# Problem space of modern society: philosophical-communicative and pedagogical interpretations. Part I

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**Institute of European Integration
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**Instytut Integracji Europejskiej
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# PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS

Collective monograph

Part I

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*This collective monograph offers the description of philosophical bases of definition of communicative competence and pedagogical conditions for the formation of communication skills. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of modern society are investigated in the context of philosophical, communicative and pedagogical interpretations.*

*Authors are responsible for the content and accuracy.*

# CONTENTS

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# THE FORMATION OF SPIRITUAL VALUES AND MORAL NORMS IS A NECESSARY COMPONENT IN THE TRAINING OF A FUTURE SPECIALIST IN HIGHER EDUCATIONAL INSTITUTIONS

*Abstract. Technological progress and information technologies change the modern reality too quickly, offering the new tasks, the solution of which was required yesterday. Therefore, the information-cumulative approach, on which the educational process was based since its inception, has completely become obsolete. Due to the general availability and unbelievable amounts of information, higher education institutions should teach future specialists to use the obtained information properly. And you need a certain estimated coordinate system for this. Such a system can be culturally forming religion. The aim of the work is the substantiation of the need for the spiritual and moral determination of social development in all spheres of society, and, above all, in the system of higher education. Bearing in mind the responsibility of universities for the training of future specialists, it is necessary to pay primary attention to the formation among the students of spiritual and moral values based on the values of religion that are culturally educated. It is clear that this process requires a fundamentally different approach to the formation of training programs and the enhancement of the role of humanitarian disciplines, even in technical universities. It is necessary to take as the basis the moral rules set forth in the ten Christian commandments. They fully meet the interests of any civilized society, including Ukrainian. Of course, achieving the desired result should not be expected instantly, it is a long, difficult, but noble path that our society will still have to go. Training young professionals who are aware of this need ¬is the task that must be solved by higher school.*

## Introduction.

Modern higher education in Ukraine today is in acute crisis. This is manifested in the lack of funding and support of universities from the state; reducing the prestige of Ukrainian diplomas, in turn, leads to a significant outflow of Ukrainian students to foreign universities, and other factors, the main among which is the inability of higher education institutions to provide future professionals with the necessary skills for successful work in a rapidly changing world.

However, as it turned out, the crisis of education affected not only our country. Similar problems are experienced in the countries of Western Europe, the USA, and Japan [18]. The problem is that the education system does not manage to adapt to the realities of the modern world.

Despite the fact that almost all developed countries carried out various in depth and scale reforms of national education systems, and invested significant financial resources in the last 10-15 years, appeared such problems that cannot be solved within the framework of reforms, that is, in the framework of traditional methodological approaches, which allows us to speak about the global crisis of education [9, 11]. A number of researchers believe that the reason for this phenomenon is the orientation of the education system, mainly on the accumulation of knowledge, as well as the lack of educational and spiritual component in the methods of the teaching system [18].

Technological progress and information technologies are changing the modern reality too rapidly, offering all the new tasks, the solution of which was required yesterday. The education system does not have time to realize and correctly analyze the new experience, which is called "to separate the wheat from the chaff," to give students certain guidelines and skills that will allow them not to sink in the stream of new knowledge.

Thus, the information-cumulative approach, on which the educational process was based from the beginning of its appearance, has become completely archaic. Due to the general availability and unbelievable amounts of information, higher educational institutions should teach future specialists first of all to use correctly the obtained information. And for this you need a certain estimated coordinate system.

The technical capabilities provided to us by modernity are only a tool in transforming the world around us, and it depends only on the moral orientation of the society for the benefit of whether they will be used or not. The education crisis is a consequence of a broader and deeper spiritual and moral crisis that has engulfed the entire world community. And this is only one link in the chain of economic, political, environmental, energy, food and other crises.

In this regard, J. Friedman wrote: "A person finds himself in an impassable jungle - a steady advance of technology, its rhythm, its power, continuous whirling between new needs and new goods... This whole world created by man, in turn, affects him, on the order of his feelings, on his mind, on his physical and moral balance. A person does not know how to put the equipment that he creates and constantly improves fully in the service, in the service of his will and culture, does not know how to subordinate it to himself. In a sense, he is not worthy of those wonderful tools that science has put in his hands"[quote from 3]. "In an industrial society both in the East and in the West, moral underdevelopment has become noticeable. Everybody suffers from the same serious imbalance. Technical civilization has different forms, but they do not remain static. Rationalization develops on a different basis and in different contexts, arming itself against more or less stable traditions"[ibid.].

Thus, in our opinion, the task of higher education today is shifting rather towards the orientation-educational component in the training of future specialists, both from social and humanitarian and exact disciplines.

The aim of the work is the substantiation of the need for the spiritual and moral determination of social development in all spheres of society, and, above all, in the system of higher education.

## 1. Premises for the necessity of the formation of spiritual values and moral standards in modern society.

According to a number of researchers [7, 6], any social system develops under the influence of two basic laws. The first of them reflects the decisive influence of spiritual and moral factors on social development, the economy, nature, the historical process. It was founded by famous theologian, St. M. Serbsky [7, p. 161]. According to V.V. Kompaniets, this law is reflected not only in theological and philosophical literature, but also in the studies of some economists, such as O.S. Panarin, A.N. Menyala, A.A. Platonov, V.V. Simonov and others [ibid.]. This law stressed the need to outstripping of the spiritual and moral development of society compared to its material development, the creation of conditions within the system that would contribute to this. In practice, this means the development of a state strategy in the economic, political and other spheres, based on the subordination to their spiritual and moral principles.

The second law of the development of the social system reflects the type of religion, cultural forms, affects the entire social system. This law (of cultural, civilizational identity) was formulated in the 19th century by M. Ya. Danilevsky. According to him, the entire history of society is the history of the emergence, maturation and vital activity of individual civilizations - "cultural-historical types." At the same time, he believed that: "The beginnings of a civilization of one cultural-historical type are not transmitted to the peoples of another type. Each type develops a civilization for itself with more or less influence of alien, preceding or modern civilizations. Transferring and mixing of the spiritual and cultural basis of one cultural historical type to another is deadly for the concerned society"[17, p.95].

Today many researchers are pointing out the effect of this law on the development of social, economic, political, and cultural subsystems. Thus in the literature devoted to the political development of society, there has long been a discussion about the ambiguity of establishing democratic regimes in countries with different cultural traditions. And the point is not that certain nations are not able to assimilate democratic values, but that these values do not bring them the expected benefits.

First of all, these arguments concern the countries of Asia and the Middle East. Many researchers note that "Asian values" and "Islamic culture" assume priority of order over freedom, consensus over competition, and community over individuality. Such a worldview is not peculiar to a fundamental distrust of power, which would stimulate democracy in the west; moreover, it assumes a respectful attitude towards credibility, which satisfies the "deep psychological desire for dependence." [5] In his acclaimed work "The Clash of

Civilizations" in 1996, American political scientist Samuel Huntington sounded the alarm about the "fundamental (civilizational) division" of the world, where he emphasized the specificity of the cultural identity of the West, its historical uniqueness [ibid.].

Stated differently, the social system of each society has to meet the principles and foundations of culture, on the basis of which it was formed, which does not preclude the use of scientific and technological achievements and experience of other civilizations.

So, we believe that the development of society should be based on the priority of the spiritual and moral component in all spheres. And this means that each person must live according to his conscience, according to the commandments, based on the principles of his religion, which forms culturally. For Ukraine, to our mind, this is a priority of Eastern Christian values. Thus, the life of a modern man of the 21st century, a professional in his field, must be based on the basic commandments of love for God (the Creator) and love for one's neighbor! Speaking secular language, this is a feeling of love and gratitude, responsibility for our planet, environment, our Motherland. It is also an understanding of the uniqueness and precariousness of the world in which we live, a heightened sense of beauty, environmental friendliness of thinking, respect for the human person (neighbor), the ability to put oneself in the place of another, the subordination of their personal interests to the public.

Violation of these basic rules affects the fate of every person and society as a whole. Moreover, this influence will be felt not only at the spiritual, mental level, but also in the material consequences: natural disasters, epidemics, hunger, drug addiction, alcoholism, crime, corruption and so on. In spite all the achievements of science, man has changed little over the past few thousand years. The scenery has changed, but human weaknesses, shortcomings, desires remain the same. If you want, then *the commandments are a safety technique for humanity!* They contain a description of the basic laws of the universe, to which science is approaching only now, still not having the tools to prove them.

Coming back to the thesis of the "successful" development of society, it is necessary to explain that in this case the criteria for the success of society should be spiritual and moral values, and not material wealth, power, success.

In the early twentieth century, the German sociologist Max Weber, drew attention to the fact that Western society focuses its activities solely on the achievement of rational goals. This type of action, he called it so - purposeful-rational. Here, a person perceives values as a given and instead focuses on the effective choice of means to achieve the goal.

M. Weber considered this process of rationalization as a characteristic feature and, finally, as a sentence of Western civilization.

There is a rationalization of the fate of our epoch, which "lies in the fact that the highest, noble values left the public sphere either in the other world of mystical life, or in the fraternal affinity of the immediate relations of individuals" [12, p.43].

Weber noted that the incredibly rapid development of capitalism and the rationalization of Western society are obliged to the ideas of Protestantism, especially Calvinism, which significantly transformed Catholicism. Thus, moral values and vocation to serving God eventually grew into a vocation for entrepreneurship. Self-discipline meant the ability to get by with little, accumulate money and strive only for profit. Success in entrepreneurship has become synonymous with the right, godly path. Gradually, traditions and ideas about the world that did not fit into a logical explanation of the expediency of what was happening, were swept away.

After all, the rationalization of all spheres of public life helped Western European countries to take a leading position in the economy, politics and so on. But it also formed the new values of a "successful" society of consumption: wealth, power, success. Perhaps this is what Weber called the sentence, foreseeing the consequences of rationalization and bureaucratization of society. As they say, nothing personal, friend, - just business!

"Sooner or later, the desire for wealth and success causes a person, a part of society to overstep the norms of morality. This leads to the destruction of unity, corruption, strong property differentiation, financial speculation, war, etc." [7, p. 162]. "In an awful capitalist economy, the human spirit evokes and develops the forces that also seize and enslave it. A person cannot handle not only with the elemental forces of nature, but also with the elemental forces of the economy that live and act according to their own law "[2, p.473]. In other words, wealth and success are not criteria for the spiritual well-being of society.

On this occasion, the famous researcher of the present A.S. Panarin wrote: "On the one hand, we have an ontology of the economic, technical and political world, where the laws of gradualness, the temporal hierarchy of the early and late, less and more developed, on the other hand, the ontology of the moral and spiritual world, which does not know such hierarchies and correlations that corresponds to them, between technical and economic development and spiritual perfection. In the spiritual sphere, the latter, by the standards of the progress, are often the first, the meek are ahead of the dynamic and self-confident "[quote 7, p. 167]. Unfortunately, this point of view is not popular today even in the scientific community. So, one of the most popular contemporary researchers, the Israeli historian Yu. M. Harari, in his books and lectures actively tries to draw attention of the world community to the most important challenges of our time. Among them, he calls the total change not only of the environment, climate, etc. In his opinion, under the threat of existence are all forms of social order that mankind knew, including the state and the family. Moreover, the person himself, in the usual sense, is also under threat, since genetic engineering, the introduction of technical devices into the human body and, finally, artificial intelligence will obviously change us (as a species) beyond recognition in the near future.

Moreover, the person himself, in the usual sense, is also under threat, since genetic engineering, the introduction of technical devices into the human body and, finally, artificial intelligence will obviously change us (as a species) beyond recognition in the near future.

