic of China. (2019). Education Modernization 2035 and implementation plan. https://en.moe.gov.cn/news/press_releases/201902/t20190226_371200.html
16. Lu, M., Zheng, J., Jean, J. A., & Lu, Y. (2021). China's international talent policy (ITP): The changes and driving forces, 1978–2020. Journal of Contemporary China, 31(136), 644–661. https://doi.org/10.1080/10670564.2021.1985843
17. Shanghai Municipal Education Commission. (2024). 2023 Shanghai education work annual report. https://edu.sh.gov.cn xxgk2_zdgz_jygzydynb_02/20240322/130af0e8f8424bdab6ad78fe46ec403e.html (in Chinese)
18. Shenzhen Futian District People's Government. (2025) Futian "Yingcai Hui" talent policy. https://www.szft.gov.cn/bmxx_qt/qwzzb/ych/zcwj/ych/content/post_12149293.html?utm_source=chatgpt.com (in Chinese)
19. Shenzhen Municipal People's Government. (2020). Measures to support the development of financial talent in Shenzhen. Shenfu Gui, 3. Shenzhen Local Financial Supervision Administration. https://jr.sz.gov.cn/sjrb/xxgk/zcfg/gfxwjcx/content/post_7135696.htm (in Chinese)
20. The State Council of the People's Republic of China. (2025). China unveils blueprint for building strong education system by 2035 (2024–2035 master plan issued by CPC Central Committee & State Council). https://english.www.gov.cn/policies/latestreleases/202501/20/content_WS678d85c6c6d0868f4e8eef83.html
21. Xu, L. (2024). The evolution of China's foreign talent policy. Journal of Chinese Governance. https://doi.org/10.1007/s41111-023-00239-7
22. Yang, Y., & Zheng, J. (2025). Borrowing from Western countries? China's vocational education, 1840–1895. Vocations and Learning 18, 14. https://doi.org/10.1007/s12186-025-09368-3
23. Zhejiang Provincial Department of Education, General Office. (2024). Notice on handling 2025 applications for CSC state-sponsored overseas study. https://rsc.zjhzu.edu.cn/_upload/article/files/cc/85/8a3554824b16a0fd008c31f95f59/cec9a0ea-9be8-4dfe-a9ea-874864ed9d67.pdf (in Chinese)
24. Zhu, Y. (2019). New national initiatives of modernizing education in China. ECNU Review of Education, 2(3), 353–362. https://doi.org/10.1177/2096531119868069

INSTITUTIONAL SUPPORT OF PUBLIC ADMINISTRATION IN UKRAINE: CONSTITUTIONAL AND LEGAL FOUNDATIONS, ANTI-CRISIS MECHANISMS, LEADERSHIP, AND DOCUMENTARY-COMMUNICATION PROCESSES

Yana Kachan
Ph.D. in Public Administration, Associate Professor,
Head of the Department of Public Administration and Public Service,
Academy of Labour, Social Relations and Tourism, Ukraine
e-mail: yana.kachan_apsvt@ukr.net, orcid.org/0000-0002-4078-7747

Tetiana Lebid
Doctor of Philosophy in Law, Associate Professor at the Department of Constitutional, Administrative and Financial Law, Academy of Labor, Social Relations and Tourism, Ukraine
e-mail: tsabenok26@ukr.net, orcid.org/0000-0002-9545-1036

Andriy Ivanov
Doctor of Philosophy in Public Administration and Management, Associate Professor
at the Department of Public Administration and Public Service,
Academy of Labour, Social Relations and Tourism, Ukraine
e-mail: ivanovav913@ukr.net, orcid.org/0000-0002-8380-691X

Summary

The article provides a comprehensive study of the institutional support of public administration in Ukraine under conditions of governance transformation, digitalization of administrative processes, European integration, and the functioning of the state during martial law. The purpose of the study is to substantiate the theoretical and practical foundations for the development of the institutional capacity of public authorities through the analysis of constitutional and legal mechanisms, anti-crisis management instruments, human resource potential, and documentary-communication support.

The study establishes that the effectiveness of public administration is determined by the level of coherence among legal, organizational, human resource, and information-communication mechanisms that ensure the implementation of public policy, coordination of the activities of public authorities, and interaction between the state and civil society.

The decisive role of constitutional and legal foundations in shaping the institutional architecture of public authority and ensuring the principles of the rule of law, legality, openness, and accountability is substantiated. It is proven that under conditions of security threats and martial law, priority importance is attached to anti-crisis management mechanisms aimed at maintaining the resilience of public institutions, ensuring the continuity of public service delivery, and enhancing the adaptability of the governance system to crisis challenges.

The study determines that improving the effectiveness of public authorities requires the development of professional competence, leadership potential, and ethical responsibility among public servants. The impact of the digitalization of administrative processes, electronic document management, and modern information and communication technologies on the quality of managerial decision-making, transparency of public authorities, and the level of interaction between the state and citizens has been established.

It is concluded that the modernization of the institutional support of public administration in Ukraine should be based on a comprehensive combination of constitutional and legal, organizational, human resource, and digital mechanisms aimed at strengthening the institutional capacity of the state, developing democratic governance practices, and ensuring sustainable social development.

Key words: public administration, public policy, public authority, civil service, constitutional law, territorial organization of power, anti-crisis management, leadership, public service ethics, records management, documentary-communication processes, information resources, professional competence, good governance, civil society, human rights, strategic management, digitalization of public administration.

DOI https://doi.org/10.23856/7644

1. Introduction

The development of the public administration system in Ukraine is taking place under the influence of large-scale socio-political, legal, and security transformations associated with decentralization, digitalization of administrative processes, implementation of the European integration course, and the functioning of the state under martial law. These processes necessitate the enhancement of the institutional capacity of public authorities, the improvement of mechanisms for managerial decision-making, and the ensuring of an appropriate level of interaction between the state, territorial communities, and civil society institutions.

The effectiveness of public policy implementation depends to a large extent on the quality of institutional support, which encompasses the totality of legal, organizational, human resource, and information-communication mechanisms underlying the activities of public administration entities. At the same time, the current practice of functioning of state authorities and local self-government bodies reveals a number of systemic problems, including insufficient coordination between governance levels, the need to strengthen the human resource potential of the civil service, the uneven pace of digital transformation, and the necessity of enhancing the resilience of administrative institutions to crisis and security challenges.

These issues became particularly pressing following the introduction of the legal regime of martial law, when the effectiveness of the public administration system became critical to ensuring the continuity of public service delivery, coordinating the activities of authorities, mobilizing resources, and implementing state policy under conditions of heightened uncertainty. In such circumstances, the importance of anti-crisis management, professional leadership, digital governance tools, and modern mechanisms of administrative communication has significantly increased.

Despite a considerable body of academic research in the fields of constitutional law, public administration, civil service, and records management, the issues of comprehensive analysis of the interrelationship between the constitutional and legal foundations of public authority functioning, anti-crisis management mechanisms, the development of leadership potential in the civil service, and the documentary-communication support of administrative activities remain insufficiently developed. This gap necessitates a comprehensive study of the institutional support of public administration as an integrated system, since the effectiveness of state institutions and the successful implementation of Ukraine's strategic development objectives depend on its quality.

2. Review of Recent Research and Publications

The transformation processes associated with the reform of the public administration system, the digitalization of administrative activities, the functioning of authorities under martial law, and the implementation of Ukraine's European integration course have stimulated an increase in academic research dedicated to the institutional support of public administration.

Contemporary scholarly works may be broadly divided into several interconnected directions. The first direction covers research on the modernization of the public administration system and the development of institutional capacity of public authorities. In particular, N. Honcharuk and A. Cherednychenko substantiate the necessity of updating public administration mechanisms in the context of war and post-war state recovery, emphasizing the introduction of European governance standards, the enhancement of authority effectiveness, and the strengthening of state-civil society interaction *(Honcharuk, Cherednychenko, 2022: 46–54)*. The researchers stress that the modernization of the administrative system should be implemented comprehensively and encompass the regulatory, organizational, human resource, and digital components of public administration.

The second direction of research concerns the issues of anti-crisis management and ensuring the institutional resilience of the public authority system. In the works of Ye. Romanenko and I. Chaplai, anti-crisis management is examined as a set of mechanisms for responding to crisis phenomena, aimed at ensuring the continuity of authority functioning, maintaining the controllability of social processes, and adapting managerial decisions to conditions of heightened uncertainty *(Romaniuk, 2022: 45–47)*. A similar approach is evident in recent studies on national resilience, where emphasis is placed on the ability of institutions to ensure the performance of public functions under military and security challenges.

The third direction comprises research on the digital transformation of public administration. In contemporary works, digitalization is viewed as one of the defining factors in the modernization of public authority, providing increased transparency of governmental activities, the development of e-government, the optimization of administrative procedures, and expanded opportunities for citizens to access public services *(Halych, Lukach, 2024: 30–34; Ioffe, 2024: 7–8)*. Particular attention is paid to the regulatory support of digital processes, the development of digital competencies among civil servants, and the integration of modern information and communication technologies into the management system.

A separate group comprises studies on leadership in public administration. In scholarly works, leadership is considered an important factor in enhancing the effectiveness of public authorities, developing human resource potential, and ensuring the successful implementation of administrative reforms *(Masyk, 2022: 52)*. Researchers emphasize the need to develop strategic thinking, managerial accountability, the capacity for decision-making under uncertainty, and the communicative competencies of public sector managers.

At the same time, an analysis of the contemporary academic literature indicates that the majority of studies are devoted to individual components of the public administration system. The issues of comprehensive interaction among the constitutional and legal foundations of public authority organization, anti-crisis management mechanisms, the development of leadership potential in the civil service, and the documentary-communication support of administrative activities remain insufficiently explored. The absence of a comprehensive approach to the study of these components necessitates further scholarly reflection on the institutional support of public administration in Ukraine and defines the relevance of the chosen research topic.

Purpose of the Article. The purpose of the article is to conduct a comprehensive study of the institutional support of public administration in Ukraine, to identify the specific features of the functioning of constitutional and legal, organizational, human resource, and information-communication mechanisms of public authority, and to substantiate directions for improving their effectiveness under conditions of martial law, digital transformation, and the implementation of the state's European integration course.

3. Presentation of the Main Research Findings

The institutional support of public administration is a complex, multi-level system whose functioning is determined by the constitutional principles of public authority organization, the regulatory mechanisms for the exercise of powers, and the totality of institutions responsible for the formation and implementation of public policy. Under conditions of martial law and the continuation of European integration processes, the question of the conformity of the national public administration system with the principles of the rule of law, good governance, accountability, and institutional resilience takes on particular significance.

An analysis of contemporary academic research demonstrates that the institutional support of public administration is increasingly understood not merely as a set of governmental bodies and regulatory acts, but as a complex of interrelated mechanisms ensuring the implementation of the state's administrative functions. In particular, O. Pavlenko emphasizes that the effectiveness of institutional support directly depends on the coherence of competencies among public administration entities, the quality of legal regulation, and the capacity of institutions to adapt to changes in the external environment *(Pavlenko, 2021: 300)*.

Following the outbreak of full-scale war, the issue of ensuring the institutional resilience of the public authority system became particularly pressing. In contemporary research, institutional resilience is understood as the capacity of public administration bodies to ensure the continuity of their functions, maintain the controllability of social processes, and adapt to crisis challenges. M. Blikhar argues that the key factors of institutional resilience include the level of institutional capacity of authorities, the transparency of administrative procedures, the quality of legislative support, and the effectiveness of state-civil society interaction mechanisms. Among the primary threats identified are insufficient coordination among authorities, regulatory instability, and the low adaptability of certain administrative institutions to crisis conditions *(Blikhar, 2024: 182)*.

The process of reforming the public authority system in the context of European integration has a substantial impact on the development of the institutional support of public administration. Academic literature emphasizes that the contemporary model of public administration should be built on the principles of good governance, which presuppose openness of authority activities, accountability of managerial decisions, public participation in policy-making, and an orientation toward results-based management. Research by M. Koroshchenko demonstrates that the implementation of good governance principles contributes to improving the quality of public policy and strengthening institutional trust in public authorities *(Koroshchenko, 2024: 57–61)*.

At the same time, the results of the analysis reveal a number of problems in the sphere of institutional support of public administration. These include, first and foremost, insufficient coherence of competencies among individual public authority entities, the complexity of coordinating administrative processes under martial law, the uneven pace of digital transformation among authorities, and the need to further improve strategic planning mechanisms. Under such conditions, the effectiveness of the public administration system increasingly depends on the

capacity of state institutions to ensure the adaptability of administrative mechanisms and to respond promptly to changes in the security environment.

Thus, the constitutional and legal foundations of the institutional support of public administration form the regulatory basis for the functioning of the public authority system; however, contemporary challenges require the further improvement of institutional mechanisms aimed at strengthening the resilience of state institutions, enhancing the effectiveness of managerial decisions, and ensuring good governance under martial law and in the context of Ukraine's post-war recovery.

Martial law has become a serious test for Ukraine's public administration system and, at the same time, a kind of indicator of the effectiveness of state institutions. The experience of recent years has demonstrated that the performance of public authorities is determined not only by the quality of regulatory frameworks or organizational management structures, but above all by the capacity of institutions to quickly adapt to crisis conditions, ensure continuity in the performance of public functions, and maintain an appropriate level of administrative coordination.

In contemporary academic literature, institutional resilience is understood as the capacity of the public administration system to maintain functionality under external and internal threats, to respond promptly to crisis challenges, and to restore administrative processes following exposure to destabilizing factors. Unlike traditional approaches to crisis management, the modern concept of institutional resilience presupposes not only a response to crisis, but also the formation of preventive mechanisms aimed at minimizing risks and ensuring the long-term stability of public authority functioning.

Inter-institutional interaction is one of the key elements of anti-crisis management. The experience of governmental functioning under martial law confirmed that the effectiveness of managerial decision implementation is directly dependent on the level of coordination between central executive bodies, military administrations, local self-government bodies, and civil society institutions. Researchers emphasize that it is precisely the coordinative capacity of state institutions that ensures prompt responses to crisis situations and creates the preconditions for the effective use of available resources *(Bychkov, 2025: 18)*.

Strategic planning is an important factor of institutional resilience. An analysis of contemporary public administration practice reveals that traditional planning mechanisms, oriented primarily toward predictable development conditions, proved insufficiently effective under conditions of high uncertainty. In such circumstances, risk-oriented management approaches, scenario planning, and the development of contingency mechanisms for managerial decision-making become particularly important *(Bychkov, 2025: 19)*.

The issue of human resource support for anti-crisis management warrants separate attention. The effectiveness of public authority functioning depends to a significant degree on the professional training of officials, their capacity to work under uncertainty, to make prompt decisions, and to coordinate the activities of different administrative entities. Contemporary research underlines the necessity of developing new managerial competencies related to crisis management, strategic thinking, and risk management *(Honcharuk, Cherednychenko, 2022: 48)*.

Alongside the human resource factor, the digital component of anti-crisis management plays an important role. The introduction of electronic information systems, digital interaction platforms, and analytical tools makes it possible to increase the speed of information processing, improve the quality of managerial decisions, and ensure the prompt exchange of data among public administration entities. The practice of digital service functioning during martial law confirmed their important role in ensuring the continuity of public service delivery and maintaining an appropriate level of interaction between the state and citizens *(Medianyk, 2025: 227)*.

The analysis conducted provides grounds for asserting that the contemporary model of anti-crisis management is gradually transforming from a predominantly reactive approach into a proactive system for ensuring institutional resilience. Under such conditions, inter-institutional coordination, strategic planning, professional competence of administrative personnel, and digital tools for supporting administrative processes become critically important. It is precisely the comprehensive combination of these components that forms the foundation of public administration system resilience and ensures its capacity to function effectively in the face of contemporary challenges.

The transformation of the public administration system in Ukraine is accompanied by substantial changes in the requirements for the professional activities of civil servants. Under conditions of martial law, digital transformation, and the implementation of reforms, the issues of developing the human resource potential of public authorities, cultivating administrative leadership, and enhancing the institutional capacity of the civil service become especially significant. In such circumstances, the professional competence of officials is viewed not merely as a component of human resource provision, but as one of the key factors in the effectiveness of the entire public administration system.

In contemporary academic research, the institutional capacity of the civil service is defined through the ability of authorities to ensure the implementation of state policy, to effectively use available resources, and to achieve defined strategic goals *(Romaniuk, 2022: 45–49)*. An important component of this capacity is the professional competence of civil servants, which encompasses a system of knowledge, practical skills, managerial abilities, and professional values necessary for the performance of official duties in complex and dynamic conditions.

Contemporary challenges have substantially changed approaches to understanding leadership in public administration. While traditional management models were based primarily on administrative influence and formal hierarchy, modern concepts place emphasis on the leader's capacity to form a strategic vision for organizational development, ensure team interaction, and effectively manage change *(Pidlisna, 2021:158–162).* In this context, leadership is increasingly viewed as an instrument for enhancing the institutional effectiveness of authorities and ensuring the performance of administrative activities.

The issue of leadership has become particularly pressing under conditions of martial law. The practice of public authority functioning demonstrated that the effectiveness of managerial decisions depends to a significant degree on the capacity of managers to act under high uncertainty, to promptly respond to crisis situations, and to coordinate the activities of different administrative entities. Researchers note that a contemporary manager in the field of public administration must combine strategic thinking, managerial accountability, communicative skills, and the capacity for rapid decision-making *(Kolesnyk, 2019: 174–177).*

At the same time, research findings point to a number of problems in the sphere of developing human resource potential in the civil service. Among the most common issues are an insufficient level of leadership competency development, a mismatch between certain professional training programs and the contemporary needs of public administration, and the necessity of improving mechanisms for the evaluation of officials' professional activities *(Rudenko, 2024:116–118).*

The development of digital leadership as a new direction in administrative activities warrants separate attention. The active introduction of digital technologies into the public administration system gives rise to the need to develop new competencies related to the use of information and communication technologies, the management of digital change, and ensuring effective interaction in a digital environment. According to researchers, digital leadership is

becoming one of the defining factors in the successful implementation of digital transformation processes within public authorities *(Harkavyi, Fediunin, 2024: 150–152).*

The analysis conducted leads to the conclusion that, under contemporary conditions, leadership and professional competence function not merely as components of human resource provision, but also as important factors of the institutional resilience of the public administration system. The effectiveness of authority activities, the quality of public services, and the successful implementation of state policy depend to a significant degree on the level of professional training, the capacity for strategic management, and the effective organization of teamwork.

The effectiveness of the public administration system depends to a great extent on the quality of the documentary-communication support of administrative activities. Under contemporary conditions, documentary-communication processes serve not only as a means of recording managerial decisions, but also as an important instrument for organizing interaction among public administration entities, ensuring transparency of authority activities, and forming a unified information space for state administration.

The transformation of the public administration system under conditions of digitalization has contributed to a substantial shift in approaches to the organization of document management and administrative communications. The traditional model of documentary support, oriented primarily toward paper-based document flow, is gradually giving way to digital information management technologies, which provide prompt data processing, increased decision-making speed, and the optimization of administrative procedures *(Pospielova, Marukhlenko, Rudenko, 2024: 523–526).*

Contemporary academic research demonstrates that the digitalization of documentary-communication processes is systemic in nature and encompasses virtually all levels of public administration. The introduction of electronic document management systems, the use of digital interaction platforms, and the integration of state electronic registers create the preconditions for enhancing the effectiveness of authority activities, reducing the time required for administrative information to be processed, and minimizing administrative costs *(Medianyk, 2025:229).*

Information resources, which provide informational support for the processes of preparing, making, and implementing managerial decisions, constitute an important component of the institutional support of public administration. Under contemporary conditions, the quality of information provision is increasingly determining the performance of public authorities. This is driven by the need for prompt analysis of large data sets, risk forecasting, and the formation of well-grounded managerial decisions based on reliable information *(Saprykin, 2025: 82)*.

Documentary-communication processes have acquired special significance under conditions of martial law. The necessity of ensuring the continuity of authority activities, the rapid exchange of information, and the coordination of actions among different administrative entities has accelerated the digital transformation of the public sector. The practice of authority functioning over recent years has confirmed the effectiveness of electronic document management, digital services, and information-analytical systems in supporting administrative activities even under significant security constraints *(Korniienko, 2025: 156).*

Alongside the positive outcomes of digitalization, a number of problems requiring further resolution persist. These include, above all, ensuring the information security of state information resources, protecting personal data, unifying the information systems of different authorities, and raising the level of digital competencies among civil servants. The existence of these problems underlines the need for a comprehensive approach to the development of the digital infrastructure of public administration and the improvement of the regulatory framework governing information relations in the public sector *(Sorokina, Filatov, 2025:79).*

The analysis conducted provides grounds for asserting that documentary-communication processes are gradually transforming from an auxiliary element of administrative activities into one of the key factors of the institutional effectiveness of the public administration system. The further development of digital information resources, the improvement of electronic document management, and the introduction of modern communication technologies will contribute to enhancing the quality of managerial decisions, strengthening the institutional capacity of authorities, and ensuring the resilience of the public administration system in the face of contemporary challenges.

4. Conclusions

The research conducted has established that the institutional support of public administration in Ukraine constitutes a complex system of interrelated constitutional and legal, organizational, human resource, and information-communication mechanisms, the functioning of which is directed at the implementation of public policy and the ensuring of effective activity by public authorities. Under conditions of martial law, digital transformation, and European integration, the significance of the institutional capacity of state institutions substantially increases, since the effectiveness of managerial decisions and the stability of the public administration system depend precisely on its level.

It has been established that the constitutional and legal foundations remain the bedrock of the institutional support of public administration, defining the principles of public authority organization, the competencies of its entities, and the mechanisms for the exercise of powers. At the same time, contemporary challenges require the further improvement of the regulatory framework governing the activities of public authorities, taking into account the needs of ensuring institutional resilience and the adaptability of administrative mechanisms.

It has been substantiated that anti-crisis management is gradually transforming from a system for responding to crisis phenomena into a comprehensive mechanism for ensuring the institutional resilience of the state. The key components of this transformation are inter-institutional coordination, strategic planning, risk-oriented management, and the development of national resilience mechanisms.

It has been proven that leadership and professional competence of civil servants are important factors of the institutional capacity of the public administration system. The effectiveness of authority activities depends to a significant degree on the level of development of strategic thinking, the capacity for managerial decision-making under uncertainty, change management, and the coordination of the activities of different public administration entities.

It has been determined that documentary-communication processes and digital information resources are becoming one of the key elements of contemporary institutional support for public administration. The introduction of electronic document management, digital interaction platforms, and information-analytical systems contributes to increasing the promptness of managerial decisions, the transparency of authority activities, and the quality of public service delivery.

Based on the research results, it has been established that the further improvement of the institutional support of public administration in Ukraine should be directed toward developing adaptive management mechanisms, strengthening the institutional resilience of authorities, improving the system of professional development for civil servants, expanding the use of digital technologies, and ensuring the integration of modern documentary-communication tools into public policy implementation processes.

The prospects for further academic research should be connected with the development of models for evaluating the institutional capacity of public authorities, the study of the impact of digital transformation on public administration effectiveness, and the improvement of interaction mechanisms among state institutions, local self-government bodies, and civil society institutions.

References

1. Honcharuk, N., & Cherednychenko, A. (2022). Modernization of public administration in Ukraine during the war and post-war period in the context of European values. Aspekty publichnoho upravlinnia, 10(6), 46–54. https://doi.org/10.15421/152243
2. Romaniuk, O. F. (2022). Normatyvno-pravove zabezpechennia rozvytku liderstva v orhanakh publichnoi vlady [Regulatory and legal support for leadership development in public authorities]. Efektyvnist derzhavnoho upravlinnia, 1–2(70–71), 45–50. https://doi.org/10.36930/507006 [in Ukrainian].
3. Halych, Ya., & Lukach, V. (2024). Suchasnyi stan reformuvannia systemy publichnoho upravlinnia v Ukraini v konteksti bezpekovykh vyklykiv [Current state of reforming the public administration system in Ukraine in the context of security challenges]. Naukovi pratsi Mizhrehionalnoi akademii upravlinnia personalom. Politychni nauky ta publichne upravlinnia, 4(76), 29–37. https://doi.org/10.32689/2523-4625-2024-4(76)-4 [in Ukrainian].
4. Ioffe, M. I. (2024). Suchasni vyklyky liderstva v derzhavnomu upravlinni [Contemporary challenges of leadership in public administration]. Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V. I. Vernadskoho. Seriia: Publichne upravlinnia ta administruvannia, 35(74), 1, 6–10. https://www.pubadm.vernadskyjournals.in.ua/journals/2024/1_2024/4.pdf [in Ukrainian].
5. Masyk, M. Z. (2022). Instytutsionalna stiikist publichnoho upravlinnia v umovakh viiny [Institutional resilience of public administration under wartime conditions]. Naukovi perspektyvy, 12(30), 41–54. https://doi.org/10.52058/2708-7530-2022-12(30)-41-54 [in Ukrainian].
6. Pavlenko, O. P. (2021). Instytutsiine zabezpechennia publichnoho upravlinnia rehionamy [Institutional support for regional public administration]. Visnyk Kharkivskoho natsionalnoho ahrarnoho universytetu. Seriia: Ekonomichni nauky, 2(2), 299–310. https://repo.btu.kharkiv.ua/items/05309693-ec6d-4131-9998-3d17af182fcc[in Ukrainian].
7. Blikhar, M. M. (2024). Instytutsiina stiikist publichnoho upravlinnia: ekonomiko-pravovyi vymir v umovakh voiennoho stanu [Institutional resilience of public administration: Economic and legal dimension under martial law]. Naukovyi visnyk Natsionalnoho hirnychoho universytetu, 2, 178–184. https://nvngu.in.ua/jdownloads/pdf/2024/2/02_2024_Blikhar.pdf [in Ukrainian].
8. Koroshchenko, M. (2024). Model "good governance" as a way of public policy reform in Ukraine. Ekonomika Ukrainy, 4, 57–67. https://doi.org/10.15407/economyukr.2024.04.057
9. Bychkov, S. V. (2025). Instytutsiina transformatsiia mekhanizmiv publichnoho antykryzovoho upravlinnia terytoriiamy v umovakh voiennoi zahrozy [Institutional transformation of public anti-crisis management mechanisms for territories under military threat]. Ekonomichnyi prostir, 206, 17–21. https://doi.org/10.30838/EP.206.17-21 [in Ukrainian].
10. Medianyk, V. A. (2025). Tsyfrovizatsiia publichnoho upravlinnia v sotsialnii sferi: administratyvno-pravovyi vektor transformatsii v Ukraini [Digitalization of public administration in the social sphere: Administrative and legal vector of transformation in

Ukraine]. Analitychno-porivnialne pravoznavstvo, 4(1), 226–231. https://doi.org/10.24144/2788-6018.2025.04.1.37 [in Ukrainian].
11. Pidlisna, T. V. (2021). Suchasni pidkhody do rozvytku liderstva v orhanakh publichnoi vlady [Modern approaches to leadership development in public authorities]. Pravo ta derzhavne upravlinnia, 2, 158–164. https://pdu-journal.kpu.zp.ua/archive/2_2021/26.pdf [in Ukrainian].
12. Kolesnyk, L. L. (2019). Suchasni pidkhody do rozvytku liderstva na derzhavnii sluzhbi [Modern approaches to leadership development in the civil service]. Ekonomika, upravlinnia ta administruvannia, 3(89), 174–177. https://ema.ztu.edu.ua/article/view/185128/184788 [in Ukrainian].
13. Rudenko, O. M. (2024). Zabezpechennia profesiinoho rozvytku derzhavnykh sluzhbovtsiv v Ukraini v umovakh voiennoho stanu [Ensuring professional development of civil servants in Ukraine under martial law]. Derzhava ta rehiony. Seriia: Publichne upravlinnia ta administruvannia, 1, 115–120. https://pa.stateandregions.zp.ua/archive/1_2024/20.pdf [in Ukrainian].
14. Harkavyi, I. B., & Fediunin, M. Yu. (2024). Problemy rozvytku tsyfrovoi kompetentnosti derzhavnykh sluzhbovtsiv v konteksti povnomasshtabnoi viiny v Ukraini [Problems of developing digital competence of civil servants in the context of the full-scale war in Ukraine]. Pravo ta derzhavne upravlinnia, 4, 149–153. https://doi.org/10.32782/pdu.2024.4.20 [in Ukrainian].
15. Pospielova, T. V., Marukhlenko, O. V., & Rudenko, V. S. (2024). Tsyfrova transformatsiia publichnoho upravlinnia: vplyv na parametry liudskoho rozvytku v umovakh suchasnykh suspilnykh transformatsii v Ukraini [Digital transformation of public administration: Impact on human development parameters under contemporary social transformations in Ukraine]. European Scientific Journal of Economic and Financial Innovation, 2(14), 522–531. https://elibrary.kubg.edu.ua/id/eprint/51709/2/FEU_KU_ESJOEAFI_2_14_2025.pdf [in Ukrainian].
16. Saprykin, V. P. (2025). Osoblyvosti normatyvno-pravovoho rehuliuvannia tsyfrovykh protsesiv publichnoho upravlinnia v Ukraini [Peculiarities of legal regulation of digital processes in public administration in Ukraine]. Derzhava ta rehiony. Seriia: Publichne upravlinnia ta administruvannia, 2, 79–85. https://pa.stateandregions.zp.ua/archive/2_2025/12.pdf [in Ukrainian].
17. Korniienko, V. O., et al. (2025). Tsyfrovizatsiia publichnoho upravlinnia: vyklyky ta perspektyvy rozvytku [Digitalization of public administration: Challenges and development prospects]. Vcheni zapysky Tavriiskoho natsionalnoho universytetu imeni V. I. Vernadskoho. Seriia: Publichne upravlinnia ta administruvannia, 36(75), 1, 155–159. https://www.pubadm.vernadskyjournals.in.ua/journals/2025/1_2025/27.pdf [in Ukrainian].
18. Sorokina, N., & Filatov, V. (2025). Tsyfrovizatsiia publichnoho upravlinnia v Ukraini: teoretychnyi aspekt [Digitalization of public administration in Ukraine: Theoretical aspect]. Aspekty publichnoho upravlinnia, 13(1), 77–81. https://aspects.org.ua/index.php/journal/article/download/1109/1086 [in Ukrainian].

DAMAGES TO AZERBAIJANI HEALTHCARE AS A RESULT OF ARMENIAN AGGRESSION

Nazim Rahbar Mammadov
Doctor of Historical Sciences, Professor,
Chief Scientific Officer at the Department of History of the Karabakh war and Great Return Movement, Institute of History and Ethnology named after Abbasgulu Agha Bakikhanov of Azerbaijan National Academy of Sciences, Azerbaijan
e-mail: mamedovn@yahoo.com, orcid.org/0009-0006-6862-1075

Summary

This article examines the extensive damage inflicted on the healthcare infrastructure of Azerbaijan as a result of Armenian military aggression and occupation during the First Karabakh War. Based on archival documents, official statistics, scientific literature, and historical sources, the study analyzes the destruction of hospitals, polyclinics, pharmacies, maternity hospitals, sanatoriums, feldsher-midwife stations, and other medical institutions in the occupied districts of Shusha, Kalbajar, Aghdam, Fuzuli, Qubadli, Jabrayil, Zangilan, Lachin, Tartar, Khojaly, Khojavand, and Khankendi. The research demonstrates that hundreds of healthcare facilities equipped with modern medical technologies were looted, burned, or completely destroyed, causing billions of US dollars in economic losses to Azerbaijan. The occupation also resulted in the forced displacement of thousands of healthcare professionals and residents, severely affecting the medical and social well-being of the local population. Particular attention is devoted to the destruction of health resorts, mineral water resources, and therapeutic centers of strategic importance. The article further highlights the post-2020 reconstruction process in the liberated territories, emphasizing the establishment of modern healthcare institutions within the framework of the "smart city," "smart village," and "green energy zone" concepts in Karabakh and Eastern Zangezur.

Key words: Azerbaijan, Armenia, Karabakh, health, polyclinics, phar macies, doctors, sanatoriums.

DOI https://doi.org/10.23856/7645

1. Introduction

As in previous periods, the Azerbaijani government paid significant attention to the healthcare of the population of Karabakh during 1986–1988. By 1988, there were 103 hospitals with 5,780 beds equipped with modern medical devices and various types of equipment, 165 outpatient and polyclinic institutions, and 487 women's consultation centers operating in Karabakh. During the studied period, the number of hospital beds per 10,000 population reached 97.7 in Azerbaijan, 86.2 in Armenia, 98 in Karabakh overall, and 101.7 in Nagorno-Karabakh. In 1988, 1,614 highly qualified physicians of various specializations were working in Karabakh.

The mountainous part of Karabakh ranked first both within the Soviet Union and at the republican level in terms of the provision of medical personnel and physicians to the population. Research findings indicate that while the number of mid-level medical staff per 10,000 population was 114.7 in the USSR, 93.5 in Azerbaijan, and 93.5 in Armenia, this figure reached 117 in Karabakh overall and 122.7 in its mountainous region. In addition, the number of physicians

of all specialties per 10,000 population was 25.9 in the Nakhchivan ASSR, 27 in Karabakh as a whole, and 29.1 in Nagorno-Karabakh.

Karabakh gained recognition for its healthcare institutions, recreation centers, and picturesque resorts *(Məmmədov, 2020a, p. 698).* Sanatoriums and recreation facilities of all-Union significance, as well as tourist bases, operated in the region. Unfortunately, this extensive infrastructure, established through substantial investments by the Azerbaijani state, was subjected to occupation by Armenian armed groups and was subsequently looted and destroyed.

2. Results and Discussions

Damage inflicted on the healthcare system of the Shusha district: As a result of Armenia's armed aggression and occupation, enormous material damage was inflicted upon the healthcare infrastructure of the Shusha district. In the occupied territory of Shusha district, one hospital (valued at 45 million USD), one polyclinic (valued at 5 million USD), the "Shusha" sanatorium (valued at 250 million USD), the "Shafa" tourist center (valued at 12 million USD), a children's sanatorium (valued at 25 million USD), the "Forest Health Center" (valued at 7 million USD), an emergency medical aid station (valued at 5 million USD), a sanitary-epidemiological station (valued at 2 million USD), a dental polyclinic (valued at 3 million USD), five pharmacies (valued at 1 million USD), one optical store (valued at 125 thousand USD), two rural district hospitals (valued at 800 thousand USD), six rural medical outpatient clinics (valued at 750 thousand USD), and eleven feldsher-midwife stations (valued at 900 thousand USD) were subjected to nearly thirty years of Armenian vandalism. In total, the damage inflicted upon the healthcare sector of the Shusha district was estimated at 776 million 950 thousand USD *(Süleymanov & Süleymanov, 2012, p. 126).*

Shusha has long been renowned worldwide for its natural scenery, fresh air, pure water, the famous Isa Spring, and the mineral-rich Turshsu waters. Among several mineral springs similar to Narzan waters, the Lisagorsk mineral spring, located near the Lisagor Pass approximately 19 kilometers southwest of Shusha city, possesses particularly significant therapeutic value. Due to the beauty of its nature and the purity of its climate, Shusha has been regarded as the jewel of the Caucasus. As a center of health and recreation and one of the most beautiful regions of Karabakh, Shusha has also been known as a land of longevity. The therapeutic climate of Shusha has been studied by scholars from around the world. According to Professor Figrovskiy, the resort conditions of Shusha were comparable to those of Kislovodsk and Abastumani and even superior to the Davos resort in Switzerland *(Məmmədov, 2016b, p. 35).*

Thus, Shusha possesses rich and unique resort and tourism resources. These resources are primarily based on the region's clean mountain air, forests, therapeutic mineral waters and springs, picturesque landscapes, alpine meadows, historical monuments, and the hospitality of the local population. Unfortunately, these resources were completely destroyed, looted, and devastated by Armenian extremists, while the Azerbaijani population was forcibly expelled from its ancestral homeland.