In this way, we return to the question of why it is necessary to train students in educational institutions? What skills will they need? If everything that has been acquired by mankind over the past millennia, according to Harari, will not be needed in new realities. We do not even know which professions will be relevant in the next 40 years. The very "need" of a person becomes doubtful. "If you look at things a little differently, it becomes clear: you need to protect not professions, but people. You can put aside some of the professions as unnecessary - they are not worth keeping them. Who wants to be a cashier all his life? We should think about people, not about the profession. In this case, we have a crisis of not employment, but a crisis of the meaning of work "[21].

How a person has to cope with with a constant flow of information? Harari himself does not answer these questions, but believes that education should help students to distinguish the important from the non-important, thus forming a complete picture of the world, as well as to form emotional stability and readiness for constant change. "In such a world, the last thing a teacher should give to his students is more information. They already have too much of it. Instead, people need the ability to comprehend information, to tell about the differences between what is important and what is unimportant, and, above all, to unite a lot of bits of information into a general picture of the world "[21]. However, what will be the marker that will help a person to understand what is important and what is not - Harari does not speak, but clearly proves that ideology, such as humanism, which at one time contributed to the development of democratic norms of social order, will no longer work. "When genetic engineering and artificial intelligence fully reveal their potential, the values of liberalism, democracy, and the free market may be as unnecessary as silica knives, tape cassettes, and communism.

What happens when we realize that voters in elections and customers in supermarkets have no freedom of choice, when technologies appear that can deceive their feelings, and human experience will become another design product, no different from other products in the store? "[21]. If all this comes true, then how can a person preserve emotional harmony, how can he identify himself at all, if artificial intelligence is able to "break" a person using his emotions. "... we have reached the point where we can" hack "not only computers, but also the human body. Two things are needed for this: a great computing power and a huge amount of data, in particular biometrics. Until today, no one had these ingredients for the "hacking" of humanity. Even the KGB or the Spanish Inquisition, which had the opportunity to observe people around -the- clock, could not. Even today, the erosion of gender roles contributes to the fact that people are not exactly sure internally either they are men or women. And if the boundaries are blurred, not only between the sexes, but also between man and the robot, between objective and virtual reality ?! What will be points of support for a person? Or our goal is adaptability to new circumstances, achieving success at any cost ?! What can one rely on in the near future? On technologists? Harari himself considers it dangerous: "Technology is not bad. If you know what you want from life, technology can help you with this. But if you do not know what you want in life, then it will be very easy for technology to shape your goals for you and take control of your life "[20].

It is interesting how, in such conditions, to preserve the emotional stability recommended by Harari, despite the fact that, in his opinion, during the course of our life we will have to "invent" and realize ourselves anew many times. "Life will be divided into periods, and there will be less and less continuity between different periods of life. "Who am I?" There will be more controversial and complex issues than ever before. "[21]

Agreeing with Harari that distinguishing the important from the unimportant is indeed one of the most relevant skills not only for a professional, but also for the person as a whole, it seems that the emphasis on the spiritual and moral component can be that very support that will help a person to identify himself in new life circumstances and to meet the challenges of modern times with dignity. To the question "Who am I?" There will be an answer "I am a Christian!". We emphasize that for other nations this answer may be different ¬ - "I am a Muslim!"; "I am a Buddhist!". In our opinion, this is also possible and an effective guideline, which allows to provide conditions for self-determination of the individual.

Of course, the evidence-based action of spiritual and moral principles on socio-economic and political development is rather complicated, taking into account that this has to be done from the point of view of rational perception of the world, in a system dominated by moral relativism. In order for the evidence to be correctly perceived by the researcher, and therefore, who meets with the research, it is necessary to adopt a single paradigm for the development of society. In addition, as it was mentioned above, analyzing various socio-cultural systems, one must take into account various ontologies of their development. It is absolutely incorrect to give an assessment to one socio-cultural system, based on the evaluation criteria adopted in the other.

Thus, at the present stage, for holistic perception of the world, scientific knowledge needs to adopt a new paradigm, where, as S. Bulgakov wrote, theological knowledge, experience of faith, metaphysical thinking and positive knowledge: ¬ "... and religion and metaphysical thinking and positive knowledge corresponds to the basic spiritual needs of a person, and their development can lead to their mutual clarification, not destruction "[2, p.606].

## 2. The role of education in the formation of spiritual and moral values of modern society.

Only positive scientific knowledge is not able to give a person a comprehensive perception of the world and the laws of its development. Today, not only philosophers and theologians, but also physicists, astrophysicists, chemists, biologists, genetics, neurophysiology, etc., are already openly talking about this. As numerous researchers admit, most frequently scientific discoveries occur intuitively, as if information comes by itself, at the right time. However, many phenomena that are observed or felt, modern science is not able to prove due to the lack of "tools" for this.

Religion has its own "way to get necessary truths directly, intuitively. And this way of intuitive knowledge (if it is appropriate here to use the term" knowledge "is inextricably linked with discursive thinking and, therefore, with proof and evidence) is called faith. Faith is a way of knowing without evidence. So, a man cannot make do with one exact science, with which he thought to limit his positivism; the needs of metaphysics and religion are unavoidable and have never been eliminated from human life. Accurate knowledge, metaphysics and religion must be in some harmonious relationship with each other, the establishment of such harmony is the aim of the philosophy of each time "[quote 7, p.163].

Thus, science aims to become "the decoding of the divine drawings of Creation" [6, p.199].

Taking into account all the above, we consider it necessary to accept the Eastern Christian tradition as the basis for the formation of the spiritual and moral culture of the Ukrainian society. And this means the recognition and cultivation of the values absolutely opposite to the values of the consumer society. Where the salvation of the soul should become the highest goal of every person!

We observe every second the effect of the spiritual and moral law in practice. Over the past few years, alcoholism and drug abuse, the number of abortions, suicides, same-sex marriages, abandoned children, and the like have grown in Ukraine. The level of corruption in our country has reached epic proportions; neither reforms, nor control of EU countries, nor new structures, such as the anti-corruption prosecutor's office or the anti-corruption court, help. Property differentiation has become rampant. Garbage dumps occupy 7% of the territory of Ukraine. Enterprises and ordinary citizens simply dump toxic waste into reservoirs, as well as artesian wells. Unscrupulous manufacturers add poisonous substances to their products in order to reduce the cost of products and so on. And this is not a complete list of the problems of our society. These are all links in a single chain of consumer society. Where the thirst for personal gain, the thirst for sensual pleasures, leads to egoism in all its manifestations and, ultimately, to the destruction of our world.

The causes of all listed above problems lie exclusively in the spiritual and moral plane. And they are all the result of a violation of the ten basic Christian commandments. The Old Testament retained evidence of the demise of economically powerful, prosperous cities. So Sodom and Gomorrah perished as a result of terrible debauchery, the city of Tire disappeared as a result of unjustly earned wealth, luxury, lawlessness. Egypt and Babylon fell for the same reasons.

Similar examples of the priority of the spiritual and moral component and the consequences of its ignoring are contained in the Koran and in the sources of the peoples of the East.

Doctor of Economics V.V. Kompaniets convincingly proves the influence of the level of morality on the economic and political development of the country.

Referring to the work of V.I. Yakunin, V.E. Bagdasaryan, S.S. Sulakshina, she considers both the ideological and spiritual motivation of labor in economic activity, and ideological motivation based on faith in the power of the party, the people, the state. But the researcher herself does not equate spirituality and ideology, since, in her opinion, ideology can be both humane and inhumane in nature, based on both religious and atheistic ideology.

According to the paired correlation methodology, the above-named researchers calculated the level of causal relationship of the growth of gross industrial production with the material level (material wealth), ideological and spiritual development, as well as the value of labor in the public consciousness (the study was conducted in the Russian Federation). A time interval of 1946-2000 was taken. [7, p. 168]. The results were very unexpected. So the correlation coefficient of the ideological and spiritual development of society and the growth of gross industrial production amounted to +0.59. The dependence on the value factor of labor +0.69 turned out to be even more impressive. But the material factor and the growth of gross industrial production in Russia were in a state of anti-correlation (- 0.7). Thus, material incentives did not become a sufficient motivation for economic growth. [7, p. 168].

Looking at her research various economic and non-economic reasons that led to the world economic crisis, the researcher comes to the conclusion that it is necessary to develop the economy as an ideanational (based on national idea) and cultural system where spiritual and moral values (Eastern Christianity) are its main determinant. "But this does not prevent the development of the economy. It only develops according to other laws, principles, mechanisms, at different rates and proportions that are different from the economy of the sensual society" [7, p. 170].

In the same article, she analyzes in detail the causes of the so-called Russian economic miracle of the late XIX- early XX century, considering "the embodiment of many features of the Orthodox business model and the correct one chosen in accordance with the principle of civilizational identity and state policy" [7, p.170 ] to be the result of it.

As P. Sorokin wrote: "Contrary to the negative attitude towards wealth and material well-being, ideonationalism raises forces that most often contribute to improving the economic position of not only the carriers of the ideonational culture, but also of a much broader community" [15, p.607].

Indeed, during this period Russia's economic growth rates were the highest in the world, the share of manufacturing savings was higher than in the USA, at the same time it took 10 years to build the Great Siberian Railway, 7416 km long. It was the greatest economic project in the world at that time. And with all the components for its construction, including locomotives and wagons, Russia was self-sufficient. During this period, Russia built its policy on a budget with zero deficit, with a significant accumulation of gold reserves, this was achieved mainly by increasing the profitability of state-owned enterprises. Taxes in the Russian Empire were the lowest in the world, and the earnings of workers in

the early twentieth century were among the highest in the world. This period was marked by the rapid development of science, education, culture. Primary education was free, and starting from 1908 it was compulsory, thousands of schools were opened each year, in 1913 their number exceeded 130,000 [18 p.478]. Social legislation was also one of the most humane in the world. Since 1897, the shortest working day in Europe has been introduced in the Russian Empire (not more than 11.5 hours for an adult man and a compulsory day off - Sunday), since 1903 the mandatory liability of entrepreneurs for industrial accidents, obligatory insurance for workers, etc. At the end of the 19th century, the capital of various charitable associations amounted more than 250,000,000 rubles, thanks to which 1164,754 people received material support. And at the beginning of the twentieth century, these figures are growing, with tens of thousands of rubles donated to the charitable organizations by the state [7, p. 172].

Notwithstanding the fact that in the literature, for example in the works of S. N. Bulgakov, M. Antonov, V.N. Ern, O.A. Platonov and others, sometimes the term Orthodox (Christian) model of management is found, nevertheless it is necessary to understand that the essence is not in the type of management, but in the way of using the results of economic activity and understanding of the limit where the material benefit cannot compensate for moral damage, social injustice. While at first sight, decisions made today based on Orthodox logic, may not look beneficial from an economic point of view, but they will definitely be justified in the future. "Economic, material life cannot be opposed to spiritual life, it cannot be completely abstract and detached from it... The significance of the spiritual discipline of a person and nation for economic life is enormous" [13, p.472].

Unfortunately, rapid economic and technical growth was not accompanied by the same space of spiritual and moral development of the nation. Prince Trubetskoy E.N. wrote, "The spiritual image of our petty bourgeois democracy can hardly be called attractive. If we have a basis to believe in the future of Russia's spiritual greatness, this basis is more likely in the past than in the present. "[Quote: 7, p. 173]. Many contemporaries and historians describe the moral state of society in that period of Russian history as nihilistic moralism "[6, p. 173]," terrible moral debauchery "[22, p. 306]," non-religious secession from the state of the Russian intelligentsia "[7, p. 173] and so on. S. Bulgakov believed that the following bloody revolutionary events were the natural consequences of the decline of the spiritual and moral component of society, especially of its the most educated layer- of intelligentsia [1, p.2¬3].

Therefore, the researcher proves that the economic sphere of social development is directly related to the spiritual development of society, but the results of this interaction are often separated in time, the so-called time lag works here. "The duration of time lag, the gap between an act that violates moral norms, and punishment for it in one form or another (sometimes invisible to an outside observer), depends on many factors, including the degree, frequency of violation, and the extent of coverage violations of economic entities,

from the potential of the system, from other reasons that are beyond the logic and direct observation "[7, p. 165-166]. That means that the development of the economy today is the result of the harmonious development of society in the past and vice versa. But at the same time, the decline of the spiritual and moral component of society against the background of even quite successful economic development will inevitably lead to its collapse in the nearest future.

By adopting as an axiom the absolute importance of the spiritual and moral component in the development of all spheres of society, it is necessary to emphasize the special importance of the activities of higher educational institutions in developing the correct value orientations of students.

In a number of researches devoted to the study of the values of Ukrainian society, it was concluded that, according to value priorities, Ukrainians are divided into four large groups.

In the first group, moral values are priorities. 12, 5% of respondents prefer them. Material values prevail in the second group, where the ideal is the so-called "American way of life" 18.8%. The third group includes people with a focus exclusively on their own Person(Me) 5.8%.And in the fourth, the largest group of 62.9%, the views with the so-called "chaos of values" prevail [16].In other words, the majority of the population of Ukraine does not have any clear convictions regarding their life position. This trend is especially true for young people. Besides, researchers note that the value system is directly related to the social-economic and social-cultural status of a person.

That is to say, during the period of social-economic changes, the crisis of the society, the number of people who prefer moral and cultural development is rapidly declining, although they understand its importance.

"Today, the moral crisis of the Ukrainian society is manifested, first of all, in the movement of young people, because they come to the conclusion that it is impossible to change the world, that it is in chaos, in a moral abyss, and you can only change yourself - all these are symptoms of urgent changes." [quote from 4]. Young people form the perception of the surrounding world exclusively through the prism of personal interests, and this is health, family, wealth, education, career. This is quite understandable, since the modern Ukrainian society has an existential approach to life, in which everyone survives as a person can. Household problems occupy the greatest 's share of the time of modern Ukrainian youth, reducing cultural inquiries to the simplest, namely, watching television, visiting discos, clubs, which in turn leads to the pragmatisation of consciousness"[10].

Although, among the main significant values of young people, family, friends, work, including material savings and career, remain the most important.

The mass media play an important role in formation such life priorities, rather actively promoting Western values. While some researchers note: "the corresponding attitude is not formed on the basis of reflection, but influences on the senses and the

subconscious. In fact, there is a counterculture of youth, which is characterized by the perception of too individualistic principles and patterns of behavior (egotism, the desire to live at the expense of others, violence, etc.) and the rejection of such important, sustainable components of culture as Christian ethics and personal responsibility. Today, large amounts of money and efforts are spent on informational consumer goods, which poisons the brain, the psyche, in order to suppress human mental activity "[4].

In the global crisis world, the importance of each person increases significantly, however, as P. Teilhard de Chardin notes, in science it is incorrectly replaced by the notion of individuality, which "initially leads along the right path, consists in mixing individuality and personality. Trying to separate himself from other elements as much as possible, it (the person) [highlighted by us] becomes individualized, but as it individualizes, it falls again and seeks to lead the world to the multitude, to matter. In fact, it decreases and is lost. In order to be completely ourselves, we need to go in the opposite direction ¬ in the direction of convergence with everything else, to another. The pick of ourselves, the crown of our originality ¬ is not our individuality, but our face, and we can find this last one in accordance with the evolutionary structure of the world, only by joining together. There is no spirit without synthesis "[6, p. 199].

One of the most important causes of these problems is the lack of spiritual and moral orientation of Ukrainian students (as well as society as a whole) and the formation of their life and professional goals based on selfish motives and values of the consumer society. Therefore, this trend is incredibly disastrous for young people.

But despite the predominantly pessimistic and selfish mood of modern youth, researchers note that in our society the influence of the family remains quite strong. This is proved by sociological investments, where even among young people who prefer different value orientations, both material and spiritual, 74% of men and 83% of women called the family the most important value of their lives [14].

At the same time, 82, 3% of Ukrainians consider the family as the main carrier of moral values [19]. The influence of the family for a significant number of young people is also decisive in choosing their own life path, in particular, entering higher education institutions. So more than 41% of respondents (in Kharkov universities) answered that the advice of parents and relatives became decisive for them when choosing a higher educational institution [8, p.17].

Unfortunately, a significant number of students admitted in Ukrainian universities have a low motivation to learn new skills and gain knowledge. This is due to a complex of reasons, including the shortcomings of the education system itself but the factor when the choice of many young people to get a higher education is only part of the tradition, the demand of the family, and not their personal choice, plays an important role in this process. However, this generally negative phenomenon can be used for the benefit of society.

Indeed, despite the difficulties of employment, insufficient material base and many other negative factors, the inflow of students into Ukrainian universities remains quite intensive. This gives the educational system a chance to redirect young people, future specialists and leaders of our country to the priority of spiritual values in the life of modern society. Mechanisms for the implementation of these opportunities should be discussed, while it is clear that the importance of humanitarian disciplines in this regard is greatly increasing. Unfortunately, in practice we are witnessing a reverse process, namely the reduction of social and humanitarian programs, which is not a positive thing from the point of view of the future.

In spite the fact that many researchers have justified the need for change, in science the mechanical-materialistic understanding of the world, where a person is viewed as a biosocial being, still plays the main role. "Technocrically speaking a lot about the integrity of the world, traditional science has done little to understand this integrity, which cannot" occur "outside the spiritual world of man, his consciousness, enhance the role of spiritual values and moral norms, socially fair ways to distribute created wealth" [ 6, p.202]. "Technocrically speaking a lot about the integrity of the world, traditional science has done little to understand this integrity, which cannot" occur "outside the spiritual world of man, his consciousness, enhance the role of spiritual values and moral norms, socially fair ways to distribute created wealth" [ 6, p.202].

**Conclusions.**

Considering the responsibility of universities for the training of future specialists, it is necessary to pay the main attention for the formation among the students of spiritual and moral values based on the values of religion that is formed culturally. It goes without saying that this process requires a fundamentally different approach to the formation of training programs and the enhancement of the role of humanitarian disciplines even in technical universities. The basis is to take the moral rules set forth in the ten Christian commandments. They are fully consistent with the interests of any civilized society, including Ukrainian. But we have to remember that we do not have much time left, given the fact that every year a significant number of young, intellectual people leave our country; the number of budget places in Ukrainian universities decreases annually; the financial ability of Ukrainians is also falling, which makes getting higher education quite difficult for many families. Therefore, we must hurry, and draw the attention of society to the priority of the spiritual and moral component.

Of course, achieving the desired result should not be expected instantly, it is a long, difficult, but noble path that our society will still have to go. Training young professionals who are aware of this need is the task that must be solved by high school.

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# THE FORMATION OF TEACHERS' PROFESSIONAL AWARENESS FOR THE MONITORING ACTIVITY: THE CONCEPTUAL BASICS OF ORGANIZATION OF SCIENTIFIC-METHODICAL WORK AT A MEDICAL COLLEGE

*Abstract. In this chapter of the monography we have attempted to display the results of the author's research focused on the issue of formation of teachers' awareness for implementation of the monitoring activity in the process of enhancement of the scientific-methodological functioning at medical colleges in the context of the contemporary requirements regarding the quality assurance of education. Both the essence and the distinguishing features pertinent to the professional awareness of future medical college teachers for the monitoring activity as those being efficient organizers, experts and quality assurance facilitators of the educational process rendered, - have been elucidated in this chapter. Herewith, we have managed to prove the fact that the said well-developed future teachers' aptitude tends to determine their capability to make efficient use of certain scientifically substantiated methods related to planning and implementation of their individual monitoring research based on exposure of the actual state as well as selection of appropriate strategies for enhancement of quality of education of future health and welfare specialists aiming at reaching well-grounded pedagogical decisions by means of analytical processing of the results achieved, their validated interpretation and adequate correction. In addition, we have revealed the structure of the medical college teachers' professional awareness for implementation of the monitoring activity which operates in conjunction with the theoretical-cognitive, operational and the evaluative components. It has been proven that effectiveness of development of teachers' professional awareness for monitoring activity in the process of organization of scientific-methodological activity at a medical college tends to be influenced by certain pedagogical conditions, such as: actualization of issues related to the theory of pedagogical monitoring and implementation of monitoring-based research in the sphere of medical education; focusing the teachers' research on the utilization of contemporary educational evaluative methods; the operational-methodical support aimed at their professional development in the role of efficient organizers, experts, quality assurance facilitators.*

**Introduction.**

Thus, the leading state legislative documents such as "The Ukrainian State Act For Education", "The Ukrainian State Act For Higher Education"; "The Ukrainian National Education Development Strategy For 2012-2021" stipulate that the issues of updating the contents and technologies of medical education as well as those related to monitoring its quality assurance – have largely manifested themselves at the stage of the European educational integration. In our opinion, it all holds true due to existence of certain challenges related to the introduction of monitoring at various levels of management of the national educational system. On the other hand, it is also challenged by the insufficient level of theoretical substantiation of the aspects pertaining to the essence of monitoring, methods of its implementation within the scope of managing a higher educational institution, shortage of highly-qualified teachers for the task of conducting specially-organized educational processes at the levels of technical colleges or post-graduate education which would enable proficiency in implementation of the monitoring activity.

Nevertheless, the necessity in preparation of contemporary teachers for implementation of the monitoring activity in the sphere of higher education (as emphasized by a series of Ukrainian scholars such as: I. Babin, L. Grynevich, I. Lykarchuk, O. Lokshina, T. Lukina, O. Lyashenko) is caused by both the extensive introduction of international monitoring techniques and the need for upgrade of the state education quality assurance system which must be based on the combination of the national monitoring research activities with the acclaimed European research network; in particular, the external independent evaluation, the regional educational monitoring as well as monitoring of teachers' proficiency. However, the traditional system of professional pedagogical teachers' training as well as organization of their scientific-methodical activity at various educational institutions, have both proved somewhat rigid in their attempt to assimilate the new and enhanced ways and methods of the educational process management. In particular, the aspect of pedagogical activity focused on formation of professional awareness of now-acting teachers for the monitoring activity throughout the process of organization of their scientific-methodical performance at medical colleges. Consequently, in the process of a refresher's course or upgrade of the professional qualification of medical college teachers of the I-IV levels of accreditation – there are certain controversies detected, such as:

– those between valid necessity of conducting the monitoring research in the sphere of medical education and the absence of validity of its essence, its distinguishing features and structure;

– between the teachers' aspiration to continue development of their professional skills which enable their efficiency as organizers, experts and quality assurance facilitators of medical education and the absence of the required theoretical knowledge related to the pedagogical monitoring and educational evaluation in the process of upgrading of their professional qualification.

– between the teachers' individual needs in regards to striving for development of their professional awareness for monitoring in the sphere of organization of medical education and the insufficient elucidation of the theoretical-conceptual, pedagogical-operational and scientific-methodological fundament of its formation throughout their professional career development.

The validity and social-pedagogical significance of the said issue as well as the need for search of adequate ways to resolve the well-known controversies have determined the choice of theme of this monographic research which is devoted to elucidation of the conceptual fundament of formation of professional awareness for the monitoring activity under conditions of enhancement of scientific-methodical performance at a medical college.

## 1. The Essence and Structure of Monitoring Activity Performed By a Contemporary Teacher as a Manager of Educational Process

As proven by certain scientific works conducted by Ukrainian scholars, under professional-pedagogical activity of teacher of contemporary higher educational institutions we understand the well-organized hierarchy of various types of the teachers' functioning directed at the organization and stimulation of the cognitive activity of students as well as diagnostics, evaluation and quality assurance of their professional education by means of assessment of the levels of their academic performance for the sake of creation of most favorable conditions enabling their harmonious development as socially-resilient and competitive professionals. Also, it is herewith emphasized that within the structure of professional-pedagogical activity of contemporary teachers, a relatively-independent component has proved to manifest itself– the "monitoring component" which is based on the unity of teachers' performance of the data-analytical, diagnostic and evaluative functions as required by contemporary principles and guidelines stipulated by the European educational policies. Because of this fact, as noted by professor O. Tsokur, the professional-pedagogical activity of contemporary teachers is ascribed to that one of a manager of educational institution who is expected to display not only the relevant aptitudes as organizers, experts and advisors but also those of quality assurance facilitators of the educational services rendered. [5, p. 251].