Destruction of the Healthcare System in the Kalbajar District: The Kalbajar district, covering an area of 3,054 square kilometers and consisting of 143 settlements, was occupied by Armenian armed forces on April 2, 1993. Following the occupation, the district was subjected to widespread destruction and looting. After the occupation of Kalbajar, the United Nations Security Council adopted Resolution No. 822 at its 3205th meeting, demanding the immediate withdrawal of all occupying forces from the Kalbajar district and other occupied territories of Azerbaijan. However, for nearly thirty years, none of the obligations arising from this resolution

were fulfilled. On the contrary, beginning in 1999, Armenians were unlawfully settled in the territory of the Kalbajar district in violation of the principles of the United Nations and the OSCE.

As in other sectors, the healthcare system of the Kalbajar district also suffered severe destruction as a result of the aggression carried out by the Armenian armed forces. According to official data, 76 healthcare institutions in the district sustained damages amounting to 17 million US dollars. As a consequence of the occupation, 7 hospitals (valued at 1.6 million USD), 23 polyclinics (valued at 2.5 million USD), 1 maternity hospital (valued at 125 thousand USD), 44 pharmacies (valued at 1.2 million USD), and other healthcare institutions became victims of vandalism *(Süleymanov & Süleymanov, 2012, p. 115).*

Mineral Water Deposits – Historical information regarding the Istisu thermal springs emerging in the territories of Yukhari Istisu, Ashaghi Istisu, Goturlu Istisu, and Turshsu dates back to the twelfth century. Although it is claimed that the Istisu mineral springs were formed as a result of the earthquake that occurred in 1139, geological studies indicate that knowledge about the thermal springs of Istisu existed thousands of years earlier. According to oral sources, Istisu was regarded as a sacred healing place ("Ocaq"). Several centuries ago, people suffering from disabilities and various illnesses were brought to Istisu in search of healing.

The district is rich in mineral water resources, including the Istisu springs and highly productive Narzan-type acidic mineral waters. In addition, radon-containing waters are located 1–2 kilometers southeast of Yukhari Istisu. These waters have been used in the treatment of neurological, joint, and cardiovascular diseases. More than 3,000 springs are located within the territory of Kalbajar *(Azərbaycan Respublikası Səhiyyə Nazirliyi, 1990, p. 61)*

The first chemical analysis of the Istisu mineral waters was conducted in 1927. Alongside the geological, hydrogeological, and physicochemical composition of these mineral waters, their therapeutic significance was also investigated. According to their temperature, chemical composition, and other physicochemical properties, the mineral waters emerging in the Istisu region are classified into several groups *(Məmmədov, 2020c, p. 96).*

The thermal springs located in the Istisu resort area possess substantial reserves of carbon dioxide suitable for industrial use. The abundance of carbon dioxide also creates opportunities for export to foreign countries. Approximately 1–2 kilometers from Lower Istisu toward Kalbajar city, on the left bank of the Tartar River, the Istisu mineral water emerges to the surface in the form of a fountain and flows directly into the river. This location is known as "Fontan." The mineral water found there has a significantly richer composition than that of the other springs. Local residents traditionally created small pools around the fountain and used them for therapeutic bathing.

Despite its popularity, the construction of resort facilities in Upper Istisu began only after 1925 *(Müstəqil Azərbaycan 10 ildə, 2001, p. 186)*. According to the decision adopted in 1931 on accelerating resort construction in the Transcaucasian republics, Upper Istisu was recognized as one of the principal resort sites in Azerbaijan. In October 1932, the State Planning Committee ("Gosplan") adopted a resolution declaring Upper Istisu one of the republic's most important health resorts. By a decision of the Council of Ministers of Azerbaijan dated September 7, 1950, bath facilities, a resort hospital, and a hotel were constructed in Upper Istisu in 1951.

The altitude of the Istisu region, its dry, clean, and dust-free air, the abundance of sunny days with high solar radiation, and the protection of the Tartar River valley from strong winds created favorable conditions for transforming Istisu into a first-class therapeutic resort center *(Məmmədov, 2020d, p. 98).* Unfortunately, during the occupation period, Armenian businessmen marketed Azerbaijan's famous Istisu mineral water under the brand name "Jermuk" in foreign markets and generated substantial profits from its sale.

The Devastation of Aghdam's Healthcare System. On July 23, 1993, 850 square kilometers of the Aghdam district, which covered a total area of 1,157 square kilometers, were occupied by Armenian armed forces. At that time, the Aghdam district consisted of 126 settlements, 83 of which were subjected to Armenian vandalism. A total of 120 healthcare institutions in the district suffered damages amounting to 110 million US dollars. Within the district, 17 hospitals (damages estimated at 30 million USD), 24 polyclinics (28 million USD), 1 maternity hospital (2 million USD), 26 pharmacies (2 million USD), 52 medical centers (3 million USD), and other healthcare facilities were looted, destroyed, and burned down. According to the 2000 report of the U.S. Committee for Refugees, 129,000 out of Aghdam's 153,000 residents became internally displaced persons. By occupying the Aghdam district, the Armenian armed forces inflicted damages amounting to 15 billion US dollars on Azerbaijan. As in other sectors, the occupation of the Aghdam district was accompanied by extreme brutality toward healthcare institutions and gross violations of the norms of the Geneva Convention by Armenian troops *(Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi, n.d., p. 17)*

The Damage Inflicted on the Healthcare System of Fuzuli District: On August 23, 1993, 800 square kilometers of the Fuzuli district, which had a total area of 1,386 square kilometers, were occupied by Armenian armed forces. This meant the occupation of 52 out of the district's 78 settlements. As a result, 55,000 residents of Fuzuli were forcibly displaced and resettled across 60 districts of Azerbaijan *(Məmmədov, 2020e, p. 698)*. The district suffered 2,500 martyrs, had 8 national heroes, 113 hostages, and 1,450 people who became disabled to varying degrees. Similar to other facilities in the district, 127 healthcare institutions were looted and destroyed by Armenian vandals. The total damage inflicted on healthcare institutions was estimated at 17 million US dollars. In Fuzuli district, 61 hospitals, medical centers, and feldsher-midwife stations, 2 polyclinics, and 63 pharmacies remained under the occupation of Armenian armed forces. At the time of the occupation, 205 highly educated and 571 secondary-level medical personnel were serving the healthcare needs of the population in the district; however, due to the occupation, they too were forced to live the life of displaced persons *(Abdullayev, 2004, p. 3)*.

The Plundered Healthcare System of Qubadli. On August 31, 1993, the Qubadli district was occupied by Armenian armed forces. On September 10, 1993, Acting President of the Republic of Azerbaijan, Heydar Aliyev, addressed the occupation of the Qubadli district during a special press conference convened in connection with the worsening situation caused by Armenia's military aggression. In his statement, he declared: "Recently, direct meetings were held between the relevant bodies of the Republic of Azerbaijan and the ruling forces in Nagorno-Karabakh. Based on these meetings, an agreement on the cessation of hostilities was reached. This occurred on August 31. However, immediately afterwards, Azerbaijan's Qubadli district was seized and completely occupied by Armenian armed formations… Those lands were the homeland of hardworking people, a symbol of honor and abundance. The people of Qubadli stood like a magnificent fortress on the road leading to Karabakh, Lachin, Kalbajar, and Armenia. I was deeply shaken by the occupation of Qubadli" *(Əliyev, 1998, p. 131)*.

It should be noted with regret that despite the adoption of United Nations Security Council Resolution No. 874 on October 14, 1993, which demanded the withdrawal of Armenian armed forces from the occupied territories following the occupation of the Fuzuli, Jabrayil, and Qubadli districts, the resolution remained unimplemented in practice *(Qocayeva, 2004)*.

Before the occupation, the Qubadli district had a population of nearly 30,000 people. During the battles for Qubadli, 54 people were martyred. Overall, during the Karabakh war, 238 residents of Qubadli lost their lives and 190 became disabled *(Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi, p. 9)*.

After occupying the Qubadli district, Armenian armed formations looted and burned healthcare institutions, as they did with other facilities in the region. During the occupation period, Qubadli district had 86 healthcare institutions, including 5 hospitals with a total capacity of 280 beds, 1 maternity hospital, 4 pharmacies, 4 women's and children's polyclinics, and 8 outpatient polyclinics providing ambulatory medical services to the population. A total of 77 highly educated physicians and 335 secondary-level medical personnel served the people of Qubadli *(Məmmədov, 2025f, p. 221).* The district also possessed modern and well-equipped X-ray units, physiotherapy rooms, laboratories, 20 treatment and preventive care institutions (including 5 inpatient facilities), dermatological and venereal disease dispensaries, tuberculosis and oncology dispensaries, sanitary education centers, sanitary-epidemiological stations, blood transfusion stations, and other healthcare institutions, all of which were seized and subjected to vandalism by Armenian armed groups. Research conducted by us has revealed that the occupation inflicted damages amounting to 150 million US dollars on the healthcare system of the Qubadli district *(Süleymanov & Süleymanov, 2012, p. 127)*

Damage Inflicted on Healthcare Facilities in the Jabrayil District: The Jabrayil district, with a total area of 1,050 square kilometers, was occupied by Armenian armed forces on August 23, 1993, with 1,042 square kilometers falling under occupation. This meant that 92 out of the district's 94 settlements were occupied. During the First Karabakh War, 420 residents of Jabrayil were martyred in battles fought for the liberation of Azerbaijani territories, while 156 young people lost their health and became permanently disabled. In recognition of their exceptional bravery during the war, six residents of Jabrayil were awarded the highest national honor of Azerbaijan – the title of National Hero. It should also be noted that in 1994, based on the strategic plan of the Supreme Commander-in-Chief of the Armed Forces, Heydar Aliyev, 8 square kilometers of the Jabrayil district were liberated from enemy occupation through military operations *(Kazımlı, 2016, p. 162).*

During a meeting with internally displaced persons from the Jabrayil district on September 7, 1996, National Leader Heydar Aliyev described the occupation of Jabrayil as a profound sorrow and a great tragedy. He also emphasized that everything seized in the district had been transported to Iran by Armenians and sold for insignificant prices *(Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi, n.d., p. 10).*

Research conducted by us has revealed that as a result of the aggression carried out by Armenian armed formations, 86 healthcare institutions in the Jabrayil district were occupied, causing damages amounting to 130 million US dollars to the Republic of Azerbaijan. Four hospitals equipped with all necessary medical equipment suffered damages estimated at 65 million USD, one polyclinic incurred losses of 54 million USD, one maternity hospital suffered damages amounting to 3 million USD, and four pharmacies sustained damages totaling 2 million USD *(Suleymanov Suleymanov, 2012, p. 126).* It should also be noted that prior to the occupation, 90 highly educated physicians and 446 secondary-level medical personnel served the population in the healthcare institutions of the Jabrayil district. These medical staff members, together with technical personnel, were also forced to endure the hardships of displacement.

The Destruction of Zangilan's Healthcare System:

The Zangilan district fell under occupation on October 30, 1993. During the struggle against Armenian occupiers, the Zangilan district lost 188 martyrs, 44 people went missing, 110 individuals became disabled, and nearly 200 children were left orphaned. The district, with a total area of 707 square kilometers, including 81 villages, one urban-type settlement, and the city of Zangilan, remained under enemy occupation.

As a result of the occupation, 66 healthcare institutions worth 25 million US dollars were destroyed or lost, including 45 polyclinics equipped with various medical facilities (valued at 12 million USD), 9 maternity hospitals (2 million USD), 6 pharmacies (1.5 million USD), and numerous other healthcare facilities, together with all of their property and medical equipment. If one also considers the temporary loss of the 107-hectare natural plane tree forest, the second largest in the world and the largest in Europe, along with dozens of underground and surface natural resources, it becomes possible to gain a clearer understanding of the severe consequences of enemy aggression.

The National Leader of the Azerbaijani people, Heydar Aliyev, recalled the occupation of the Zangilan district with deep sorrow during his meeting with representatives of the district's public community. He stated: "There are historical monuments in Zangilan reflecting the national culture of the Azerbaijani people. Historical events representing the life of the Azerbaijani nation took place there. In past centuries, highly respected and valuable individuals of our people lived and created in Zangilan. Therefore, Zangilan, both because of its nature and because of what the people living on that land built and created, as well as the heritage they passed on to future generations, is a precious region and an invaluable part of Azerbaijan" *(Əliyev, 1998, p. 403)*.

Armenian Vandalism Against the Healthcare System of Lachin. On May 18, 1992, the Lachin district was occupied by Armenian armed formations. During the battles for Lachin, 328 people were martyred, 225 became disabled, 33 children lost both parents, and 6 individuals were awarded the title of National Hero of Azerbaijan for their bravery. A total area of 1,835 square kilometers of the Lachin district, including 127 settlements, remained under occupation (Süleymanov & Süleymanov, 2012, p. 230). Since 1992, approximately 70,000 residents of the Lachin district have been forced to live as internally displaced persons in various regions of Azerbaijan *(Qocayeva, 2004, p. 2).*

As a result of the occupation, 142 healthcare institutions in the Lachin district, valued at 25 million US dollars, were subjected to Armenian vandalism *(Süleymanov & Süleymanov, 2012, p. 142).* Among them were 54 hospitals valued at 20 million USD, 1 polyclinic valued at 1 million USD, 83 feldsher-midwife stations valued at 3 million USD, 4 pharmacies valued at 200 thousand USD, sanitary-epidemiological stations, and other healthcare institutions, all of which were looted and destroyed. During the occupation period, 104 highly educated physicians and 478 secondary-level medical personnel were serving the population in the healthcare sector of the Lachin district. These healthcare workers were also forced to endure the hardships of displacement *(Qasımov, 2012, p. 271).*

The Destruction of Tartar's Healthcare System. On June 17, 1993, 530 square kilometers of the Tartar district's total territory of 957 square kilometers, or 23 out of its 77 settlements, were occupied by Armenian armed formations. During the occupation, 310 residents of the Tartar district were martyred. For their personal bravery displayed in battles fought for the freedom and territorial integrity of the Motherland, two residents of Tartar were awarded the title of National Hero of the Republic of Azerbaijan *(AMEA Tarix və Etnologiya İnstitutu Arxivi, p. 3).*

As a result of the occupation carried out by Armenian armed formations, 32 healthcare facilities in the Tartar district, with a total value of 250 thousand US dollars, were subjected to vandalism. These included 1 hospital equipped with modern medical equipment valued at 35 thousand USD, 1 polyclinic valued at 20 thousand USD, village feldsher-midwife stations valued at 130 thousand USD, 2 maternity hospitals valued at 25 thousand USD, 6 pharmacies valued at 8 thousand USD, and 1 sanitary-epidemiological station, all of which were looted

and destroyed *(Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi, n.d., p. 2).*

Other Healthcare Institutions. In addition to the above-mentioned damages, one hospital in the Aghjabadi district with a total value of 900 thousand US dollars, one hospital in the Beylagan district valued at 750 thousand US dollars, eight healthcare institutions in the Gazakh district valued at 350 thousand US dollars, healthcare facilities covering an area of 300 square meters in the Aghstafa district valued at 200 thousand US dollars, and a 110-square-meter healthcare facility in the Gadabay district valued at 50 thousand US dollars were destroyed.

Furthermore, 14 healthcare institutions in the Khojaly district with a total value of 5 million US dollars, and 32 healthcare institutions in the Khojavand district valued at 10 million US dollars were also subjected to destruction. In the city of Khankendi, there were 9 hospitals with a total capacity of 900 beds, 2 dispensaries (dermatological-venereal and tuberculosis), a sanitary-epidemiological station, a blood transfusion station, modern X-ray units equipped with advanced medical devices, physiotherapy rooms, laboratories, a sanitary education center, and other healthcare institutions, the total value of which was estimated at 120 million US dollars. For more than 30 years, these facilities served the healthcare needs of Armenians

3. Conclusion

Modern Azerbaijani history is currently experiencing one of its proudest and, at the same time, most responsible stages. The Patriotic War of 2020 entered history not only as a military victory but also as a triumph of national consciousness, justice, and state determination. This victory was the result of the patience, resilience, and unwavering belief of the Azerbaijani people in their rightful cause.

Within a short period of time, new residential areas based on modern urban planning principles were established in Karabakh and Eastern Zangezur. The implementation of the "smart city" and "smart village" concepts is transforming these regions into some of the most modern territories not only in the country but, arguably, in the world. In particular, the "green energy zone" concept has increased the strategic importance of the region from both economic and ecological perspectives. At the core of all these developments lies the human factor – people's well-being and health.

It can proudly be stated that by 2026, 7 cities, 3 settlements, and 22 villages had welcomed returning residents. At the same time, modern healthcare institutions equipped with advanced medical technologies have been put into operation in the liberated territories where resettlement has taken place. To date, 6,465 families, comprising 25,417 individuals, have resettled in their native lands. This process continues consistently. Currently, more than 62,000 people live, work, and study in the liberated territories. Today, these lands symbolize not only victory but also development and revival. Every building erected and every tricolor flag waving over these territories reflects Azerbaijan's confidence in its future.

References

1. Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi. (n.d.). Fond 1, siyahı 83, iş 205, vərəqlər 2, 8, 11, 23.

2. Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi. (n.d.). Fond 62, siyahı 24, iş 45, vərəqlər 9–10.

3. Azərbaycan Respublikası Prezidentinin İşlər İdarəsi İctimai-Siyasi Sənədlər Arxivi. (n.d.). Fond 379, siyahı 3, iş 87, vərəq 17.
4. Azərbaycan Respublikası Səhiyyə Nazirliyinin Arxivi. (1990). 1990-cı il üçün tibbi statistika və hesabatlar (Vərəq 61).
5. Abdullayev, A. (2004, May 28). Füzulinin işğaldan azad olunmuş kəndlərində həyat axına düşür. Qayıdış.
6. AMEA Tarix və Etnologiya İnstitutunun Arxivi. (n.d.). Fond 1, siyahı 19, iş 8961, vərəqlər 3, 52, 56, 71.
7. Əliyev, H. (1998). Müstəqilliyimiz əbədidir: Çıxışlar, nitqlər, bəyanatlar, məktublar, müsahibələr. Bakı.
8. Kazımlı, X. (2016). Azərbaycan ərazisinə silahlı erməni təcavüzü: İtgi və tələbatlar (1988–1994). Elm və Təhsil.
9. Məmmədov, N. (2016). Azərbaycanın Şuşa şəhərinin tarixi. Qartal.
10. Məmmədov, N. (2020a). Azərbaycanın Kəlbəcər rayonunun tarixi. ADPU.
11. Məmmədov, N. (2020b). Qarabağ tarixi (1920–1990). Avropa.
12. Məmmədov, N. (2025). Qubadlı: Məğrur qala, qeyrət-bərəkət rəmzi. ADPU.
13. Müstəqil Azərbaycan 10 ildə: Statistika məcmuəsi. (2001). Təhsil.
14. Qasımov, Ş. (2012). Əsirlikdə qalan Laçın. Elm.
15. Qocayeva, A. (2004, May 17). Laçın xəyanətin qurbanı oldu. İki Sahil, No. 157.
16. Süleymanov, E., & Süleymanov, V. (2012). Ermənistanın Azərbaycana qarşı silahlı təcavüzü və işğalın ağır nəticələri. CBS.
17. Şuşinski, F. (1998). Uca dağlar, sərin bulaqlar. Azərbaycan pioneri.

SYSTEMATIC ORGANISATION OF UKRAINE'S MILITARY-TECHNICAL AND DEFENCE-INDUSTRIAL POLICY

Vadym Mashtalir
Doctor of Historical Sciences, Professor, Honoured Inventor of Ukraine,
Head of the Centre for Military and Strategic Studies, National Defence University of Ukraine, Ukraine
e-mail: vadim_mashtalir@ukr.net, orcid.org/0000-0002-8132-217X

Oleksandr Krasnokutskyi
Candidate of Legal Sciences, Head of the Research Department of the Centre for Military and Strategic Studies, National Defence University of Ukraine, Ukraine
e-mail: krasnokutskija8@gmail.com, orcid.org/0009-0001-9484-0742

Valerii Korin
Associate Professor at the Department of Tactics and Combined Arms Disciplines,
Ivan Kozhedub Kharkiv National Air Force University, Ukraine
e-mail: mr.korin1984@gmail.com, orcid.org/0009-0003-1007-7626

Summary

This article examines the theoretical and organisational foundations of state management of military-technical policy. An institutional model of the state management system in this sphere is proposed. The article justifies the advisability of treating military-technical policy as an integrated management system within the defence sector. It identifies the interconnection between the organisational structure of state management bodies and the mechanisms for formulating and implementing military-technical policy. It demonstrates that the coherence of institutional mechanisms and the functional distribution of powers contributes to enhancing the effectiveness of activities in the defence sector. The areas of interaction between military-technical policy and other components of the national security and defence system are outlined. Recommendations are provided for improving state management of military-technical policy, aimed at ensuring balance, efficiency and coordination in the implementation of defence programmes.

Key words: public administration, military-technical policy, defence-industrial policy, organisational structure, military-economic system, armaments and military equipment.

DOI https://doi.org/10.23856/7646

1. Introduction

In the face of armed aggression and constant security challenges, Ukraine is compelled to undertake far-reaching reforms in its military-technical and defence-industrial policies. These policies play a decisive role in maintaining the country's defence capability, as the ability to deter external threats depends directly on the reliability, strength and modernity of the defence-industrial complex.

The organisation of military-technical policy involves a comprehensive approach to the development, production and modernisation of armaments, taking into account the latest

technologies and the experience of international partners. Defence industry policy focuses on strengthening the industrial base capable of meeting the needs of the Armed Forces of Ukraine, creating conditions to attract investment and stimulating the production of dual-use goods.

At the same time, the role of military-technical policy is not sufficiently specified in defence policy and strategic documents, leading to systemic gaps between the expected outcomes of the state's defence preparedness as defined by legislation and the actual state of defence capability. A significant part of these discrepancies is linked to the inefficiency of the state management system for defence preparedness in the context of full-scale war, as well as to shortcomings in the organisation and development of the domestic defence-industrial complex, which require urgent reform.

The aim of this article is to justify the organisational structure of the system of state management of military-technical and defence-industrial policy.

2. Theoretical Foundations of Military-Technical Policy

The primary tasks of the state administration body in the defence sector and in the implementation of military-technical policy are to bring it into line with the relevant conditions–which include the objectives, tasks, organisational structure, composition and operational mechanisms of the military-technical policy system–as well as to monitor documents, in particular regulatory and legal documents, developed by participants in military-technical activities for approval at the drafting stage. This will facilitate a clearer understanding of the content of documents, in the drafting and use of which many officials may be involved. Overall, this will help to steer the development of military-technical policy towards the future, create new favourable conditions for its successful development and implementation, as well as for conducting research on higher-order systems of which military-technical policy forms a part. Identifying the sphere of interaction with other systems is of profound significance for military-technical policy, as the state of interacting systems can either facilitate its successful functioning or hinder it. Therefore, military-technical policy can be viewed as a specific outcome of the interaction of many systems, which, in turn, are subject to the limited influence of military-technical policy; this, in turn, can enhance the effectiveness of each of the systems interacting with it. Military-technical policy interacts with several systems that play an important role in its formulation and implementation.

The main ones are:

1. Government bodies: ministries, departments and agencies responsible for defence, security and foreign affairs play a key role in shaping military-technical policy and ensuring its implementation.

2. Military structures: the Armed Forces of Ukraine and other military formations that require new technologies and weaponry to carry out their tasks.

3. Research and development institutions: organisations engaged in the development of new technologies, scientific research in the field of military technologies and their implementation in production.

4. Defence industry: manufacturers of weapons and military equipment who implement the requirements of military-technical policy through the production and supply of relevant products.

5. International organisations and alliances, such as NATO, the EU and the UN, which can influence military-technical policy through their recommendations, joint projects and cooperation programmes.

6. The civilian sector: companies engaged in research and development in technologies that can be used in the military sphere, particularly in the fields of information technology, cybersecurity, etc.

7. The education and training system: universities and other educational institutions that train specialists in the fields of military technology, defence and security.

8. Civil society organisations and think tanks: these can influence the formulation of military-technical policy through research, expert analysis and advocacy.

The interaction between these systems is critical to the successful implementation of military-technical policy and to ensuring the country's defence capability.

When improving the system of state management of military-technical policy by introducing systemic principles into its organisational forms, several methods may be employed. However, when viewing this process as the study of a specific sequence of actions, it is advisable to adopt an approach that recommends, when creating or improving a management system, proceeding from the need to implement a comprehensive organisational task. This task consists of exerting a differentiated and interrelated managerial influence on the participants in military-technical policy with the aim of achieving each of the major objectives and determining which part of these influences is carried out by a particular unit of the system. In other words, the established set of management bodies must be capable of performing their functions in full across all spheres and levels of the military-technical policy system, with a clear division of responsibility for the results of their activities *(Smirnov et al., 2014)*.

3. Organisational structure of the state management system for military-technical policy

The management bodies of the control system should comprise three levels: the first – the highest body for the management of military-technical policy; the second – a set of bodies managing specific areas, which should be divided into two groups (within the Ministry of Defence and the General Staff of the Armed Forces of Ukraine); the third – third-level structures (defence industry enterprises). Taking into account the need to adhere to the principle of full organisational responsibility, the highest military-technical policy management body must be able to manage the development and implementation of military-technical policy in all its spheres, with each of these spheres being considered a management function of the system's highest body. These spheres do in fact exist, although some of them are divided into areas of activity of management bodies and administrative structures, and do not have bodies specifically created to manage these spheres.

The creation of a unified system comprising the US Air Force and Air Defence Forces can be regarded as a striking and effective outcome of an objective, long-term military-technical policy. The successful resolution of this issue depended on establishing the technical foundation for a unified command and control system for forces and assets. Work on creating and improving the functioning of the new system took several decades and required significant resources. The objectives set were achieved. This was only possible within the framework of an objective long-term military-technical policy, underpinned by the objective results of scientific research *(Smirnov et al., 2014; Zubarev et al., 2019)*.

The highest governing body responsible for state activities in the military-technical sphere could be called the "Military-Technical Policy Management Body". It would be advisable for this body to comprise specialists organised into separate units capable of performing the full range of management functions – a kind of headquarters whose task is to ensure that the highest-ranking official in Ukraine – the President of Ukraine – is able to pursue an effective

military-technical policy. Therefore, the "President of Ukraine – management apparatus" link can be viewed as a line-and-staff structure, which fully captures the essence of this link. In this context *(Zubarev et al., 2019)*:

the composition of the administrative apparatus and the scope of its responsibilities (areas of military-technical policy) are aligned;

this structure enables the establishment of a hierarchy of military-technical policy management bodies with a clear division of functions at all levels, from the bottom up, and the ability to ensure an appropriate degree of centralisation in decision-making;

the structure of the management system makes it possible to have specialists within the management units who perform functionally related tasks;

the proposed management apparatus creates conditions for eliminating parallelism in the activities of management bodies and duplication of their work throughout the entire management system;

the management system is suited to both peacetime and wartime conditions and does not require significant restructuring when these change;

the management system meets the basic system-technical requirements for any state management systems; it is a subsystem of a higher-order system – the management of the state's military security – and can successfully interact with other state systems involved in military development and the organisation of Ukraine's defence, whilst maintaining its unity and integrity;

The management apparatus centralises a full range of functions, making it possible to establish organisational structures at other levels of the hierarchy to perform their sub-functions and, as a result, to create a strict vertical chain of command and the conditions for establishing common goals and objectives for all structures within the military-technical policy system. This allows for the standardisation (unification) of the system of management bodies, the application of standard, unified and standardised elements of management structures, unified staffing levels, automated management tools and systems, and software. It also enhances the management system's ability to alter its functions, composition and structure without compromising its effectiveness, and enables the creation of a unified information space for military-technical policy, including a unified database of regulatory and legal documents as a component of the information space within the state's military security sphere.

4. Organisational structure, mechanisms and directions for the development of the state management system for military-technical policy

The management of military-technical policy, as a single, integrated system, forms the basis for the structure of the state management system and has many facets. The relationship between the organisational structure of state management of military-technical policy and the development of its theory contributes to successful activity in the military-technical sphere. Theory should serve as a roadmap for the development and implementation of Ukraine's military-technical policy (its goals, objectives and content) and for structuring its system (composition, organisational structure and mechanism of operation). Theory develops when the object of study constitutes a unified system of its elements and when it is distinct from other systems. Military-technical policy today must be based on scientific knowledge, which once again underscores the importance of theory as the source of this knowledge. Key to the formation and development of the theory is the incorporation of systemic principles, according to which military-technical policy must be based as a single, coherent system. Only a systematic

methodology – the foundation of the theory – can provide the theoretical basis for improving military-technical policy, reveal its key links and relationships with other components of a state's military security, and create the conditions for successfully addressing the practical challenges of military-technical policy. Systemic methodology has proven its clear superiority over other approaches in structuring the functioning of any sphere of human activity and the environment, including state governance, science, education, the economy, military affairs, and so on *(Begma et al., 2020)*.

An important area of military-technical policy is a country's system of armaments and military equipment, which is developed using a systematic methodology *(Zubarev et al., 2019)*. An analysis of the combat capabilities of W&E models, complexes and systems being supplied to the armed forces of developed countries indicates that they are becoming increasingly integrated – each individual W&E model, complex or system is developed as an element (subsystem) of higher-order W&E systems, and their combat effectiveness is determined by their contribution to the effectiveness of these systems. Each new model of military equipment will be the next step in transforming the totality of military equipment of any military formation, including the Armed Forces and other components of the country's defence forces, into a single, integrated information system.

The basis for this development of military equipment lies in new information technologies and the computerisation of military units. These circumstances have facilitated the development of the concept of a network-centred warfare system, characterised by the comprehensive computerisation of armed forces and their integration into unified, coherent information-strike combat systems based on new information and computer networks. The military technology system of the future, built using the core ideas of network-centred warfare, or any other highly integrated system, the fundamental principles of which bring about radical changes in the forms and methods of armed combat *(Chepkov et al., 2014; Begma et al., 2020)*.

The system of state management of military-technical policy, in addition to the highest governing body – the military-technical policy apparatus – comprises management structures (entities) distributed between the Ministry of Defence of Ukraine (MOD) and the General Staff (GS) of the Armed Forces of Ukraine (Fig. 1). These management structures may perform the following functions *(Yekhanurov, 2019)*:

The Ministry of Defence and the General Staff of the Armed Forces – responsible for the management of the systematic development of military equipment and the technical provision of military units. Defining the future military equipment system, developing its key characteristics and core requirements for models, complexes and systems of military equipment under development and modernisation; setting tasks for defence industry enterprises regarding the development, creation and production of new military equipment; monitoring the operations of defence industry enterprises regarding the fulfilment of the military equipment customer's tasks;

General Staff – management functions relating to the logistical support of military operations, the operation of military equipment in peacetime and wartime, and the professional military and technical training of personnel of the Armed Forces of Ukraine;

Ministry of Defence of Ukraine – management functions relating to the design, development and production of military equipment, the development of new military technologies and their implementation.

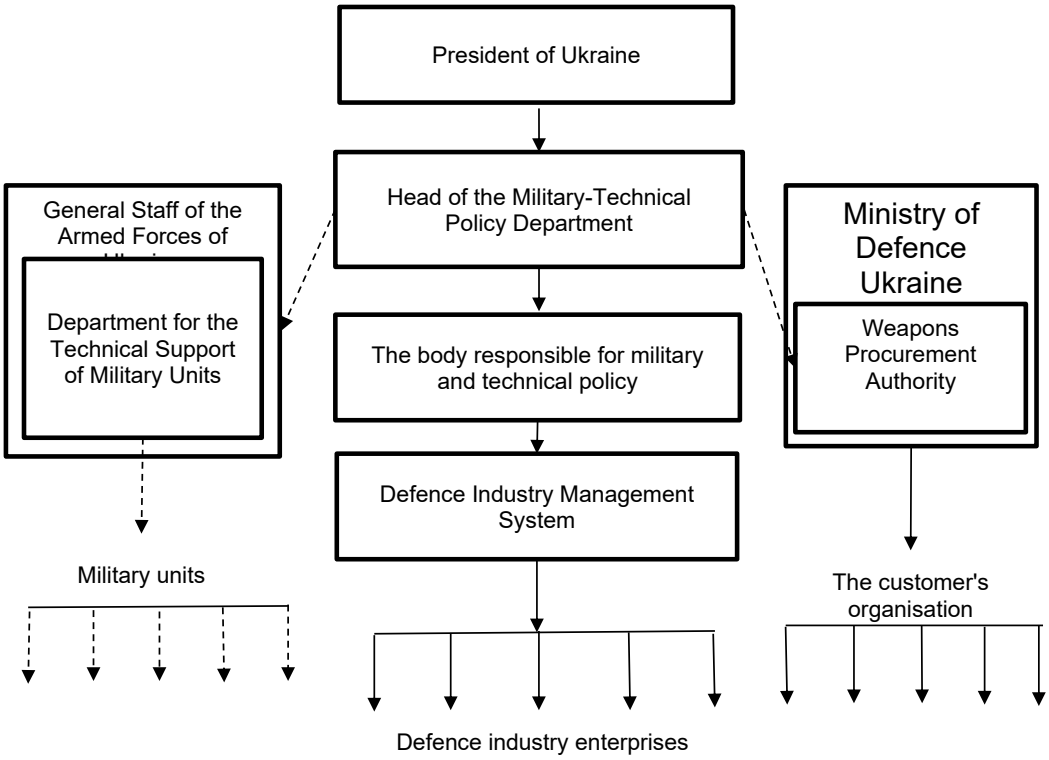


Figure 1. Schematic diagram of the organisational structure of the state system for managing military-technical policy (prepared by the author)

Ukraine's military-technical and defence-industrial policies are currently key components of its overall national security and defence strategy. Amid a complex geopolitical situation, constant threats and military conflicts on its borders, Ukraine is focusing its efforts on strengthening its defence capabilities by modernising its defence industry, integrating with international partners and introducing innovative military technologies.

The main challenges remain the need to reform and streamline the organisational structure of the defence industry, to create conditions for the development of the public and private sectors operating in the field of military technology, and to align with NATO standards. The development of public administration in this area must ensure effective coordination between the various bodies responsible for security and defence, research institutions and manufacturing enterprises.

Another key priority is ensuring the financial stability and transparency of defence procurement processes, as well as focusing on the training of highly qualified personnel. Investment in research and development, the development of dual-use technologies, and the strengthening of cyber defence are critical to enhancing defence capabilities.

Overall, the successful implementation of military-technical and defence-industrial policy requires a comprehensive approach that will ensure the resilience, modernisation and enhancement of the technological capabilities of Ukraine's defence sector in the face of contemporary challenges.

5. Conclusions

Thus, the advantages of the proposed organisational structure within the system of state management of military-technical policy should be considered as follows:

the leading role accorded to military-technical policy within the new structure, combined with other organisational measures, is the only means capable of initiating the process of its development. Military-technical policy will begin to take shape and be implemented as an important component of state policy in the field of military security;

the possibility of a balanced consideration within military-technical policy of the political, military, economic, resource-related, moral, cultural, social, educational and other interests of the state, society, various population groups and individual members;

the ability to rapidly establish effective methods for the state's activities in the military-technical sphere and its components, including the development, creation and production of new models, complexes and systems of military equipment, taking into account global trends in their development and the development of the global defence industry;

coordination of the activities of executive bodies, ministries and departments in the military-technical sphere through decrees, instructions and orders issued by the highest-ranking official of Ukraine in real time;

the ability to establish a unified state policy on key military products and the resources required for their production within the agreed timeframe;

strengthening the influence of military-technical policy on the interaction between related systems – military and civilian education, the development of infrastructure in key areas of military-technical policy, personnel training, etc.;

reducing the expenditure of all types of resources on the development and implementation of military-technical policy by minimising duplication and parallel work and activities in its individual sectors;

creating better conditions for utilising global trends in the development of military-technical equipment;

establishing a balanced unity within the organisational structure of the state administration system, encompassing both formal and informal structures, with the expectation of reducing corruption in the military-technical sphere.

The above constitutes an important component of ensuring the state's military security, and the defence industry must meet Ukraine's defence needs in a timely and high-quality manner, in the specified quantities and in accordance with the approved product range.

Further research should focus on improving efficiency, ensuring security and enhancing the competitiveness of the Ukrainian defence industry in the context of Ukraine's post-war reconstruction.

References

1. Begma, V. M., & Svergunov, O. O. (2023). Ukraine's military-technical and defence-industrial policy in the modern context: Analytical report (V. M. Begma, Ed.). NISD.

2. Begma, V. M., Aleksandrov, O. S., Markelov, V. M., et al. (2020). Ukraine's defence policy at the beginning of the 21st century: Analytical report (O. V. Litvinenko, Ed.). NISD.

3. Chepkov, I. B., Zubarev, V. V., et al. (2014). The theory of armament: Scientific and technical problems and tasks: Vol. 1. Military-technical aspects of a state's military security. Dmytro Burago Publishing House.

4. Gorbulin, V. P., & Kachynskyi, A. B. (2021). Systemic and conceptual foundations of Ukraine's national security strategy. Euroatlantikinform.
5. Smirnov, V. O., Lensky, L. M., & Zhdanov, S. V. (2014). Military-technical policy: Problems of formation and management (V. O. Smirnov, Ed.). Central Research Institute of Military-Technical Affairs of the Armed Forces of Ukraine.
6. Yekhanurov, Y. I. (2019). Ensuring Ukraine's defence capability: Realities and myths. Mechanisms of Public Administration, 3, 3–10.
7. Zubarev, V. M., Kutovyi, O. P., Svergunov, O. O., & Khimchenko, S. M. (2019). Methodological aspects of assessing the state of military-technical policy and its components. Intertechnologia.

CYBERSECURITY OF DIGITAL CRIMINAL JUSTICE INFRASTRUCTURE IN UKRAINE: A PROCEDURAL SAFEGUARD OF ELECTRONIC EVIDENCE INTEGRITY AND FAIR TRIAL

Nataliia Stashevska
LL.M., CBAP, CCA,
Independent Researcher
e-mail: stashevskaya.nata@gmail.com, orcid.org/0009-0002-6120-9011

Summary

The digitalisation of criminal justice has transformed the procedural environment in which evidence is created, stored, transmitted, examined, and challenged. In proceedings involving electronic evidence, evidentiary reliability increasingly depends not only on formal rules of admissibility and proof, but also on the cybersecurity of the digital infrastructure through which such evidence is handled. This article argues that cybersecurity of digital criminal justice infrastructure in Ukraine is better conceptualised not merely as a technical or organisational function of information protection, but as a procedural safeguard of electronic evidence integrity and fair trial.

The article examines the procedural significance of cybersecurity safeguards for ensuring the integrity, authenticity, provenance, traceability, and verifiability of electronic evidence in Ukrainian criminal proceedings. It applies formal-dogmatic, systemic-structural, and limited comparative legal methods and analyses Ukrainian criminal procedure, legislation on electronic documents, electronic identification and trust services, cybersecurity regulation, selected doctrinal sources, European human rights standards, and international cybersecurity guidance.

The analysis demonstrates that the integrity, traceability, and verifiability of electronic evidence increasingly depend on cybersecurity measures embedded within digital justice systems. Accordingly, Ukrainian criminal procedure should more clearly integrate cybersecurity safeguards into evidentiary handling, judicial assessment, and defence verification.

Key words: electronic evidence, cybersecurity, criminal proceedings, evidence integrity, traceability, fair trial, equality of arms, Ukraine.

DOI https://doi.org/10.23856/7647

1. Introduction

Digitalisation has transformed criminal justice from a predominantly paper-based process into an environment increasingly dependent on electronic communication, digital records, information systems, and electronic forms of evidence. In contemporary criminal proceedings, relevant information may exist in the form of e-mails, messages, CCTV recordings, digital financial records, cloud-stored documents, device data, system logs, and other digital traces. As a result, evidentiary reliability can no longer be analysed solely through traditional categories of admissibility and proof. It also depends on the technological environment in which digital material is created, stored, transmitted, and examined *(Nazarko, 2023; Council of Europe, 2019).*

This transformation is particularly important for electronic evidence. Unlike traditional paper documents or physical objects, electronic evidence is inseparable from the digital

conditions of its existence. Its authenticity, integrity, provenance, and reliability may depend not only on the content of the evidentiary item itself, but also on metadata, timestamps, system logs, access records, audit trails, integrity-verification mechanisms, and the security of the systems through which the evidence has been handled *(NIST, 2022; UNODC, n.d.)*.

In Ukraine, this issue has acquired growing significance due to the broader digitalisation of public administration, electronic document circulation, trust services, and justice-related information systems. Ukrainian law regulates criminal procedure, electronic documents, electronic identification and trust services, cybersecurity, and related matters relevant to digital interaction. Yet the legal and doctrinal treatment of this transformation remains fragmented. Ukrainian law recognises the importance of electronic evidence and regulates certain digital instruments, but it does not yet provide a coherent procedural model that conceptualises cybersecurity as a safeguard of evidentiary integrity and verifiability *(Figurskyi, 2023; Predmestnikov et al., 2026)*.

The research problem addressed in this article is therefore the following: Ukrainian criminal procedure increasingly relies on electronic evidence and digital interaction, but the legal regulation of cybersecurity and the legal regulation of criminal evidence still operate largely in parallel. As a result, access control, logging, metadata preservation, integrity verification, and incident response are often treated as technical or administrative matters rather than as mechanisms directly relevant to evidentiary reliability and procedural fairness *(Ablamskyi & Romaniuk, 2024; Politova & Chekhlai, 2025)*.

The purpose of this article is to substantiate that cybersecurity of digital criminal justice infrastructure in Ukraine should be understood not merely as a technical or organisational function of information protection, but as a procedural safeguard necessary for ensuring the integrity, authenticity, traceability, and verifiability of electronic evidence and, consequently, for supporting fair trial guarantees in criminal proceedings.

The article uses formal-dogmatic, systemic-structural, and limited comparative legal methods. The formal-dogmatic method is used to analyse the Criminal Procedure Code of Ukraine, legislation on electronic documents, trust services, and cybersecurity. The systemic-structural method makes it possible to examine evidentiary rules, digital infrastructure, and procedural guarantees as parts of one procedural ecosystem. A limited comparative approach is used to situate the Ukrainian discussion within selected international standards and fair trial principles relevant to digital evidence *(Council of Europe, 2019; Stoykova, 2023)*.

2. Digital Criminal Justice Infrastructure in Ukraine

The digitalisation of criminal justice in Ukraine has developed at the intersection of several legal regimes. These include criminal procedure law, legislation on electronic documents and electronic document management, legislation on electronic identification and trust services, cybersecurity legislation, and broader rules governing the protection of information systems. Although these frameworks were not originally designed as one integrated model of digital criminal justice, their interaction increasingly determines how procedural information and electronic evidence are created, transmitted, preserved, and evaluated *(Criminal Procedure Code of Ukraine, 2012; Law of Ukraine on Electronic Documents and Electronic Document Management, 2003; Law of Ukraine on Electronic Identification and Electronic Trust Services, 2017; Law of Ukraine on the Basic Principles of Ensuring Cybersecurity of Ukraine, 2017)*.

The Criminal Procedure Code of Ukraine establishes the general framework for the collection, submission, examination, and evaluation of evidence. It remains the central source

governing proof, admissibility, procedural rights, and judicial control. At the same time, its evidentiary rules increasingly operate in digital environments that the Code itself does not fully conceptualise. Where information exists in digital form or is generated through information systems, criminal procedure intersects with other areas of regulation that shape the legal status and handling of digital material *(Criminal Procedure Code of Ukraine, 2012).*

Legislation on electronic documents and electronic document management establishes the legal recognition of electronic documents and regulates their use in legal circulation. For criminal proceedings, its significance lies in defining the conditions under which digital documents may be created, preserved, and relied upon as evidentiary material *(Law of Ukraine on Electronic Documents and Electronic Document Management, 2003).* Legislation on electronic identification and trust services is also relevant because electronic signatures, seals, timestamps, and related mechanisms may help establish authorship, time of signing, and formal integrity of digital records *(Law of Ukraine on Electronic Identification and Electronic Trust Services, 2017).*

Cybersecurity legislation forms another important layer. At first glance, cybersecurity law may appear to concern primarily national security, resilience of digital systems, or protection of state information resources. In criminal proceedings, however, its significance is broader. Cybersecurity regulation shapes the conditions under which digital systems are protected against unauthorised access, interference, data loss, compromise, or disruption. Where procedural information and electronic evidence are stored or processed through such systems, cybersecurity safeguards become relevant to evidentiary integrity *(Law of Ukraine on Protection of Information in Information and Communication Systems, 1994; Law of Ukraine on the Basic Principles of Ensuring Cybersecurity of Ukraine, 2017).*

For the purposes of this article, digital criminal justice infrastructure may be defined as the set of legal, organisational, institutional, and technological arrangements through which criminal justice actors create, receive, store, transmit, access, process, preserve, and examine procedural information and evidence in digital form. This concept is broader than any single information system. It includes technological tools, institutional procedures, legal recognition of digital records, and safeguards that protect integrity and traceability.

This broader concept is necessary because electronic evidence does not exist in a procedural vacuum. A file, message, image, database extract, or digital log may formally appear as a discrete evidentiary object, but the reliability of such digital material often depends on the digital environment from which it originates and through which it has been handled. The question is not only what the electronic evidence contains, but whether the conditions of its creation, preservation, and transmission allow the court and the parties to trust that it is authentic, complete, and unchanged *(Council of Europe, 2019; NIST, 2022; UNODC, n.d.).*

The institutional structure of criminal proceedings reinforces this conclusion. Digital evidentiary material may pass through multiple actors and stages: investigators, prosecutors, experts, courts, and the defence. At the pre-trial stage, electronic evidence may be identified, copied, extracted, preserved, and transmitted by investigative authorities. The prosecutor may rely on it and disclose it to the defence. The court may later need to evaluate not only the content of the digital material, but also the conditions of its collection and handling. The defence may need access to metadata, extraction records, or system-handling information to challenge authenticity or integrity. These institutional dynamics show that evidentiary reliability depends not only on the digital item itself, but on the integrity of the environment through which it moved *(NIST, 2022; Stoykova, 2023).*

Thus, digital criminal justice infrastructure is better conceptualised not as a neutral technical background, but as a legally relevant evidentiary environment.

3. Electronic Evidence and the Problem of Verifiability

The growing role of digital technologies has transformed the evidentiary landscape of criminal proceedings. A substantial part of information relevant to criminal cases now exists in digital form: messages, e-mails, photographs and videos, geolocation data, server logs, financial records, cloud-stored files, social media content, and data generated by online services. In many cases, such materials may serve as central evidence of communication, chronology, identity, intent, access, possession, or financial activity *(Council of Europe, 2019; Nazarko, 2023).*

In Ukrainian criminal proceedings, however, the legal treatment of electronic evidence remains conceptually complex. Digital material may enter the case as a document, as material evidence, as information contained on physical carriers, as audio-visual data, or through expert conclusions based on extracted digital information. This reflects the reality that such evidence is not defined by one single physical form. At the same time, it creates doctrinal uncertainty because the evidentiary object presented to the court is often not the original digital environment itself, but a copy, export, screenshot, recording, printout, or reconstructed set of data *(Figurskyi, 2023).*

Electronic evidence differs from traditional evidence not only in format, but in its dependence on the digital environment from which it originates. A digital file may be copied without physical degradation, but it may also be altered, deleted, reformatted, partially extracted, or stripped of metadata. A screenshot may show a conversation, but by itself it may not prove who controlled the account, whether the message was modified, whether the conversation was selectively captured, or whether metadata confirming timing and origin has been preserved *(NIST, 2022; Predmestnikov et al., 2026).*

From this perspective, electronic evidence should be understood functionally rather than purely formally. It is not enough to ask whether a file or digital record falls within one evidentiary category or another. What matters is whether the criminal process has sufficient tools to assess its origin, authenticity, integrity, provenance, completeness, and reliability *(Hryshchuk, 2026; Nazarko, 2023).*

The key doctrinal difficulty is that the reliability of digital material often depends on whether it can be meaningfully verified. In criminal proceedings, admissibility is not the only question. The court must also be able to assess whether the evidence is authentic and reliable, and the opposing party must have a realistic opportunity to challenge it. In the context of electronic evidence, this means that the system of proof must provide a basis for assessing whether digital information is what it purports to be, whether it remained unchanged, whether it can be linked to a particular source, and whether the opposing party can contest those claims *(Ablamskyi & Romaniuk, 2024; Stoykova, 2023).*

Several interrelated categories become central here. Authenticity concerns whether the digital material is what it purports to be. Provenance concerns the origin and history of the evidence. Integrity concerns whether the digital material remained unchanged, complete, and free from unauthorised modification. Verifiability concerns whether the court and the parties have a meaningful basis for checking those claims.

Ukrainian law increasingly recognises the practical significance of electronic evidence, yet it does not fully articulate a coherent procedural model of verifiability. One aspect of this gap concerns the relationship between the evidentiary object and the evidentiary environment. In digital cases, reliability cannot always be assessed without information about the environment in which the evidence was created, stored, copied, transferred, and preserved *(Council of Europe, 2019; NIST, 2022).*

A second gap concerns the distinction between possession of digital content and proof of evidentiary reliability. In practice, the acquisition of a file, screenshot, chat export, or video recording may be treated as sufficient for evidentiary use, while questions of authenticity or integrity are postponed until challenged or referred to expert examination. In digital cases, however, the absence of built-in verification may itself create procedural vulnerability *(Politova & Chekhlai, 2025; Predmestnikov et al., 2026).*

A third gap concerns traceability. In relation to physical evidence, criminal procedure recognises the importance of documenting seizure, storage, transfer, and examination. In the digital context, traceability may require more: documentation of how data was extracted, whether forensic copying was used, whether integrity indicators were generated, who accessed the data after collection, whether it was transferred between systems, and whether metadata was preserved *(SWGDE, 2018; Council of Europe Cybercrime Programme Office, 2023).*

Finally, there is a broader conceptual gap between technical reliability and procedural fairness. Criminal procedure speaks the language of admissibility, burden of proof, judicial evaluation, and party rights. Cybersecurity speaks the language of confidentiality, integrity, availability, access control, and incident response. What remains underdeveloped is the doctrinal bridge between these vocabularies: an account of how technical safeguards and failures affect evidentiary reliability, party challenge, and fair trial guarantees *(Stoykova, 2023; Predmestnikov et al., 2026).*

4. Cybersecurity as a Procedural Safeguard

If the reliability of electronic evidence depends on the conditions of its creation, storage, transfer, and verification, the next question is which features of digital systems preserve that reliability. The answer lies in cybersecurity and digital-governance safeguards that are often treated as technical controls but, in criminal proceedings, perform a broader evidentiary function.

These safeguards include access control, authentication and authorisation, logging, audit trails, metadata preservation, integrity verification, secure storage, controlled copying, and incident response *(NIST, 2006; NIST, 2022; SWGDE, 2018).*

Access control matters because it determines who can view, copy, modify, delete, export, or otherwise interact with digital material. If electronic evidence is stored in an environment where access is not properly restricted, the possibility of unauthorised interference increases and later evidentiary trust may be weakened. Authentication and authorisation mechanisms are similarly important because they help establish whether actions affecting digital evidence can be attributed to specific users or roles *(Law of Ukraine on the Basic Principles of Ensuring Cybersecurity of Ukraine, 2017; NIST, 2006).*

Logging and audit trails are also central. Logs may record access, downloads, uploads, modifications, deletions, transfers, or other system actions. In the context of electronic evidence, logs may answer procedural questions: who accessed the evidence, when it was accessed, whether it was copied, and whether changes occurred. Audit trails can create a structured history of evidentiary handling and help reconstruct the path of electronic evidence from collection to courtroom *(Council of Europe Cybercrime Programme Office, 2023; NIST, 2022).*

Metadata preservation is another essential safeguard. Metadata may contain information about creation time, modification time, file origin, system attributes, transmission history, device identifiers, and other contextual details relevant to authenticity and provenance. In many digital cases, metadata is not peripheral but evidentially central *(Council of Europe, 2019; NIST, 2022).*

Integrity-verification mechanisms, including hashes, also play a crucial role. Their value lies in creating a reference point against which later versions of a digital file or image can be compared. If a forensic copy is created and its hash value recorded, later examination may show whether the evidentiary item remains identical to the collected version *(SWGDE, 2018; NIST, 2022)*.

The procedural significance of these safeguards follows from a simple proposition: in digital criminal proceedings, the reliability of electronic evidence depends not only on the content of the evidentiary item, but on whether the parties and the court can meaningfully verify how that item was created, handled, preserved, and protected from unauthorised interference *(Council of Europe, 2019; Stoykova, 2023)*.

First, cybersecurity safeguards support proof of evidentiary integrity. In the digital environment, alteration may occur invisibly and without obvious traces. If a file can be modified, copied, partially deleted, or reformatted without the change being externally apparent, evidentiary integrity cannot be reliably assessed without system-level safeguards.

Second, cybersecurity safeguards support provenance and attribution. Electronic evidence is often challenged not because its content is implausible, but because its source is disputed. A message may be denied by the alleged sender; a document may be said to have been created or altered by someone else; a database extract may be challenged as incomplete or taken out of context. These questions may require metadata, access records, account histories, timestamps, extraction documentation, and other traces of system interaction.

Third, cybersecurity safeguards support contestability of evidence. The defence must have a meaningful opportunity to challenge authenticity, integrity, provenance, and completeness. In many cases, such challenge is impossible unless handling of the evidence has left verifiable traces: logs, extraction records, integrity checks, metadata, or audit trails documenting the path of the evidence *(Stoykova, 2023)*.

The inverse proposition is equally important: cybersecurity failures may create evidentiary risk. If electronic evidence is stored in a system to which unauthorised persons gained access, the evidentiary question is not limited to whether information-security policy was violated. The key issue is whether the evidence may have been viewed, copied, altered, deleted, or otherwise affected in a manner relevant to the criminal case.

Likewise, if integrity-verification mechanisms are absent or poorly documented, it may be difficult to distinguish between a faithful copy and a modified version of the same evidence *(NIST, 2006; UNODC, n.d.)*.

For these reasons, cybersecurity in digital criminal justice should not be conceptualised as an external matter of infrastructure protection. It should therefore be treated as a procedural safeguard of evidentiary trust. Cybersecurity remains technical in implementation, but its legal significance becomes procedural where integrity, traceability, and contestability of proof depend on it.

5. Fair Trial and Defence Verification

The procedural significance of cybersecurity becomes most apparent when electronic evidence is examined through fair trial guarantees. Criminal proceedings are not concerned only with formal admission of evidence; they are concerned with whether the evidentiary process allows the accused to understand, challenge, and respond to the case against them *(European Convention on Human Rights, 1950, Art. 6; Stoykova, 2023)*.

Digital evidence creates specific fair trial challenges because its reliability may depend on information that is not visible from the evidence itself. A digital file, message, database extract, or system log may appear persuasive on its face, but its evidentiary value may depend on source, metadata, access history, preservation, extraction method, and system integrity. A fair trial framework must therefore take account of the fact that digital evidence often cannot be meaningfully assessed without contextual information about the way it was created and handled *(Council of Europe, 2019; NIST, 2022).*

This does not mean that Article 6 ECHR requires a technical cybersecurity audit in every case involving electronic evidence. Rather, where reliability of electronic evidence is contested, or where circumstances raise reasonable concerns about authenticity, integrity, provenance, or completeness, the procedural system must provide mechanisms through which those concerns can be examined. In the digital context, fair trial does not demand technical perfection; it demands a fair opportunity to test reliability where reliability is reasonably in issue *(Jasper v. the United Kingdom, 2000; Stoykova, 2023).*

Equality of arms is central here. The prosecution may rely on digital materials obtained from devices, platforms, databases, surveillance systems, or state information systems. The defence, however, may not have direct access to the original digital environment, extraction process, system logs, or metadata necessary to test reliability. In such circumstances, the prosecution's practical control over the evidentiary environment may create an asymmetry that goes beyond ordinary differences in litigation resources *(Rowe and Davis v. the United Kingdom, 2000; Edwards and Lewis v. the United Kingdom, 2004).*

A meaningful opportunity to verify electronic evidence may require information about the source of the evidence, the method of collection or extraction, metadata, timestamps, logs, chain of handling, and, where relevant, cybersecurity incidents or system compromise. A screenshot may show text, but not necessarily prove authorship, timing, or completeness. A digital file may contain relevant content, but not necessarily prove that it remained unchanged or corresponds to the original source *(Council of Europe Cybercrime Programme Office, 2023; NIST, 2022).*

At the same time, the defence's right to verification must be balanced against legitimate interests such as privacy, protection of sensitive systems, confidentiality of investigative methods, and security of state information resources. Not every case will justify unrestricted disclosure of technical infrastructure. Yet legitimate limitations do not remove the procedural problem. They require mechanisms that allow relevant verification while protecting legitimate interests. Such mechanisms may include controlled expert examination, disclosure of extracted metadata, production of logs in limited form, judicial review of sensitive materials, or appointment of independent experts *(Foucher v. France, 1997; Jasper v. the United Kingdom, 2000).*

Traceability concerns the ability to reconstruct the history of electronic evidence. Transparency concerns the availability of sufficient information for the court and parties to evaluate that history. Challengeability concerns the practical ability of the defence to contest reliability, authenticity, integrity, or completeness. Cybersecurity safeguards are procedurally relevant because they support all three conditions. Logging supports traceability. Metadata preservation supports transparency and attribution. Access control supports accountability. Integrity verification supports challengeability *(Council of Europe Cybercrime Programme Office, 2023; Stoykova, 2023).*

The broader implication is that cybersecurity of digital criminal justice infrastructure should be understood as a condition of trust in digital criminal adjudication. Its importance lies not only in protecting state information systems, but in supporting the reliability of proof, rights of the defence, transparency of evidentiary handling, and the court's ability to make reasoned decisions based on digital material.

6. Conclusions

The digitalisation of criminal justice has changed the conditions under which evidence is created, preserved, transmitted, examined, and challenged. In proceedings involving electronic evidence, the reliability of proof increasingly depends not only on formal procedural rules, but also on the digital infrastructure through which evidentiary material is handled. The analysis demonstrates that cybersecurity has procedural significance extending beyond the protection of information systems. Where criminal proceedings rely on electronic evidence, cybersecurity safeguards directly influence the integrity, traceability, and verifiability of evidentiary material and, consequently, the practical implementation of fair trial guarantees.

First, cybersecurity in digital criminal justice has procedural significance because it supports the conditions under which electronic evidence can be authenticated, traced, preserved, verified, and challenged. Access control, logging, audit trails, metadata preservation, integrity verification, secure storage, and incident-response mechanisms are technical in implementation, but procedural in evidentiary effect.

Second, Ukrainian law contains important normative elements relevant to digital criminal justice, including criminal procedure rules, legislation on electronic documents, electronic identification and trust services, and cybersecurity regulation. However, these elements do not yet form a sufficiently coherent procedural-legal model linking cybersecurity safeguards with evidentiary integrity, authenticity, provenance, traceability, and verifiability.

Third, digital evidentiary material should not be analysed only through formal evidentiary categories or through visible content. Its evidentiary value may depend on the digital environment in which it was generated, collected, copied, stored, transferred, and presented. For this reason, admissibility and evidentiary weight in cases involving electronic evidence may require attention to metadata, access records, system logs, integrity checks, extraction methods, and chain-of-custody documentation.

Fourth, Article 6 ECHR and equality of arms require that the accused have a meaningful opportunity to challenge evidence used against them. In digital cases, such opportunity may depend on access to information necessary to verify electronic evidence, including its source, metadata, handling history, and integrity safeguards. Where those conditions are absent, the defence may be deprived of an effective opportunity to contest the prosecution's digital case.

On this basis, Ukrainian criminal procedure should more clearly recognise the procedural relevance of electronic evidence integrity, authenticity, provenance, and traceability. Evidentiary-handling protocols should include clearer requirements for preserving metadata, documenting extraction and copying methods, maintaining access records, and ensuring integrity verification. Procedural rules should also address evidentiary consequences of cybersecurity incidents affecting systems that store or process electronic evidence. Courts should be provided with clearer guidance on how to evaluate challenges based on alleged alteration, incomplete extraction, metadata loss, or system compromise.

In sum, cybersecurity of digital criminal justice infrastructure should be conceptualised as an integral part of procedural fairness in the digital age. It is not only a matter of protecting systems from technical threats. It is a condition for preserving the integrity of electronic evidence, enabling meaningful defence challenge, supporting reasoned judicial evaluation, and maintaining trust in digital criminal justice. Ultimately, the legitimacy of digital criminal justice depends not only on the existence of electronic evidence, but on the procedural ability of courts and parties to trust, verify, and challenge it.

References

1. Ablamskyi, S. Ye., & Romaniuk, V. V. (2024). Criteria for the admissibility of digital (electronic) evidence in criminal proceedings. Law and Safety, 93(2), 140–150. https://doi.org/10.32631/pb.2024.2.13

2. Council of Europe Cybercrime Programme Office. (2023). Electronic evidence guide: A basic guide for police officers, prosecutors and judges. Council of Europe. https://www.coe.int/en/web/cybercrime/-/iproceeds-2-launching-of-the-electronic-evidence-guide-v-3-0

3. Council of Europe. (2019). Guidelines of the Committee of Ministers of the Council of Europe on electronic evidence in civil and administrative proceedings. https://search.coe.int/cm?i=0900001680902e0c

4. Criminal Procedure Code of Ukraine, No. 4651-VI (2012, April 13). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/4651-17?lang=en

5. Edwards and Lewis v. the United Kingdom, Applications nos. 39647/98 and 40461/98, European Court of Human Rights. (2004).

6. European Convention on Human Rights. (1950). Council of Europe.

7. Figurskyi, V. M. (2023). Evidence in electronic form in criminal proceedings. Galician Studies: Legal Sciences, 4, 97–105. https://doi.org/10.32782/galician_studies/law-2023-4-14

8. Foucher v. France, Application no. 22209/93, European Court of Human Rights. (1997).

9. Guttman, B., White, D. R., & Walraven, T. (2022). Digital evidence preservation: Considerations for evidence handlers (NIST IR 8387). National Institute of Standards and Technology. https://doi.org/10.6028/NIST.IR.8387

10. Hryshchuk, V. R. (2026). Elektronni (tsyfrovi) dani u kryminalnomu provadzhenni: vid elektronnoho slidu do dokazu [Electronic (digital) data in criminal proceedings: From electronic trace to evidence]. Naukovyi Visnyk Uzhhorodskoho Natsionalnoho Universytetu. Seriia: Pravo, 93(5). https://doi.org/10.24144/2307-3322.2026.93.5.9

11. Jasper v. the United Kingdom, Application no. 27052/95, European Court of Human Rights. (2000).

12. Kent, K., Chevalier, S., Grance, T., & Dang, H. (2006). Guide to integrating forensic techniques into incident response (NIST Special Publication 800-86). National Institute of Standards and Technology. https://doi.org/10.6028/NIST.SP.800-86

13. Law of Ukraine on Electronic Documents and Electronic Document Management, No. 851-IV. (2003, May 22). Verkhovna Rada of Ukraine.

14. Law of Ukraine on Electronic Identification and Electronic Trust Services, No. 2155-VIII. (2017, October 5). Verkhovna Rada of Ukraine.

15. Law of Ukraine on Protection of Information in Information and Communication Systems, No. 80/94-VR. (1994, July 5). Verkhovna Rada of Ukraine.

16. Law of Ukraine on the Basic Principles of Ensuring Cybersecurity of Ukraine, No. 2163-VIII. (2017, October 5). Verkhovna Rada of Ukraine.

17. Nazarko, A. (2023). E-evidence in Ukrainian criminal justice: Exploring the legal realities and theoretical perspectives. Naukovyi Visnyk Uzhhorodskoho Natsionalnoho Universytetu. Seriia: Pravo, 80(2), 183–188. https://doi.org/10.24144/2307-3322.2023.80.2.28

18. Politova, A. S., & Chekhlai, T. O. (2025). Dopustymist tsyfrovykh dokaziv u kryminalnomu provadzhenni: analiz sudovoi praktyky [Admissibility of digital evidence in criminal proceedings: Analysis of judicial practice]. Visnyk Mariupolskoho Derzhavnoho Universytetu. Seriia: Pravo, 29, 104–115. https://doi.org/10.34079/2518-1319-2025-15-29-104-115

19. Predmestnikov, O. H., Tatarnikova, T. O., & Semeniuk-Prybaten, A. V. (2026). Pravove rehuliuvannia vykorystannia elektronnykh (tsyfrovykh) dokaziv u kryminalnomu protsesi [Legal regulation of the use of electronic (digital) evidence in criminal proceedings]. Akademichni Vizii, 54. https://doi.org/10.66556/2786-586X.54.predmestnikov-o
20. Rowe and Davis v. the United Kingdom, Application no. 28901/95, European Court of Human Rights. (2000).
21. Stoykova, R. (2023). The right to a fair trial as a conceptual framework for digital evidence. Computer Law & Security Review, 49, Article 105801. https://doi.org/10.1016/j.clsr.2023.105801
22. SWGDE. (2018). Best practices for digital evidence collection. Scientific Working Group on Digital Evidence. https://www.swgde.org/documents/published-complete-listing/18-f-002-best-practices-for-digital-evidence-collection/
23. UNODC. (n.d.). Digital evidence / Handling of digital evidence. United Nations Office on Drugs and Crime. https://www.unodc.org/e4j/en/cybercrime/module-6/key-issues/handling-of-digital-evidence.html

THE CONCEPT OF JUSTICE IN THE CRIMINAL PROCEEDINGS OF UKRAINE

Nataliia Syza
Ph.D. in Law, Associate Professor, Chief Research Fellow, Scientific and Organizational Center, National Academy of the Security Service of Ukraine, Ukraine
e-mail: syzyy@ukr.net, orcid.org/0000-0001-5850-4023

Summary

The article is devoted to the definition of the concept of justice and its essential characteristics in criminal proceedings in Ukraine. Based on an analysis of scholarly research, it is concluded that justice in criminal proceedings constitutes the law-application activity of a court, carried out in a procedural form established by law, in compliance with the principles of criminal proceedings, and aimed at resolving the accusation on the merits and adopting a lawful, well-reasoned, and fair judicial decision. Justice is examined in correlation with the institutional and procedural elements of the right to a fair trial. It is determined that the institutional elements of the right to a fair trial ensuring the administration of justice include the principles of a tribunal established by law, judicial independence, impartiality, and access to justice. The procedural elements of the right to a fair trial, which ensure the implementation of fairness and provide guarantees of individual rights and the proper administration of justice, are identified as follows: reasonable time for trial, equality of arms, the right to legal assistance, publicity of of the trial, and the reasoned nature and binding force of judicial decisions. It is substantiated that a specific feature of the concept of justice is the interconnection of its formal and substantive essential characteristics, which allows it to be considered both as an activity and as a goal. The administration of justice i presupposes both a fair judicial process and a fair outcome. Justice, as the goal of judicial activity, is equivalent to fairness. It is established that the purpose of justice in criminal proceedings is realized through the adoption of a lawful, well-reasoned, motivated, and fair judicial decision that resolves a socio-legal conflict and ensures the protection of the rights, freedoms, and interests of individuals.

Key words: justice, essential characteristics of justice, criminal proceedings, law-application activity of the court, procedural form, principles of criminal proceedings.

DOI https://doi.org/10.23856/7648

1. Introduction

The administration of justice requires the proper organization of the judiciary, its implementation by the courts, and provision by specially authorized bodies and institutions, which in their entirety and interrelationships constitute the justice system. The fundamental provisions on the construction of the justice system in Ukraine are defined by the Constitution of Ukraine *(Constitution of Ukraine, 1996)* and established by the Law of Ukraine «On the Judiciary and the Status of Judges» *(Law of Ukraine, 2016).*

The norms of the Constitution of Ukraine proclaim the exclusive powers of courts to administer justice and extend their jurisdiction to any legal dispute and any criminal charge, as well as the foundations of the judicial system in Ukraine *(Constitution of Ukraine, 1996)*.

Judicial power in Ukraine, in accordance with the constitutional principles of the separation of powers, is exercised by independent and impartial courts *(Law of Ukraine, 2016)* and

is provided by a justice system established by law, which includes institutional and functional elements. Therefore, the main link in the justice system are the courts, which exercise judicial power by administering justice within the framework of appropriate judicial procedures.

The above-mentioned regulatory provisions indicate the importance of the concept of «justice» for the legal sphere and the need for its clear definition.

In legal science, the concept of justice is conceptualized as one of the key categories that has formal and substantive essential features. The theoretical basis of this position is formed in works devoted to various aspects of justice: these are monographic studies on the philosophical and theoretical understanding of the problems of justice *(Bihun et al, 2009)*, the problems of implementing criminal procedural functions *(Hloviuk, 2015)*, as well as fundamental issues of criminal proceedings *(Pohoretskyi, 2007; Shylo, 2011)*. Certain aspects of defining the content of the concept of justice are disclosed in specialized works on the problems of improving the legislation regulating criminal procedural activities and reforming criminal justice *(Hroshevyi, 2003; Hroshevyi, 2009)*, the procedural functions of the court in criminal justice *(Savenko, 2006; Shevchuk, 2014)*, the functions of the judiciary and the court in other branches of justice *(Talykin, 2011; Nesterchuk, 2014; Tkachuk, 2016)*.

The purpose of the study is to conceptually substantiate the concept of justice in the criminal process of Ukraine, taking into account the established formal and substantive essential features.

The tasks of the research are to determine the institutional elements of the right to a fair trial, which ensure the administration of justice; in the establishment of functional (procedural) elements of the right to a fair trial, which determine the implementation of justice in the administration of justice; in distinguishing between formal and substantive essential features of justice; in clarifying the goal of justice in the criminal process of Ukraine.

2. Methodology

The research materials cover current constitutional and procedural norms defining justice, acts of the Constitutional Court of Ukraine on the interpretation of the concept of «justice», and international documents containing important provisions on the characteristics of justice. The source base includes doctrinal works devoted to defining the concept, characteristics, content, and purpose of justice in the criminal process. The selection of sources was carried out according to the criteria of regulatory relevance, representativeness for formulating criteria and testing them in practice.

The methodological basis is a combination of normative analysis to reconstruct the content of the concept of justice as a category of the judicial system, a comparative legal approach to correlate national standards with European benchmarks, historical and legal analysis to identify the genesis of key institutions, as well as systemic-structural and formal-logical methods to assess the internal consistency of formal and substantive features of justice. Doctrinal content analysis was applied to identify indicators of the «purpose of justice». The study is based on the principles of methodological triangulation, which ensures the consistent use of different types of sources and approaches, and on a reproducible procedure for selecting material and coding, which allows the proposed criteria to be applied in law enforcement and further empirical verifications.

3. Research and results

3.1. Institutional elements of the right to a fair trial

The Constitution of Ukraine *(Constitution of Ukraine, 1996)* and the Law of Ukraine «On the Judiciary and the Status of Judges» *(Law of Ukraine, 2016)* enshrine fundamental norms on the administration of justice by courts, judges and juries, which determine the purpose and main content of their activities and, at the same time, its goal. At the same time, justice, as a key category of the judicial system and judicial proceedings, requires consideration taking into account its fundamentality and multifacetedness, social and legal nature, as well as in correlation with the elements of the right to a fair trial *(Convention, 1950)*.

In the historical process of the emergence and development of law, the state and its main institutions, justice and fairness were considered as integral categories, having a single social and legal nature. This is evidenced by numerous famous monuments of law and the expressed opinions of prominent thinkers of ancient times and the Middle Ages, the Renaissance, the Enlightenment and the Modern Age.

The modern understanding of justice, formulated by the Constitutional Court of Ukraine in the Decision of January 30, 2003 (case on the court's consideration of certain resolutions of the investigator and prosecutor) also connects it with fairness: «Justice is inherently recognized as such only on condition that it meets the requirements of fairness and ensures effective restoration of rights» *(Constitutional Court of Ukraine, 2003, para. 6, item 9)*.

The normative definition of the tasks of the court in the Law of Ukraine «On the Judicial System and the Status of Judges» provides that the court, administering justice on the principles of the rule of law, ensures everyone the right to a fair trial *(Law of Ukraine, 2016, Part 1, Article 2)*.