The validity of the described statement is confirmed by the scientific achievements made by scholar O.Mayorov [4], who has managed to single out the leading methods of the teachers' monitoring activity, among which we have pointed out the following:

– compilation and processing of the educational data by means of carrying out the psychological-pedagogical diagnostics, educational assessment and evaluation of the students' academic accomplishments in the process of pedagogical surveillance, questionnaires, analysis of printed materials and results of their cognitive and creative activity throughout the course of the academic process;

– accumulation, verification of probability (the expertise method, statistical methods, correlation-based analysis) as well as graphical representation of results of the pedagogical monitoring carried out;

– assessment of results of the pedagogical monitoring for the purpose of correction of methods of pedagogical impact and enhancement of pedagogical decisions made; [3, p. 91].

Therefore, taking into consideration all of the above-mentioned facts, the process of implementation of monitoring activity by teachers as organizers, experts and quality assurance facilitators of educational services, needs to be displayed as a consistent system which is maintained by means of upholding the sequence of certain stages, relevant components and managerial functions. Performance of the monitoring activity functions within the educational system is believed to be a fairly complex and lengthy process which calls for establishing of the immaculate sequence of teachers' actions as prescribed:

– at the first, "orientational" stage: the specification of the objective, tasks, terms and procedures in conformity with the established object of the monitoring research, selection and coaching of the experts chosen for this role;

– at the second, "model-shaping" stage: elaboration and substantiation of the monitoring research; organization of the evaluative program, definition of the criteria and relevant indicators of the planned pedagogical evaluation; selection of methods and means of the planned research; compilation and approbation of the relevant tools of diagnostics; elaboration of instructional-methodical materials for the experts participating in the monitoring; selection of methods of mathematical statistics for the verification and validation of the results achieved;

– at the third, "evaluative-diagnostic" stage: the practical implementation of the planned evaluative educational program as well as the approved methods of psychological-pedagogical diagnostics and the independent pedagogical evaluation by means of carrying out the primary, factual research;

– at the fourth, "creative and reflexive" stage: compilation and processing of the empirical data gathered by means of analysis, visualization and interpretation of the results of the educational monitoring activity carried out; generalization of the statistical data related to exposure of the factors of influence; preparation of recommendations for administration pertaining to correction of the methods of organization of the educational process aimed at elimination of negative factors, updating the managerial methods of students' education.

Thus, among the leading functions of the monitoring activity performed by medical college teachers as professionals, organizers, experts, quality assurance facilitators of efficient education and preparation of future professionals, - we have singled out the following ones:

– the "target-oriented" function which is devoted to the stimulation of interest of all participants of the process of medical education for the enhancement of their individual performance based on their personal and socially-significant objectives attributed to the educational process due to activation of the resources (data-based, technological, communicative) academic and external environment as well as potential opportunities of its main acting parties.

– the "constructive-heuristic" function, which approves formation of the conceptual-technological model of the monitoring activity on the basis of data collection and processing throughout the surveillance process over the object of research, also defines the inter-relation of its goal and tasks and the contents of the main stages incorporating certain principles and criteria of evaluation of the final results as well as those of the adequacy of the chosen diagnostic methods and procedures aimed at the educational evaluation.

– "the controlling-evaluative" function which approves the practical realization of the elaborated monitoring programs designed for implementation of the planned diagnostic research by means of introduction and realization of relevant methods of educational evaluations, approbation technologies, pedagogical evaluation procedures, also enables utilization of a series of reliable and quality tools designed for monitoring and assuring quality of the objectives, contents, methods and the final results of the main participants of the medical education process;

– the "informative-analytical" function which is aimed at exposure of the actual state of the "managerial" and the "under-supervision" sub-systems of medical education, its analysis, actual representation and subsequent data-distribution to the students, lecturers and administration (the information must be commensurate to the capability of its comprehension at each of the managerial levels, the direct and comprehensive form of data rendering) must display well-structured content and convey clear interpretation of the data received; the data collection must be consistent and rest upon a scientifically-substantiated mechanism of the educational evaluation);

– the managerial-regulatory function which is aimed at the exposure of controversies and substantiation of the need for introduction of certain corrections pertaining to the objective, contents and communicative methods and technology of medical education with the purpose of enhancement of its quality of realization of the educational services.

Thus, the above-mentioned narrative proves that the teachers' monitoring activity represents itself as a complex-structured system of the latter's analytical-synthetic actions pertinent to the educational data (gathering, accumulation, processing, verification of validity, visualization and interpretation of the data collected during implementation of monitoring-based research) and the process which functions by means of realization of the basic stages: the regulatory, organizational-prognostic, evaluative-diagnostic, forecast-corrective stage the sequential and cyclic realization of which enables full actualization of its primary functions (motivational, constructive-heuristic, evaluative), data-analytical, managerial-regulatory). The monitoring activity of medical college teachers, aimed at systematic surveillance over the actual state of development of the educational process of teaching major subjects as well as over timely exposure of controversies and introduction of necessary corrections (elimination of undesired negative indicators) in its organization with the aim of enhancement of effectiveness of the final educational results, is an indispensable tool of the students' self-management that ensures their professional-pedagogical progress and advancement as professionals of the contemporary sphere of education as those of organizers, experts and quality assurance facilitators.

Evidently, acquisition of the required traits of a manager of medical education calls for the teachers' possession of such an important personal capability as awareness for the monitoring activity. Among the leading factors which justify the necessity of acquisition by the contemporary medical college teachers of the professional awareness for monitoring activity are the following:

– the global educational integration, the primary objective of which is assurance of the quality and validity of evaluation of the results of the educational activity achieved by students of medical colleges by means of introduction of adequate and transparent monitoring-based instruments and procedures which are suitable for the adequate evaluation of the levels of their academic performance as well as productivity of the professional-pedagogical activity of the teachers and lecturers of the major subjects;

– the contemporary European educational policies which stipulate the establishment of a new type of a contemporary teacher as that one of a manager, organizer, quality assurance facilitator, expert and guarantor of efficient medical education capable of ensuring and maintaining consistency of education on the basis of implementation of the relevant monitoring activity;

– the perspectives of elaboration of the concept of medical education in Ukraine, creation of the national system of monitoring of its efficiency and implementation of systematic monitoring-based research.

## 2. The Professional Awareness of Medical College Teachers For The Monitoring Activity As An Object of Scientific-Pedagogical Research

Provided that under the contemporary conditions set out by the European educational integration the goal of significant enhancement of the quality and efficiency of the national medical education for the purpose of considerable upgrade of the professional mobility and successful employment of its alumni has been outlined [6, p. 215], this factor helps one understand the necessity of organization at medical colleges of a specific data-analytical activity, the major instrument of which is believed to be the system of transparent pedagogical monitoring and credible educational evaluation the major participants of which are expected to be the teachers who have displayed sufficiently-high level of awareness for the monitoring activity.

Attending to exposure of the essence and the distinguishing features of the professional awareness of medical college teachers for the monitoring activity, we have been able to ascertain that the basic notion "awareness" proves to be somewhat dubious as presented in the contemporary psychological-pedagogical printed sources. It is mainly defined as:

– an objective aimed at carrying out an activity focused at sustainment of an existing individual need by means of the capability of conscious transformation of the impact placed by certain external conditions or events (D. Uznadze);

– the presence of aptitudes (V. Krutetskiy) as well as the personal state of development of an individual who is prepared enough and strives for the realization of a professional activity (Y. Klimov);

– certain sufficient level of development of the required professional potential of an individual (readiness of an individual to perform a certain activity) as well as the sufficient level of the psychic of a professional being well-able of resolving particular tasks when immersed in certain conditions and circumstances (M. Dyachenko, L. Kandibovich).

It is essential that the professional awareness for pedagogical activity is mainly characterized by scholars as:

– a complex psychological entity which incorporates not only certain personality traits which are conducive for the requirements set out by a given professional activity but also the motivational, volitional, cognitive, operational and axiological components (O. Tsokur [5, p. 253]);

– a combination of professional-pedagogical data, skills and habits, certain experience of their practical utilization and the important professional traits of character and pedagogical aptitudes. (K. Duray-Novakova [1, p. 35]);

– a complex personal phenomenon based on a teacher's interest and aspiration for mastering a profession, and also the readiness and capability for a professional activity by means of acquisition of awareness as directed to the social status, prestige and social importance of a given profession, the pride and motivation to achieve proficiency in it (Y. Seher [3, p. 112]);

– a structured system of value-oriented, cognitive, volitional and operational-behavioral traits of character of an individual which determine his/her profound orientation in a given activity (M. Dyachenko, L. Kandibovich [2, p. 94]).

Thus, the interpretation of the notion of awareness depends primarily upon the research-based view of a scholar which is determined by the narrative of a particular conceptual approach initiated in the psychological-pedagogical science. Followers of the "functional approach" elaborated by scientific works by scholar N. Levitov, define "awareness" as a special state of psychic, the whole manifestation of personality, which fits in between the psychological processes and its own features. Hence, the following components have been revealed in the structure of the professional awareness, such as:

– the motivational component (the need for successful completion of a given task, interest in the activity, the striving for success and proficiency);

– the cognitive component (comprehension of duties, tasks, assessment of their importance, possession of ways to accomplish the goal, apprehension of probable changes of the setting);

– the emotional component (sense of responsibility, confidence in achieving the desired result, inspiration);

– the volitional component (self-composure and mobilization of efforts, focus on the task, resistance to distraction by side-factors of influence, elimination of doubts or fears).

The founders of the "systemic-dynamic" approach tend to view "awareness" both as a state of an individual's functional focus of attention to perform his/her professional tasks (M. Dyachenko, L. Kandibovich) and also as an integral aptitude of an individual representing a dynamic system incorporating certain cognitive, volitional, motivational and emotional features, which enable adequate utilization of active resources to successfully perform a task thus ensuring efficiency of his/her professional activity (V. Krutetskiy). Therefore, the dynamic structure of awareness of an individual for a professional activity comprises the following elements:

– a conscious perception of personal needs, requirements set by the society, professional group or by a particular task appointed by others;

– comprehension of the set goals, the successful accomplishment of which is believed to enable efficient completion of a task or sustainment of existing needs;

– understanding and assessment of certain conditions which may impact future events, the actualization of experience linked in the past with fulfillment of similar tasks or meeting similar requirements;

– assessment of most probable ways of task completion based on expertise and assessment of future conditions of the activity in question;

– activation of efforts in conformity with the tasks and conditions, self-programming to accomplish a set goal.

Summing up the above-mentioned data and also sharing the views set out by scholars M. Dyachenko and L. Kandibovich [2], we treat awareness for monitoring activity as a state of a teacher's functional focus of attention to perform efficient planning and implementation of monitoring research in the sphere of education. Under awareness for monitoring activity we understand a required professional development of teachers as efficient managers of the educational process thus displaying aptitudes of organizers, experts, education quality assurance agents and facilitators of the educational services which determines their capability of utilization of scientifically-substantiated ways or methods of exposure of the actual state and forecast of strategies related to the enhancement of quality of medical education and aimed at adoption of adequate managerial-pedagogical decisions based on analytical processing of the results achieved as well as their valid interpretation and further correction.