The institutional elements of the right to a fair trial determine the implementation of justice, primarily in the organization of the judiciary in accordance with the principles of legality of the tribunal (tribunal established by law), independence of the tribunal, impartiality of the tribunal, and access to justice.

In Ukraine, the administration of justice is declared exclusively by the courts and the prohibition of delegation of the functions of the courts, as well as the appropriation of these functions by other bodies or officials *(Constitution of Ukraine, 1996; Law of Ukraine, 2016)*, which is aimed at ensuring the legality of the court. The bodies of legislative, executive and judicial power exercise their powers within the limits established by the Constitution and in accordance with the laws of Ukraine *(Constitution of Ukraine, 1996, Part 2, Article 6)*. Judicial power in Ukraine, in accordance with the constitutional principles of the separation of powers, is exercised by independent and impartial courts established by law *(Law of Ukraine, 2016, Part 1, Article 1)*.

The independence of the court in the organizational aspect implies the separation of the judiciary from the legislative and executive branches, which should not have the means to interfere in the administration of justice in specific cases, as well as the prohibition of any unlawful influence and interference in the administration of justice; the functional aspect is ensured by the procedure for conducting judicial proceedings, determined by procedural law, which should guarantee the independence of judges.

The independence and inviolability of judges are guaranteed by the Constitution and laws of Ukraine *(Constitution of Ukraine, 1996, Part 1, Article 126)*. The Law of Ukraine «On the Judiciary and the Status of Judges» in Article 6 defines the main content of the independence of courts, and in Article 48 it enshrines organizational and legal guarantees for ensuring the independence of judges *(Law of Ukraine, 2016)*.

Closely related to the principle of judicial independence is the principle of judicial impartiality, which is defined by the European Court of Human Rights according to a subjective approach (personal conviction or interests of a particular judge in a particular situation), as well as according to an objective approach (it involves the provision by the judge of guarantees sufficient to eliminate any legitimate doubt in this regard) *(Vysnovok, 2002)*.

The right of access to justice, which is one of the integral components of the right to a fair trial, is ensured in organizational terms by building a judicial system in accordance with the principles of territoriality, specialization and jurisdiction, and in functional terms it provides for the protection of the rights, freedoms and legitimate interests of a person by the court in the manner determined by procedural law, which must meet the requirements of proportionality between the established means and the goal of justice.

3.2. Procedural elements of the right to a fair trial

In the Legal Encyclopedia, justice is defined as the law enforcement activity of the court to consider and resolve, in accordance with the process procedure established by law, civil, economic, criminal and administrative cases within its competence in order to protect the rights and freedoms of man and citizen, the rights and legitimate interests of legal entities and the interests of the state (*Shemshuchenko (ed), 2003, 50).*

Other scholars also emphasize the law enforcement nature of the court's activities, noting when defining the concept of justice that the court applies the norms of the relevant substantive law *(Tymchenko, 2004)*, and implements the norms of law *(Koval, 2004)*, in connection with which it is necessary to clarify the content of law enforcement as one of the forms of law implementation.

In legal theory, the process of law enforcement is defined as an activity that is implemented in a certain sequence of actions, which are called the stages of law enforcement: 1) establishing the factual circumstances of the case; 2) selecting and analyzing legal norms as the legal basis of the case; 3) resolving the legal case and formalizing the decision made *(Zaichuk (ed.), Onishchenko, 2006)*. The above-mentioned elements are undoubtedly present in the court's activities in administering justice, which gives grounds for identifying the content of the law enforcement function, in a narrow sense, with justice *(Nesterchuk, 2014)*.

In addition, legal literature also states that courts perform a law-making (normative) function, since, in administering justice, courts of general jurisdiction implement the norms of law and, through their activities, contribute to the creation of legal norms *(Nesterchuk 2014)*.

However, the position of scholars who deny the exercise of a law-making (normative) function by courts is more acceptable. Thus, O. Tkachuk notes that courts, when considering cases, only analyze specific life circumstances, searching for a legal norm that can be applied to them, and, using it, indicate how personified persons should act in a specific situation *(Tkachuk, 2016, 94)*. E. Talykin points out that the law-making function of the court is difficult to include in the concept of «justice», because it is not directly aimed at protecting rights, freedoms and legitimate interests *(Talykin, 2011, 167).*

Agreeing with the above argument, one should also take into account the theoretical provisions that the purpose of lawmaking is to create a single, internally consistent system of norms that regulates social relations that are diverse in content *(Zaichuk (ed.), Onishchenko, 2006, 355)*, and with the help of law enforcement activities tasks are carried out to organize the implementation of legal norms and ensure a response from state bodies for violations of legal norms *(Zaichuk (ed.), Onishchenko, 2006, 453)*. In this regard, it can be concluded that justice is law enforcement, but not law-making activity of the court.

The substantive content of the court's activity in administering justice is revealed by S. Tymchenko, noting that it takes place in procedural forms determined by law in court

sessions with the participation of the parties and other participants in the process and consists in establishing the factual circumstances of the case and clarifying the truth in the case under consideration by examining the evidence, which ends with the adoption of a decision in the case with the application of the norms of the relevant substantive law *(Tymchenko, 2004, 25)*. It can be noted that in general this definition refers to the enforcement of law carried out by a court in a procedural form defined by law. It also indicates the subject, content, purpose and means of the court's activities.

Taking into account the subject of criminal law regulation, the tasks and purpose of criminal procedural activity, the following stages of law enforcement carried out by the court in criminal proceedings can be identified: establishment of circumstances subject to proof and other circumstances that are important for criminal proceedings; criminal legal qualification of the act; adoption and execution of a court decision.

The Constitutional Court of Ukraine expressed the position that, in accordance with Article 124 of the Constitution of Ukraine, justice is an independent branch of state activity, which courts carry out by considering and resolving civil, criminal and other cases in court sessions in a special procedural form established by law *(Constitutional Court of Ukraine, 1997).*

Many scholars, when defining the concept of justice, also emphasize that this activity is carried out by the court in a special, legally established, procedural form *(Hroshevyi, 2009)*, in a strictly defined procedural form *(Savenko, 2006; Shevchuk, 2014)*.

At the same time, the procedural form should be a guarantee of individual rights and justice, which some scholars rightly paid attention to when formulating the concept of justice.

Thus, Yu. Groshevy noted that justice involves legislative regulation of the entire order of court activities by establishing a process procedure that guarantees the rights and freedoms of the individual, the legality and fairness of court decisions *(Hroshevyi, 2003, 688).*

M. Savenko expressed the opinion that justice in criminal proceedings is only such activity of the court, the procedural form of which ensures the mandatory participation of interested participants in the process in court sessions, endowed with the necessary procedural guarantees that enable the correct resolution of the case on the merits *(Savenko, 2006, 281).*

In the legal literature, when characterizing the activities of administering justice, it is also noted that justice is administered by the court in compliance with the principle of adversarial proceedings and other principles of criminal justice *(Savenko, 2006; Shevchuk, 2014)*, on the basis of the law and the principles of justice, equality, freedom and humanism *(Malyshev, 2008)*.

Therefore, the administration of justice presupposes a fair judicial process, procedural fairness, in which the procedural form should be a guarantee of individual rights and justice. The functioning of the court must take place in accordance with the principles that determine the procedural guarantees for ensuring the fairness of justice: reasonable terms for considering the case, procedural equality of the parties, the right to legal aid, publicity (publicity and openness) of the trial, motivation and bindingness of court decisions.

3.3. The purpose of justice in criminal proceedings

V. Bihun notes the presence of formal and substantive essential features of justice. The formal sign of justice is its implementation in the form of judicial proceedings by courts as state bodies, and the substantive one is compliance with the requirements of justice and ensuring effective restoration of rights. If the first emphasizes justice as a process carried out by the courts, the second focuses on the result by which it can be defined as a goal *(Bihun et al, 2009)*.

O. Tkachuk believes that justice can be considered both as a goal (in this case, the content of justice is associated with the concept of fairness), and as the activity itself to achieve this goal *(Tkachuk, 2016, 83)*.

Thus, the peculiarity of the concept of justice is the interrelation of its formal and substantive essential features, which give grounds to consider it simultaneously as an activity and as a goal. The implementation of justice involves a fair judicial process and its fair result. Justice, as the goal of judicial activity, is identical with fairness.

Scientific sources express different views on the purpose of justice and the purpose of judicial activity in general. Thus, the purpose of justice as a law enforcement activity is defined as the protection of human and citizen rights and freedoms, the rights and legitimate interests of legal entities and the interests of the state (*Shemshuchenko (ed), 2003, 50)*. However, this interpretation of the purpose of justice is quite broad, since the protection of rights and freedoms is carried out not only by the court, but also by other state bodies, therefore it requires specification in accordance with the subject of the court's activity.

The goal of judicial activity in society and the state is quite reasonably considered to be judicial protection *(Hloviuk, 2015)*. At the same time, judicial protection is defined as both an activity and a result of activity *(Hloviuk, 2015; Shylo, 2011)*, and justice is considered as a form of its implementation *(Shylo, 2011)*.

Undoubtedly, justice as a judicial activity is aimed at protecting the rights, freedoms and legitimate interests of individuals. However, the goal of justice in criminal proceedings has a special meaning, taking into account the specifics of the sectoral subject of regulation.

In the science of criminal procedure, the content of the court's activities in administering justice has traditionally been associated with the consideration and resolution of criminal cases *(Hroshevyi, 2009; Savenko, 2006)*.

Based on the analysis of existing points of view and provisions of the current Criminal Procedure Code of Ukraine, I. Glovyuk concludes that justice is such procedural activity, the final decision of which is to resolve the issue of the merits of the accusation/suspicion, the allegation that a person committed another socially dangerous act, provided for by the law of Ukraine on criminal liability *(Hloviuk, 2015, 483–485)*.

In our opinion, the resolution of the accusation on the merits can be considered as the goal of justice in a criminal trial in the substantive sense. In the procedural (formal) sense, the goal of justice is the adoption of a lawful, well-founded and fair judicial decision.

M. Pohoretskyi reasonably defines the purpose of the criminal process as resolving the socio-legal conflict that arose in connection with the crime of harming a person, society, and the state *(Pohoretskyi, 2007, 167)*. Since the administration of justice in criminal proceedings is aimed at achieving the goal of the criminal process, it can be agreed that justice is a means of resolving a socio-legal conflict.

The goal of justice in the judicial process is realized by adopting a lawful, well-founded, motivated and fair judicial decision that resolves a socio-legal conflict and ensures the protection of the rights, freedoms and interests of individuals.

A court decision is the embodiment of the court's position, based on the perception and analysis of a specific legal situation (factual circumstances), the study and evaluation of evidence, and the application of substantive and procedural law. Compliance with the requirements of legality, reasonableness and fair of court decision gives reasons to affirm its justice and the realization of the goal of justice.

Therefore, justice as a multifaceted category should be considered in a close relationship with equity, institutional elements of the right to a fair trial, as well as a procedural activity carried out by the court in the established form with observance of the principles of judicial procedure, and as the goal of judicial activity, realized by the adoption of a judicial decision.

4. Conclusions

In the procedural aspect, justice is defined as the law enforcement activity of the court, which is carried out in a procedural form established by law and includes: establishing the factual circumstances of the case, selecting and analyzing legal norms as the legal basis of the case, resolving the legal case, and formalizing the decision. Such activities take place in court sessions with the participation of the parties and other participants in the process, and its content is the consideration and resolution in court sessions in a special, legally established procedural form of civil, commercial, administrative cases and criminal proceedings.

Justice in criminal proceedings is the law enforcement activity of the court, which is carried out in the procedural form established by law in compliance with the principles of criminal proceedings, aimed at resolving the charges on the merits and adopting a lawful, well-founded and fair judicial decision.

The essential characteristics of justice in criminal proceedings are: 1) the administration of justice only by the court; 2) the law-enforcement nature of the court's activities, which includes: establishing circumstances subject to proof and other circumstances that are important for criminal proceedings; criminal-legal qualification of the act; adoption and execution of a court decision; 3) the administration of justice in the procedural form established by law, which provides for the holding of a court session in compliance with the principles of criminal proceedings; 4) justice is a means of resolving a social and legal conflict; 5) justice is a form of implementing judicial protection in criminal proceedings; 6) the purpose of justice is to adopt a lawful, well-founded and fair court decision that resolves the charges on the merits.

Further research should focus on formulating a system of guarantees for ensuring the administration of justice in criminal proceedings, as well as developing criteria for assessing the achievement of the goal of justice. The procedural features of criminal proceedings related, in particular, to the administration of justice under martial law require separate consideration.

References

1. Bihun, V. S. (red.) et al. (2009). Pravosuddia: filosofske ta teoretychne osmyslennia: kolektyvna monohrafiia [Justice: philosophical and theoretical reflection: collective monograph]. Kyiv. [in Ukrainian].

2. Hloviuk, I. V. (2015). Kryminalno-protsesualni funktsii: teoriia, metodolohiia ta praktyka realizatsii na osnovi polozhen Kryminalnoho protsesualnoho kodeksu Ukrainy 2012 r.: monohrafiia [Criminal procedural functions: theory, methodology and practice of implementation based on the provisions of the Criminal Procedure Code of Ukraine 2012: monograph]. Odesa: Yurydychna literatura. [in Ukrainian].

3. Hroshevyi, Yu. (2009). Problemy reformuvannia kryminalnoho sudochynstva [Problems of criminal justice reform]. Pravo Ukrainy, 2, 4–10. [in Ukrainian].

4. Hroshevyi, Yu. M. (2003). Problemy udoskonalennia zakonodavstva, shcho rehuliuie kryminalno-protsesualnu diialnist [Problems of improving legislation regulating criminal procedural activities]. Visnyk Akademii pravovykh nauk Ukrainy, 2/3 (33/34), 686–698. [in Ukrainian].

5. Konstytutsiia Ukrainy. (1996). [Constitution of Ukraine]. Zakon Ukrainy vid 28 chervnia 1996 roku № 254k/96-VR. URL: https://zakon.rada.gov.ua/go/254к/96-вр (accessed: 08.06.2026).

6. Konstytutsiinyi Sud Ukrainy. (1997). Ukhvala vid 14 zhovtnia 1997 roku № 44-z pro vidmovu u vidkrytti konstytutsiinoho provadzhennia u spravi za konstytutsiinym zvernenniam derzhavnoho zovnishnoekonomichnoho pidpryiemstva «Slavutych-Stal» shchodo tlumachennia

statti 124 Konstytutsii Ukrainy i Zakonu Ukrainy «Pro mizhnarodnyi komertsiinyi arbitrazh» [Resolution of October 14, 1997 No. 44-z on the refusal to initiate constitutional proceedings in the case on the constitutional appeal of the State Foreign Economic Enterprise «Slavutych-Stal» regarding the interpretation of Article 124 of the Constitution of Ukraine and the Law of Ukraine «On International Commercial Arbitration»]. URL: http://www.ccu.gov.ua/sites/default/files/ndf/44-z.pdf (accessed: 08.06.2026).

7. Konstytutsiinyi Sud Ukrainy. (2003). Rishennia vid 30 sichnia 2003 roku № 3-rp/2003 u spravi za konstytutsiinym podanniam Verkhovnoho Sudu Ukrainy shchodo vidpovidnosti Konstytutsii Ukrainy (konstytutsiinosti) polozhen chastyny tretoi statti 120, chastyny shostoi statti 234, chastyny tretoi statti 236 Kryminalno-protsesualnoho kodeksu Ukrainy (sprava pro rozghliad sudom okremykh postanov slidchoho i prokurora) [Decision of January 30, 2003 No. 3-rp/2003 in the case on the constitutional submission of the Supreme Court of Ukraine on the compliance with the Constitution of Ukraine (constitutionality) of the provisions of Part Three of Article 120, Part Six of Article 234, Part Three of Article 236 of the Criminal Procedure Code of Ukraine (case on the court's consideration of certain resolutions of the investigator and prosecutor). URL: http://zakon0.rada.gov.ua/laws/show/v003p710-03 (accessed: 08.06.2026).

8. Konventsiia pro zakhyst prav liudyny i osnovopolozhnykh svobod. (1950). [Convention for the Protection of Human Rights and Fundamental Freedoms] vid 04 lystopada 1950 roku. URL: https://zakon.rada.gov.ua/laws/show/995_004#Text (accessed: 08.06.2026).

9. Koval, V. M. (2004). Apeliatsiini sudy v Ukraini: stanovlennia i rozvytok: avtoref. dys. ... kand. yuryd. nauk: 12.00.10 [Courts of Appeal in Ukraine: Formation and Development: Abstract of Dissertation ... Candidate of Law: 12.00.10]. Odesa. [in Ukrainian].

10. Kryminalnyi protsesualnyi kodeks Ukrainy. (2012) [Criminal Procedure Code of Ukraine]. Zakon Ukrainy vid 13 kvitnia 2012 roku № 4651-VI. URL: https://zakon.rada.gov.ua/laws/show/4651-17#Text (accessed: 08.06.2026).

11. Malyshev, B. V. (2008). Sudovyi pretsedent u pravovii systemi Anhlii [Judicial precedent in the legal system of England]. Kyiv: Praksis. [in Ukrainian].

12. Nesterchuk, L. P. (2014). Systema funktsii, shcho zdiisniuiut sudy zahalnoi yurysdyktsii Ukrainy [The system of functions performed by courts of general jurisdiction of Ukraine]. Aktualni problemy derzhavy i prava, 71, 396–402. [in Ukrainian].

13. Pohoretskyi, M. A. (2007). Funktsionalne pryznachennia operatyvno-rozshukovoi diialnosti u kryminalnomu protsesi: monohrafiia [Functional purpose of operational and investigative activities in criminal proceedings: monograph]. Kharkiv: Arsis, LTD. [in Ukrainian].

14. Pro sudoustrii i status suddiv. (2016). [On the judicial system and the status of judges]. Zakon Ukrainy vid 2 chervnia 2016 roku № 1402-VIII. URL: https://zakon.rada.gov.ua/laws/show/1402-19#Text (accessed: 08.06.2026).

15. Savenko, M. Ye. (2006). Protsesualni funktsii sudu u kryminalnomu sudochynstvi na stadiiakh dosudovoho slidstva ta sudovoho rozghliadu [Procedural functions of the court in criminal proceedings at the stages of pre-trial investigation and trial]. Universytetski naukovi zapysky, 2 (18), 279–284. [in Ukrainian].

16. Shemshuchenko, Yu. S. (red.) et al. (2003). Yurydychna entsyklopediia: v 6 t. [Legal Encyclopedia: in 6 volumes]. T. 5: P–S. Kyiv: Vydavnytstvo «Ukrainska entsyklopediia» imeni M.P. Bazhana. [in Ukrainian].

17. Shevchuk, M. I. (2014). Funktsii sudu v suchasnomu kryminalnomu provadzhenni Ukrainy [Functions of the court in modern criminal proceedings in Ukraine]. Visnyk Lvivskoho universytetu, 59, 370–378. [in Ukrainian].

18. Shylo, O. H. (2011). Teoretyko-prykladni osnovy realizatsii konstytutsiinoho prava liudyny i hromadianyna na sudovyi zakhystu dosudovomu provadzhenni v kryminalnomu protsesi Ukrainy [Theoretical and practical foundations of the implementation of the constitutional right of a person and a citizen to judicial protection in pre-trial proceedings in the criminal process of Ukraine]. Kharkiv: Pravo. [in Ukrainian].

19. Talykin, Ye. A. (2011). Zmist poniattia «pravosuddia» u konteksti funktsii hospodarskoho sudu [The meaning of the concept of "justice" in the context of the functions of the commercial court]. Universytetski naukovi zapysky, 4 (40), 164–169. [in Ukrainian].

20. Tkachuk, O. S. (2016). Funktsii sudovoi vlady ta sfera tsyvilnoho sudochynstva. [Functions of the judiciary and the sphere of civil proceedings]. Chasopys tsyvilnoho i kryminalnoho sudochynstva, 3(30), 77–96. [in Ukrainian].

21. Tymchenko, S. M. (2004). Sudovi ta pravookhoronni orhany Ukrainy: navch. posib. [Judicial and law enforcement bodies of Ukraine: training manual]. Kyiv: Tsentr navchalnoi literatury. [in Ukrainian].

22. Vysnovok № 3 (2002) Konsultatyvnoi rady yevropeiskykh suddiv do uvahy Komitetu Ministriv Rady Yevropy shchodo pryntsypiv ta pravyl, yaki rehuliuiut profesiinu povedinku suddiv, zokrema, pytannia etyky, nesumisnoi povedinky ta bezstoronnosti vid 19 lystopada 2002 r. [Opinion No. 3 (2002) of the Consultative Council of European Judges for the attention of the Committee of Ministers of the Council of Europe on the principles and rules governing the professional conduct of judges, in particular the issues of ethics, incompatible conduct and impartiality of 19 November 2002]. URL: https://court.gov.ua/userfiles/visn_3_2002.pdf (accessed: 08.06.2026).

23. Zaichuk, O. V. (red.), Onishchenko N. M. (2006). Teoriia derzhavy i prava. Akademichnyi kurs: pidruchnyk [Theory of State and Law. Academic Course: Textbook]. Kyiv: Yurinkom Inter. [in Ukrainian].

BLOCKCHAIN-BASED TRACEABILITY IN AGROECOLOGY: LEGAL GOVERNANCE UNDER EUROPEAN UNION LAW

Antonina Zghama
Ph.D. in Law, Assistant Professor, International University, Ukraine
e-mail: zghama@ukr.net, orcid.org/0000-0002-3904-7477

Viktoriia Kachuriner
Ph.D. in International Law, Assistant Professor, International University, Ukraine
e-mail: kachuriner22@gmail.com, orcid.org/0000-0003-2553-5071

Summary

The article examines the legal significance of blockchain-based traceability for agroecological production and agri-food value chains under European Union law. The research is based on the hypothesis that distributed ledger technologies can support agroecological transformation only when they are embedded in a wider framework of data governance, environmental due diligence, organic certification, consumer protection and fundamental rights. The purpose of the article is to identify how blockchain may strengthen the credibility of agroecological claims and, at the same time, what legal limits prevent it from becoming a substitute for public control, certification and accountability. The methodology combines legal analysis of EU regulatory acts, systemic interpretation, comparative assessment of technological and legal functions, and a risk-based approach to digital tools in agriculture. The article argues that blockchain is most useful as an evidentiary infrastructure for recording events, documents and responsibilities across supply chains, especially in organic production, deforestation-free trade and precision agriculture. However, the reliability of such systems depends on the quality of input data, governance of smart contracts, access rights, interoperability, cybersecurity and compliance with data protection law. The study concludes that EU law is moving toward a model in which blockchain may become a technical layer of sustainable agri-food governance, but not an autonomous source of legal truth.

Key words: distributed ledger, sustainable farming, European Green Deal, data governance, supply-chain traceability, organic production, deforestation due diligence, smart contracts.

DOI https://doi.org/10.23856/7649

1. Introduction

Agroecology has become one of the key intellectual and regulatory responses to the ecological vulnerability of contemporary agriculture. It is not limited to the replacement of one set of inputs with another. Rather, it offers a systemic approach to soil fertility, biodiversity, water quality, climate resilience, animal welfare, local knowledge and fair relations in food systems. In the European Union, this approach is closely connected with the European Green Deal, the Common Agricultural Policy, organic farming rules, the Farm to Fork logic, and the increasing expectation that agri-food products must be not only safe, but also environmentally and socially credible.

The scientific literature emphasises that agroecology should be understood simultaneously as a scientific discipline, a set of farming practices and, in some contexts, a social movement aimed at transforming food systems *(Wezel, Bellon, Doré, Francis, Vallod, David, 2009)*. Agroecology is also defined through the ecology of food systems rather than through isolated farm-level techniques *(Francis et al., 2003)*. This broader understanding is important for legal analysis because traceability in agroecology must cover not only commodity movement, but also ecological processes, institutional responsibility and the credibility of sustainability claims.

At the same time, agri-food value chains are becoming increasingly data-intensive. Farmers, processors, traders, certification bodies, retailers and public authorities generate and exchange information about origin, production methods, pesticide use, soil condition, carbon practices, animal welfare, transport, storage and compliance. The legal and economic value of many sustainable products now depends on whether such information can be trusted. In this context, blockchain, or more broadly distributed ledger technology, is often presented as a tool that can make agri-food supply chains transparent, tamper-resistant and auditable.

The logic of such systems should be viewed through the broader concept of digital transformation. Digitalisation is not merely the conversion of information into electronic form or the automation of existing procedures; it also changes institutional organisation, service models and the distribution of responsibility between human actors and digital tools *(Zghama, 2024: 321-322)*. This observation is important for agroecological traceability because blockchain should not simply reproduce paper-based certification in digital form. It should support a new architecture of interaction between farmers, control bodies, market operators and public authorities.

The scientific problem is that the technological promise of blockchain is frequently stronger than the legal analysis supporting it. A distributed ledger can record that a statement was made at a certain time by a certain participant, but it cannot by itself prove that the statement is true. If incorrect data are entered into the system, the ledger may merely preserve the error more efficiently. Therefore, in agroecological governance, blockchain should be understood not as a replacement for law, inspection or certification, but as a possible evidentiary and coordination layer within a legally regulated system.

The aim of this article is to define the legal role of blockchain-based traceability in agroecology under EU law. The research tasks are: first, to clarify the relationship between agroecological values and traceability; second, to assess the relevance of EU rules on organic production, deforestation-free products, data access and artificial intelligence; third, to identify the risks of blockchain systems in agri-food governance; and fourth, to propose legal principles for the responsible use of blockchain in agroecological supply chains. The study uses general scientific methods of analysis and synthesis, formal legal interpretation, systemic interpretation of EU legislation and a functional assessment of digital technologies in agriculture.

2. Agroecology and Traceability

Traceability is not a purely technical category. In agroecological systems, it performs at least three legal and social functions. The first is evidentiary: it connects a final product with the conditions of production, including land use, inputs, animal welfare, environmental practices and transport. The second is preventive: it makes it easier to identify weak points in a supply chain before violations become systemic. The third is communicative: it allows consumers, public authorities and market actors to distinguish credible sustainability claims from vague environmental marketing.

EU organic policy illustrates this connection. The European Commission describes organic farming as a method that uses natural substances and processes and tends to have a limited environmental impact because it encourages responsible use of energy and natural resources, maintenance of biodiversity, preservation of ecological balances, enhancement of soil fertility and maintenance of water quality *(European Commission, 2026a)*. EU rules also rely on control bodies, certification and regular checks of operators in the organic food chain. This means that legal trust in an organic product is produced not by a label alone, but by an institutional chain of verification.

This institutional understanding is consistent with agroecological scholarship, which treats sustainable food systems as socio-ecological systems rather than merely as production units. The literature shows that agroecology has expanded from plot and field scales to farm, agroecosystem and food-system scales *(Wezel et al., 2009: 503-515)*. Therefore, the legal relevance of traceability is not exhausted by identifying the physical origin of a product; it also includes the capacity to reconstruct decisions, responsibilities and ecological claims across the food chain.

Blockchain can strengthen this chain if it records certification events, laboratory results, transport documents, batch transformations and audit trails in a way that is difficult to alter retrospectively. For example, a cooperative of organic producers may use a distributed ledger to record the certification status of farms, the movement of grain batches from storage to processing, and the link between a final flour package and the relevant production lots. In such a case, blockchain does not certify the product; it preserves and structures the evidence generated by certification and commercial activity.

This distinction is essential for legal clarity. Agroecological claims often concern complex biological and social realities: soil health, biodiversity, reduced chemical dependency, fair treatment of producers, local resilience and climate adaptation. These realities cannot be reduced to a single digital token or quick response code. A blockchain record may point to documents, measurements and responsible actors, but the underlying normative assessment remains a matter of law, science and institutional control.

The legal design of traceability should therefore follow the principle of "qualified transparency". Transparency is qualified when the system makes relevant information visible to the correct actors, at the correct level of detail, and under legally defined conditions. Full public visibility of all agricultural data may harm farmers, reveal commercially sensitive information or expose personal data. Conversely, excessive secrecy may undermine consumer trust and public enforcement. The challenge is to build systems that allow auditability without turning farmers into permanent objects of uncontrolled surveillance.

3. Blockchain in Agri-Food Governance

Blockchain is a type of distributed ledger in which records are maintained across a network and protected through cryptographic methods and consensus mechanisms. In agri-food supply chains, its most relevant features are immutability of recorded entries, shared access to a common data layer, time-stamping, programmable transactions through smart contracts and the possibility of linking digital records to physical goods. These features may reduce information asymmetry between farmers, processors, retailers, regulators and consumers.

Research on blockchain in agriculture generally supports this potential, but with important qualifications. Blockchain is considered promising for transparent food supply chains, while barriers remain in technical maturity, education, policy and regulatory frameworks

(Kamilaris, Fonts, Prenafeta-Boldu, 2019). In food traceability studies, blockchain is also described as a tool that may improve reliability of traceability analysis, provided that data integrity, verification and integration with existing control systems are ensured *(Galvez, Mejuto, Simal-Gandara, 2018)*. Broader reviews of blockchain applications confirm that distributed ledgers create opportunities for traceability and auditability, but also raise unresolved questions of interoperability, governance and implementation design *(Casino, Dasaklis, Patsakis, 2019)*. These findings support the legal argument that blockchain is useful only when it is connected with reliable institutions and enforceable obligations.

The practical value of blockchain in agroecology depends on the type of data recorded. Some data are transactional, such as date of harvest, transfer of ownership, storage location or batch number. Some data are documentary, such as certificates, declarations of conformity, audit reports or laboratory analyses. Some data are sensor-based, such as temperature during transport, soil moisture, satellite observation or equipment performance. Finally, some data are normative, such as whether a product may lawfully be marketed as organic or whether a commodity is deforestation-free. Blockchain is suitable for recording the first three categories, but the fourth category requires legal evaluation.

Smart contracts may automate certain processes, such as releasing payment when a certified delivery is received or notifying a certification body when a prohibited input is recorded. However, smart contracts should not be confused with legal contracts. They execute code according to predefined conditions, while legal responsibility requires interpretation, context, defences, proportionality and remedies. In an agroecological supply chain, the use of a smart contract should be accompanied by conventional contractual clauses defining liability for incorrect data, system failure, cyber incidents, suspension of certification and dispute resolution.

This position is also supported in legal scholarship on blockchain-enabled contracts. Legal contracts should be distinguished from imperative and declarative smart contracts because automated execution does not remove the need for legal interpretation *(Governatori, Idelberger, Milosevic, Riveret, Sartor, Xu, 2018)*. The simplistic idea that "code is law" is criticised in scholarship because smart contracts still require adoption rules, legal remedies and institutional safeguards *(Drummer, Neumann, 2020)*. Smart contracts also require contract-law strategies rather than purely technical treatment *(Filatova, 2020)*. For agroecological traceability, this means that automated compliance tools must remain legally contestable and institutionally supervised.

The problem of legal qualification is especially visible in scholarship on cryptocurrency and virtual assets. The absence of a clear legal regime for decentralised digital assets creates uncertainty for economic activity, taxation, state supervision and liability *(Podtserkovnyi, Reznik, Zghama, Tsurkanu, Kovalevych, 2021: 847-857)*. Although blockchain traceability in agroecology is not identical to cryptocurrency circulation, both fields show the same regulatory challenge: decentralised technologies require legal recognition of roles, assets, transactions and responsible intermediaries.

The EU legal environment is increasingly relevant to this technological architecture. The Data Act became applicable on 12 September 2025 and aims to ensure fair access to and use of data, especially data generated by connected devices. The Commission explicitly notes that business users in agriculture may gain access to data about the performance of industrial equipment and that precision agriculture can use real-time information such as weather, temperature, moisture, market prices and GPS signals to optimise production *(European Commission, 2025a)*. This is directly relevant to blockchain-based agroecological systems because many ledger entries will originate from connected machinery, sensors and digital platforms.

The legal implication is that data generated on farms should not automatically be captured by technology providers or dominant platforms. Farmers need meaningful access, portability and control. If a blockchain traceability system depends on data from tractors, drones, storage sensors or irrigation systems, the allocation of data rights becomes a central issue. Without fair data governance, blockchain may increase dependency on digital intermediaries rather than empower agroecological producers.

Another relevant field is the EU framework for artificial intelligence. Although blockchain and artificial intelligence are different technologies, they are often combined in precision agriculture, risk scoring, predictive maintenance, automated certification checks and supply-chain analytics. The AI Act entered into force on 1 August 2024 and establishes a risk-based framework for AI systems, including transparency obligations and stricter duties for high-risk systems *(European Commission, 2026b)*. Where AI tools are used to evaluate compliance, predict environmental risk or influence access to subsidies and markets, legal safeguards concerning accuracy, documentation, human oversight and non-discrimination become important.

The same conclusion follows from research on digital transformation of justice, where artificial intelligence, blockchain and big data are described as tools that may automate routine tasks and improve access to legal services, but only if infrastructure, ethical standards and cybersecurity are developed in parallel *(Antonina Zghama, 2024: 324-325)*. In agri-food governance, this means that traceability platforms should be assessed not only by technological efficiency, but also by their ability to protect confidential information, preserve procedural fairness and enable effective review of disputed records.

Thus, the future of blockchain in agroecology will not be determined by blockchain law alone. It will be shaped by the interaction of agricultural law, environmental law, data law, consumer protection, contract law, cybersecurity, data protection and AI governance. This interaction is the distinctive feature of the EU approach: digital innovation is allowed and encouraged, but it must operate within a structure of rights, obligations and public purposes.

4. EU Environmental Due Diligence

One of the strongest examples of the convergence between environmental law and traceability is Regulation (EU) 2023/1115 on deforestation-free products. The Regulation aims to reduce greenhouse gas emissions and biodiversity loss by ensuring that products consumed in the EU do not contribute to deforestation or forest degradation. It applies to commodities such as cattle, wood, cocoa, soy, palm oil, coffee, rubber and certain derived products. Operators and traders placing covered commodities on the EU market, or exporting them from it, must be able to prove that the products do not originate from recently deforested land and have not contributed to forest degradation *(European Commission, 2026c)*.

For agroecology, the importance of this Regulation is broader than its list of commodities. It shows that access to the EU market is increasingly connected with environmental due diligence and geographically specific proof. The traditional model of trust based on a general declaration by the seller is being replaced by a model in which legality, land-use history and supply-chain documentation must be demonstrable. Blockchain can help organise such proof by linking farm plots, harvest records, geolocation data, supplier declarations, satellite evidence and due diligence statements.

However, the EUDR also demonstrates the limits of blockchain. A ledger cannot determine whether a forest was degraded, whether a land conversion falls within the legal definition, or whether national land-use rights were respected. These questions require legal definitions,

remote sensing, local records, administrative cooperation and enforcement. Blockchain may preserve the chain of custody and reduce the risk of document manipulation, but it cannot replace environmental assessment.

The same logic applies to organic production. Regulation (EU) 2018/848 provides the legal framework for organic production and labelling. The EU system depends on control bodies, certification, inspection and rules for imports. Blockchain may reduce paperwork and improve the traceability of certified goods, but a product becomes organic because it satisfies legal requirements and passes the relevant control process, not because a token has been created for it.

This distinction is crucial for preventing "digital greenwashing". Digital greenwashing occurs when a technological interface gives consumers the impression of ecological credibility without sufficient legal or scientific evidence behind the claim. A QR code on a product may look convincing, but if the underlying data are incomplete, unaudited or controlled by an interested commercial actor, the system may create trust without justification. EU consumer protection law and the broader movement against misleading environmental claims require that sustainability communication be accurate, verifiable and not deceptive.

Therefore, the legally responsible use of blockchain in agroecology should follow several requirements. First, the system must identify who is responsible for each data entry. Second, it must distinguish verified data from self-declared data. Third, it must allow competent authorities and certification bodies to audit relevant records. Fourth, it must protect personal data and commercially sensitive information. Fifth, it must provide mechanisms for correction, because immutability should not mean that false or unlawful data remain practically unchallengeable. A good system does not erase errors silently; it records corrections with reasons, timestamps and responsible persons.

5. Risks and Legal Principles

The first risk is the «oracle problem»: blockchain systems need external sources to connect digital records with real-world events. In agriculture, those sources may be farmers, inspectors, sensors, satellites, laboratories or platform operators. If the external source is wrong, manipulated or biased, the blockchain record will also be unreliable. Legal governance must therefore focus not only on the ledger, but also on the quality, independence and accountability of data sources.