The awareness for monitoring activity of medical college teachers is a systemic-structural phenomenon which functions as a unity of 3 leading components:

– the theoretic-cognitive component, which represents the systematic data pertaining to the legislative-regulatory basis of monitoring research as well as to the conceptual fundament of pedagogical monitoring, diagnostic-technological foundation of scientific evaluation and pedagogical assessment in the sphere of medical education;

– the operational component, which envisages mastering of the major methods of data collection, accumulation, storage and processing during implementation of monitoring research in the sphere of medical education, generalization and verification of validity of the statistical data gathered, interpretation and graphical representation of the empirical results achieved, correction of individual trends of foreign language communicative development of students as well as of individual pedagogical strategies for teaching major subjects, forecast of perspectives of further development of objects under study with the aim of ensuring the consistency of the goals, contents, forms, methods, techniques and results of medical education of future professionals in the sphere of health and welfare;

– the value-oriented component which is based on a combination of motives, demands, interests and aspirations related to ensuring quality pedagogical support and assistance of those studying both general and technical subjects, interest in studying the issue of monitoring research focused on exposure of the actual state as well as potential opportunities of enhancement of their professional training, the striving for personal professional development in the role of a European lecturer as an autonomous yet responsible organizer, expert, facilitator and quality assurance agent of medical education.

In the process of our research carried out we have elucidated certain criteria (content-based, technological, orientational and also a series of indicators of the professional awareness of medical college teachers for implementation of monitoring activity, among which we have singled out the following: consistency of their professional knowledge in the theory of monitoring research in the sphere of medical education; the degree of mastering the advanced methods of implementation of scientific evaluation; the degree of motivation for the role of a teacher as the organizer, expert, and quality assurance facilitator of medical education. Based on the defined criteria and indicators we have outlined the levels of formation of professional awareness of medical college teachers for monitoring activity (high, sufficient, median, low).

### 3. Conceptual Fundament of Formation of Medical College Teachers' Professional Awareness for Monitoring Activity in the Process of Organization of Their Scientific-Methodical Work

Our surveillance efforts carried out at Odesa Community Medical College have proved that the process of formation of the professional awareness of teachers for the monitoring activity during organization of their scientific-methodical work at a medical college implies the introduction of essential changes in each of its structural elements. In particular, the motivational component of the scientific-methodical work must be focused on attaining the goal of formation of the teachers' professional awareness for the monitoring activity by means of supplying the latter with sufficient data in regards to the existing issues related to pedagogical monitoring and encouraging them to conduct their individual monitoring research.

The practical realization of the set objective must be aimed at resolving the following tasks: arousing the teachers' interest in the international monitoring research carried out; creating their value-oriented perception of themselves as acting elements of the monitoring activity in the sphere of medical education as well as professional education of students as future health and welfare specialists; expanding the boundaries of learning in regards to methodology and organization of monitoring research at higher educational institutions; development of practical skills related to implementation of scientific evaluations in the sphere of medical education. The didactic-strategical component of the scientific-methodical work must direct the professional advancement of teachers on the basis of introduction of contemporary didactic approaches into the process of its organization at medical colleges:

– the context-competence approach, rooted in the principles of professional orientation is designed to ensure conformity of the selected content and technologies of the qualification upgrade of teachers with the essence of their professional tasks and outlined functions as organizers, experts and quality assurance facilitators of medical education;

– the problem-focused approach which is focused on enhancement of the professional competence and pedagogical expertise of teachers in conformity with the principles of scientific adequacy, activeness, consciousness, independence and encouraging own initiative, productivity of self-education; education in the process of implementation of monitoring research;

– the monitoring-based approach, based on the principles of congruence of the scientific-methodical, regulatory and organizational support of the educational process; on the objectiveness of the data processed and retrieved, maximal elimination of subjective judgement; taking into consideration all of the results achieved in the qualification upgrade process (both positive and negative); ensuring equal conditions in the process of verification of quality of the teachers' qualification upgrade; incessancy, duration and consistency in researching of various aspects of educative-methodical work at a medical college; reflexivity of displaying the quality of the results achieved throughout carrying out self-assessment and self-control. The monitoring-based approach also requires humanistic orientation of all the methods of pedagogical monitoring – creation of the atmosphere of cordiality, trust, respect for each personality, ensuring most favorable conditions, positive emotional background (exclusion of possibility of taking advantage of the results of psychological-pedagogical diagnostics achieved for conducting any actions of the repressive nature); accessibility and transparency of the results of the scientific-methodical work achieved in regards to sharing them with relevant management board or the community on the whole);

– the individual-focused approach, based on the principles of individual goal-setting in the process of teachers' participation in the scientific-methodical work at a medical college; its further humanization, adjustment for dialogue and personalization; the leading role of involvement in group activity; interpersonal coordination of actions; selection by teachers of the individual developmental sequence of qualification upgrade; situational context of professional education; professional mobility, liberty and integrity.

The organizational component of the scientific-methodical functioning of a medical college must envisage realization of aggregate pedagogical conditions which are deemed necessary for the formation of teachers' professional awareness for monitoring activity. Among those we have found the following:

– intensification of the theoretical education of teachers during their qualification upgrade with the actual issues pertaining to the theory of pedagogical monitoring and organization of monitoring research;

– orientation of teachers' professional-pedagogical tasks onto wider utilization of the contemporary methods of educational evaluation;

– organizational-methodical support of the teachers' sequence of professional development as managers of medical education – organizers, experts and quality assurance agents of educational services directed at preparation of competitive health and welfare professionals.

The content-technological component of the scientific-methodical work conducted at a medical college must contain new content modules, based on the integration of contemporary achievements of social-humanitarian and psychological-pedagogical sciences and must also include conduction of unique forms of professional upgrade of teachers (issue-based lectures, lectures-visualizations, one-on-one lectures, seminars-discussions, research seminars, project-seminars, seminars-debates). In addition, the content-technological component of the scientific-methodical work calls for utilization active and interactive methods and forms of qualification upgrade of teachers, immersion of the latter into the process of their own monitoring research with the aim of enhancement of professional self-efficiency when acting in the role of experts and quality assurance facilitators of medical education.

The value-resultative component of scientific-methodical work at a medical college must comprise introduction of certain procedures as for exposure of levels of formation teachers' awareness for monitoring activity. In order to ensure it in the process of qualification upgrade of teachers it is essential to conduct 3 diagnostic tests (initial, intermediary and final). That will prove conducive for correction and control of dynamics of their positive advancements on the way to mastering the professional role of a manager of medical education. For that matter, the essence of research-experimental work related to innovation of scientific-methodic work has been focused on ensuring efficiency of formation of the teachers' professional awareness for monitoring activity at Odesa Community Medical College by means of realization of the determined pedagogical conditions which are likely to stimulate active involvement of teachers for the implementation of monitoring of the consistency of medical education obtained by the alumni treated as future health and welfare specialists. The primary pedagogical condition – actualization of issues of the theory of pedagogical monitoring and organization of monitoring research in the sphere of medical education – has manifested itself during our scientific-methodic seminars carried out.

Their topics has proved favorable for medical college teachers' comprehension of the conceptual basis of pedagogical monitoring by means of grasping the essence of the major notions (monitoring, scientific monitoring, monitoring in medical education), and also its main principles and functions. During the theoretical studies we have strived to prove that pedagogical monitoring just like any other research, – bears the motivation not only to reveal distinguishing features of an educational process, but also to attain a particular pragmatic result. Unlike statistical methods or sociological survey, the pedagogical monitoring is not constrained by sole data collection pertinent to functioning of particular pedagogical phenomena or processes, as also it is related to exposure of new tendencies and opportunities as well as ensuring conducive conditions for their realization, elaboration of new strategies of educational management.
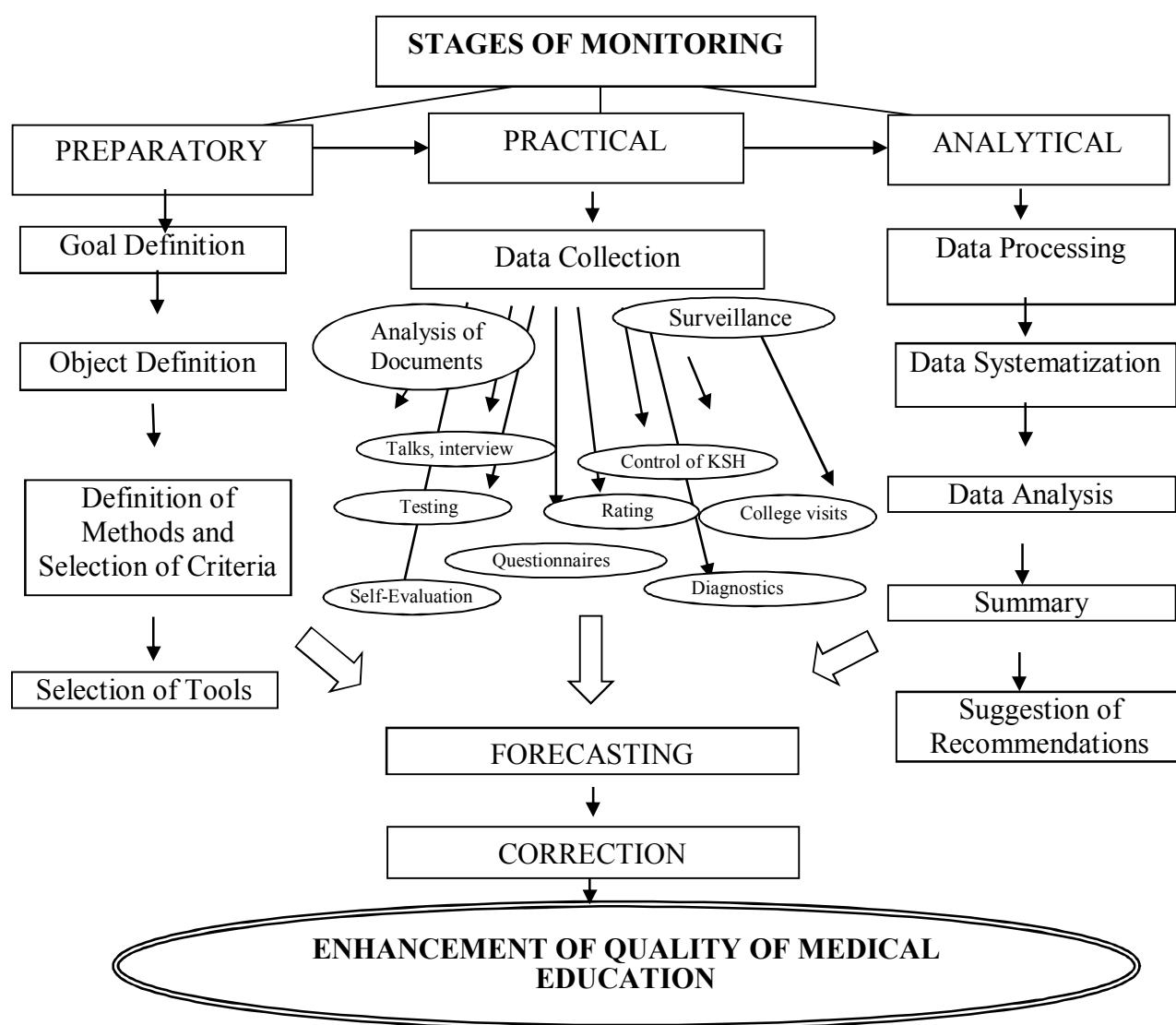


**Fig. 1. Pedagogical monitoring as an integral system of evaluation of quality of medical education**

The participating teachers have also reached the conclusion that from the cognitive point of view, monitoring of consistency of medical education in its general presentation deserved the definition of a pragmatic method of acquisition and presentation of knowledge as it tends to employ various methods of observation and explanation of pedagogical phenomena and processes in addition to all the traditional methods of scientific-pedagogical research. Nevertheless, during the course of its implementation, the sole process of research on a particular pedagogical phenomenon and its imminent result is deliberately separated. Henceforth, monitoring tends to gain definition of a method of tracking a process, the sequential observation, the controlled evaluation of something that already exists and is known to a certain extent. Since the system of management of quality medical education must ensure improvement of all of its components at a medical college, the participating teachers have been focused on acceptance and comprehension of the essence of pedagogical monitoring treated as an integral system as displayed by figure 1. As we may well see as presented by figure 1, the teachers participating in the scientific-methodical work were expected to comprehend the term "pedagogical management" tends to be mainly used when we speak about having to resort to a particular activity or certain miscellaneous measures on the basis of both theoretical and practical operations which enable perception of the most effective methods of resolving educational situations during normal everyday functioning of a medical college. Thus, the traditional cognitive methods are proved to be used – observation, psychological-pedagogical diagnostics, comparative analysis, verification, pedagogical controlling.