The second risk concerns data protection. Farm data may include personal data when it relates to identifiable farmers, workers, landowners or small family enterprises. Even when data appear technical, they may reveal economic behaviour, location, productivity or personal routines. The General Data Protection Regulation remains relevant where personal data are processed. A blockchain system must define the controller, processor, purposes of processing, lawful basis, retention logic and rights of data subjects. Public blockchains can be especially difficult in this respect because data may be widely replicated and hard to delete. Permissioned or hybrid architectures may therefore be more appropriate for many agroecological use cases.

The third risk is inequality. Small farmers and cooperatives may lack the resources to adopt complex digital traceability tools. If market access increasingly requires digital proof, technology may become a barrier rather than an opportunity. EU policy should avoid a situation in which sustainability becomes visible only when mediated by expensive platforms. Public support, open standards, cooperative models and proportional obligations are necessary to prevent digital exclusion.

The fourth risk is fragmented regulation. Comparative research on cryptocurrency transactions shows that states may classify digital assets differently: as means of payment, property, exchange goods or objects of special financial supervision *(Podtserkovnyi et al., 2021: 847-857)*. A similar problem may arise in agroecological blockchain systems if digital records, tokens, certificates and smart-contract outputs are not clearly connected with recognised legal categories. For this reason, legal design should define whether a blockchain entry is evidence, a certificate, a declaration, a contractual notice or merely technical metadata.

The fifth risk is over-automation. Agroecology values local knowledge, adaptive management and ecological complexity. A system that transforms all compliance decisions into automated binary outputs may fail to capture this complexity. Smart contracts may be useful for routine transactions, but legal and ecological judgement should remain available where facts are contested or values must be balanced. Human oversight is not an obstacle to innovation; it is a condition for legitimate governance.

On this basis, five legal principles may guide blockchain use in agroecological supply chains. The first is legality by design: the system should be built around existing legal categories, including organic certification, due diligence, data access, consumer information and data protection. The second is accountability of inputs: every significant data entry should be attributable to a responsible actor or verified device. The third is proportional transparency: access should be differentiated between consumers, business partners, certification bodies and public authorities. The fourth is interoperability: data should be portable and usable across systems, avoiding technological lock-in. The fifth is contestability: affected actors should have procedures to challenge inaccurate data, unfair automated decisions or misleading sustainability claims.

These principles are consistent with the broader direction of EU digital regulation. The Data Act seeks to improve access to data generated by connected devices and to prevent unfair contractual barriers. The AI Act promotes risk-based accountability, transparency and human oversight. The EUDR requires demonstrable environmental due diligence for covered commodities. Organic legislation relies on certification and controls to protect trust. Together, these instruments point toward a model in which digital technologies must serve sustainable governance rather than replace it.

6. Conclusions

Blockchain can make a meaningful contribution to agroecological governance, but its legal value is conditional. It is strongest when used to record, connect and preserve evidence generated by legally recognised actors: farmers, cooperatives, certification bodies, laboratories, logistics providers and competent authorities. It is weakest when presented as a self-sufficient guarantee of ecological truth. Agroecology is a complex normative and scientific field; no ledger can replace soil assessment, biodiversity monitoring, public enforcement or responsible certification.

Under EU law, the most promising function of blockchain is to support trustworthy traceability in sustainable agri-food systems. In organic production, it may help connect certificates, batches and audit trails. Under the EUDR, it may organise supply-chain evidence and due diligence documentation. Under the Data Act, it may interact with connected agricultural devices while strengthening farmers' access to data. In AI-supported precision agriculture, it may provide logging and traceability that contribute to accountability. These functions are valuable precisely because they are embedded in law.

At the same time, blockchain-based systems must address risks of incorrect input data, digital greenwashing, personal data exposure, technological dependency and exclusion of small producers. The EU approach suggests that innovation should be combined with legality by design, accountability, proportional transparency, interoperability and contestability. Future research should focus on practical governance models for cooperative and public-interest blockchain infrastructures in agriculture, including standard contractual clauses, certification interfaces and mechanisms for correcting erroneous ledger records.

The central conclusion is that blockchain should be treated as an institutional technology rather than merely a technical instrument. Its success in agroecology will depend less on the sophistication of cryptography than on the quality of legal design, public oversight and trust relations among actors in the food system. In this sense, blockchain may become useful for agroecology only when it remains subordinate to the ecological and legal purposes that justify its use.

References

1. Casino, F., Dasaklis, T. K., & Patsakis, C. (2019). A systematic literature review of blockchain-based applications: Current status, classification and open issues. Telematics and Informatics, 36, 55-81. https://doi.org/10.1016/j.tele.2018.11.006.

2. Drummer, D., & Neumann, D. (2020). Is code law? Current legal and technical adoption issues and remedies for blockchain-enabled smart contracts. Journal of Information Technology, 35(4), 337-360. https://doi.org/10.1177/0268396220924669.

3. European Commission. (2025a). Data Act. Shaping Europe's digital future. https://digital-strategy.ec.europa.eu/en/policies/data-act.

4. European Commission. (2026a). Organics at a glance. Agriculture and rural development. https://agriculture.ec.europa.eu/farming/organic-farming/organics-glance_en.

5. European Commission. (2026b). AI Act. Shaping Europe's digital future. https://digital-strategy.ec.europa.eu/en/policies/regulatory-framework-ai.

6. European Commission. (2026c). Regulation on deforestation-free products. Environment. https://environment.ec.europa.eu/topics/forests/deforestation/regulation-deforestation-free-products_en.

7. European Parliament and Council of the European Union. (2016). Regulation (EU) 2016/679 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data (General Data Protection Regulation). Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2016/679/oj.

8. European Parliament and Council of the European Union. (2018). Regulation (EU) 2018/848 on organic production and labelling of organic products and repealing Council Regulation (EC) No 834/2007. Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2018/848/oj.

9. European Parliament and Council of the European Union. (2023a). Regulation (EU) 2023/1115 on the making available on the Union market and the export from the Union of certain commodities and products associated with deforestation and forest degradation. Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2023/1115/oj.

10. European Parliament and Council of the European Union. (2023b). Regulation (EU) 2023/2854 on harmonised rules on fair access to and use of data (Data Act). Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2023/2854/oj.

11. European Parliament and Council of the European Union. (2024). Regulation (EU) 2024/1689 laying down harmonised rules on artificial intelligence (Artificial Intelligence Act). Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2024/1689/oj.
12. Filatova, N. (2020). Smart contracts from the contract law perspective: Outlining new regulative strategies. International Journal of Law and Information Technology, 28(3), 217-242. https://doi.org/10.1093/ijlit/eaaa015.
13. Francis, C., Lieblein, G., Gliessman, S., Breland, T. A., Creamer, N., Harwood, R., Salomonsson, L., Helenius, J., Rickerl, D., Salvador, R., Wiedenhoeft, M., Simmons, S., Allen, P., Altieri, M., Flora, C., & Poincelot, R. (2003). Agroecology: The ecology of food systems. Journal of Sustainable Agriculture, 22(3), 99-118. https://doi.org/10.1300/J064v22n03_10.
14. Galvez, J. F., Mejuto, J. C., & Simal-Gandara, J. (2018). Future challenges on the use of blockchain for food traceability analysis. Trends in Analytical Chemistry, 107, 222-232. https://doi.org/10.1016/j.trac.2018.08.011.
15. Governatori, G., Idelberger, F., Milosevic, Z., Riveret, R., Sartor, G., & Xu, X. (2018). On legal contracts, imperative and declarative smart contracts, and blockchain systems. Artificial Intelligence and Law, 26, 377-409. https://doi.org/10.1007/s10506-018-9223-3.
16. Kamilaris, A., Fonts, A., & Prenafeta-Boldu, F. X. (2019). The rise of blockchain technology in agriculture and food supply chains. Trends in Food Science & Technology, 91, 640-652. https://doi.org/10.1016/j.tifs.2019.07.034.
17. Podtserkovnyi, O., Reznik, N., Zghama, A., Tsurkanu, S., & Kovalevych, I. (2021). Problems of cryptocurrency transactions: Foreign experience and development prospects in Ukraine. Lecture Notes in Networks and Systems: International Conference on Business and Technology, 194, 847-857. Springer Nature. https://hdl.handle.net/11300/16071.
18. Wezel, A., Bellon, S., Dore, T., Francis, C., Vallod, D., & David, C. (2009). Agroecology as a science, a movement and a practice. A review. Agronomy for Sustainable Development, 29, 503-515. https://doi.org/10.1051/agro/2009004.
19. Zghama, A. O. (2024). Shchodo tsyfrovoi transformatsii pravosuddia ta perspektyv dlia sfery hospodariuvannia [On digital transformation of justice and prospects for the economic sector]. Analitychno-porivnialne pravoznavstvo, 6, 320-325. https://doi.org/10.24144/2788-6018.2024.06.52. [in Ukrainian]

HEALTH, ENVIRONMENT, DEVELOPMENT

CRITICAL PUBLIC HEALTH COMPETENCIES IN THE TRAINING OF FUTURE DOCTORS: AN ASSESSMENT OF EDUCATIONAL IMPERATIVES UNDER MARTIAL LAW

Volodymyr Drobotenko
Candidate of Medical Sciences, Head of the Department of Social Medicine, Public Health and Occupational Medicine, Cherkasy Medical Academy, Ukraine
e-mail: drobotenko777@gmail.com, orcid.org/0000-0003-2484-629X

Olha Sivak
Lecturer at the Department of Social Medicine, Public Health and Occupational Medicine, Cherkasy Medical Academy, Ukraine
e-mail: olhasivak777@gmail.com, orcid.org/0009-0003-7860-5712

Summary

This article examines the issue of developing critical public health competencies within the training system for future doctors in Ukraine under conditions of prolonged martial law. The author emphasises that the traditional focus of medical education on peacetime clinical skills is insufficient to meet modern challenges. Based on bibliosemantic analysis and a cross-sectional study of students, key crisis factors are identified: infrastructure deficits, epidemiological threats, psychosocial problems, risks of CBRN incidents, exacerbation of chronic non-communicable diseases, managerial and economic dysfunctions, and demographic changes. In light of these challenges, educational imperatives are outlined, including mastering the skills of medical triage, infection control, providing psychological first aid, responding to environmental and occupational risks, managing chronic conditions, crisis management, and analysing demographic trends. The author justifies the need to integrate these competencies into curricula by shifting from a disciplinary model to an integrated competency-based approach that combines clinical, military medical, and psychosocial training.

Key words: professional competencies, public health, future doctors, wartime challenges, higher medical education, martial law, medical students, educational programmes.

DOI https://doi.org/10.23856/7650

1. Introduction

Ukraine's healthcare system operates under prolonged martial law, creating a complex set of unprecedented organisational and resource challenges. The transformation of the medical sector, initiated in the pre-war period, now requires comprehensive and rapid adaptation to new epidemiological, socio-demographic and infrastructural risks. In these circumstances, the

public health paradigm is becoming increasingly important, as it directs the healthcare system towards maintaining the population's viability and responding to the complex risks of wartime *(Law of Ukraine No. 2573-IX, 2022).*

Traditionally, undergraduate training for students at medical higher education institutions has been focused primarily on developing clinical competencies relevant to peacetime conditions. The conditions of martial law demonstrate that every doctor, regardless of their chosen specialisation, assumes the role of an active participant in the public health system. Healthcare workers face tasks that go beyond routine clinical practice, in particular, medical triage during mass influxes of casualties, ensuring infection control in accommodation centres for internally displaced persons, responding to chemical, biological, radiological and nuclear threats, as well as providing basic psychosocial support to the population in conditions of widespread societal *(Myroniuk et al., 2023).*

It is important to bear in mind that even after the active phase of hostilities has ended, the legal regime of martial law and the associated risks will persist for a long time. Under such conditions, the medical education system requires a proactive approach and the inclusion in curricula of competencies aimed at preparing students to work in crisis situations *(World Health Organization, 2023).* An important element of such integration is assessing students' attitudes regarding their subjective readiness to work in new conditions and identifying potential gaps in their training."

The development of professional competencies among students at higher education medical institutions remains one of the key topics of academic discussion in contemporary literature. Over the last decade preceding the full-scale invasion, academic discourse focused on the European integration-oriented modernisation of medical education and the gradual transition from the 'social medicine' model to the concept of 'public health'.

The works of T. S. Gruzieva and O. Ya. Antoniuk *(Gruzieva and Antoniuk, 2023)* provide a thorough analysis of the core competencies of future doctors, among which the prevention of chronic non-communicable diseases, the promotion of a healthy lifestyle, and the mastery of biostatistics are identified as key. The issue of aligning theoretical training with practical skills in healthcare organisation featured prominently in the research by I. A. Golovanova and co-authors *(Golovanova et al., 2021)*, as well as in the works of V. G. Guryanov *(Guryanov and Lyakhovchenko, 2020).* The COVID-19 pandemic has become a key factor in rethinking the professional role of the doctor, clearly demonstrating the importance of established infection control skills, as reflected in the works of Yu. V. Voronenko and co-authors *(Voronenko et al., 2021).* At the same time, G. O. Slabkyi and I. S. Myroniuk *(Myroniuk et al., 2020)* emphasised in their studies that educational programmes retain signs of inertia, which slows down their adaptation to modern requirements.

Despite the thoroughness of existing scientific research, the vast majority of it analyses the structure of public health competencies in the context of stable socio-economic development. Competency models developed in the pre-war period prove insufficiently responsive to conditions of permanent infrastructure destruction, mass internal migration, deep psychological trauma among the population, and potential threats of the use of weapons of mass destruction. The question of whether pre-war educational standards can be correctly extrapolated to conditions of prolonged martial law remains open.

2. Aim, subject and methods of the study

The aim of the study is to provide a scientific justification for the priority of critical public health competencies in the training of future doctors and to assess the educational imperatives necessary for adapting curricula to the conditions of prolonged martial law in Ukraine.

To achieve this aim, the following tasks have been formulated:

1. To analyse the main challenges that determine the state and dynamics of Ukraine's public health system in the context of military operations.

2. To identify a list of critical public health competencies required for future doctors during the war and post-war periods.

3. To establish the conceptual and methodological foundations that will ensure the updating of educational and professional programmes in line with current requirements.

4. To justify and propose innovative educational technologies capable of ensuring the accelerated development of public health competencies among students.

5. To draw conclusions and outline prospects for further scientific research.

To achieve the set objective and fulfil the research tasks, a comprehensive methodological approach was employed, integrating bibliosemantic, medical-sociological and statistical methods. The study was conducted in accordance with the key bioethical principles enshrined in the World Medical Association's Declaration of Helsinki, which ensured the ethical correctness of all stages of the work

A cross-sectional descriptive study was conducted. The object of the study was the subjective assessment of the need for critical competencies in public health. The sample included 30 fourth- and fifth-year medical students who had fully completed the core course in "Social Medicine and Public Health".

The main tool for collecting primary data was a specially designed questionnaire, "Assessment of the priority of critical public health competencies for future doctors under martial law". The questionnaire contained 20 closed and semi-closed questions, structured on a nominal scale and grouped into six key domains, which reflected the main aspects of the competencies being assessed. A key feature of the instrument was the inclusion of an open-ended "Your own answer" option for each question, which enabled content analysis and allowed for the identification of non-obvious ("blind") areas in the training of medical students.

The raw data was systematised and organised using MS Excel spreadsheets, ensuring the accuracy of subsequent statistical processing. Descriptive statistics are presented in the form of absolute (n) and relative (%) frequencies, which allowed for a generalisation of the structure of respondents' answers

3. Research findings

The implementation of the initial research tasks required a systematic analysis of the key challenges affecting Ukraine's public health system in the context of full-scale military aggression. A bibliosemantic analysis of scientific sources and reports from international organisations made it possible to identify four key groups of crisis factors that significantly alter the content and structure of the competency model for the modern healthcare worker.

The first group of crisis factors consists of an infrastructure crisis and a shortage of healthcare resources. This encompasses the widespread destruction of medical facilities, disruptions to the logistics of supplying essential medicines (insulin, painkillers, antibiotics) and an exacerbation of staff shortages due to the migration of healthcare workers. Such conditions lead to a shift from a model of planned treatment to disaster medicine, even in relatively safe regions *(Lukashuk, 2023)*. In these circumstances, the key competencies for a doctor become clinical triage and the effective management of limited resources.

The second set of crisis factors comprises epidemiological threats associated with mass internal population displacement. The displacement of millions of citizens has led to a sharp

increase in the burden on the primary healthcare system in host communities. The concentration of people in temporary accommodation – modular towns, hostels, shelters – combined with disruptions to routine immunisation schedules and limited access to safe drinking water, creates the conditions for outbreaks of infectious diseases, particularly intestinal infections, tuberculosis and vaccine-preventable infections *(Ministry of Health of Ukraine, 2024).* In these circumstances, expertise in infection control and epidemiological surveillance becomes particularly important.

Key crisis determinants also include the large-scale psychosocial challenges arising from the war. Chronic stress, the grief of losing loved ones, the destruction of homes, as well as the rapid increase in the number of veterans and civilians with amputations are fuelling an epidemic of post-traumatic stress disorder, anxiety and depressive disorders. The specialist psychiatric care system lacks the resources to fully cater for such a large number of patients *(Khaustova and Pinchuk, 2022).* Under these circumstances, competencies in providing first psychological aid and basic psychosocial support become an educational imperative for future doctors and are integrated into general clinical practice.

The next group of crisis factors consists of environmental and occupational risks caused by the impact of hostilities. The use of modern weaponry, the destruction of industrial facilities leading to the formation of chemical hazard zones, the widespread mining of agricultural land, and the constant threat of CBRN incidents (chemical, biological, radiological and nuclear) are creating a new landscape of occupational and environmental health issues. Furthermore, the extremely high physical and psycho-emotional strain on healthcare workers and rescue personnel highlights the problem of occupational burnout and maintaining work capacity in extreme conditions *(Nahorna et al., 2021).*

An extremely important challenge, which is becoming particularly relevant in the context of modern warfare, is the exacerbation of chronic non-communicable diseases. The suspension of preventive check-ups and screening programmes, postponed medical consultations, interruptions in treatment, and the decompensation of conditions caused by prolonged stress lead to an increase in complications of chronic non-communicable diseases and a rise in hospitalisation rates *(Kornatskyi et al., 2021).* Under such conditions, competencies in continuous monitoring, risk stratification and the management of patients with chronic conditions in resource-constrained settings become crucial.

Administrative, economic and organisational dysfunctions, which have been exacerbated by the war, remain a significant challenge. The operation of healthcare facilities during power cuts, the need for rapid adaptation to changes in the Medical Guarantees Programme, and coordination between civilian and military healthcare facilities create additional barriers to ensuring the continuity of medical care. This highlights the importance of expertise in crisis management, the organisation of medical care, and the effective use of financial and material resources.

Alongside others, a systemic challenge that remains significant in today's reality is profound demographic shifts and the deterioration of macro-level indicators of public health. Hidden excess mortality, accelerated population ageing and a steady decline in birth rates pose long-term risks to the functioning of the healthcare system and the social sector *(Libanova, 2022).* Under such conditions, competencies in analysing demographic trends, forecasting demand for healthcare services, and developing preventive strategies aimed at supporting the health of vulnerable groups take on particular importance.

Based on a bibliosemantic analysis of scientific sources and reports from international organisations, we have systematised and organised a classification of challenges in the public health system, structured by domains, each of which forms a specific educational requirement for future doctors in accordance with defined critical competencies (tab. 1).

Table 1

Classification of key challenges for the public health system and corresponding educational imperatives for future doctors

Challenge domain	Key influencing factors	References	Comments and implications for the trainee's competencies
Infrastructure and resource shortages in healthcare facilities	The collapse of the hospital network, disruption to the supply of medicines, and staff attrition	I.S. Myronyuk et al. [8] O. M. Lukashuk [9]	The focus is shifting from routine care to disaster medicine. Imperative: proficiency in medical triage and the management of limited resources is becoming a core skill for doctors of any speciality.
Epidemiological safety and infection control	Mass internal migration, overcrowding in shelters, reduced coverage of routine vaccination.	Annual report of the Public Health Centre of the Ministry of Health of Ukraine [10]	Increased risk of outbreaks of vaccine-preventable and intestinal infections. Imperative: doctors must be prepared to implement infection control measures in non-hospital settings and conduct population surveillance.
Mental health and psychosocial support	Chronic war-related stress, PTSD in combatants and civilians, loss of loved ones, rehabilitation.	O.O. Khaustova, I.Ya. Pinchuk [11] All-Ukrainian Mental Health Association [12]	An epidemic of mental disorders exceeding the capacity of specialist care. Imperative: every doctor must possess the skills to provide first psychological aid and basic psychosocial support at the primary healthcare level.
Occupational medicine, CBRN threats (chemical, biological, radiological, nuclear) and the environment	Risks of the use of weapons of mass destruction, environmental pollution due to the destruction of industry, and burnout among healthcare professionals.	A. M. Nahorna et al. [13] V. V. Chorna [14]	The new landscape of environmental and occupational health, and the need to protect staff. The imperative: the ability to diagnose and respond to atypical incidents (CBRN) and to master techniques for preventing occupational burnout.
Exacerbation of chronic non-communicable diseases	Suspension of screening programmes, postponed visits to the doctor, decompensation of conditions due to stress.	V.M. Kornatsky et al. [15]	A shift in the pattern of morbidity towards advanced stages of cancer and cardiovascular emergencies. Imperative: strengthening competencies in the management of chronic conditions in the context of limited access to diagnostics.
Administrative, economic and organisational challenges	Operation of healthcare facilities during power cuts, changes to the Medical Guarantees Programme, coordination with healthcare facilities	Resolution of the Cabinet of Ministers of Ukraine No. 1464 [16]	The need for rapid adaptation to changes in funding and infrastructure operations. Imperative: Mastery of crisis management, strategic planning and inter-agency coordination.
Demographic shifts and macro indicators	Hidden excess mortality, changes in age structure (ageing population), declining birth rates.	E. M. Libanova [17]	Long-term impact on the need for geriatric and palliative care. Imperative: the doctor must understand the macro-context of demographic changes to forecast the need for medical services.

A synthesis of the crisis factors and current public health challenges presented demonstrates a profound transformation in the requirements for the competency model of the modern doctor in wartime conditions. In these circumstances, updating the content of medical education, focused on developing robust, practically relevant competencies for working in conditions of uncertainty and multidimensional risks, takes on particular importance.

Updating educational and professional programmes in the current context requires a shift from the traditional disciplinary model to an integrated approach that combines clinical training with military-medical, crisis and psychosocial components.

The methodological basis for such an update is the competency-based approach, which involves not simply adding individual topics, but rethinking the logic of learning through the integration of real-life wartime scenarios, interdisciplinary modules and practices focused on readiness to act in crisis situations. This rethinking of the content of educational and professional programmes involves the formation of a holistic educational framework in which clinical, military-medical competencies and public health options are structured as complementary elements, ensuring the future doctor's readiness to act in conditions of prolonged crises.

We propose basing the update of educational and professional programmes on three fundamental principles:

1) the concept of the 'Resilient Physician' *(Epstein and Krasner, 2013),*

2) the principle of spiral integration of crisis competencies *(NATO Standardisation Office, 2019),*

3) the model of 'Public Health as a Tool of National Security' *(Hushchuk et al., 2021).*

The 'Resilient Physician' concept defines the need to train doctors capable of maintaining professional effectiveness and psychological resilience in situations of prolonged stress, uncertainty and resource constraints. The integration of this approach into educational and professional programmes involves the introduction of cross-cutting modules in occupational medicine, aimed at preventing professional burnout, developing self-regulation skills in extreme conditions, and maintaining work capacity under conditions of resource scarcity. The implementation of this principle ensures that future doctors develop the ability to maintain professional reliability and effectiveness in prolonged crisis situations, which is a necessary condition for the functioning of the healthcare system in wartime."

The Spiral Curriculum approach to crisis competencies involves the gradual, phased integration of military medical and crisis-related aspects into the educational process, starting in the early years of study and systematically increasing the complexity of the content as training progresses. Implementation of this approach involves a transition from basic elements – such as first aid, the fundamentals of public health in conflict settings, and the bioethical aspects of working in crisis situations – to the mastery of complex competencies, including casualty triage, response to mass casualties, and CBRN threats in the final stages of training. The introduction of this principle is consistent with leading approaches to the training of military medics in NATO countries, where a spiral training model is used to develop robust, progressively more complex crisis competencies that ensure readiness to respond to a wide range of threats.

The 'Public Health as a Tool of National Security' model envisages a reorientation of the discipline 'Social Medicine and Public Health' from theoretical analysis towards the development of practical crisis management skills and an understanding of how the healthcare system functions in conditions of armed conflict. Developing such an approach requires future doctors to grasp the architecture of interaction between civilian and military healthcare systems, including mechanisms for coordination, resource allocation and ensuring the continuity of medical care in wartime conditions. Mastering this model involves understanding the logistics of medical care within the Triad – from the battlefield to the triage point and the rear hospital – as well as mastering the mechanisms of interagency coordination between the Ministry of Health, the Armed Forces of Ukraine, the State Emergency Service of Ukraine and local authorities, which is critical for ensuring national resilience.

Based on these approaches, a conceptual matrix for the modernisation of the educational and professional programme was proposed (tab. 2).

Table 2

Conceptual matrix for integrating crisis competencies into the training structure for future doctors.

Core section of the educational and professional programme (Competence domain)	Proposed additions/modules (Adaptation to martial law)	Methodological rationale and international experience
I. Organisation of medical care and management	Module 'Crisis management in health-care facilities': working during black-outs, mass casualty triage, logistics of limited resources.	Adaptation of the Israeli model for preparing hospitals to operate under rocket fire (Israeli Medical Corps. *Hospital Preparedness for Mass Casualty Events*. Tel Aviv, 2021).
II. Epidemiology and Sanitary and Hygiene Control	Module 'Epidemiology of emergencies and CBRN response': infection control in accommodation facilities for internally displaced persons, iodine prophylaxis, decontamination in the event of chemical exposure.	Use of WHO and CDC protocols for responding to biological and chemical threats in conflict zones (WHO. *CBRN Risk Management in Health Facilities*. Geneva, 2023).
III. Social determinants of health and bioethics	Module: 'Military Bioethics and Working with Vulnerable Groups': the ethics of triage (utilitarian logic), the specific nature of communication with internally displaced persons, veterans and survivors of captivity/torture.	Based on the principles of military medical ethics and international humanitarian law (International Committee of the Red Cross (ICRC). *Health Care in Danger: The Responsibilities of Health-Care Personnel Working in Armed Conflicts*. Geneva, 2020).
IV. Mental Health and Psychosocial Support	Module 'Basic Psychosocial Support at the Primary Care Level': initial psychological support, screening and referral of patients with post-traumatic stress disorder (mhGAP protocols).	Implementation of the National Programme for Mental Health and Psychosocial Support / on the initiative of O. Zelenska (Kyiv: Ministry of Health, 2023).

The set of outlined methodological principles forms an updated framework for medical training, focused on resilience, the phased development of crisis competencies, and the integration of public health into the national security system. The implementation of these principles requires not only changes to the content of educational and professional programmes, but also the updating of teaching tools, making the introduction of innovative educational technologies a key condition for effective medical training in the face of modern challenges.

The paradigm of martial law demands intensified training. Traditional lectures and seminars do not develop crisis management skills. What is needed here is immersion, stress resilience and instant decision-making. The further development and modernisation of educational programmes and the corresponding educational process is impossible

without the systematic application of digital, simulation and analytical solutions, which ensure the practical implementation of these principles and shape a new quality of professional training.

Based on the Conceptual Matrix for the Modernisation of Educational and Professional Programmes (tab.2), we have summarised and proposed an optimal case study of innovative technologies.

Consequently, the implementation of the next task of our study was based on the premise that the development of critical professional competencies under martial law must be carried out at an accelerated pace, with the greatest possible approximation to the real-world conditions of the healthcare system's operation. The traditional academic model of teaching social medicine, focused primarily on the passive acquisition of information, demonstrates limited effectiveness in conditions of systemic crisis and does not ensure the necessary level of readiness for specialists to work in extreme situations.

An analysis of contemporary scientific and methodological literature confirms a shift in the educational paradigm within the medical sector towards active, practice-oriented and immersive teaching methods, which facilitate the simulation of complex situations, the development of clinical reasoning and the formation of robust decision-making skills.

As noted by B. S. Zimenkovsky and co-authors *(Zimenkovskyi et al., 2018),* the implementation of a competence-based approach involves the use of educational technologies that simulate real-life professional situations and require learners to make independent managerial decisions in a context of uncertainty. In turn, M. I. Marushchak and co-authors *(Marushchak et al., 2016)* emphasise the high effectiveness of simulation technologies in developing stress resilience, teamwork skills and rapid response, which are key components of professional training for specialists in the field of disaster medicine.

A comprehensive study by O. O. Bondarenko and co-authors *(Bondarenko et al., 2017)* confirms that the use of case-based learning ensures the integration of theoretical knowledge in public health – in particular epidemiology and biostatistics – into practical scenarios for responding to emergencies. This approach fosters the development of analytical thinking, data handling skills, and decision-making abilities in complex situations. The importance of project-based learning for the development of organisational competencies and inter-agency collaboration skills is highlighted in the works of O. V. Svyryda *(Svyryda, 2018),* where students act as developers of local public health programmes, modelling real management processes and coordination mechanisms between different sectors.

Of particular importance in conditions of martial law is the experience of using tactical simulation and hybrid simulation (a combination of realistic manikins with actors simulating patients) for training in medical triage and effective communication in crisis situations *(Gudima et al., 2019).* Such technologies enable the simulation of stressful conditions approximating real combat situations, which helps to develop operational skills, increase stress resilience and refine algorithms for interaction among members of the medical team.

By contextualising the results of the source analysis with our proposals for updating the educational and professional programme (see Table 2), we have developed the Optimal Case of Innovative Technologies (OCIT) learning 'Resilience-2030' (see tab.3). The OCIT is not merely a structured list of modern methods, but a coherent, internally consistent system of educational tools, in which each element is relevantly correlated with a specific domain of crisis competencies and aimed at their targeted development.

Table 3

Optimal Case of Innovative Technologies (OCIT) learning for the intensive development of public health crisis competencies

Domain of crisis competencies (according to the OPP matrix)	Proposed innovative learning technology	Specifics of implementation under martial law and references to experience	Educational impact and intensification
I. Crisis management in healthcare facilities and triage	High-tech simulation of 'Mass Casualty' scenarios.	Conducting training sessions in an 'immersive design' format using manikins, make-up, and sound/light effects simulating a blackout. Adaptation of the START/Triage protocols *(A. A. Gudyma et al.*)	Intensive training in the skills of immediate medical triage and decision-making under conditions of stress and time constraints.
II. Epidemiology of emergencies and CBRN response	Tabletop exercises and VR simulation.	Simulation on a map of a real city of the spread of a chemical cloud or a cholera outbreak in a centre housing internally displaced persons. Students, playing the roles of a chief medical officer, an epidemiologist and a representative of the State Emergency Service, develop a response plan *(World Health Organization, 2017)*	Safe (simulation-based) practice of action protocols for radiological and chemical threats, visualisation of the consequences of incorrect decisions.
III. Crisis Communication and Psychosocial Support	The 'Standardised Patient' method and hybrid simulation.	Use of specially trained actors (simulating post-traumatic stress disorder, aggression, panic) combined with mannequin-based training. Patient triage (mhGAP protocols implementation (*World Health Organization, 2016)*).	Adaptation of educational practices from Israel and the US regarding training in empathy and communicating crisis news in conflicts. Building a doctor's communicative resilience.
IV. Social determinants and bioethics	Socially-oriented project-based learning (Service-Learning).	Students develop and implement real-world social projects (e.g. a hygiene education programme for internally displaced children, environmental monitoring of de-occupied territories). Based on global experience in medical education *(Seifer, 1998)*	Fostering social responsibility and a deep understanding of the needs of vulnerable groups through direct interaction.

As shown in tab.3, the OCIT 'Resilience-2030' emerges as a holistic, systematically structured model of innovative training, in which each teaching method is purposefully aligned with a specific domain of crisis competencies. This structural alignment ensures the targeted nature of pedagogical influence and helps avoid fragmentation in the development of future specialists' professional readiness. The proposed technologies – ranging from simulations of mass casualties in the domain of crisis management and triage, VR modelling of CBRN threats, hybrid simulations for the development of crisis communication, to service-based learning in the field of social determinants – form a coherent system aimed at the intensive development of competencies critical for working in conditions of martial law. This approach allows us to proceed to the analysis of the empirical data from our study, specifically the results of a student

survey regarding the prioritisation of specific competencies in the field of public health.

To identify subjective educational imperatives and assess readiness to work under martial law, we surveyed 30 fourth- and fifth-year students who had just completed a 90-hour core module in 'Social Medicine and Public Health'.

To systematise the data set, the results of the quantitative analysis (absolute and relative frequencies of the most common responses), as well as the results of the qualitative content analysis of open-ended responses (Option 'D'), are summarised in tab. 4.

Table 4

Summary assessment of the priority of critical public health competencies among medical students (N=30)

Section / Questionnaire question	Dominant response (Top 1 and Top 2)	Abs. (n)	(%)	Key insights from open-ended responses (Option 'D')
1	2	3	4	5
Block I. Epidemiological safety				
Q1. Competence in infection control	A. Prevention of outbreaks in IDP settlements	18	60.0%	'Early detection and field epidemiological surveillance'
P2. Sanitation and hygiene priority	A. Safe drinking water	24	80.0%	"Organisation of emergency water supply systems"
P3. CBRN response	A. Decontamination in the event of chemical contamination	19	63.3%	*"Comprehensive preparedness and algorithms for the initial assessment of CBRN patients"*
Block II. Organisation of care				
P4. Care in the event of resource shortages	A. Medical triage skills	26	86.7%	*'Integration of medical protocols of the Armed Forces of Ukraine and civilian medicine'*
P5. The least developed format	A. Coordination of civilian and military healthcare facilities	21	70.0%	*"Horizontal inter-agency coordination (resource diplomacy)"*
P6. Telemedicine	A. Absolutely critical (front-line areas)	23	76.7%	*"A tool for access in conditions of limited physical access"*
P7. Occupational health	A. Prevention of burnout among healthcare professionals	29	96.7%	*"Supporting key professions to sustain the system"*
Block III. Mental health				
Q8. The most pressing challenge	B. Referral of patients with post-traumatic stress disorder A. Providing initial psychological support	12 10	40.0% 33.3%	*'Mass PTSD and chronic stress masquerading as somatic complaints'*
Q9. Priority of psychological support	B. For healthcare workers themselves	15	50.0%	*"Introduction of mandatory staff de-stressing programmes"*
P10. Delivering bad news	B. I understand the theory, but need training A. Fully prepared (SPIKES protocol)	18 8	60.0% 26.7%	*'The need for regular crisis communication simulations'*

Table 4 (Continued)

1	2	3	4	5
Block IV. Social determinants				
Q11. The most vulnerable group	A. People with disabilities and those with reduced mobility	20	66.7%	*'Patients dependent on life-support equipment'*
Q12. Role in rehabilitation	B. Active participation in care pathways	25	83.3	*"Coordination of a multidisciplinary team"*
P13. Impact of migration (IDPs)	D. All factors act simultaneously (complex)	22	73.3%	*"Complex pressure at all levels of the healthcare system"*
Block V. Bioethics and communication				
Q14. The bioethical problem of war	A. Withholding resuscitation from one person for the sake of another	24	80.0%	*'The dilemma of the fair allocation of resources (Rationing)'*
Q15. Combating disinformation	A. The doctor as an opinion leader (debunking fake news)	23	76.7%	*"Debunking myths through blogs by evidence-based doctors"*
P16. Effective communication channels	B. Telegram channels and community social media C. Communication via the family doctor	15 10	50.0% 33.3%	*'Specialised medical chatbots for initial triage'*
Block VI. Educational needs				
Q17. Level of preparedness	B. Adequate, but I need practice	20	66.7	*'Lack of adaptation of theory to real clinical scenarios'*
Q18. Section for expansion in the curriculum	A. Disaster medicine, triage, mass casualties	21	70.0%	*'The Specifics of Triage in Surgery and Paediatrics'*
P19. Preferred training format	A. Compulsory simulation training	20	66.7%	*"Integration of simulations into clinical rotations in years 5–6"*
Q20. Barriers to emergency medical services	B. Insufficient interdepartmental coordination A. Chronic underfunding	10 9	33.3% 30.0%	*'The cumulative impact of staff shortages and coordination gaps'*

A detailed analysis by competence domains revealed the following features:

1. Epidemiological safety and sanitary and hygiene control. The survey results demonstrate that students have a deep understanding of epidemiological risks during wartime. The vast majority (80%) recognise access to safe drinking water as a priority in conditions of infrastructure destruction. Regarding infection control, 60% of respondents focus their attention on areas where large numbers of internally displaced persons are concentrated. The students' open-ended responses deserve particular academic attention, as they articulate the need for skills in 'early field epidemiological surveillance' and 'algorithms for the initial assessment of CBRN patients', indicating a demand for a shift from passive monitoring to active field epidemiology.