The second pedagogical condition – placing the focus of the teacher's research on implementation of contemporary methods of educational evaluation – has been realized throughout their studying of the author's practical seminar "Organization of Pedagogical Monitoring at a Medical College". The latter's focus was placed on the teacher's comprehension of the role and essence of the major stages of monitoring, in particular those aimed at searching, gathering, processing, systematization, analysis and evaluation of the data related to the educative-cognitive activity of students in the process of studying their major subjects, revealing the quality and consistency of the teacher's educative activity as being active facilitators of quality education. The main emphasis has been placed on analysis of the distinguishing features of both the subject and object of the educational process conducted at a medical college, in particular: management efficiency (objectives, principles, methods, structure, organization of planning); quality and consistency of rendering educational services (the structure and contents of the technical preparation programs); the consistency of educational resources (technical materials, methodical printed materials, staff, financial means); the quality assurance of medical education. In particular, the seminar-debate named "Pedagogical Diagnostics and Independent Evaluation in the Practice of Medical Education" was found to be conducive for the teacher's acquisition of their individual experience in regards to the adequate utilization of the diagnostic methods and tests throughout the process of organization of educational activity with students.

The third pedagogical condition, namely – organizational-methodical support of the trajectory of professional development of teachers as organizers, experts and quality assurance facilitators of medical education – has been realized during the teachers' involvement in group and individual projects. The latter's theme has envisaged implementation of monitoring research aimed at ensuring quality and consistency of the relevant study- and work-related educational programs based on the major academic subjects; the levels of technical proficiency of the graduates of miscellaneous specialties; the adequacy of the informational-methodic support and maintenance of the process of teaching the major technical subjects; the teaching staff's qualification relevance to the posts held as well as to the technical subjects taught; the efficiency of organization and levels of support of the process of teaching major technical subjects at a medical college; the levels of the graduates' competence and proficiency.

**Conclusion.**

1. The monitoring activity of medical college teachers tends to reveal its essence as being a complex-structured system of their analytical-synthetic interaction with the data received (collection, accumulation, processing, validity verification, visualization and interpretation of the data gathered throughout implementation of the monitoring activity); as a process which functions due to manifestation of the normative-regulatory, organizational-prognostic, evaluative-diagnostic, predictive-correctional stages, which fully enable realization of its functions (motivational, constructive-heuristic, controlling-evaluative, data-analytical, managerial-regulatory).

2. It has been ascertained that the professional awareness for monitoring activity is a necessary professional phenomenon pertaining to the personality of a medical college teacher as being an active organizer, expert and quality assurance facilitators of the educational process. This is, in fact, a systemic-structural phenomenon which functions in unity with the theoretical-cognitive, operational and evaluative components due to the teachers' acquisition of relevant judicial-regulatory and psychological-pedagogical knowledge, practical skills and expertise in implementation of educational assessments, exposure of the humanistic value-based views and ethical features during evaluation of medical college teachers' individual accomplishments in the sphere of rendering professional education of students.

3. It has been substantiated that formation of the teachers' professional awareness for monitoring activity during organization of the scientific-methodic work at a medical college has proved to be a specially organized process of their professional development and advancement as pro-European-oriented and responsibly-acting professionals assuming the roles of efficient organizers, experts and quality assurance facilitators of medical education capable of tracking, correction and ensuring high-effectiveness of medical education by means of timely and appropriate implementation of methods of pedagogical monitoring as well as other scientific assessment methods.

The described process tends to successfully function when uniting all the leading components of the scientific-methodical work of a certain medical college: motivational, didactic-strategic, organizational, content-technological, evaluative.

4. It has been substantiated that effectiveness of formation of professional awareness of teachers for pedagogical activity in the process of organization of scientific-methodical work at a medical college tends to be determined by the impact of particular pedagogical conditions: actualization of issues related to the theory of pedagogical monitoring and organization of monitoring research in the sphere of medical education; focusing of the teachers' research on implementation of the contemporary evaluative methods as well as rendering the organizational-methodical support of the stages of the latter's development in the role of efficient organizers, experts and quality assurance facilitators of the medical education. In this research work carried out we disclaim coverage of absolutely all existing aspects pertinent to the issue therein discussed. Thus, further perspectives incorporate the aspects of introduction of the monitoring approach into the national medical educational system.

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# EUROPEAN EXPERIENCE OF THE FOREIGN LANGUAGES TEACHERS' TRAINING

*Abstract. Studying the experience of foreign language teachers' professional training in developed foreign countries opens up new opportunities for improving the system of pedagogical education in conditions of its adaptation to the requirements of the European educational space. Of a significant scientific interest are the progressive achievements of countries that demonstrate a high level of foreign language teachers' professional training in accordance with international standards; have rich historical traditions of education that contributes to their leading role in science and education at the regional and global levels; have gained considerable experience in the field of foreign language teachers' professional training in the new socio-cultural conditions. It is emphasized that the language policy of the European Union demonstrates the crucial importance of language learning in the integration processes. It is also underlined that in modern international documents on the modernization of the foreign language teachers' professional training it is stated that modern educational transformations should facilitate the implementation of a European dimension in the foreign languages teachers training. The paper presents the results of collective scientific research, in particular, the peculiarities of the foreign language teachers' professional training in European countries are presented and the recommendations on the creative use of constructive ideas of the progressive experience of developed countries in the process of updating the system of pedagogical education are outlined.*

## Introduction.

One of the initiatives of the Council of Europe and the European Union is the development of new approaches to language training and language learning. The European Union in this area follows the idea of multilingualism that is a political slogan and an EU action program. It is declared that the purpose of EU language policy is to preserve the linguistic diversity of the community and promote its citizens with the possibility to master foreign languages.

Europe is trying to form an open, multilingual, intercultural society in order its cultural and linguistic heritage, with all the obvious diversity at the local, regional and national levels became a source of mutual understanding and enrichment. Schools have to play a significant role in the process of studying and learning modern languages, so the problem of preparing a modern teacher of foreign language remains the key to the Council of Europe and the European Union. The language policy of the European Union demonstrates the crucial importance of language learning in integration processes. An increase in the importance of language policy has also affected the structure of the European Commission. If earlier it was in under the responsibility of the EU Commissioner on issues of education, training, culture and multilingvism, on January 1, 2007 a separate position of EU commissioner on issues of multilingvism was created. It is currently headed by Leonar Orban from Romania. He is the head of the general directorate of the European Commission for translation services, the general directorate of interpreting and the Office of official publications of the European Communities.

In modern international documents on the modernization of the professional training of foreign language teachers, such as 'Professional Teacher Training and its Development' (2008), the reports of the Council of Europe 'Results of Strategic European Cooperation in Education and Training' (2009), it is indicated that modern educational transformations should facilitate the implementation of a European dimension in the languages teachers training. The Council of Europe has also embraced its initiative in the following publications: CEFR 'European Recommendations on Language Education: Learning, Teaching, Evaluation' (2001) and ELP 'European Language Portfolio', which are presented as a tool for solving the problem of mastering a foreign language. The new tool for unifying the requirements for the professional competence of language teachers is the so-called European Portfolio for the Student Teachers of Languages (EPOSTL), developed during 2004-2007 by an international group of experts commissioned by the European Center for Modern Languages at the Council of Europe. This is a document created with the support of teachers and lecturers of professional pedagogical training institutions from the 33 member countries of the European Center for Modern Languages, which summarizes the knowledge and skills necessary for language learning and helps future language teachers to self-assess their acquired didactic competencies and monitor their own progress in the process of professional competence mastering [1]. The mentioned documents state that the implementation of changes is possible only with the development of cooperation and convergence in the field of training foreign language teachers, and especially English as a modern international language of the informative age. Teachers of foreign languages must meet the requirements that are put forward to them in the context of modern linguistic European policy. The implementation of ideas of the Bologna Process and the recommendations of the Council of Europe in the process of modern teachers' preparation by higher education requires training of specialists of new generation who are open to professional activity, effective performance of their professional duties, mastering of at least two foreign languages [2].

In order to improve the professional training of foreign language teachers and to promote the learning of foreign languages, the European Union and the Council of Europe have developed a wide range of educational programs. The implementation of these programs has been launched since 1995 in accordance with the decision of the European Commission. Thus, in the European countries, the following special projects and educational programs operate: 'SOCRATES', 'ERASMUS', 'LINGUA' and others. 'ERASMUS' and 'LINGUA' programs are aimed at expanding the linguistic exchange of students between higher education institutions of 27 partner countries that are the members of the EU. The feature of the abovementioned programs is that they act in accordance with the established plan, which defines the program's duration and the size of financial support. The 'COMENIUS' program focuses on school exchanges, grants for internships and international projects for the development of teaching materials and courses for students and teachers [3]. Thus, the introduction and functioning of such pedagogical programs is aimed at improving the professional training of a foreign language teacher at the level of European requirements and standards. In this way, every teacher acquires experience in teaching discipline in various European education systems. The aim of the programs is knowledge sharing, methods of education and upbringing, and the formation of common views on the world, its existence and transformation.

## 1. The purpose of the study and its relevance.

The realization of the task of specific levels of foreign languages achieving by the citizens of the country, as defined in the European Guidelines on language education, emphasizes the need for adequate qualitative training of foreign language teachers for all levels of education, on the modernization and updating of such training. As Ukraine aims full membership in the European Union, it is important to carefully study, monitor and critically understand the experience of training specialists in the European countries in order to make effective decisions on improving the training of foreign language teachers, in particular regarding the training of teachers who can provide pupils with foreign languages for harmonious entry in a multicultural European space. Studying the experience of professional training of teachers in developed foreign countries opens new opportunities for improving the system of continuous pedagogical education in Ukraine in conditions of its adaptation to the requirements of the European educational space. Progressive achievements of countries are of significant scientific interest. They demonstrate a high level of professional training of educators, in accordance with world standards; have rich historical traditions of education, which contributes to their leading role in science and education at the regional and global levels; have accumulated considerable experience in the field of professional training of foreign language teachers in the new socio-cultural conditions. That is why we consider it necessary to highlight the general aspects of the organization and content of foreign languages teachers training in the countries of the European Union and to determine the prospects for improving the professional education of foreign languages teachers.

## 2. Presentation of the main material.

The study of pedagogical sources shows that in the countries of the European Union, the foreign languages teachers training is mainly carried out by institutions of higher education, which prepare teachers from 30 foreign languages, although this indicator varies from country to country [4]. Almost all European countries provide training for teachers of English, French, and German. Italian, Spanish and Russian language teacher training programs are also common. The largest selection of foreign languages for studying while foreign languages teachers preparation is offered in Austria, Bulgaria, the Czech Republic, Finland and France. In addition, students are encouraged to study at least one non-widespread 'European language', which provides the realization of one of the key tasks of the European community, i.e. the provision of linguistic diversity [5]. Organizationally, each country has its own teacher training system, reflecting national needs, history and traditions. At the same time, considering the tendency of integration in higher education, in particular in Europe, the gradual introduction of common models and the adaptation of existing systems to the requirements of the present are observed in teacher training.

The report of the European Commission Directorate in the field of education and culture [5] presents the results of the state of foreign languages teachers' professional training in European countries investigation, conducted on the basis of the English University of Southampton in 2012. Such aspects of the problem were analyzed as: the peculiarities of the teaching of foreign language teachers for students of a certain age group (for elementary school, secondary school, higher education and adult education; use of autonomous or distance learning in teacher training; involvement of mentors in the organization of pedagogical practice; Europeanisation of teacher training programs (for example, the use of transnational programs, establishing professional contacts with colleagues in other countries); increasing the level of practical mastering of foreign languages; training of methodologists in the field of teaching foreign languages. We offer to have a closer study of of the professional training of foreign languages teachers in the UK, Germany, Belgium, Poland and the Czech Republic.

A significant number of modern innovations in the field of language education affecting the underlying foundations of the foreign languages teacher's training arose in *the United Kingdom* under the social and political influence of the integrational processes taking place in Europe. At the beginning of the XXI century, British society realized the role of multilingualism and multiculturalism, which led to the emergence of new national strategies for the study and teaching of foreign languages, outlined in state program documents and large-scale scientific research. The document prepared by the British Ministry of Education in 2002 'Languages for All: Languages for Life' identified the main strategic goals of the language policy of the state: raising the level of teaching and learning foreign languages, envisaging, in particular, the provision of opportunities and conditions for distance learning; introduction of a system for encouraging language skills by specialists in various fields of economy and culture; increasing the number of people studying languages in higher and postgraduate education by stimulating the use of languages, developing virtual linguistic communities, and encouraging employers to support language education [6].

Mechanisms and tools for implementing new strategies at different levels are also suggested in the document. They are: integrating linguistic education into early school curricula and shifting key positions to secondary schools into modern languages; increasing the role of Specialist Language Colleges and increasing their number; improving the quality and variety of educational materials online; propagation of cooperation with other countries in the field of language education, creation of virtual linguistic communities throughout the country; the development of new programs for foreign languages teachers' professional training, which will implicate carriers and language users to get additional methodological skills and qualifications for working with faculty assistants; curricula for elementary and secondary schools coordination by local education authorities to ensure that every student in a secondary school can study at least one foreign language [6].

In the White Book 'On the importance of the teacher' (2010), a number of measures were proposed to improve the quality of teacher training, in particular: 1) the creation of a centralized registration system for pedagogical specialties entrants; 2) strengthening the requirements for entrants of pedagogical faculties; 3) strengthening the practical orientation of university programs of basic pedagogical education by increasing hours assigned for pedagogical practice and enhancing the emphasis on the practical mastery of the main pedagogical competencies; 5) creation of a national network of internships at leading universities, in which teachers' training, retraining and qualification improvement of is carried out. Regarding the organization of foreign languages teachers' professional training, it is based on the traditions of teaching at the universities (Institutes / Departments of Education of Universities) and the Institutes and Colleges of Higher Education (Pedagogical Colleges). In addition, in the UK there is a practice of teacher training by groups of schools or individual schools. The Teacher Training Agency plays an extremely important role in the UK teacher education system, which main functions are the creation and coordination of educational institutions, the financing of training programs, the promotion of the prestige of the teaching profession, the research work to improve the teachers' training system [7].

There are three levels of study at universities: Undergraduate - basic higher education with a term of education of 3-4 years and obtaining a Bachelor Degree; Graduate - complete higher education with a term of 1-2 years and obtaining a Master Degree; Postgraduate - PhD study. Upon graduation from a university, graduates receive a bachelor's degree, diploma or certificate in education. If the teacher is trained on the basis of the school he / she is given the Qualified Teacher Status. In the UK, universities are independent, autonomous institutions with their own legal authority, both academic and managerial. They are not property of the state, although most of them depend on government funding. Each university and college of higher education is responsible for complying with the relevant standards of education quality. Teaching colleges in the UK do not have a common curriculum. Usually, the curriculum of pedagogical college where training lasts for 3years includes a course on the main subject, a professional course, a pedagogical course, and practice in school.

The theoretical content of courses for future teachers of foreign languages consists of pedagogy; language training; history, literature and culture of the country language is studied; linguistic theory (comparative linguistics, sociolinguistics, psycholinguistics); methods of teaching foreign languages. Students also master the ability to use ICT for educational purposes, which prognosticate compulsory testing as a component of the final examinations. Some British higher education institutions also include aspects of intercultural or sociocultural pedagogy for future teachers of foreign languages. Studying abroad is an integral part of the professional training of British students, usually within the framework of the 'Foreign Language Assistant' projects. The foreign languages teachers' training in the UK researches analyze in the context of a comprehensive professional education of teachers and in an inseparable connection with special-subject and psychological and pedagogical training. The most important provisions of the Western pedagogical theory can be the following: the establishment of an optimal ratio of theoretical and practical components, the degree of differentiation of knowledge of the subject of specialization and the methods of teaching, the importance of pedagogical practice to improve understanding of these concepts; the role of the school in the formation of pedagogical skills and the appropriate level of communicative competence of future teachers [8].

The current and final quality control of the professional training of foreign language teachers in the UK is carried out with the involvement of standards developed by the Agency for Teacher Education. The practical component of teaching is the pedagogical practice (25% of total time) that is designed for long-term training at schools in the UK and abroad. Senior students should spend two-thirds of their time at two different schools, working in classes at different stages of study. During the pedagogical practice, students collaborate with mentor teachers who are also involved in planning future teacher training programs. This testifies to the very close partnership of teachers of the basic schools and institutions of higher education in the UK. The pedagogical practice includes: attending a school in order to study the peculiarities of the educational process, review and analysis of demonstrative lessons, micro-examination and self-study activities. As a result of work in school, students should prepare a portfolio of the pedagogical practices, which makes it possible to establish links between the theoretical and practical components of professional training and serves as a tool for integrated evaluation of each student's progress.

Continuous professional development of foreign languages teachers in the UK is provided by special institutions which activities are aimed at achieving the following results: retraining of teachers and acquaintance with new ideas and approaches, in particular on the use of ICTs; an assistance for the teacher to overcome the difficulties that arose in a particular professional context; the introduction of new strategies developed the administration. Due to this, teachers are involved in trainings that include pedagogical, linguistic and ICT components. British foreign language teachers also have the opportunity to attend specialized ICT courses abroad and take part in professional exchange programs.

An example of the results of such an ICT practice of professional development is the creation and active use of the interactive course ILIAD, which contains discussion video materials on professional topics, namely, foreign languages teaching in Europe. ILIAD combines ICT-approaches with the professional training of future and acting foreign languages teachers, focusing on such positive elements as European dimension, multilingualism, innovations in the early education of foreign language children, and distance learning.

In the professional training of future foreign languages teachers in the UK, the lecture is a leading form of study that helps to encourage the student to independently complete the issues discussed at the lecture. Student's tutoring classes with a teacher are important in senior courses, when students have a large amount of knowledge, on the basis of which the tutor individually manages the student's work. Each student is considered to be officially affiliated with a tutor who follows his / her study, production practice, etc. An important place among the teaching methods in higher education institutions in the UK is taken by disputes, discussions, seminars. The valuable experience of Great Britain is a method of conducting practical classes, which are very popular with problem-solving methods using heuristic conversations, role-playing, simulation games, and research projects. Future English language teachers learn to put forward a hypothesis, to justify and test it, which is a prerequisite for the development of critical thinking. During the problematic presentation of the material the leading methods of productive learning: problem, partially searchable (heuristic), research is involved. Of great importance is the consulting work of teachers with students, which allows differentiating independent work. The consulting function of teachers often exceeds the total load of lectures and practical classes. Future teachers of a foreign language have the opportunity to ask for help with questions about curricula, methods of work with educational literature, information search, research implementation, etc. It should be emphasized that in Great Britain, independent work is a carefully planned process that takes place led by a teacher and is provided fully methodically, and is individualized depending on the abilities of students, and also involves creative activity in acquiring and consolidating scientific knowledge.

The study of British experience of foreign languages teachers' training has allowed to highlight positive features whose key ideas can be used creatively in the process of updating the Ukrainian system of pedagogical education: increasing attention to the selection of pedagogical specialty attendants to a using a professional suitability test; introduction of educational pedagogical practice in the first weeks of training of future teachers at a higher education institution; increase in the volume of independent work of students; extension of the period of pedagogical practice by reducing the time for theoretical training and by integrating individual training courses; introduction of study internships in the countries of the studied language; improvement of the skills of practicing pedagogues with innovation orientation.

Let's consider the features of traditional and innovative approaches to the future foreign languages teachers' training in **Germany**. German pedagogical education has gradually developed and modernized, responding to the demands of society related to economic, political and social processes in the country and in the world. The two-stage model of future teacher training as a national pedagogical phenomenon is highly valued due to the professional qualifications of young teachers and the status of the profession in society. Germany, having signed one of the first Bologna Declaration in 1999, committed itself to reforming the national system of higher education according to the European requirements. The process of structural reform of the traditional model of teacher training, namely the first stage of theoretical training, and the search for the best model of graduation (Bachelor and Master Degrees), was accompanied by numerous discussions among educators and scholars who sought to preserve national treasures of higher pedagogical education and to identify the best ways to implement European requirements.

The legislative framework that regulates the foreign languages teachers' training in Germany consists of federal and regional legislation and normative and guidance documents of the Permanent Conference of Ministers of Education and Culture of the Federal Lands, in particular: Basic Law of the Federal Republic of Germany (Constitution); Framework Law 'On Higher Education'; the land laws, namely: 'On Higher Education', 'On Teacher Training', 'On Civil Service', 'On School Education'; the orders of the Land Ministries of Education, namely: 'On the organization of the first state examination', 'On the organization of the second state examination', 'On the organization of internship'; Results of the Conference of Ministers of Education and Culture.

The basis of the legislation of modern Germany is the Constitution, Basic Law (Grundgesetz) (23 May 1949), which establishes the social state system of the country, the functions of state authorities, the basic rights and duties of citizens. In accordance with the Constitution of the Federal Republic of Germany, federal land at the regional level regulates all issues of school, higher education, professional development and adult education. One of the important legislative acts of the Federal Republic of Germany, which regulates the training of specialists at universities, is the Framework Law 'On Higher Education'. It identifies the priorities and guidelines for the organization and functioning of higher education institutions, which activities are detailed in the land laws of higher education. Details of obtaining professional pedagogical education and advanced training are reflected in the land laws 'On the training of teachers'. The content of these laws reflects the main stages of professional pedagogical education in Germany, reveals the organizational and pedagogical aspects of university training, school practice, internship, further postgraduate education and advanced training for teaching staff [9].

Not all of the land laws on teacher training detail the aspects of pedagogues training. In the vast majority of federal states the first and second state examinations, internships are regulated by separate decrees and orders of the Land Ministries of Education: 'On the

organization of the first state examination', 'On the organization of the second state examination', 'On the organization of internships'. Note that in the federal lands that do not have a separate teacher training law (Baden-Württemberg, Hamburg, Lower Saxony, Rhineland-Palatinate, Saxony, Saxony-Anhalt, Schleswig-Holstein), the regulation of this issue is carried out within the framework of the land laws 'On state service' because the teacher in Germany is a civil servant [10].

Regarding the organizational features of the professional training of foreign language teachers in Germany, the new trends in socio-economic development in the 60-70-ies of XX century contributed to increasing the attention to the academic preparation of teachers of all types of schools through the gradual integration of higher pedagogical schools into universities. Thus, almost all higher pedagogical schools in Germany, with the exception of Baden-Württemberg, were integrated by the end of the XX century into universities, and professional  pedagogical training of teachers of all types of schools (primary, basic, real, and gymnasiums) began to be according to two-stage model: the first stage - the theoretical (training at a university or higher pedagogical school) and the second stage - practical training (pol. referendariat), which is controlled by another government agency. Professional training covers 4 aspects: theoretical training on the subject of teaching, didactics, psychological and pedagogical disciplines and pedagogical practice and completes with the compilation of the first state examination, which is a prerequisite for admission to the second stage. Practical preparation (pol. referendariat) lasted for 24 months until the signing of the Bologna Declaration by Germany and the introduction of advanced training. At the present stage, the internship period is reduced to 12-18 months. During the internship, future teachers of foreign languages gain experience, have lessons at the school under the guidance of a mentor and attend classes on pedagogy and methodology. The traineeship (pol. referendariat) ends with the compilation of the second state examination. Only after successful completion of the second state examination, students who have completed the full course of professional foreign languages teachers' training, have the right to hold a corresponding post at state schools [11].