2. Organisation of medical care and resource management. This domain recorded the highest level of consensus. Medical triage skills were deemed absolutely critical by 86.7% of respondents. An unprecedentedly high figure (96.7%) was recorded for the question regarding the importance of occupational medicine (prevention of burnout), which demonstrates that students recognise the critical importance of preserving human resources. Content analysis of

open-ended responses (Option 'D') revealed a unique insight: students highlight the problem of horizontal inter-agency coordination ('resource diplomacy'). Traditional programmes teach vertical hierarchy, whereas the reality of war requires doctors to be able to independently coordinate actions with the State Emergency Service of Ukraine, the Armed Forces of Ukraine and volunteers in chaotic conditions.

3. Mental health and psychosocial support. This section revealed the greatest variation in responses and identified a critical 'blind spot' in training. Although students understand the importance of the issue (working with post-traumatic stress disorder was identified as a priority by 40% and providing first psychological aid by 33.3%), their practical readiness remains low. 60% of respondents noted that they are familiar with the theory of delivering bad news but feel a severe lack of practical experience. A qualitative analysis revealed a profound observation by the students: 'mass post-traumatic stress disorder is masked by somatic complaints', which shifts the burden of primary psychiatric diagnosis onto general practitioners. Moreover, 50% of students believe that medical professionals themselves are in need of priority psychological support (staff decompression).

4. Social determinants of health and rehabilitation. Students clearly articulate the new role of the general practitioner – not merely a dispatcher, but an active coordinator of a multidisciplinary rehabilitation team (83.3%). As expected, the least mobile sections of the population were identified as the most vulnerable group (66.7%); however, in their open-ended responses, students expanded this concept to include 'patients dependent on life-support equipment', which is a direct consequence of energy terrorism and blackouts.

5. Bioethics, communication and information hygiene. War is radically transforming bioethical principles. 80% of future doctors recognise that the main ethical dilemma of our time is the need to deny resuscitation to one patient for the sake of another. In their own comments, students describe this as the 'dilemma of the fair distribution of resources (rationing)', which contradicts the classical individualistic approach. In the information sphere, 76.7% of respondents are prepared to take on the role of opinion leaders to debunk medical misinformation, using modern channels (Telegram, blogs).

6. Self-assessment and educational needs (Requests regarding educational and professional programmes). The concluding section confirms the hypothesis of our study: 66.7% of students rate their theoretical training as adequate but feel a pressing need for practical adaptation. 70% of respondents call for a significant expansion of modules on disaster medicine and triage. 66.7% chose compulsory simulation training as the optimal training format. Students see the main obstacle to the public health system not only as underfunding (30%), but also as a systemic management crisis – insufficient inter-agency coordination (33.3%).

The results of the survey (see tab.4) confirm that the proposed OCIT 'Resilience-2030' closely aligns with students' actual educational needs, as the identified priorities–medical triage, CBRN preparedness, crisis communication, psychosocial support, inter-agency coordination and the prevention of professional burnout – fully correlate with the domains of competence embedded in the case structure. Students clearly articulate the need to move from theoretical models to practice-oriented formats, as reflected in the dominance of requests for simulation training (66.7%), the expansion of modules on disaster medicine (70%) and the acquisition of crisis management skills in resource-constrained environments. The insights identified – 'resource diplomacy', the masking of post-traumatic stress disorder as somatic complaints, the need for staff decompression, and the need for CBRN assessment algorithms – demonstrate that students think in terms of the real challenges of wartime, and thus, OCIT serves not only as a pedagogical model but also as a systemic tool for adapting educational and professional

programmes to contemporary crisis conditions. Thus, the research findings empirically confirm the feasibility of implementing OCIT as an optimal framework for the intensive development of crisis competencies in the field of public health.

4. Conclusions

Based on the bibliosemantic study conducted and the results of the content analysis of the questionnaire for students, the following conclusions have been drawn:

1. Full-scale war has radically transformed the structure of determinants affecting the public health system, forming a new configuration of infrastructural, epidemiological, psychosocial, environmental, CBRN and demographic risks. The combination of these factors necessitates a review of traditional competency-based models for medical training, as pre-war standards do not reflect the scale and dynamics of contemporary crisis challenges.

2. Based on bibliosemantic analysis and empirical survey data, a list of critical competencies has been identified that are priorities for future doctors during wartime and the post-war period: medical triage, infection control in non-hospital settings, CBRN preparedness, basic psychosocial support, crisis communication, prevention of professional burnout, and inter-agency coordination skills. The high level of consensus in students' responses (70–96.7%) confirms that it is precisely these competencies that form the core of a doctor's professional readiness in the context of the multidimensional risks of wartime.

3. The methodological basis for developing crisis competencies should be a shift from the traditional disciplinary model to an integrated, simulation-oriented and immersive approach, which brings the learning process closer to the real conditions of wartime. The survey results (66.7% requesting simulation training; 70% indicating a need to expand modules on disaster medicine) confirm the necessity of systematically introducing high-tech simulations, tactical scenarios, VR modelling and service-based learning as core training tools.

4. The proposed OCIT 'Resilience-2030' is an optimal systemic model for the accelerated development of crisis competencies, as it ensures a targeted alignment between professional training domains and innovative learning technologies. Its structure – ranging from mass casualty simulations and VR modelling of CBRN threats to hybrid simulations of crisis communication and service-based learning – replicates real wartime scenarios and meets the educational needs of students, as recorded in the survey results.

5. The results of the student survey empirically confirm the relevance of the identified crisis competencies and demonstrate a high demand for practice-oriented, simulation-based and integrated training. The consolidated responses of the respondents (70–96.7%) indicate that future doctors recognise the critical importance of triage skills, CBRN preparedness, crisis communication, psychosocial support and the prevention of professional burnout. The insights identified – 'resource diplomacy', the masking of post-traumatic stress disorder as somatic complaints, and the need for field epidemiological surveillance algorithms – confirm the necessity of adapting educational and professional programmes to real wartime scenarios and are consistent with the structure of the OCIT 'Resilience-2030'.

6. Prospects for further research lie in the scientific validation of the effectiveness of the OCIT 'Resilience-2030' and the development of standardised tools for assessing the crisis competencies of future doctors. It is necessary to conduct educational experiments comparing the results of traditional and simulation-based training, to create OSCE stations for triage, CBRN preparedness and crisis communication, as well as the development of standardised rubrics and checklists to measure levels of resilience, psychosocial support and inter-agency coordination.

Such research will provide the basis for the large- ation of the model and its integration into updated educational and professional programmes.

References

1. Bondarenko, O. O., Petruk, N. S., & Shponka, I. S. (2017). Experience of implementing a teaching method based on the principle of case-based learning. Medical Education, (4), 13–18. https://doi.org/10.11603/me.2414-5998.2017.4.8292

2. Cabinet of Ministers of Ukraine. (2022). Certain Issues Regarding the Implementation of the Programme of State Guarantees for Medical Care for the Population in 2023: Resolution of the Cabinet of Ministers of Ukraine No. 1464 of 27 December 2022 ('Legislation of Ukraine' database). https://zakon.rada.gov.ua/laws/show/1464-2022-%D0%BF

3. Chorna, V. V. (2020). Motivation and work capacity of mental health professionals as predictors of their psychological well-being. Environment and Health, (4), 53–62. https://doi.org/10.32402/dovkil2020.04.053

4. Coordination Centre for Mental Health of the Cabinet of Ministers of Ukraine. (2023). All-Ukrainian Mental Health Programme 'How Are You?' (initiated by O. Zelenska). https://howareu.com/

5. Epstein, R. M., & Krasner, M. S. (2013). Physician resilience: what it means, why it matters, and how to promote it. Academic Medicine, 88(3), 301–303. https://doi.org/10.1097/ACM.0b013e318280cff0

6. Golovanova, I. A., Belikova, I. V., Lyakhova, N. O., & et al. (2021). Organisational and pedagogical approaches to the study of the discipline 'Public Health' by students of higher medical education. Medical Education, (2), 25–30. https://doi.org/10.11603/me.2414-5998.2021.2.12270

7. Gruzueva, T. S., & Antoniuk, O. Ya. (2023). Medical and social rationale for improving the organisation of prevention and control of chronic non-communicable diseases in the context of the development of the public health system. Clinical and Preventive Medicine, (5), 90–99. https://doi.org/10.31612/2616-4868.5.2023.13

8. Gudima, A. A., Tsymbaliuk, H. Y., Kashuba, M. O., & et al. (2019). Organisation of simulation training in pre-medical care in emergency situations. Medical Education, (3), 34–38. https://doi.org/10.11603/me.2414-5998.2019.3.9749

9. Guryanov, V. G., & Lyakhovchenko, O. A. (2020). Statistical justification of the need to develop practical competencies among healthcare organisers at the postgraduate level. Bulletin of Social Hygiene and Healthcare Organisation of Ukraine, (2), 35–41. https://doi.org/10.11603/1681-2786.2020.2.11326

10. Hushchuk, I. V., Ruden, V. V., & Haiduk, A. B. (2021). System-forming principles of public health as a priority component of national security. Environment and Health, (1), 16–24. https://doi.org/10.32402/dovkil2021.01.016

11. Khaustova, O. O., & Pinchuk, I. Ya. (2022). Coping with the hardships of war. Psychosomatic Medicine and General Practice, 7(1), Article e0701357. https://doi.org/10.26766/pmgp.v7i1.357

12. Kornatskyi, V. M., Tretyak, I. V., Revenko, I. L., & et al. (2021). Public health and cardiovascular diseases: an analytical and statistical guide. State Institution 'M. D. Strazhesko National Scientific Centre Institute of Cardiology'. http://www.strazhesko.org.ua/upload/2021-posibnyk-zdorovya.pdf

13. Libanova, E. M. (2022). The war with Russia: how to deal with the demographic consequences. Economy of Ukraine, (12), 3–19. https://doi.org/10.15407/economyukr.2022.12.003
14. Lukashuk, O. M. (2023). Monitoring the state of public health as an object of public administration in the context of full-scale war in Ukraine. Economics, Management and Administration, (2), 150–155. https://doi.org/10.26642/ema-2023-2(104)-150-155
15. Marushchak, M. I., Lykhatskyi, P. H., Fira, L. S., & et al. (2016). Simulation-based learning in medicine – an integral part of the training of specialist doctors. Medical Education, (4), 73–76. https://doi.org/10.11603/me.2414-5998.2016.4.7302
16. Ministry of Health of Ukraine, State Institution 'Centre for Public Health of the Ministry of Health of Ukraine'. (2024). Annual report on the state of public health in Ukraine and the epidemiological situation for 2023.
17. Myronuk, I. S., Slabkyi, H. O., & Bilak-Lukianchuk, V. Y. (2020). Training public health masters: an analysis of domestic experience and challenges. Modern Medical Technologies, (2), 36–40. https://doi.org/10.34287/MMT.2(45).2020.6
18. Myronuk, I. S., Slabkyi, H. O., Shcherbinska, O. S., & Bilak-Lukianchuk, V. Y. (2023). The consequences of the war with the Russian Federation for public health in Ukraine. Ukraine. Health of the Nation, (3), 100–106. https://doi.org/10.32782/2077-6594/2023.3/17
19. Nahorna, A. M., Sokolova, M. P., & Kononova, I. G. (2021). Occupational health of healthcare workers in Ukraine: current status and challenges. Ukrainian Journal of Occupational Medicine, 17(2), 95–104. https://doi.org/10.33573/ujoh2021.02.095
20. NATO Standardisation Office. (2019). Allied joint doctrine for medical support (AJP-4.10) (Edition C, Version 1). NATO. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908272/AJP-4.10_Edition_C_Version_1.pdf
21. Seifer, S. D. (1998). Service-learning: Community-campus partnerships for health professions education. Academic Medicine, 73(3), 273–277. https://doi.org/10.1097/00001888-199803000-00015
22. Svyryda, O. V. (2018). Innovative teaching methods in vocational education (project-based learning). Medical Education, (4), 77–80. https://doi.org/10.11603/me.2414-5998.2018.4.9326
23. Verkhovna Rada of Ukraine. (2022). On the Public Health System: Law of Ukraine No. 2573-IX of 06.09.2022 ('Legislation of Ukraine' database). https://zakon.rada.gov.ua/laws/show/2573-20
24. World Health Organization. (2016). mhGAP intervention guide for mental, neurological and substance use disorders in non-specialised health settings: Mental Health Gap Action Programme (mhGAP) (Version 2.0). https://iris.who.int/handle/10665/250239
25. World Health Organization. (2017). WHO simulation exercise manual: A practical guide and tool for planning, conducting and evaluating simulation exercises for outbreaks and public health emergency preparedness and response. https://iris.who.int/handle/10665/254751
26. World Health Organization. Regional Office for Europe. (2023). Public health in Ukraine: situation analysis and priorities in the context of war. WHO. https://iris.who.int/handle/10665/366562
27. Voronenko, Yu. V., Tolstanov, O. K., & Klimenko, O. V. (2021). The experience of the COVID-19 pandemic as a catalyst for change in the training of medical personnel on epidemiological safety issues. Ukraine. Health of the Nation, (2), 12–18. https://doi.org/10.24144/2077-6594.2.1.2021.233512
28. Zimenkovskyi, B. S., Hrezhgotskyi, M. R., & Lutsiuk, O. D. (2018). Contemporary features of the medical education paradigm in Ukraine. Medical Education, (2), 61–64. https://doi.org/10.11603/me.2414-5998.2018.2.8797

THE ROLE OF ARTIFICIAL INTELLIGENCE IN NURSING EDUCATION AND PRACTICE

Dmytro Filipiuk
Ph.D., Associate Professor, Rivne Medical Academy, Ukraine
e-mail: viddilkadriv2019@gmail.com, orcid.org/0000-0002-2041-1961

Summary

The implementation of artificial intelligence (AI) technologies represents one of the key directions in the digital transformation of healthcare systems. The growing relevance of AI adoption is driven by multiple interrelated factors, including the accumulation of large-scale healthcare data, the widespread use of electronic health records and digital medical imaging archives, advances in machine learning methodologies, and increased availability of high-performance computational infrastructure. Existing evidence from research and applied implementations demonstrates that AI technologies can significantly enhance the efficiency of healthcare organizations, optimize the allocation of financial and human resources, improve healthcare management and service delivery, and enable the development of new patient-centered digital services. This paper analyzes the main domains of AI application, including clinical decision support systems, automated patient monitoring, predictive analytics, personalized care, medication management, and telemedicine. It is established that AI integration contributes to improved quality of healthcare services, increased operational efficiency, and reduced workload on medical personnel. Particular attention is given to the transformation of nursing education, which must adapt to emerging technological paradigms through the integration of digital competencies and innovative pedagogical approaches. The study synthesizes key opportunities and challenges associated with AI adoption, including ethical considerations, data security risks, infrastructural limitations, and the potential reduction of human-centered care elements. The necessity of comprehensive workforce training and the development of adaptive educational frameworks for healthcare professionals is emphasized.

Key words: healthcare, generative artificial intelligence, digital technologies, nursing care, transformation.

DOI https://doi.org/10.23856/7651

1. Introduction

Artificial intelligence (AI) is rapidly permeating all spheres of life, including healthcare. The use of AI in healthcare is actively expanding across various medical domains, opening new opportunities for improving clinical workflows and patient care. In recent years, its potential has been extensively explored and applied in different areas of healthcare, revealing new horizons for enhancing the quality of medical services. Nursing, as one of the key components of the healthcare system, is also not remaining unaffected by these changes *(Ahmed, 2024).* The application of AI in nursing practice promises significant improvements in diagnostics, treatment, patient monitoring, and resource management. The aim of integrating AI into nursing is to develop tools and solutions that reduce nurses' workload and improve patient care *(He et al., 2019).* These AI-based tools are used across various aspects of nursing practice, including

patient monitoring, chronic disease management, and even assistance during procedures performed under high-risk conditions.

The current policy of the World Health Organization is focused on the responsible and ethical use of AI technologies in healthcare, aimed at protecting human well-being and ensuring the principle of health for all *(World Health Organization, 2021; 2023).* The pursuit of improved patient outcomes at lower costs serves as a catalyst for breakthrough technologies that are gradually transforming existing approaches. Within this transformative wave, nursing has become a critical area for AI integration, given the central role of nurses as frontline healthcare providers *(Clipper et al., 2018).* The significance of AI in nursing extends beyond automation, encompassing the empowerment of nurses through technologies capable of analyzing complex datasets, predicting patient needs, and supporting clinical decision-making. As technological advancements continue to shape nursing practice, their potential impact on patient outcomes is becoming increasingly substantial *(Sun & Hoelscher, 2023).*

The development of AI technologies is likely to influence the clinical practice of future healthcare professionals. Future healthcare specialists view AI as a reliable partner and supportive tool capable of enhancing the efficiency of modern medicine; at the same time, AI should be integrated into educational processes to ensure a smooth transition into future clinical practice *(Chornobryva, 2025).* However, the implementation of new technologies is always accompanied by a range of challenges. Issues of data security, ethical use of AI, and the readiness of healthcare personnel to work with new tools must be carefully considered. In addition, it is important to understand how AI may transform the role of nurses and their interaction with patients. This article examines the prospects and challenges of AI application in nursing and nursing education, analyzing current achievements and discussing possible directions for future development.

2. Main text

One of the earliest applications of artificial intelligence (AI) in nursing was the development of clinical decision support systems. These systems assisted nurses in making informed decisions by analyzing vast amounts of data. As the benefits of AI become increasingly evident, its adoption in nursing practice continues to grow exponentially *(Murdoch, 2021).* AI technologies are being actively integrated into various areas of clinical medicine, research, and healthcare management. However, the diagnostic domain remains a primary focus, as AI algorithms have demonstrated remarkable success in the analysis of medical images. Computer vision systems can identify abnormalities in radiographic images, computed tomography (CT), and magnetic resonance imaging (MRI) scans with levels of accuracy that often exceed those of practicing clinicians.

The most common examples of AI implementation in nursing practice include:

1) *Automated patient monitoring*. AI-enabled monitoring systems allow continuous tracking and analysis of patients' vital signs and overall condition in real time without the need for direct human intervention. Functioning as a form of continuous surveillance, these systems reduce the burden on nurses associated with constant manual monitoring and facilitate the early detection of clinical deterioration *(O'Connor, 2022)*;

2) *Predictive analytics*. AI serves as a powerful tool for analyzing historical patient data through advanced algorithms and forecasting future health-related events and trends *(De Gagne, 2023).* For example, predictive analytics can estimate the likelihood of disease development, sudden clinical deterioration, hospital readmission, or the need for specific therapeutic interventions, enabling more proactive and preventive care.

3) *Personalized patient care*. AI algorithms can analyze patients' electronic health records and generate comprehensive health profiles. This analysis may include information on previous treatments, laboratory results, imaging findings, and genetic data. Based on these insights, AI systems can recommend highly individualized care plans tailored to each patient's unique clinical needs and risk factors (Figure 1).

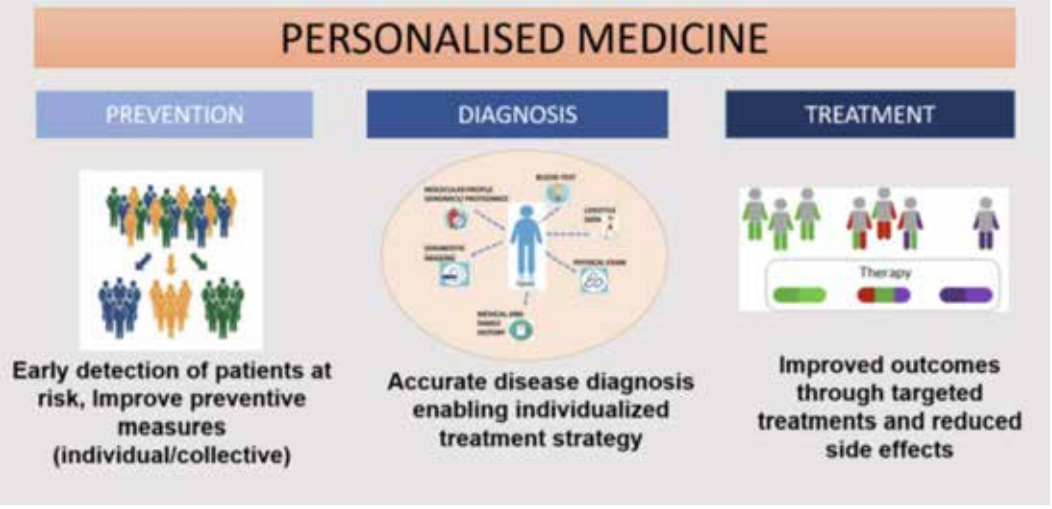


Figure 1. Key Benefits of Personalized Medicine

4) *AI-assisted medication management*. Artificial intelligence can help ensure that patients receive the correct medications, in the appropriate dosages, and at the prescribed times. Medication management encompasses a range of tasks, including prescribing, dispensing, administration, and monitoring adherence to treatment regimens. By streamlining these processes, AI reduces the likelihood of human error and enhances patient safety.

5) *Telemedicine and remote patient care*. Telemedicine, enabled by digital technologies, allows patients to receive healthcare services without the need for in-person visits. Remote Patient Monitoring (RPM) represents a core component of telemedicine, enabling healthcare professionals to continuously track patients' health status and intervene promptly when necessary.

It is evident that AI has a profound impact on healthcare and nursing practice. From enhancing patient monitoring to personalizing care approaches, AI supports nurses in delivering higher-quality and more efficient care. This demonstrates that AI is more than a technological trend; it is becoming an essential tool in contemporary healthcare. Consequently, there is a growing need to advance nursing education, which serves as the foundation for preparing future nursing professionals.

The principal drivers for developing new approaches to nursing education include: societal demands reflected in regulatory frameworks that call for the improvement and modernization of nursing education systems; both international and domestic experience in competency-based training of healthcare professionals through the integration of humanities, social sciences, and medical disciplines; the evolving requirements for professional competence and mobility among nursing specialists; and emerging expectations for future

nurses, who must not only provide competent patient care but also continuously enhance their professional expertise in response to rapid changes in healthcare systems and technological innovation.

The emergence of new medical specialties, advances in healthcare technologies and clinical practice, and the introduction of innovative medical devices, tools, and materials have created a need for the timely adaptation of nursing education. Future nurses must be prepared to assume new professional roles, perform diverse functions, and effectively utilize knowledge-intensive technologies. Therefore, alongside traditional educational approaches, nursing education systems should incorporate contemporary methodologies that reflect the ongoing transformation of healthcare.

In modern society, a nursing professional is expected to be capable of addressing complex medical and social challenges while possessing both clinical and research competencies. Given society's interest in ensuring high-quality preparation of future nurses capable of practicing at an advanced professional level and in accordance with current developments in medicine, educational institutions are actively seeking the most effective strategies and approaches to achieve this objective.

With the advancement of digital technologies, the integration of AI into nursing education has expanded rapidly and is generally viewed positively by both students and educators. However, several significant barriers remain to its successful implementation within educational environments. According to J. Ventura-Silva et al., AI fundamentally differs from previous methods, principles, and models used for the simulation and strategic management of real-world problems, which have evolved into network-based relationships extending beyond cyberspace into the global system itself *(Ventura-Silva et al., 2024).* AI is expanding the boundaries of human activity in the economy, culture, and healthcare. At the same time, it presents societal challenges associated with the digital divide, unequal access to technology, labor market transformations, unemployment concerns, and the widespread use of neural network technologies.

The key factors contributing to the successful integration of AI into nursing education include:

1. *Recognition of AI's potential*. The potential value of generative AI has been highlighted by M. Hong et al., who reported positive perceptions of its ability to diversify educational resources, enhance students' learning experiences, and improve educational quality. AI tools promote student engagement, support self-directed learning, and provide rapid access to medical knowledge, thereby strengthening confidence in their educational value *(Hong et al., 2025).*

2. *Students' interest and readiness*. Contemporary students demonstrate positive attitudes toward AI, a willingness to integrate technology into their professional activities, and intentions to use AI in future clinical practice. Notably, healthcare students currently utilize generative AI (GenAI) for information retrieval, explanation of complex concepts, and assistance with clinical tasks such as diagnostic reasoning and patient assessment. Future nurses often describe GenAI as a fast and accessible source of knowledge.

3. *Integration of AI into curricula*. Ahmed (2024) emphasizes the necessity of incorporating AI into nursing education programs through dedicated training initiatives and specialized courses that enhance students' preparedness to use emerging technologies effectively.

4. *Creation of a supportive environment for AI use*. Medical education institutions should establish conditions that facilitate students' acquisition of AI-related competencies, enabling them to adapt successfully to the evolving landscape of healthcare practice.

Major Barriers to Effective AI Integration

1. *Data privacy and security concerns*. AI applications require the collection and analysis of large volumes of healthcare data, which may threaten patient confidentiality. Data protection issues and vulnerability to cyberattacks remain significant concerns.

2. *Lack of the human element in care delivery*. Although AI performs effectively in analytical and diagnostic tasks, it cannot fully replace the human interaction, empathy, and emotional support that are essential components of clinical practice.

3. *Cost and accessibility of technology*. The development and implementation of AI systems require substantial financial investments that may be beyond the reach of many healthcare institutions, particularly in low- and middle-income countries.

4. *Ethical and academic risks.* Among the major concerns is the accuracy and reliability of AI-generated information *(Savitska & Livitska, 2022).* Additional risks include misinformation, reduced interaction between educators and students, and the limitations of AI in addressing complex clinical situations.

5. *Infrastructure and educational environment limitations*. Students frequently report restricted functionality of certain AI systems, which may misinterpret queries or generate ambiguous responses. Insufficient technological infrastructure and concerns regarding job displacement represent major barriers. Educators likewise report inadequate institutional support and a lack of appropriate conditions for AI implementation.

To minimize these risks, it is essential to develop specialized educational programs, establish robust data governance and storage frameworks, and create and optimize centralized medical imaging archives and related infrastructure. The principal directions for the development and application of AI in healthcare systems in 2026 include: implementation of advanced AI systems for clinical decision support, automation of routine processes, and enhancement of healthcare management efficiency; increased adoption of AI by healthcare stakeholders and broader implementation of AI solutions within medical universities and healthcare institutions; scaling of best practices and development of standardized use-case scenarios; continuous training of healthcare professionals in the practical application of AI technologies; provision of appropriate infrastructure and data management systems to expand AI adoption and improve the quality of nursing practice; ongoing monitoring of the effectiveness and safety of AI technologies in the delivery of nursing care; ensuring compliance with information security and data protection requirements.

3. Conclusions

One of the key priorities for the future development of artificial intelligence (AI) in healthcare, and particularly in nursing practice, is the identification of areas where effective solutions to clinical challenges are still lacking, as well as the exploration of new application scenarios. Addressing these needs will require the development of novel funding mechanisms for AI-based solutions at the national level. In the medium term, it is essential to investigate fundamentally new directions and approaches to the application of AI technologies in healthcare. Among the most promising developments is the broader adoption of generative AI technologies, particularly large language models (LLMs), as well as the exploration of AI agent–based approaches. Such agents can exchange information and task outcomes with other agents while interacting with users – including patients and healthcare professionals – through natural language. These capabilities may provide a substantial impetus for the deeper integration of AI into healthcare systems. Another important trend is the transition toward comprehensive

AI-driven solutions, including multimodal AI and predictive analytics. These technologies are capable of analyzing not only data derived from medical information systems and diagnostic imaging repositories but also patient-generated data, including information related to social determinants of health and data collected from emerging digital health devices.

This evolution is expected to shift the focus from isolated machine-learning models and narrowly specialized intelligent systems toward integrated health management platforms capable of aggregating and analyzing diverse sources of "big data" through AI agents and domain-specific large language models. Such a transformation has the potential to significantly enhance the effectiveness of healthcare digitalization and support data-driven decision-making across healthcare settings. Finally, one of the most significant future developments in the role of AI in healthcare will be the rapid advancement of digital patient assistants. These technologies are expected to promote greater patient engagement in self-care, strengthen preventive healthcare strategies, and encourage adherence to healthy lifestyles. The outlined trends also highlight the urgent need to prepare healthcare professionals for effective collaboration with AI technologies. This represents a critically important challenge requiring a comprehensive, multi-level approach. Currently, a gap exists between the rapid implementation of innovative AI tools in clinical practice and healthcare professionals' readiness to utilize these technologies effectively. Consequently, the transformation of traditional nursing education has become imperative. Future nurses must not only possess strong academic and clinical knowledge but also develop digital literacy, critical evaluation skills, and the ability to assess technological solutions from ethical and professional perspectives.

Moreover, innovative educational technologies can enhance the effectiveness of professional training by promoting flexibility, personalization, and learner-centered approaches. In the future, nursing education will become increasingly interconnected with AI technologies. As AI continues to reshape clinical practice, educational processes will likewise need to evolve. Therefore, nursing curricula must remain adaptive and responsive to technological advances while preserving the fundamental principles of ethics, professionalism, and patient-centered care.

The future of nursing practice is inextricably linked to artificial intelligence, and the success of this integration will depend on the healthcare community's willingness to embrace change and innovation. The quality of nursing education will play a decisive role in determining the effectiveness and safety of healthcare in the years ahead. Ultimately, a comprehensive approach that combines technological innovation with humanistic values will provide the foundation for the sustainable development of healthcare systems in the future.

References

1. Ahmed, S. K. (2024). Artificial intelligence in nursing: Current trends, possibilities and pitfalls. Journal of Medicine, Surgery, and Public Health, 3, Article 100072. https://doi.org/10.1016/j.glmedi.2024.100072

2. Clipper, B., Batcheller, J., Thomaz, A. L., & Rozga, A. (2018). Artificial intelligence and robotics: A nurse leader's primer. Nurse Leader, 16(6), 379–384. https://doi.org/10.1016/j.mnl.2018.07.015

3. Chornobryva, N. V. (2025). Revoliutsiini zminy v systemi okhorony zdorov'ia yak chynnyk transformatsii sestrynskoi spravy ta medsestrynskoi osvity [Revolutionary changes in the healthcare system as a factor in the transformation of nursing and nursing education]. Pedahohika formuvania tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh, 103, 128–132. https://doi.org/10.32782/1992-5786.2025.103.21 [in Ukrainian]

5. De Gagne, J. C. (2023). The state of artificial intelligence in nursing education: Past, present, and future directions. International Journal of Environmental Research and Public Health, 20(6), 4884. https://doi.org/10.3390/ijerph20064884
6. He, J., Baxter, S. L., Xu, J., Xu, J., Zhou, X., & Zhang, K. (2019). The practical implementation of artificial intelligence technologies in medicine. Nature Medicine, 25(1), 30–36. https://doi.org/10.1038/s41591-018-0307-0
7. Hong, M., Shin, H., Kim, S. S., & De Gagne, J. C. (2025). Nurse educators' perceptions and experiences of generative artificial intelligence: A cross-sectional study analysis. Computers, Informatics, Nursing, 43(7), e01273. https://doi.org/10.1097/CIN.0000000000001273
8. Murdoch, B. (2021). Privacy and artificial intelligence: Challenges for protecting health information in a new era. BMC Medical Ethics, 22(1), 122. https://doi.org/10.1186/s12910-021-00687-3
9. O'Connor, S. (2022). Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse? Nurse Education in Practice, 66, 103537. https://doi.org/10.1016/j.nepr.2022.103537
10. Savitska, V. V., & Livitska, N. V. (2022). Academic mobility of students in the conditions of digitalization of higher education. Viae Educationios: Studies of Education and Didactics, 1, 32–37. https://czasopisma.marszalek.com.pl/images/pliki/ve/2/ve203.pdf
11. Sun, G. H., & Hoelscher, S. H. (2023). The ChatGPT storm and what faculty can do. Nurse Educator, 48(3), 119–124. https://doi.org/10.1097/NNE.0000000000001390
12. Ventura-Silva, J., Martins, M. M., Trindade, L. D., Faria, A. D., Pereira, S., Zuge, S. (2024). Artificial intelligence in the organization of nursing care: A scoping review. Nursing Reports, 14(4), 2733–2745.
13. World Health Organization. (2021). Ethics and governance of artificial intelligence for health: WHO guidance. https://www.who.int/publications/i/item/9789240029200
14. World Health Organization. (2023, May 16). WHO calls for safe and ethical AI for health. https://www.who.int/news/item/16-05-2023-who-calls-for-safe-and-ethical-ai-for-health

EFFECTIVENESS OF TARGETED PSYCHOTHERAPEUTIC INTERVENTION MODELING FOR FUNCTIONAL ANXIETY PATTERNS

Mykola Nesterenko
Visiting Researcher of Innovative Technologies of Development and Mental Health Research Center, Ukrainian Academy of Social, Humanities and Health Sciences, Ukraine
e-mail: nic.nesterenko@gmail.com, orcid.org/0009-0003-6370-7679

Summary

The development of technology is grounded in the premise that anxiety is a dynamic, highly plastic functional system for the anticipation of threat and the mobilization of psychosomatic resources to respond to the threat. Based on the determination of the client's initial functional pattern of anxiety, a targeted modeling of the therapeutic route takes place, differentiating four main trajectories of intervention: the ascending trajectory for the disintegrative, alexithymic, and demonstrative patterns; the descending trajectory for the reduction and creative patterns; the lateral trajectory for the reactive personality pattern; and the homeostatic trajectory for the productive pattern.

Technology implements a guided inter-paradigmatic integration of methods from cognitive-behavioral, Gestalt, art, and logotherapy, among others. Each method is utilized as an autonomous intervention block to address a specific dysfunctional target of the anxiety functional pattern at the corresponding stage of psychotherapeutic interventions across four consecutive phases with a dynamic feedback loop. Empirical verification of the technology using Ward's method (N=39) demonstrates its high efficacy. A significant increase in clients exhibiting the productive pattern was recorded, rising from 12.82% pre-intervention to 69.23% post-intervention. It was revealed that only clients with the initial alexithymic pattern demonstrated a transition to the reactive pattern, potentially serving as an intermediate stage in overcoming the dysfunctional aspects of their baseline anxiety pattern. Resistance to psychotherapeutic interventions was observed in a third of the sample, which may be attributed to the chronic depletion of psychophysiological resources and the pronounced rigidity of psychological defense mechanisms.

Key words: targeted psychotherapeutic modeling, functional pattern of anxiety, inter-paradigmatic integration, plasticity.

DOI https://doi.org/10.23856/7652

1. Introduction[1]

The full-scale war in Ukraine acts as a prolonged existential macrostressor of extreme intensity, exerting an unprecedented destructive impact on the mental and somatic health of every individual. Under conditions of permanent threats to life and health, combined with the chronic deprivation of the basic need for safety, the population's adaptive resources are subjected to an excessive load.

[1] *Linguistic Note*. As the author is a non-native English speaker, the Gemini (Google) large language model was utilized as an AI-assisted translation and language editing tool to ensure academic phrasing, structural clarity, and adherence to international publication standards, while the author maintained full control over conceptual and scientific accuracy.

Against the backdrop of a prolonged absence of opportunities for a full recovery of resources, the adaptive psychophysiological mechanism of anxiety, functioning as a system of proactive threat anticipation, undergoes deep and maladaptive functional changes. This is specifically corroborated by WHO data, which indicate that symptoms of anxiety are currently the leading complaint and the most frequent mental health request, consistently recorded in over 70% of the surveyed population of Ukraine *(World Health Organization, 2025)*. However, the critical scaling of such symptomatology across the entire country stands in sharp contradiction to the crisis state of the modern psychological assistance network, which proves unprepared for mass and target-specific responses.

Today, the traditional field of psychological counseling and psychotherapy practitioners is characterized by significant conceptual fragmentation and artificial methodological segregation among representatives of different schools *(Nesterenko, 2026)*. Specialists of classical paradigms often demonstrate a rigid adherence to monoparadigmatic dogmas, viewing psychic functioning exclusively through the lens of their own conceptual filters. In practice, this approach leads to the application of linear, standardized methods based on the one size fits all principle with minimal intra-systemic adjustments. This completely deprives practitioners of clinical flexibility in selecting interventions and makes the formation of a target-specific psychotherapy for dysfunctional anxiety impossible.

This methodological limitation and standardization of protocols is most prominently observed within the cognitive-behavioral paradigm, which traditionally occupies a leading position in global clinical research on psychotherapeutic interventions for anxiety. Numerous controlled trials confirm the high efficacy of this approach in curbing acute anxiety states and a wide spectrum of emotional disorganization *(Hofmann et al., 2012)*. However, a critical analysis of this model under conditions of wartime macrostress reveals its therapeutic insufficiency due to an exaggerated focus strictly on daytime, rational verbalization and thoughts. Remaining confined solely to the daytime restructuring of cognitive automatisms, this approach leaves aside the oneiric space, where repressed experiences continue to affect the somatic and mental contours of the client.

The limitations of confinement within a purely cognitive template are illustrated by the high percentage of patients who exhibit rapid relapses after treatment or fail to respond to standardized protocols altogether. It has been mathematically proven that the real long-term effect size of cognitive-behavioral therapy for anxiety states is significantly overestimated. This inflation is driven by publication bias, manifested in the selective publication of predominantly positive findings, and the methodological averaging of total samples where passive waiting lists, rather than alternative active therapies, were utilized as comparison groups *(Cuijpers et al., 2016)*. The persistent therapeutic resistance observed in certain clients arises from ignoring their latent, unconscious mechanisms and somatized blocks that condition the overall psychophysiological rigidity of the individual's anxiety system. Overcoming these latent contours necessitates the mandatory integration of tools from Gestalt and body-oriented approaches, which can unlock suppressed emotional potential in synergy with the traditional processing of rational material.

To transcend the artificial barriers between different nosological categories of anxiety disorders, global science has moved toward developing unified protocols, which, however, have once again remained isolated within purely cognitive-behavioral boundaries. The implementation of such universal psychotherapeutic instruments for anxiety disorders is accompanied by an attempt to reduce all their heterogeneity to a single average template of pathological anxiety functioning *(Barlow et al., 2017)*. Under conditions of wartime macrostress, such

artificial standardization proves ineffective, as it completely disregards the fundamental psychophysiological and oneiric discrepancies among clients. This demonstrates an urgent need to transition from standardized schemes to the flexible modeling of the initial psychotherapeutic vector, which is constructed not around averaged emotional templates, but strictly around the specificities of the individual's functional pattern of anxiety.

The opposite pole of monoparadigmatic limitations is the psychodynamic school, which is focused on the analysis of deep intrapsychic conflicts. Global practice substantiates the long-term advantages of psychodynamic interventions and their durable, sustainable impact on personality structure after the completion of the course *(Shedler, 2010)*. However, under conditions of acute and prolonged nationwide macrostress, the classical psychodynamic approach to psychotherapy exhibits an applied inadequacy due to its excessive temporal prolongation and the lack of rapid relief for the client.

Attempts to treat pronounced anxiety distress within a purely humanistic or Gestalt paradigm, oriented toward the immediate actualization of feelings here and now, also encounter serious clinical obstacles. Clinical and experimental studies confirm the high value of Gestalt interventions in unlocking the emotional restrictedness of clients with anxiety disorders *(Roubal et al., 2021)*. However, direct, forced immersion into the experiencing of acute anxiety affects the absence of preliminary cognitive containment, inevitably leads to the retraumitization of the individual. Under conditions of constant wartime challenges, this proves to be an extremely dangerous practice, particularly in situations where even a psychotherapeutic session can be interrupted by an air raid siren.

The limitations of a monoparadigmatic approach are also demonstrated by body-oriented therapy, which focuses purely on the physical destruction of the individual's somatic armor. While substantiating the unique role of proprioception and the somatic experiencing of anxiety, representatives of this direction achieve a rapid stabilization of homeostasis *(Payne et al., 2015)*. However, confining the therapeutic impact exclusively to the somatic level, although providing the client with short-term somatic desensitization, leaves the internal architecture of maladaptive anxiety patterns unchanged in the absence of processing the mental contour. The artificial isolation of bodily release from semantic integration inevitably leads to a regression of physiological markers and rapid somatoform retriggering of the system under the influence of the very first external stressor.

In modern clinical psychology and psychotherapeutic practice, there is an urgent need to develop innovative technologies based on the principles of inter-paradigmatic synergetic integration of psychotherapeutic tools, capable of ensuring mutual compensation for the systemic limitations of isolated protocols and the targeted, differentiated modeling of the therapeutic route according to the specificities of the individual's functional patterns of anxiety.

2. The Concept of Functional Anxiety Patterns

Under conditions of permanent macrostress, classical typologies of anxiety prove to be excessively linear and static. While convenient for formal diagnosis, they remain inapplicable to real-world psychotherapy. The rigid classification of anxiety into normal and pathological completely disregards subjects with hidden destructive states who urgently require psychological assistance but fail to meet the formal clinical criteria for establishing a corresponding diagnosis. In contrast, the author's concept views anxiety as a dynamic, multilevel, and highly plastic system for mobilizing the individual's psychosomatic resources to anticipate potential threats.

The central methodological construct of this concept is the law of load redistribution within the mechanism of anxiety. Any prolonged extreme strain on the functional system of anxiety triggers internal distress that the system cannot entirely annul. Quite frequently, the mechanism of anxiety undergoes certain destructive changes due to the necessity of continuously expanding physiological and mental resources not only on the immediate response to threats but also on maintaining the anxiety mechanism itself in a state of permanent readiness and sensitivity to potential markers of danger.

Within this framework, a functional anxiety pattern is defined as a stable, mental-somatic cyclical distribution of load among different levels of the functional system for predicting potential threats and mobilizing psychophysiological resources to respond. These patterns are not viewed as immutable clinical diagnoses. Rather, they represent discrete, dynamic configurations of protective and compensatory mechanisms, where the deficiency or dysfunction of one level of the system is neutralized by redistributing the load to another. This redistribution enables the functioning flexibility of the mechanism, which serves as the foundation for justifying the possibility of targeted therapeutic transformation of destructive functional patterns. The systemic nature of anxiety unfolds through the interaction and interference of two major vectors of anxiety functioning: the mental vector and the bodily vector. The mental vector encompasses three interconnected levels: the phenomenological, psychological, and behavioral-action levels. The bodily contour, in turn, is realized at the neurohumoral and somatic levels *(Nesterenko, 2026)*.

One of the methodological conditions for the verification of this concept was the utilization of the oneiric diagnostic dimension, which serves as a space for integrating the mental and physiological markers of anxiety both within the physiology of sleep and the character of dreams, as well as their subsequent impact on the emotional state upon awakening. The oneiric dimension was selected because dreaming, being completely divested of daytime rational control, social masks, and conscious suppression, acts as a projection screen for investigating latent psychosomatic patterns of threat response. The precise manner in which the Ego models a threat and the ways of countering it during nocturnal rest directly maps onto objective physiological sleep parameters. This enables the bypass of censorship imposed by the psychological defense mechanisms of consciousness, which, during standardized testing, frequently construct an illusion of low anxiety levels and feigned psychological well-being (repressive coping).

The empirical differentiation of the concept delineates a hierarchical vertical structure consisting of seven discrete latent anxiety patterns (disintegrative, reduction, productive, alexithymic, creative, reactive, and demonstrative), each of which represents a unique strategy for the functioning of the anxiety mechanism.

The most profound systemic disorganization of anxiety functioning is observed in the disintegrative pattern. It is characterized by the actual destruction of the adaptive mechanism of anxiety at both the somatic and mental levels. This pattern is marked by a deep exhaustion of neurohumoral regulation, a critical disruption of sleep structure, and a passive paralysis of the Ego, which completely loses the capacity for active resistance or instrumental threat processing, shifting into a state of permanent stupor.

The next pattern marked by a dysfunctional structure is the reduction pattern, which is characterized by a rigid neurotic fixation on threats. The functional system of anxiety loses its adaptive flexibility and narrows its response strategy to a continuous anticipation of catastrophe. Here, the anxiety mechanism operates maladaptively through chronic over-insurance, where any ambiguous external stimulus is interpreted as a potential global disaster. This depletes the organism's psychophysiological resources through the constant anticipation of the worst-case scenario.

The evolutionary and adaptive optimum is represented by the productive functional anxiety pattern. It exhibits a balanced distribution of load across the mental and somatic levels, which allows the anxiety mechanism to fulfill its primary signaling function, risk prediction, without causing harm to the somatic health or psychological integrity of the individual. This pattern is distinguished by the maximum preservation of the organism's adaptive reserves due to the capacity for full resource regeneration during rest, as the threat prediction mechanism operates in a background, energy-saving mode and activates only in response to relevant markers of a potential threat.

The alexithymic pattern is characterized by a pronounced splitting between the mental and somatic levels of response. It reflects a state of so-called "emotional blindness," in which the subject is unable to differentiate and comprehend the consequences of anxiety for the organism. Mentally, the subject demonstrates deceptively moderate rates of subjective discomfort; however, the unexpressed, repressed anxiety is discharged within the body instead of the mental level, triggering deep, chronic vegetative tension and intense somatization of affect.

The reactive pattern reflects a classical linear model of threat confrontation based on the fight-or-flight principle, where the psyche and soma exist in a state of permanent mobilization readiness to counter a threat as soon as it arises, yet without a thorough mental processing of the markers that indicate the reality and extent of the threat.

The creative pattern is characterized by high mental plasticity and a propensity for utilizing sublimation mechanisms to channel accumulated anxiety. The subject is capable of effectively transforming primary apprehension into action and ensuring deep mental processing of threat markers. However, this pattern of functioning is highly energy-consuming and requires significant resources to sustain.

The splitting of the mental and somatic contours of anxiety functioning, like the alexithymic pattern, is also characteristic of the demonstrative personality pattern. This response pattern operates on an evolutionary model of avoiding threatening information through a declarative masking of normality and the active construction of a facade of mental well-being. The subject completely represses traumatic triggers from the field of conscious processing, which leads to the intense somatization of affect. At the mental level, this strategy is supplemented by a specific interpersonal orientation, wherein the individual is mentally focused on seeking external objects to whom the responsibility for evaluating and responding to potential threats can be fully delegated, thereby allowing the Ego to artificially maintain the illusion of its own invulnerability.

The proposed approach transforms the very concept of psychotherapeutic interaction, overcoming the artificial dualism of mentally and somatically centric models of anxiety. Understanding anxiety as a labile functional system shifts the psychotherapist's focus from the passive suppression of isolated symptoms to the managed restructuring of maladaptive contours of the individual's anxiety functioning. The implementation of such a concept opens fundamentally new perspectives for the creation of dynamic therapeutic technologies, where a sustainable and individualized approach for the functional regeneration of the anxiety mechanism is realized instead of a standardized clinical impact.

3. Modeling Targeted Psychotherapy for Functional Anxiety Patterns

The developed technology of targeted psychotherapeutic intervention modeling is based on a methodological transition from a linear, symptom-oriented approach to a systemic-pattern paradigm of regulating the anxiety functioning mechanism. Traditional practice, which is

oriented toward the standardized reduction of an abstract anxiety level, exhibits limited efficacy under conditions of prolonged threats due to ignoring the individual psychosomatic response that the organism performs for the sake of evolutionary survival. Our technology views anxiety as a labile system of danger anticipation, and its seven discrete functional types as unique variants of adaptive resource distribution among different levels of the individual's anxiety functional system.

Targeted modeling is a procedure of analytically constructing an individualized psychotherapeutic route, where the selection of targets, the sequence of stages, and the nature of the applied methods are determined by the baseline individual psychophysiological profile of anxiety functioning in a specific client. Within the framework of the technology, each latent type of anxiety is viewed as a dynamic functional system, the imbalance in which is individual, and therefore requires an individual trajectory of consecutive psychotherapeutic interventions for recovery. Such an integrative approach allows for the target-specific combination of psychotherapeutic techniques aimed at restoring the adaptive functioning of anxiety for energy-efficient mobilization to respond to potential anticipated threats.

The *first module* of the technology consists of determining the specific features of the mental-somatic functioning of the anxiety mechanism to form an individual profile of the client's anxiety functioning and its subsequent comparison with the average profiles of functional anxiety patterns. If the identified individual profile of functioning coincides with the parameters of one of the patterns defined within the framework of the pattern concept, a corresponding targeted intervention protocol is used in psychotherapeutic work. If, however, the recorded parameters of the client do not coincide in their characteristics with any of the seven baseline patterns, the technology is modeled directly for this unique individual profile. In such a situation, the individual therapeutic route is constructed by integrating the appropriate methods and techniques for target-specific work with the concrete identified dysfunctional targets of the client's anxiety functioning.

The *second module* of the technology consists of determining a differentiated therapeutic route, which ensures an empirically grounded choice of the psychotherapeutic intervention vector in accordance with the identified unique individual anxiety profile of the client. Such a differential approach allows for avoiding the artificial averaging of the client's specific features to match the conditional standards used in certain psychotherapy protocols, which flatten the heterogeneity of anxiety manifestations across different clients. The fact that the individual profile of the client is compared with the typology of functional patterns serves merely as an initial approximate orientation, performing the function of a preliminary phenomenological verification and tentative structuring of the material; however, no average pattern is more important than the unique individual profile of the client.

At this stage, the vector of the client's psychotherapeutic route is determined within one of the four major trajectories of the psychotherapeutic process organization, which maximally aligns with the current state of the client: ascending, descending, lateral, or homeostatic. At the same time, the established psychotherapeutic route is not static and can dynamically change during work if it corresponds to the client's process of change, ensuring a flexible restructuring of the psychotherapeutic process to match the ongoing transformations of their functioning.

The ascending trajectory (from somatic to mental) unfolds primarily, but not exclusively, for the disintegrative, alexithymic, and demonstrative patterns. For clients characterized by such functional anxiety patterns, a deep exhaustion of the bodily contour is typical, which manifests in a pronounced disruption of sleep structure and intense somatization of unprocessed anxiety. Any deep intrapsychic interpretations, free associations, or analysis of the nature of

imagined threats are contraindicated during the initial stages of psychotherapy, as the disorganized or split psyche lacks sufficient internal resources and stability to contain such tension. Psychotherapeutic work begins with body-oriented and behavioral regulation methods to restore the baseline somatic state and achieve desensitization for a sense of basic safety. Only after stabilization is a sequential transition made to the mental level of processing anticipated threats and mastering the capacity for effective identification of potential threats. This forms a solid baseline for subsequent, efficient self-regulation of psychophysiological resources.

The descending trajectory (from mental to somatic) unfolds primarily, but not exclusively, for the reduction and creative patterns. For clients characterized by such functional anxiety patterns, a significant overloading of the mental contour of the anxiety mechanism is typical, which manifests in permanent hypercontrol, obsessive ruminations, and the modeling of catastrophic scenarios. Any forced somatic interventions or bodily practices during the initial stages of psychotherapy are ineffective, as the overstrained mental sphere of the individual requires the primary mastery of the capacity to contain tension, effectively process threat markers, and restrict resources, specifically through the voluntary refocusing of attention. Psychotherapeutic work begins with cognitive and metaphorical methods for the deconstruction of thought biases and the reframing of schemas of anticipated threats. Only after mental stabilization is a sequential transition made to the somatic level of processing anxiety and mastering the capacity for muscle relaxation. Consequently, the client learns to dynamically restrict and reallocate energy to mitigate stress.

The lateral trajectory (horizontal stabilization) unfolds primarily, but not exclusively, for the reactive pattern of individual anxiety. Such clients are characterized by permanent mobilization and the anticipation of danger, due to which they are inclined to identify ambiguous and ambivalent environmental markers as threatening, reacting to them even before it becomes clear that this threat does not actually exist. Forced immersion into deep intrapsychic conflicts or long-term somatic practices during the initial stages of psychotherapy is ineffective, as the overexcited response system requires immediate horizontal maintenance of balance at both the mental and somatic levels. Psychotherapeutic work in the initial stages focuses on psychoemotional stabilization, the application of expressive therapy methods, and desensitization to triggers evaluated as threatening. An important task is the development of a mindful perception of threat and the capacity to maintain a pause between stimulus and response, as well as to analyze ambiguous situations without immediate actions, which allows for differentiating real and imaginary danger markers. As a result, it prevents premature behavioral triggers and optimizes somatic readiness.

The homeostatic trajectory (maintenance of systemic balance) unfolds primarily, but not exclusively, for the productive pattern of individual anxiety. Such clients are characterized by the balanced functioning of the mental and somatic contours of the anxiety mechanism, which specifically manifests in an optimal distribution of the mental and an energy-saving mode of resource mobilization. Interventions are aimed at preventive protection against exhaustion under conditions of prolonged macrostress. Psychotherapeutic work focuses on the ecological monitoring of the life space, the strengthening of personal resilience resources, and desensitization to long-term background stressors. Psychotherapy for them is oriented toward supporting a mindful perception of threat and the prevention of somatoform or cognitive overload. This preventative approach reliably reinforces the client's existing resilience under conditions of prolonged macrostress.

The *third module* of the technology is the protocol of inter-paradigmatic synergetic integration, which combines methods from various psychotherapeutic schools into coherent targeted complexes that are deployed exclusively in a target-specific manner according to the targets of

the chosen trajectory, which is adjusted to the client's needs. For this purpose, methods within body-oriented psychotherapy are integrated; cognitive-behavioral interventions and imagery rehearsal therapy; techniques within humanistic, Gestalt, and art-therapeutic complexes; scientific analysis of dreams within the psychodynamic paradigm to investigate and understand the specific features of the formation of the client's individual anxiety profile; as well as existential analysis, logotherapy, etc.

The *fourth module* is represented by dynamic feedback, which ensures a flexible monitoring of therapeutic changes throughout the entire period of unfolding psychotherapeutic interventions. The transition between phases is carried out not linearly over time, but exclusively upon the client's achievement of targeted clinical markers of psychoemotional and somatic stabilization. In the event of recording stable transformations in personal functioning, this module triggers an adaptive restructuring of the entire process, which allows for changing the current major trajectory or modifying the composition of psychotherapeutic methods to match the client's ongoing state as necessary.

The *fifth module* is adaptive integration, aimed at consolidating the obtained results and transferring the mechanisms of threat anticipation into a stable mode of long-term self-regulation. The ultimate goal of this module's functioning is the evolutionary reorientation of the functional risk prediction system from destructive modes of functioning to a mode of ecological background monitoring of the life space. The process culminates in the full integration of the acquired capacities into the daily life activities of the individual, which allows for maintaining the homeostatic balance and independently managing the optimal distribution of psychophysiological resources under conditions of prolonged wartime macrostress.

The developed psychotherapeutic technology is based on the sequential implementation of five modules, allowing for the targeted modeling of the client's individualized psychotherapeutic route. The differentiation of intervention within four major trajectories (ascending, descending, lateral, or homeostatic) and the involvement of the protocol of inter-paradigmatic synergetic integration of methods ensure the precise processing of specific dysfunctional targets of anxiety functioning in a particular client. Such a systemic-pattern approach allows for transforming the mechanisms of threat anticipation from a source of psychosomatic depletion into an effective signaling tool for survival, guaranteeing the reliable maintenance of homeostatic balance and the restoration of the individual's capacity to effectively manage their own psychophysiological resources under conditions of prolonged wartime macrostress.

4. Transformation of Anxiety Functioning under the Interventions

The analysis of the results from the formative stage of the study demonstrates the high efficacy of the developed technology of targeted modeling of psychotherapeutic interventions. The traditional approach, which relies on the categorical diagnoses of nosocentric classifiers, views anxiety states linearly and statically, offering standardized protocols of cognitive-behavioral therapy for a rather large and heterogeneous group of individuals, which leads to ignoring the clients' individual psychosomatic responses. In contrast to such a linear approach, the implementation of the developed five-module technology has allowed for providing an empirically grounded differentiation of psychotherapeutic intervention within four major trajectories. Empirical verification of the results confirms that the targeted modeling of an individualized psychotherapeutic route, based on determining the unique individual profile of anxiety functioning, ensures the precise processing of concrete dysfunctional targets, triggering a positive dynamic of transforming the clients' anxiety functioning within the framework of wartime.

The results of hierarchical clustering using Ward's method after the completion of the therapeutic intervention cycle (N=39) visually demonstrate a shift in anxiety patterns, which is expressed in the restructuring of psychosomatic indicators of anxiety functioning and the migration of clients to other clusters, in particular, to the productive functional pattern (see Fig. 1).

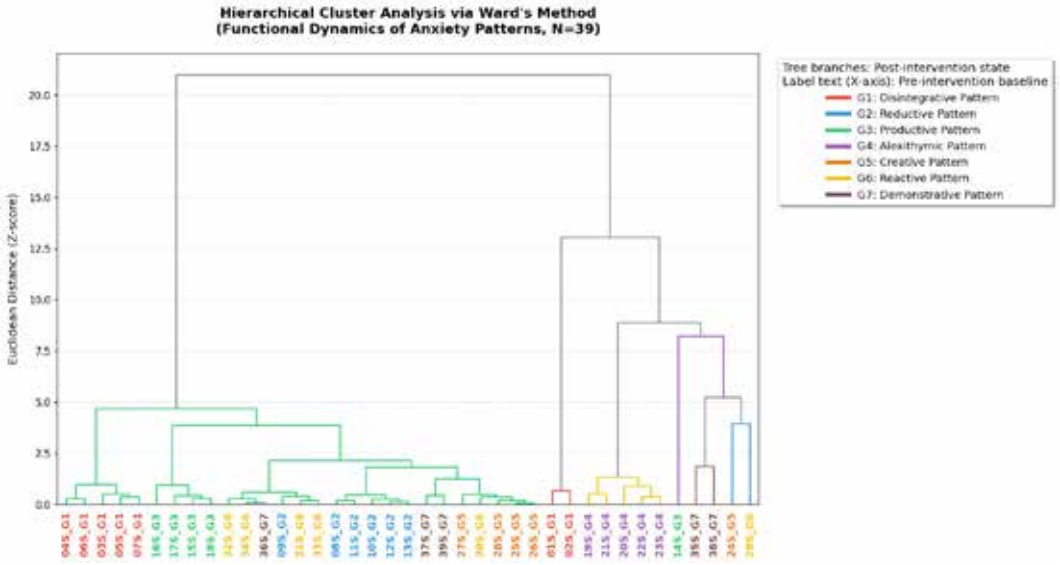


Fig. 1. Dendrogram after targeted psychotherapy

The targeted approach proved its efficacy through the formation of a megacluster of the productive pattern (G3), which encompassed 69.23% of the sample after therapy compared to 12.82% prior to its commencement. This growth occurred due to the migration of clients from other patterns (disintegrative, reduction, creative, reactive, and demonstrative patterns) which confirms the activation of adaptive mechanisms and the optimization of anxiety functioning.

During the hierarchical analysis, only one baseline pattern of functioning was identified that did not yield any direct transition to the productive pattern. This refers to the alexithymic pattern. The subjects of this group were characterized by a complete transition to the reactive pattern. Such a specific trajectory of displacement is directly explained by the nature of the ascending trajectory applied to them and the dynamics of changes in the structure of their functioning. Since the primary interventions were aimed at restoring the baseline somatic state and destroying the bodily armor, the dynamics of changes involved a sequential unlocking of the emotional sphere through the body. The targeted impact helped the clients overcome the repression of the awareness of their own anxiety and facilitated its acceptance for the subsequent search for ways of its utilization through active actions. This allowed transferring their functioning to the mental level of processing anxiety not linearly, but through an intermediate stage of stabilization within the mobilization model of the fight-or-flight response, which is characteristic of the reactive pattern.

Of methodological significance is the successful integration of most representatives from the disintegrative pattern into the productive pattern. This proves the efficacy of utilizing

body-oriented protocols during the early stages of therapy, which can restore the baseline resources of the nervous system while passing conscious control.

At the same time, the dendrogram allowed for a clear separation of resistant clients, forming several isolated branches in the right section of the dendrogram (30.77%).

The first focus of such resistance was formed by clients who remained within the boundaries of their baseline disintegrative pattern. Their personal functioning proved insensitive to the standard volume of interventions due to chronic exhaustion and the extreme depletion of adaptive resources. This indicates that the transformation of this state requires significantly more time, oriented toward a prolonged and gradual restoration of the basic sense of safety, and, in certain cases, the mandatory inclusion of medical support. The second focus of resistance was recorded among representatives of the demonstrative pattern. These clients demonstrated resilience to the interventions, as the repression of real anxiety is a deeply rooted mechanism of their functioning, which also requires a much longer psychotherapeutic process to work directly with this mechanism.

The migration of subject 14S was also recorded, who, following the direct shelling of a residential building (one month prior to the follow-up diagnostic assessment), shifted from the productive pattern to the maladaptive alexithymic pattern. This indicates the activation of the emotional blindness mechanism in the face of an immediate vital threat that the client was unable to process within the framework of their habitual pattern. This event verifies a key position of the concept stating that functional anxiety patterns are plastic and dynamic, thereby proving the relevance of flexible, targeted modeling of psychotherapeutic impacts.

5. Conclusions

The essence of the developed technology of targeted modeling of psychotherapeutic interventions lies in a methodological departure from standardized nosocentric care standards in favor of an individualized systemic approach to regulating the individual mechanisms of the individual's anxiety functioning. The sequential deployment of the five modules ensures a precise differential diagnosis of the client’s individual profile and its verification against the typology of functional anxiety patterns to construct a flexible psychotherapeutic route within four major trajectories (ascending, descending, lateral, or homeostatic). Through the involvement of the protocol of inter-paradigmatic synergetic integration of methods, the technology allows for a precise and target-specific impact on the unique mental-somatic targets of anxiety functioning in a particular individual, which ensures the triggering of cascade adaptive changes.

The empirical verification of the technology convincingly confirmed its high efficacy through an increase in the number of study participants exhibiting the productive pattern of anxiety functioning, rising from the initial 12.82% to 69.23% of the sample post-intervention. These results prove the viability of the concept of adaptive plasticity and demonstrate that the targeted modeling of the psychotherapeutic process can provide a stable normalization of the homeostatic balance and the restoration of the individual's capacity to independently and effectively manage their own psychophysiological resources under conditions of prolonged wartime macrostress.

References

1. Barlow, D.H., Farchione, T.J., Bullis, J.R., Gallagher, M.W., Murray-Latin, H., Sauer-Zavala, S., Bentley, K.H., Thompson-Hollands, J., Conklin, L.R., Boswell, J.F., Ametaj, A., Carl, J.R., Boettcher, H.T., Cassiello-Robbins, C. (2017). The Unified Protocol for Transdiagnostic

Treatment of Emotional Disorders Compared With Diagnosis-Specific Protocols for Anxiety Disorders: A Randomized Clinical Trial. JAMA Psychiatry. Vol.74(9). p.875-884. DOI: 10.1001/jamapsychiatry.2017.2164.

2. Cuijpers, P., Cristea, I.A., Karyotaki, E., Reijnders, M., Huibers, M.J. (2016). How effective are cognitive behavior therapies for major depression and anxiety disorders? A meta-analytic update of the evidence. World Psychiatry, Vol.15(3), p. 245–258. DOI: 10.1002/wps.20346.

3. Hofmann, S.G., Asnaani, A., Vonk, I. J., Sawyer, A. T., Fang, A. (2012). The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-analyses. Cognitive Therapy and Research, Vol. 36(5), p. 427–440. DOI: 10.1007/s10608-012-9476-1.

4. Nesterenko, M.V. (2026). Komparatyvni kryterii dyferentsiinoi diahnostyky normatyvnoi ta patolohichnoi tryvozhnosti: systemnyi pidkhid [Comparative criteria for the differential diagnosis of normative and pathological anxiety: a systemic approach]. Habitus, vol. 82(2), p. 11–19. DOI: 10.32782/hbts.82.2.1 [in Ukrainian].

5. Nesterenko, M.V. (2026). Teoretyko-metodolohichnyi analiz paradyhm kontseptualizatsii tryvozhnosti v zarubizhnii psykholohii [Theoretical and methodological analysis of the paradigms of anxiety conceptualization in foreign psychology]. Habitus, vol. 83(1), p. 49–56. DOI: 10.32782/hbts.83.1.7 [in Ukrainian].

6. Payne, P., Levine, P.A., Crane-Godreau, M.A. (2015). Somatic experiencing: using interoception and proprioception as core elements of trauma therapy. Frontiers in Psychology, Vol. 6, ID93. DOI: 10.3389/fpsyg.2015.00093

7. Roubal, J., Hytych, R., Čevelíček, M., Řiháček, T. (2021). Personal therapeutic approach in Gestalt therapists working with clients suffering from medically unexplained psychosomatic symptoms. Research in Psychotherapy: Psychopathology, Process and Outcome, Vol. 24(3), p. 295-305. DOI: 10.4081/ripppo.2021.

8. Shedler, J. (2010). The Efficacy of Psychodynamic Psychotherapy. American Psychologist, Vol. 65(2), p. 98–109. DOI: 10.1037/a0018378

9. World Health Organization (2025). Health needs assessment of the adult population in Ukraine: survey report. WHO Regional Office for Europe.

ANTHROPOLOGICAL PARADIGM IN LEGAL PSYCHOLOGY

Viktoriia Petrushenko
DSc, Professor, National Pirogov Memorial Medical University, Ukraine
e-mail: petrushenkopsychology@gmail.com, orcid.org/0000-0002-9255-403X

Summary

The article reveals and systematises the main evolutionary developments of the anthropological paradigm in the context of the development of legal psychology, as distinctive scientific field. The author identifies the main patterns of the anthropological paradigm, particularly it's role in the synthesis of legal and social problems in the context of determining the foundations of socio-legal behaviour *(Fuller, 1994).* This identification provides the background for a scientific framework that would help researcher to synthesize social, legal and institutional determinants of human behaviour in modern socio-legal systems from an anthropological paradigmal standpoint. It should be recognized that the anthropological paradigm focuses on scientific conduct, involving facts, data, and examples from a huge body of knowledge in the «psychology-law» system, which is amenable to processing by «anthropometric» methodological techniques. Anthropological paradigm serves an interdisciplinary integrative purpose in legal psychology.

Key words: social anthropology, socio-legal conciseness, legal anthropology social psychology, legal decision-making, institution.

DOI https://doi.org/10.23856/7653

1. Introduction

Article positions anthropological paradigm is one the two major paradigms in legal psychology, using it as the main socio-legal representation of human behavior regarding institutions and state structures *(Silvia, 2021).* The major theorists of anthropological paradigm in legal psychology include Cesare Lombroso, the founder of Italian school of school of criminology and Claude Levi-Stross, who is regarded as the founding figure of structural anthropology and the major figure, who played fundamental role in the development of socio-cultural anthropological science.

To observe the manifestation of elements of the anthropological paradigmal approach *(Starynskyi, M., & Zavalna, Z., 2025)* in the context of legal psychology, a historical approach to the issues of evolution and borrowing of knowledge between different areas of scientific knowledge was used. To correlate the theory of anthropology, as an independent scientific field with its manifestation in legal psychology and also with practical issues regarding the problems of legal psychology an epistemological method was used, in particular, to characterize the process of scientific cognition according to the criteria of the paradigmatic approach in the context of integration the achievements of different scientific fields in legal psychology *(Ozerskyi, 2024: 1-7).*

When considering the manifestation of a person's social sense of justice *(Berryessa, C. M., Allely, C. S., De Vel-Palumbo, M., & Granot, Y., 2022)*, a behavioral approach was used to determine the influence of social factors on human behavior and its determination by external stimulus, as a founding concept in the anthropological paradigm in legal

psychology *(Tyurina, 2026)*. A systematic approach was also applied to determine the stable relationships between the ideas of various representatives of the anthropological paradigm in legal psychology.

2. Main text

Paradigmatic approach to history of science

The early developments regarding the use of a term «paradigm» or «scientific paradigm» begin from early twentieth century with the works of philosopher and psychologist Martin Heidegger *(Belgrano, 2021)* and later developed by Thomas Samuel Kuhn in mid-50s.

The term «paradigm» was popularized in scientific discourse by American physician and historian of science Thomas Samuel Kuhn in his two fundamental works *(Kuhn, 1961: 347-369; Kuhn, 1962)*, particularly in «*The structure of scientific revolutions*».

Legal psychology helps researchers to reveal the structure of the relationship between human beings and *the law*.

Accordingly, the main contribution to the definition of the concept of «paradigm» was made by the American physicist and philosopher Thomas Kuhn, who identified the main criteria, conditions and patterns of the paradigmatic approach in the study of the scientific process of development. Later, his scientific approach would be used in legal-psychological framework, particularly by adepts of clinical and anthropological approach *(Melnyk, 2025: 299-306)*. Until the middle of the 20th century, the concept of «paradigm» was a term used in linguistics and semiotics to denote certain semantic relations. Kuhn resorts to a completely relativistic rhetoric, which hides the belief that all science has developed outside the line of a coherent structural-functional connection between the past, present, and future. After 1962, the concept of «paradigm» became a category of the history of science and in large variety of scientific fields, including legal psychology.

Genesis of legal psychology studies and paradigm shift in legal psychology in the context of anthropological paradigm

The elements of integrative method, used in the anthropological paradigm in legal psychology dates back however to XIX century and is interconnected with the law practice. The main theorist of the early period of anthropological approach to legal psychology is Italian criminologist Cesare Lombroso, who is perceived as one of the main figures in social anthropology as well as criminology *(González-Sala, F., Osca-Lluch, J., Gil, F. T., & Ortega, M. P., 2017: 411)*.

Lombroso postulates the concept of «anomaly» in legal-psychological science. He does this since he included wounded soldiers in his statistical studies and anatomical comparisons. Later, he operated on a number of criminals, and during their autopsies, he began gathering data. I note that Lombroso's physical-anthropological «anomaly» later became one of the sources of interpretation of «anomalies» in social anthropology. According to the Italian doctor and his followers, «anomaly» reflected a certain anatomical and physiological discrepancy with the generally accepted physical-anthropological type of a person in a particular territory *(Lombroso, 1876)*.

Lombroso's scientific publications on the diagnosis, statistical evaluation and treatment of schizophrenia, epilepsy, manic states, and addictions (primarily alcoholism) proved to be the foundation for the emergence of the Italian school of criminology (also known as the «anthropological school of criminal law»). The publication in 1876 of the first edition of Lombroso's monograph «L'Uomo delinquente» was a landmark.

In contrast to Lombroso, French anthropologist Claude Levi-Strass represents more democratic approach to the social anthropology, while Lomboro's works regarded as a political symbol of the most radical racism, which began to turn many democratically minded Italian intellectuals away from Lombroso himself. Claude Lévi-Strauss argued that anthropology must focus on the study of common and distinctive features of particular cultures («local cultures»), adhering to the foundation of the universality of manifestations of the «human» (corporeality, psychology, naturalism). This position of C. Lévi-Strauss (the universality of the human) contrasts sharply with the racist determinism of the Italian school of criminology and demonstrates a radically different way of anthropological thinking than in the case of the «criminal anthropology» of Cesare Lombroso.

Despite this, the work of Cesare Lombroso influenced not only the emergence and structuring of criminal anthropology as a separate discipline, but also the institutionalization of the new direction *(Lombroso, 1876).* The Department of Criminal Anthropology at the University of Turin turned out to be the most important center of legal and psychological studies at the turn of the XIX and XX centuries.

The problem of the psychological aspect of human relations and their' relations with the state intuitions and existence in features set of rules, that is the state law system was laid by two scientists, that can be considered as the most influential legal-psychological theorists. One of them is German lawyer and psychologist Robert Weimar, who developed an interdisciplinary approach of observing the law dynamics, while the other one is Italian psychologist Guglielmo Gulotta, who published in 2009 a fundamental work on the relations between human and juridical system, underlying the subject of juridical psychology. The work itself called «*Elementi di psicologia giuridica e di diritto psicologico*» *(Gulotta, 2002).*

Robert Weimar in his scientific work tried to underline the structure of human behaviour regarding the legal decision-making. His fundamental work, that is regarded as one of the most influential works in modern neuro-jurisprudence originally written in 1969 and republished in 1996 about psychological structure of human behaviour in system of law *(Weimar, 1996)* gives us inside into the abilities to implement structuralist models, particularly of those, who study anthropology into legal psychology *(Danagher, 2025).*

Paradigm shift in anthropology

According to the definition, that Thomas Samuel Kuhn gives to the word «paradigm» and «paradigm shift», which would include several essential elements as the existence of «normal science» in particular field and breakthrough in the research, that is ultimately accepted by the scientific community *(Kuhn, 1962; 39).* In anthropology however, according to Kuhn there might be no dominant paradigm, but considering the influence of mentioned set of works, the development of the structural anthropology by Claude Levi-Strauss is the type of such a development. Thus, the paradigm shift in anthropology happens between 1949 and 1955, when Levi-Strauss successfully formulated and integrated the formulaic definition of myth and it's working set of rules officially published in American journal in late 1955 *(Levi-Strauss, 1955: 428-444)*, however the early development in the theory of the structure of myth where made six years prior to this *(Kansa, 2025).*

Claude Levi-Strauss's structuralist analysis of the category of myth returns us to the structural elements identified by de Saussure in linguistics. The essence of the Levi-Strauss's structuralism itself is that the French anthropologist was looking for a formula that would contain a pattern that would determine all the «variables» of any ***myth*** *(Scubla, 2011: 259).* This once again characterizes the structuralist essence of Lévi-Strauss's research – the search for unchanging elements that reveal the very essence of the phenomenon or object, the process that is being studied regardless of any external conditions.

Anthropological approach in legal psychological context after paradigm shift is inherently connected with the works of social anthropologists. Regarding legal psychology, anthropological paradigm serves as an interdisciplinary function, while integrating scientific achievements primarily in psychology of law, sociocultural anthropology, and, to some extent, physical anthropology into one scientific paternal system, or into one scientific paradigm *(Anders, 2015).*

Anthropological paradigm in legal psychology integrates achievements of legal psychology with a broad set of social and natural sciences, humanities and other parts of the law science. This broad integration includes synthesizing the theory of psychology of law with philosophical anthropology, social anthropology, cultural anthropology, physical anthropology, the entire range of sociological sciences and political science, cultural studies, ethnology, linguistics, criminology *(Mendoza, 2023: 5-7).*

3. Conclusions

Anthropological paradigm in legal psychological is one among the two most integrative and influential paradigms in legal psychology among with the clinical paradigm. While setting ground for its implementation by legal psychologists at the end of 1940s, particularly in 1949, with Levi-Strass articles on structuralist anthropology *(Caillé, A., Prades, P., 2015; Levi-Strass, 1973)*, anthropological paradigm in legal psychology became one of the two major defying theoretical foundations for psychological and legal studies during the second half of the XX century, regardless of the interpretation of its subject of study.

The paradigm shift in legal psychology is determined by the influence on its development by two intellectual scholars: Robert Weimar and Guglielmo Gulotta. Paradigmatic approach to legal psychology, thus, has its roots in neuropsychological and sociopsychological ideas in the 1950s and 1960s, followed by publications of fundamental works that shaped the academic worldview on the rules of decision making regarding legal relations and structure of socio-legal consciousness *(Guggota, 2002; Weimar, 1996).* Integrative methodological approach to legal psychology allowed to use the socio-cultural aspect of anthropology in the context of anthropological paradigm in solving problems, regarding institutional-humanitarian relations and the phenomena of socio-legal consciousness.

Anthropological paradigm in legal psychology selves as a primary tool to the constitution of social legal consciousness as the basis of socio-legal behaviour. It implements the basic category of «social group» into the realm of human-institution relationship studies.

References

1. Anders, G. (2015). Law at its limits: interdisciplinarity between law and anthropology. The Journal of Legal Pluralism and Unofficial Law, 47(3), 411-422. https://doi.org/10.1080/07329113.2015.1110909

2. Berryessa, C. M., Allely, C. S., De Vel-Palumbo, M., & Granot, Y. (2022). Editorial: Social psychological process and effects on the law. Frontiers in Psychology, 13, 990167. https://doi.org/10.3389/fpsyg.2022.990167

3. Belgrano, M. (2021). «World» and «Paradigm» in Heidegger and Kuhn. Franciscanum, 63(175), 1-16. https://doi.org/10.21500/01201468.4716

4. Caillé, A., Prades, P. (2015). Believing (in It). Back to «symbolic Efficiency». Revue du MAUSS, 46(2), 291-318. https://doi.org/10.3917/rdm.046.0291.

5. Danagher, L. (2025). Psychopathy, neuroscience, and critical issues: A legal primer. International Journal of Law and Psychiatry, 103, 102139. https://doi.org/10.1016/j.ijlp.2025.102139
6. Fuller, C. (1994). Legal Anthropology,: Legal Pluralism and Legal Thought. Anthropology Today, 10(3), 9. https://doi.org/10.2307/2783478
7. González-Sala, F., Osca-Lluch, J., Gil, F. T., & Ortega, M. P. (2017). Caracterización de la Psicología Jurídica a través de las revistas de psicología incluidas en las categorias Criminology & Penology y Law de la Web of Science. Anales De Psicología, 33(2), 411. https://doi.org/10.6018/analesps.33.2.262591
8. Gulotta, G. (2002) (Ed.). Elementi di psicologia giuridica e di diritto psicologico. Milan: Giuffre. Pp. XVII-1428.
9. Kanca, E. (2025). Claude Levi-Strauss and Structuralism. DOAJ (DOAJ: Directory of Open Access Journals). https://doi.org/10.13129/2240-7715/2025.1.65-73
10. Kuhn, T. S. (1961). The Function of Dogma in Scientific Research. A. C. Crombie (ed.). Scientific Change (Symposium on the History of Science, University of Oxford. pp. 347-369.
11. Kuhn, T. S. (1962). The structure of scientific revolutions. International Encyclopedia of Unified Science (Vol. 2, No. 2). University of Chicago Press. xvii+210 p.
12. Levi-Strauss, C. (1973). Anthropologie structurale deux. Paris: Plon. 459 p.
13. Levi-Strauss, C. (1955). The structural study of myth. The Journal of American Folklore, 68 (270), pp. 428-444. https://www.people.iup.edu/sherwood/Archived-Courses/ENGL-752SuII-05/Docs/Structural_Study_of_Myth.pdf
14. Lombroso, C. (1876). L'uomo delinquente : studiato in rapporto alla antropologia, alla medicina legale ed alle discipline carcerarie. Milan: Hoepli, 273 p.
15. Mendoza, A. L. R. (2023). Legal psychology from social psychology. historical introduction of forensic psychology. Forensic Research & Criminology International Journal, 11(1), 5-7. https://doi.org/10.15406/frcij.2023.11.00361
16. Melnyk V.M. (2025). Paradyhma istoryzmu v sotsialnii psykholohii: sutnist spivprychetnosti ta pryvilei identychnosti. [The Paradigm of Historism in Social Psychology: The Essence of Connectedness and the Privilege of Identity]. Habitus: Sotsialna psykholohiia. Yurydychna psykholohiia, Vypusk 71. S. 299-306. https://doi.org/10.32782/2663-5 [In Ukrainian]
17. Ozerskyi, I. (2024). Identification of legal psychology as an independent branch of law. SSP Modern Law and Practice, 4(4), 1-7. https://doi.org/10.53933/sspmlp.v4i4.163
18. Scubla, L. (2011). Levi-Strauss, Lacan, And the Symbolic Order. Revue du MAUSS, 37(1), 253-269. https://doi.org/10.3917/rdm.037.0253
19. Silvia, M. (2021). Unveiling Human Behaviour: A comprehensive exploration of influential paradigms in psychology. Social Science Chronicle., 1(1), 1-16. https://doi.org/10.56106/ssc.2021.005
20. Starynskyi, M., & Zavalna, Z. (2025). Paradigms in law: the reality of modern legal science. Analytical and Comparative Jurisprudence, 1, 58-64. https://doi.org/10.24144/2788-6018.2025.01.8
21. Tyurina, V. (2026). Yurydychna psykholohiia yak fundamentalnyi komponent formuvannia krytychnoho myslennia yak profesiino znachushchoi rysy osobystosti ofitsera systemy psykholohichnoho zabezpechennia politseiskykh v umovakh voiennoho stanu. [Legal psychology as a fundamental component of forming critical thinking as a professionally significant personality of an officer of the system of psychological support for police officers in conditions of martial law] Humanitarni studii: istoriia ta pedahohika, 1, 349–358. https://doi.org/10.35774/gsip2026.01.349 [In Ukrainian]
22. Weimar, R. (1996). Psychologische Strukturen richterlicher Entscheidung. Bern: Stämpfli, 1996. 226 p.

POST-VACCINATION IMMUNITY: FORMATION AND ASSESSMENT OF EFFECTIVENESS IN THE POPULATION OF THE KHARKIV REGION

Andrii Volianskyi
MD, D. Hab., Head of the Laboratory of Immunorehabilitology,
State Institution "I. Mechnikov Institute of Microbiology and Immunology National Academy of Medical Sciences of Ukraine", Ukraine
e-mail: volianskyiandrii@gmail.com, orcid.org/0000-0002-6868-6702

Maiia Smilianska
MD, Ph.D., Leading Researcher of the Laboratory of Immunorehabilitology,
State Institution "I. Mechnikov Institute of Microbiology and Immunology National Academy of Medical Sciences of Ukraine", Ukraine
e-mail: maya.smel@ukr.net; orcid.org/0000-0002-7781-7903

Summary

A complex mosaic of immune responses was identified among the population of the Kharkiv region during the administration of combination vaccines designed to prevent multiple infectious diseases. The majority of vaccinated individuals respond adequately to several components of combined vaccines simultaneously; however, groups of individuals can invariably be identified who exhibit either weak or strong responses to one, two, or several vaccine antigens included in the formulation. Assessment of immune system status is most appropriately conducted both upon completion of the primary immunisation schedule and thereafter. This makes it possible to decide whether further booster vaccinations may be unnecessary or, conversely, to determine the need for enhancement of the immune response. The implementation of serological monitoring would enable a more accurate determination of the true levels of herd immunity across different social groups and regions, facilitate the management of vaccination schedules, assess the effectiveness of vaccines and vaccination programmes, and allow the estimation of the quantities of vaccines, diagnostic tools, medicinal products, and public health efforts required to ensure comprehensive population protection.

Key words: effectiveness of specific prophylaxis against vaccine-preventable infectious diseases, serological monitoring.

DOI https://doi.org/10.23856/7654

1. Introduction

Until recently, medical practice in the field of vaccinology was based on the principle that all individuals within a population should be immunised according to a universal vaccination schedule using the same set of vaccines, provided that no contraindications existed. Several assumptions underlie this approach. One such assumption is that every individual will produce similar levels of protective antibodies, with an almost negligible incidence of associated adverse effects. It is also assumed that all individuals have approximately the same level of protection against disease and that the vaccine doses and the number of doses required to induce robust immunity are identical across the entire population. The primary objective of

this approach was the paradigm of population-level immunity, which has enabled the control of many infectious diseases to a certain extent. The main limitation of this approach is that it ignores individual variability in immune responses to different types of vaccines, as well as any genetic predisposition to reactogenicity, and differences in the doses and immunisation schedules required to establish strong and long-lasting immunity *(Smilianska, 2022)*.

At present, advances in immunology, genetics, molecular biology, and bioinformatics demonstrate the value of a personalised approach to vaccine selection and dosing. Consequently, a new paradigm in vaccinology is emerging between the traditional population-based public health perspective and a new individual-level approach that recognises unique interindividual variations in responses to biological agents *(Montero, 2024; Poland, 2018)*. Mass-specific prophylaxis of vaccine-preventable infectious diseases is aimed at establishing herd immunity. Its effectiveness is assessed through serological monitoring. The results of such monitoring indicate that, even in the presence of herd immunity, there are always groups of individuals who do not possess protective antibody levels *(Pollard, 2020)*. This highlights the need to identify such individuals and to correct or optimise their immune responses to vaccines. In other words, this involves the individualisation (personalisation) of vaccination strategies *(Kennedy, 2020)*.

2. Characteristics of Post-Vaccination Immunity to Hepatitis B

At present, among all known parenterally transmitted hepatitis infections, only hepatitis B (HBV) can be prevented through vaccination. One of the criteria for assessing the immunological effectiveness of hepatitis B vaccine prophylaxis is the level of humoral immune response, characterised by the frequency of detection of specific antibodies (anti-HBs) at protective concentrations against the vaccine antigen.

We analysed the effectiveness of hepatitis B vaccination and the actual level of protection among vaccinated children, adolescents, and healthcare workers, depending on the time elapsed since the last hepatitis B vaccination, age, and the immunisation schedule used. As the interval since the last hepatitis B vaccination increased, the level of post-vaccination immunity among vaccinated individuals declined. Thus, 12–36 months after completion of the vaccination course, the proportion of seropositive individuals was 93.9%; after 3–6 years, it decreased to 89.2%; and after 7 years or more, it fell to 77.5% (Table 1).

The obtained results were consistent with published data indicating that, within 5–7 years following completion of the recommended vaccination course, 30–50% of individuals lose detectable antibodies. Among vaccinated children and adolescents, seroconversion was observed in 92.7–100% of cases within 3–84 months after the last vaccine dose. However, with increasing time since vaccination (more than 7 years after the last dose), the proportion of seropositive individuals decreased substantially, reaching 65%. Overall, regardless of the time elapsed since the last vaccination, the proportion of children and adolescents with specific antibodies to HBsAg detected in blood serum was 90.8%.

Indicators of the immunological effectiveness of vaccination among healthcare workers who had completed the full course of hepatitis B immunisation did not reach the normative level (82.1% versus a required minimum of 90%), irrespective of the time elapsed since immunisation. In children and adolescents, these indicators significantly decreased after the end of a seven-year period (65%, compared with the group average across time intervals of 90.8%). An important factor influencing the immune response is the age of vaccinated individuals. The maximal immune response is observed between 2 and 19 years of age, as well as in young adults. Newborns demonstrate a comparatively weaker immune response. The weakest immune

response is observed in elderly individuals from the age of 60 onwards, where seroconversion is detected in only 65–70% of vaccinated persons *(WHO, 2019)*. However, according to other studies, hepatitis B vaccination provides protection against infection for at least 15 years across all age groups. Antibody titres decline more rapidly in individuals vaccinated before the age of four *(Batra, 2015)*. A meta-analysis published in *Clinical Infectious Diseases* reported that the risk of vaccine failure increases with age *(Van Damme, 2016)*. It was found that the risk of vaccination failure in elderly patients is 1.76 times higher than in younger individuals, with half of the studies demonstrating a significant reduction in immune response in older populations. The association between age and vaccine failure remained relatively consistent even when the upper age threshold was set at 30 years.

Table 1

Dynamics of anti-HBsAg seroconversion rates (%) in different population groups according to the duration of the post-vaccination period

Population group		Post-vaccination period					Total
		2 mths	4 mths	1 yr – 2 yrs 11 mths 29 days	3 yrs – 6 yrs 11 mths 29 days	7 yrs and more	
Children and adolescents	Seropositive individuals (% [CI])	100	100	97,4 [95,2–99,6]	92,7 [89,7–95,7]	65 [55,8–74,2]	90,8 [88,6 – 93]
Healthcare workers	Seropositive individuals (% [CI])	–	84,7 [74,3–95,1]	84,2 [75,7–92,7]	80,7 [73,6 – 87,8]	81,8 [77,4 – 86,2]	82,1 [78,8 – 85,4]
Total	Seropositive individuals (% [CI])	100	93,6 [89 – 98,2]	93,9 [91–96,8]	89,2 [86,2 – 92,2]	77,5 [73,4 – 81,6]	87 [85,1 – 88,9]

In our study, the proportion of seronegative individuals among vaccinated healthcare workers in the age group 18–30 years (10.8%) and 30–40 years (8.2%) was two times lower than in the 40–50 years group (20%), and three times lower than in those aged 50 years and older (32.2%, $p < 0.05$). Thus, among healthcare workers, an age-related decline in the proportion of individuals with a protective antibody level was observed: from 90.8% in the 18–40 years age group to 67.8% ($p < 0.05$) among individuals aged 50 years and older. The criterion of epidemiological safety for hepatitis B (no more than 10% seronegative individuals and those with antibody concentrations below 10 IU/L) was achieved among children and adolescents, as well as healthcare workers under the age of 40, irrespective of the time elapsed since the last vaccination.

The strength and persistence of post-vaccination immunity depend on the time since the last vaccination, age, and even the immunisation schedule used. The conducted studies showed that the proportion of individuals with a protective anti-HBs antibody titre among vaccinated healthcare workers reached 82.1% (standardised benchmark: not less than 90%), while 17.9% were seronegative. Among the staff, individuals with antibody concentrations of 11–100 IU/L constituted 51.1%, whereas those with high antibody concentrations (101–500 IU/L) accounted for 48.9%. The geometric mean titre among the examined healthcare workers was 79.6 IU/L.

In the context of mass vaccination programmes, the strategy of annual preventive screening of healthcare workers for hepatitis B markers should be reconsidered, and a booster vaccination strategy should be introduced according to the following scheme:

- implement screening of vaccinated individuals from high-risk groups with occupational exposure to biological fluids, as well as those with a high risk of skin or mucosal barrier disruption, for anti-HBs antibodies one year after vaccination and annually thereafter. Seronegative individuals should be tested for HBsAg to exclude hepatitis B infection;
- seronegative healthcare workers should receive a single booster dose, followed by serological control after three months. If the result remains negative, a second booster dose should be administered. If such individuals remain negative during subsequent annual anti-HBs screening, further immunisation should be discontinued, and they should be reassigned to work not associated with risk of hepatitis B virus exposure;
- vaccinated individuals not belonging to risk groups should be tested for anti-HBs after five to seven years; seronegative individuals should be tested for HBsAg to exclude infection. Booster vaccination should be administered to seronegative vaccinated healthcare workers, with subsequent serological control after three months;
- unvaccinated individuals against hepatitis B should be tested for anti-HBs and HBsAg in the first year of employment, followed by annual testing throughout their professional activity.

3. Serological Assessment of Population Susceptibility to Measles, Rubella and Mumps Viruses

The increase in measles incidence has raised concerns within the medical community regarding the reliability of key indicators used to assess the effectiveness of vaccination programmes. A number of hidden factors of different origins have been identified that negatively affect vaccination quality, including breaches in the cold chain, unjustified medical exemptions from vaccination, an increasing number of parental refusals to vaccinate children, and deviations from recommended vaccination schedules *(GBD, 2023)*.

According to many authors, the main cause of the worsening epidemiological situation with regard to measles is the accumulation of susceptible individuals within the population, i.e. a decline in population immunity. The only and most effective method for its assessment is serological monitoring *(Karadeniz, 2020)*.

Within such monitoring, based on laboratory analysis of serum samples, the proportion of susceptible (seronegative) individuals to vaccine-preventable infections is calculated. The criterion of epidemiological safety for measles and rubella is the presence of no more than 7% seronegative individuals in the examined group, while for mumps this threshold is 15%.

The results of the study on the level of population immunity to vaccine-preventable infections among different population groups are presented in Table 2.

As can be seen, with regard to rubella, all examined population groups are sufficiently protected: the proportion of seronegative individuals does not exceed the epidemiological safety threshold of 7%.

A substantial proportion of susceptible individuals to measles infection was identified among the examined groups. The most susceptible group was military personnel, where the proportion of seronegative individuals was maximal and amounted to 25.8%, which is 3.6 times higher than the epidemiological safety criterion. Among healthcare workers, on average 7.6% of individuals were susceptible.

Among healthy individuals, a considerable proportion (21.6%) consists of persons who, under certain conditions (in the event of introduction of the infection into the region), may contribute to measles transmission and the formation of outbreak clusters, including within closed

settings such as military collectives. Thus, the current epidemiological situation regarding measles may be characterised as unstable.

Table 2

Population immunity levels to measles, rubella and mumps among selected population groups in Kharkiv city and region

Population group	Seronegative proportion for measles virus, % [95% CI]	Seronegative proportion for rubella virus, % [95% CI]	Seronegative proportion for mumps virus, % [95% CI]
Healthcare workers (n = 66)	7, 6 * [3,6; 14,1]	5, 3 [1,9; 10,8]	20, 7 [13,6; 29,0]
Military personnel (n=70)	25, 8 [19,8; 31,8]	4, 7 [2,2; 8,2]	29, 8 [23,6; 36,1]
Healthy individuals (n=100)	21, 6 [16,2; 27,0]	8, 8 * [5,6; 13,3]	32, 5 [26,3; 38,6]
Total (n=236)	**19, 5 [16,2; 22,9]**	**6, 6 [4,6; 8,8]**	**28, 8 [25,1; 32,7]**

Note. * – differences compared with the epidemiological safety criterion (7%) are statistically non-significant ($p > 0.05$).

In all examined population groups, a substantial proportion of individuals susceptible to mumps was identified (29.8% among military personnel and 32.5% among other groups), which is on average twice as high as the epidemiological safety criterion for this infection (no more than 15%) and creates conditions conducive to disease spread.

Based on the obtained data, it may be stated that susceptibility to rubella in sentinel groups and in the population as a whole is low and meets the epidemiological safety criterion for this infection (the average proportion of seronegative individuals was 6.5%). These findings are consistent with official statistical data indicating sporadic rubella incidence. It is important to note that over the past five years, the proportion of seronegative individuals to rubella in sentinel groups has remained unchanged, which is also a favourable prognostic indicator.

There is a likelihood of measles spread in the event of its introduction into the country, as in all examined groups the proportion of susceptible individuals does not meet the epidemiological safety criterion (on average 19.5%). Military personnel were found to be the most vulnerable group, with 25.8% seronegative individuals. Regarding mumps, the obtained results indicate a substantial "immunological potential" for the spread of this infection within the population, as the highest proportion of susceptible individuals was observed among healthy persons (32.5%), with an overall average of 28.8% across all examined groups. According to official statistics, mumps incidence demonstrates a clear increasing trend, although it is still characterised by sporadic occurrence.

Measles, rubella, and mumps are generally considered viral infections with a similar epidemic process, for which live attenuated vaccines are administered according to the same schedule (vaccination at 12 months of age and revaccination at 6 years). However, the differences observed by us and other researchers in the proportion of susceptible individuals to these infections may be attributed to the varying immunological effectiveness of the measles, rubella,

and mumps components of the vaccine. According to international researchers *(Coppeta, 2020),* the effectiveness of MMR vaccine components is 97% (range 67–100%), 97% (94–100%), and 88% (66–95%), respectively.

Although insufficient vaccine coverage is a clear and primary cause of many outbreaks, primary and secondary vaccine failure also plays a significant role *(Lubanda, 2024).* A decline in population immunity, regardless of its explanation, inevitably leads to an increase in incidence and the occurrence of outbreaks, as observed in Ukraine, Europe, and the United States. In outbreaks in developed countries, previously vaccinated individuals have been involved in many cases *(Liang, 2025).* Thus, within the system of epidemiological surveillance of MMR infections, under conditions of high vaccination coverage at scheduled time points, serological monitoring of population immunity is of primary importance.

Monitoring the state of population immunity over time through seroepidemiological studies allows not only the assessment of vaccination effectiveness but also the prediction of future epidemiological trends and the planning of preventive measures. Our results indicate the need to organise additional immunisation campaigns targeting unvaccinated populations, particularly military personnel. The presence of a large number of individuals susceptible to mumps across different population groups suggests a potential deterioration of the epidemiological situation in the near future, and preventive measures to avert mumps outbreaks can already be planned. The epidemiological situation regarding rubella is favourable, indicating the potential for disease elimination in the future.

4. Serological Monitoring of Immunity to Diphtheria, Tetanus and Pertussis

Morbidity and mortality associated with infectious and non-infectious chronic somatic diseases necessitate continuous improvement of vaccination strategies. This is driven by a steady increase in the number of cases among vaccinated individuals, a higher incidence of childhood infections in persons over 18 years of age, an increased frequency of post-infectious complications, rapid waning of vaccine-induced immunity with age, high lethality and the development of complications leading to disability, as well as the challenges associated with inducing strong immunity in elderly individuals *(WHO, 2025).* Effective control of infectious diseases requires achieving a population protection level exceeding 95%. Weak immune responses and lack of protection against infectious diseases create a niche for pathogen circulation and serve as a source for the development of epidemics and pandemics *(WHO, 2025).*

An important step towards addressing these challenges is the comprehensive study of the post-vaccination process, which involves all regulatory systems of the organism, as well as the nature of immunological changes depending on the overall physiological condition of the body *(Mantel, 2020).*

It is well established that the immune response to vaccine administration is not monospecific. The response to combination vaccines is considerably more complex, and following administration of such preparations, specific antibodies are produced against multiple antigenic determinants. The development of sustained immunity to infections depends not only on the quality of the vaccine preparations used, but to a greater extent on the immunoreactivity of the vaccinated individuals *(Boey, 2021).* The resistance of the organism to infectious agents is known to depend on both innate and acquired (adaptive) immune responses *(Liang, 2018).*

The aim of the study was to investigate, using the ELISA method, the immunological structure of the population of Kharkiv city and region with regard to specific immunity to diphtheria, tetanus and pertussis.

In examining the effect of vaccination on the level of population immunity, it was found that in children aged 7 and 14 years the level of anti-pertussis immunity decreased, and the proportion of individuals lacking immunity amounted to 33.3% and 27.3%, respectively, whereas at the ages of 8 and 15 years this indicator was 5.6–7.7% (Sommer's d = –0.224, p = 0.004). With regard to the adult population, as shown in Table 1, from the age of 20 years onwards the proportion of individuals without immunity to pertussis increased, indicating a significant negative correlation between age and the level of immunity to pertussis (Sommer's d = –0.371, p < 0.000). According to our data, the proportion of immune individuals to pertussis in the overall population was 82.0% (Table 3).

Table 3

Distribution of examined individuals by age and level of immunity to Bordetella pertussis, Corynebacterium diphtheriae and Clostridium tetani

Age group, *years*	**Number of individuals,** *n*	**Level of immunity (%) pertussis /diphtheria /tetanus**								
		absent			**weak**			**sufficient**		
< 1 year	66	7,6	4,5	1,5	27,3	6,0	7,2	65,1	89,5	91,3
1–4	96	12,7	0,0	6,4	27,1	10,2	6,6	60,2	89,8	87,0
5–9	72	18,5	0,0	6,8	42,4	17,4	6,1	39,1	82,6	87,1
10–14	65	12,3	0,0	13,1	35,4	4,6	12,3	52,3	95,4	74,6
15–19	48	4,2	0,0	8,6	43,8	4,2	10,2	52,0	95,8	81,2
20–29	53	17,8	1,4	1,7	38,4	4,1	2,3	43,8	94,5	96,0
30–39	58	19,0	1,7	2,4	39,7	13,8	2,1	41,3	84,5	95,5
40–60	77	54,5	0,0	1,8	28,6	11,7	1,9	16,9	88,3	96,3
Total	**535**	**18,0**	**0,7**	**5,3**	**33,0**	**9,6**	**6,1**	**49,0**	**89,7**	**88,6**

The proportion of the population with weak immunity against diphtheria aged 1–9 years is 10.2–17.4%, then decreases to 4.6–4.1%, and rises again in individuals aged 30 years and older. Overall, the higher level of immunity against diphtheria compared to tetanus is probably associated with the mass vaccination against diphtheria carried out in 1995, which covered over 1.5 million people aged 3–40 years (vaccination coverage reached 94.4–95.9% of the population).

An analysis of the data presented in the table shows that the proportion of individuals non-immune to tetanus is low among infants in their first year of life who received the DTP (diphtheria, tetanus, and pertussis) vaccine. Subsequently, the proportion of non-immune individuals in the population increases to 13.1% in the 10–14 age group and then begins to decline, presumably as a result of natural immunisation. Overall, specific immunity to tetanus toxin was 94.7%.

The majority of the adults we examined possessed protective antibody titres against diphtheria and tetanus. A significant proportion of them had high antibody titres, indicating the presence of robust immunity. The results obtained demonstrate a high level of anti-diphtheria and anti-tetanus immunity, which can be considered a result of the revaccination of the adult population against these infections. Conversely, the majority of the adults we examined had low anti-pertussis antibody titres. Mean anti-pertussis antibody titres in adults were significantly lower than those in the vaccinated young children we examined, indicating the need to develop vaccination programmes for adolescents and adults.

5. Conclusions

The effectiveness of specific prophylaxis against vaccine-preventable infectious diseases is typically assessed through serological monitoring, which is currently not implemented on a systematic basis. Results of such monitoring over the past year have shown that, even under conditions of established herd immunity, certain population groups remain without protective levels of antibodies. The immune response to vaccination is highly individual. Individuals who respond poorly to one vaccine may respond adequately to another. A weak immune response is manifested by low antibody levels that do not ensure sufficient protection against infections, thereby creating conditions for the circulation of bacterial and viral pathogens.

Another aspect of the problem is over-immunisation. Continuous circulation of certain pathogens within the population may contribute to the natural development of immunity even in the absence of vaccination. In some individuals, a high baseline level of antibodies is observed, rendering even primary vaccination unnecessary. In certain cases, after the first vaccine dose, antibody levels increase significantly, eliminating the need for further revaccination. At the same time, there are situations in which, following booster vaccination, antibody levels do not increase and may even decline to minimal values. This highlights the importance of identifying such individuals and correcting their immune response to vaccination. Thus, there is a clear need for a personalised approach to immunisation.

Adjustment of immune status based on antibody titres in individuals at increased risk is a feasible and practical task. An individualised approach to vaccination may involve the selection of specific vaccines from among similar preparations, optimisation of dosage, selection of the most appropriate administration schedules, and the use of adjuvants or other immunomodulatory agents. At the same time, each vaccine has its own specific properties, which determine a distinct approach to immunological correction.

Current methods for assessing population-level protection against infections (based on vaccination coverage and morbidity data, which do not ensure relevance to the overall population) do not, either individually or collectively, provide an accurate representation of true population immunity and cannot serve as reliable predictive tools. Moreover, existing serological studies are often fragmentary and local, and therefore contradict the principles of global coverage, continuity, and data uniformity.

The ongoing state of war, the increasing complexity of modern vaccination schedules, population migration and ageing, and vaccine hesitancy driven by various factors necessitate the implementation in Ukraine of a dedicated system for monitoring the population's specific serological profile. Such a system would enable assessment of the current landscape of population protection against infections in modern society and identification of susceptible groups. Its implementation would allow for more accurate estimation of true herd immunity levels across different social groups and regions, improved management of vaccination schedules, assessment of vaccine and immunisation programme effectiveness, and calculation of the required volumes of vaccines, diagnostic and medicinal resources, and operational efforts necessary to ensure comprehensive population protection.

References

1. Batra V., Goswami A., Dadhich S., Kothari D., Bhargava N. (2015) Hepatitis B immunization in healthcare workers. Ann. Gastroenterol. Vol. 28. pp. 276–280.
2. Boey L., Bosmans E., Ferreira L.B., Heyvaert N., Nelen M., Smans L., Tuerlinckx H., Roelants M., Claes K., Derdelinckx I., Janssens W., Mathieu C., Van Cleemput J., Vos R., Desombere I.,

Vandermeulen C. (2021) Seroprevalence of Antibodies against Diphtheria, Tetanus and Pertussis in Adult At-Risk Patients. Vaccines (Basel). Jan 4. № 9(1). P.18.
3. Coppeta L., D'Alessandro I., Pietroiusti A., Somma G., Balbi O., Iannuzzi I., Magrini A. (2021) Seroprevalence for vaccine-preventable diseases among Italian healthcare workers. Hum Vaccin Immunother. May 4. № 17 (5). pp. 1342−1346.
4. GBD 2023 Vaccine Coverage Collaborators. Global, regional and national trends in routine childhood vaccination coverage from 1980 to 2023 with forecasts to 2030: a systematic analysis for the Global Burden of Disease Study 2023. (2025) Lancet. Jul 19; № 406 (10500). pp. 235−260.
5. Health Organization (WHO) Hepatitis B. Available online: https://www.who.int/news-room/fact-sheets/detail/hepatitis-b (accessed on 2 July (2019).
6. Karadeniz A., Akduman Alaşehir E. (2020) Seroepidemiology of hepatitis viruses, measles, mumps, rubella and varicella among healthcare workers and students : Should we screen before vaccination? J Infect Public Health. № 13 (4). pp. 480−484.
7. Kennedy R.B., Ovsyannikova I.G., Palese P., Poland G.A. (2020) Current Challenges in Vaccinology Front Immunol. Jun 25. Vol. 11. P. 1181.
8. Liang J., Leng H., Bai X., Li L., Qin T., Ruan J., Wang G., Zhang W. (2025) Global, regional and national burden of endocrine, metabolic, blood, and immune disorders від 1990 до 2021, and projections to 2050: a systematic analysis of the global burden of disease Study. Front Endocrinol (Lausanne). Jul 25. № 16. P.1631123.
9. Lubanga A.F., Bwanali A.N, Kangoma M., Matola Y., Moyo C., Kaonga B., Ssebibubbu S., Makole T.J., Kambili F., Chumbi G.D., Munthali L., Mwale A., Kaphesi F., Simfukwe R., Mphepo M., Kapatsa T., Harawa G., Mpinganjira S.L. (2024) Addressing the re-emergence and resurgence of vaccine-preventable diseases in Africa: A health equity perspective. Hum Vaccin Immunother. Dec 31. № 20 (1). P.2375081.
10. Liang J.L., Tiwari T., Moro P., Messonnier N.E., Reingold A., Sawyer M., Clark T.A. (2018) Prevention of Pertussis, Tetanus, and Diphtheria with Vaccines in the United States: Recommendations of the Advisory Committee on Immunization Practices (ACIP). MMWR Recomm Rep. Apr 27. № 67(2) pp.1−44.
11. Mantel C., Cherian T. (2020) New immunization strategies: adapting to global challenges. Bundesgesundheitsblatt Gesundheitsforschung Gesundheitsschutz. Jan. № 63(1). pp.25−31.
12. Montero D.A., Vidal R.M., Velasco J., Carreño L.J., Torres J.P., Benachi O M.A., Tovar-Rosero Y.Y., Oñate A.A., O'Ryan M. (2024) Two centuries of vaccination: historical and conceptual approach and future perspectives Front Public Health. Jan 9. Vol. 11. P. 1326154.
13. Poland G.A., Ovsyannikova I.G., Kennedy R.B. (2018) Personalized vaccinology: A review. Vaccine. Aug 28. Vol. 36 (36). pp. 5350–5357.
14. Pollard A.J., Bijker E.M. (2021) A guide to vaccinology: from basic principles to new developments. Nat Rev Immunol. Feb.21. Vol. 2. pp. 83–100.
15. Smilianska M. V., Volianskyi A. Yu. (2022) Individualization of vaccination as an integral part of personalized medicine today. New trends and unsolved issues in medicine : International scientific conference (July 29–30, 2022. Riga, the Republic of Latvia). Riga, Latvia : Baltija Publishing. pp. 289–293.
16. Van Damme P. (2016) Long-term Protection After Hepatitis B Vaccine. J. Infect. Dis. Vol. 214. pp. 1–3.
17. The World Helath Organization (WHO) (2025) Immunization coverage and vaccine-preventable diseases. World Health Statistics. https://www.who.int/data/gho/data/themes/topics/immunization-coverage

NOTES