Due to the decentralized system of education management, the professional training of future teachers of foreign languages in different lands of Germany takes place in different ways: depending on the type of school (primary, basic, real or gymnasium). Thus, training programs differ in content and volume. Universities offer appropriate curricula, depending on the levels and types of schools where students plan to work. After graduating from the university, graduates can occupy various teaching positions: teacher of the first degree (elementary school teacher); of teacher of the second degree I (teacher of 5-10 grades of primary, real school, gymnasium and united school); teacher of second degree II (teacher of 11-13 grades of gymnasium and united school). In addition, under the conditions of the Bologna process, the first stage of theoretical training was reformed and a gradual training was introduced. However, several federal states did not support the innovations, so some of

the universities of the country continue to prepare foreign language teachers according to the old model, for example, in Mecklenburg-Vorpommern and Sachsen. In Baden-Württemberg, Bayern, and Saarland, step-by-step training is provided only for vocational school teachers. Schools of Sachsen-Anhalt and Thüringen offer both approaches. However, the vast majority of universities have introduced Bachelor and Master Programs in foreign languages teachers' training. In particular, undergraduate study lasts 6 semesters. Studying at Master level lasts for 2 semesters for future teachers of a foreign language of elementary school and 4 semesters for teachers of general education, vocational schools and gymnasiums. Full implementation of the Master Program is a prerequisite for admission to the next stage of practical training (pol. referendariat). In some lands internship can be postponed for 4 years. However, modular curricula and a credit transfer system have been introduced in order to ensure academic mobility of students by all universities of the country [12].

In the course of reforms, there were changes in the content of the professional training of foreign language teachers and the amount of study hours, which are 300 ECTS credits for high school teachers (5-11-13 classes) by all universities. The share of psychological and pedagogical disciplines, such as school pedagogy, general pedagogy, the basics of special pedagogy, pedagogical psychology and discipline of choice (diagnostics, social pedagogy, media pedagogy, etc.) cover 30 ECTS credits. To study each of the two compulsory language disciplines, 105 credits and 30 credits for studying didactics are given. School practice (social, indicative and basic) covers 15 credits ECTS, thesis - 15 credits. By choosing a foreign language as a subject of teaching, one can still study another foreign language or history, geography, computer science, physics, mathematics, chemistry, etc. In order to improve the professional competence of future teachers of foreign languages, it is recommended to practice abroad in the country the language of which is being studied [13].

The introduction of graduate education is held gradually and accompanied by numerous discussions about the choice of the best model of training. According to M. Winter, graduate teacher training in Germany is carried out using integrated and successive models. In the integrated model, all components of professional training are made on both Bachelor and Master levels. In the successive model at the bachelor level, theoretical training on disciplines of the subject is dominated, while at Master level disciplines of the psycho-pedagogical cycle and didactics are studied, which, according to German scholars, cannot provide the training of a qualified teacher for such a short time [14].

One of the first integrated graduate training models was introduced at the University of Bielefeld in the Nordrhein-Westfalen. For example, future foreign languages teachers receive a theoretical background at the bachelor level of 180 credits ECTS: 90 credits from the basic discipline of the subject of teaching and 60 credits from the second discipline, in addition, the study of psychological and pedagogical disciplines in the volume of 30 credits.

The volume of study hours in the magistracy is 120 credits ECTS: basic discipline (20 credits), second discipline (40 credits), psychological and pedagogical disciplines (14 credits), practice during the whole semester (25 credits), and Master paper (15 credits). German universities take into account the realities of the modern comprehensive school in Germany with the multinational students and the related problems and make efforts to ensure qualified future foreign languages teachers' training for work in multicultural education. Therefore, the Bielefeld Master Programs for teachers, regardless of their specialization, include 6 ECTS credits of German language training  as the second one [15].

The University of Bochum in North Rhine-Westphalia was one of the first (2002) to introduce a successive model of the advanced training of foreign language teachers. At the end of studying in baccalaureate you need to get a total of 180 ECTS credits: 79 credits from the basic discipline and compulsory Bachelor Paper, 71 credits from the second discipline and a module of disciplines of choice in the amount of 30 credits. The module of disciplines of choice for future teachers contains 25 ECTS credits (German as a second language, didactics, indicative and practice at school, and 5 credits of elective disciplines). The Master Program for future teachers is aimed at the formation of professional-teaching and professional-pedagogical competencies. The advantage of the successive model is the ability to get a thorough theoretical training of both subjects of teaching at the same content at the Bachelor level and to choose a Master Program, the full implementation of which will allow the transition to the next second stage (pol. referendariat) or another program for the continuation of scientific work [16].

The main forms of organization of educational activities of students are: lectures, tutor (individual) classes, consulting classes, seminars in small groups, discussions and debates, practical classes, writing essays. Among the active teaching methods, preference is given to modeling, role-playing and didactic games, dramatizations, micro presentations. Pedagogically valuable forms of learning are problem-based learning, 'free group discussion', when discussions of the topic or problem are conducted by students, and the teacher acts as a listener, etc. Advanced changes in the organization of professional foreign languages teachers' training in German educational institutions also provide studying in individual groups: tutoring lessons, trainings, work in small groups, internships abroad. For masters, the key is the method of situation analysis, a transdisciplinary model of learning, which involves studying a specific problem and requires a project to solve it. For this purpose, educational technologies such as heuristic conversation, brainstorming, discussion, research tasks are used. A productive form of student training is specialized research seminars, during which researches are conducted (essay volume 20-25 pages). The main task of such seminars is to teach the future teachers to formulate their own opinion and freely express it during the qualified paper defense [10].

Thus, the professional future foreign languages teachers' training in Germany consists of two stages: theoretical (university or higher pedagogical school) and practical (pol. referendariat).

As part of the Bologna process, the first phase was reformed and step-by-step training (Bachelor and Master Degrees) was introduced. The search for an optimal model of step-by-step training led to the creation of integrated and successive models. Most universities prefer an integrated model that aims to train a teacher throughout the entire period of university education. Successive model suggests Master Programs that provide the formation of the necessary professional and pedagogical competencies. The lack of uniform requirements for the structure and content of professional foreign language teachers training by the state allows some universities to train teachers following traditional approach. Structural reforms have led to the need to revise the content of the professional training of foreign languages teachers, update curricula together with the needs of the modern school, the introduction of modular curricula and credit transfer system by all universities in the country. An important thing of professional foreign languages teachers' training that can be borrowed  into domestic practice of teachers' training may be the experience of developing a new concept for structuring the content of psychological and pedagogical training of future teachers according to the principles of modularity, interdisciplinarity, reflexivity; development of technologies of organization and inclusion of a new concept in the context of educational activities of higher education institutions that train foreign language teachers.

An example of a positive experience for the development of Ukrainian pedagogical education at the stage of its entry into the European educational space is ***the Kingdom of Belgium***. This is due to the fact that this country has already introduced pan-European reforms in the field of vocational education. It is also worth noting that the feature of Belgium is the presence of three language regions: the French south, the Flemish north and the German-speaking part in the east. Such linguistic features have led to the formation in a small country of quite different educational systems that depend on linguistic communities and have all the necessary structures of governance. In addition, it's important to consider the fact that the capital of Belgium Brussels is the center of Europe, and at the same time the location of the headquarters of the EU, the NATO office and the secretariat of the Benelux countries. The international political status of this country also manifests itself in the teaching of foreign languages within the school, university courses and in the system of general education, professional training of foreign language teachers.

The three-tiered structure of Belgium's professional education, its international orientation, the decentralization of the management system, the transfer of authority to solve educational issues from the state to the regional level, effective academic programs dominated by interdisciplinary and competent approaches to the organization of the educational process and clear standards for the quality control of education, testify to the mature and effective system of professional pedagogical education.

When determining the place of foreign languages teachers' training in the system of higher education in Belgium, it must be emphasized that each language community (Flemish, French, and German) has legislative and executive autonomy, its own Parliament, which issues laws that are legally valid within a certain territory. However, the fact that higher professional education is organized only by two communities: Flemish and French, since there are not enough high education institutions in the German community, and students study mainly in neighboring communities or in Germany.

The specificity of Belgium's professional teacher education system is its transparency and a humanistic, personalized approach. Diplomas issued by public and private educational institutions have the same educational and legal value. The institutions of higher education in Belgium for university and non-university levels provide equally qualitative educational services for future teachers of foreign languages. Clear differentiation of levels of teacher training, the presence of professionally oriented and academically oriented courses in obtaining a teacher's qualification and the international orientation of education are also key features of the professional training of foreign language teachers in Belgium. It was found that a teacher in Belgium is considered to be a hired worker in the field of private and public education, whose status is determined by Decrees of March 27, 1991. Taking into account the peculiarities of the administrative-territorial structure of the state, the activity of the teacher, including foreign languages teachers, is governed by certain regional requirements, which are common to both language communities (Flemish and French): the availability of the necessary qualifications and skills for teaching activities (age of pupils, specialization of subject, level of education, etc.); qualifications that are considered sufficient for work with students (necessary for determining the requirements for teaching at school in the absence of the first); and a proper level of foreign language proficiency. In addition to the above requirements, Belgian institutions of higher education are guided by the Pan-European Recommendations on Language Education (2001). As the training of foreign language teachers in Belgium is carried out within professional education, the requirements for teachers are regulated by the general normative documents of vocational education.

The qualifications of a foreign languages teacher in Belgium can be obtained: 1) at the pedagogical (university) colleges - the Institute of Higher Pedagogy (French-speaking Community), the Pedagogical Higher School (Flemish Community) or the Independent High School (German community); 2) at universities at the faculties of teacher training: the Brussels Free University, the University of Ghent, the University of Liege and the Catholic University in Leuven, the Department of Psychology and Pedagogy; 3) studying in absentia ('socially oriented system'). In addition, there are separate courses of pedagogical training for graduates of higher education institutions, where, in addition to general-pedagogical and educational disciplines, one can choose a specialized training direction. Educational institutions have a significant degree of freedom in addressing many issues at academic, organizational and economic levels. As a result, central government has only a minor impact on their management.

Pedagogical training of foreign languages teachers in Belgium is carried out in the following directions: a teacher in preschool institutions, in particular a foreign language teacher; a foreign language teacher at elementary school; a foreign language teacher at a secondary school; a foreign language teacher at a high school. It should be noted that Belgian professional education is provided by those higher education institutions providing a diploma of completed higher education and a diploma of bachelor degree in the professional field of 180 + 60 credits (higher professional schools / university colleges), a bachelor degree with an academic volume of 180 credits (higher professional schools / university colleges and universities) and a Master degree 60-120 + 60 credits (universities) [17].

Recently, in the context of European integration, there have been changes in the system of teacher training. The changes have affected the Flemish speaking community of Belgium. So the first cycle of training for foreign language teachers at pre-school institutions, elementary and secondary school, which lasted 3 years, in colleges replaced the course for obtaining a bachelor degree of professional orientation in the amount of 180 credits. The course of prolonged education for obtaining a bachelor degree in 60 credits replaced the one-year course of in-depth training for obtaining a foreign language teacher's qualification. The volume of the curriculum for future high secondary school teachers at university colleges is 35 credits. The attention is also paid to the practical part of the curriculum, i.e. pedagogical practice. There are additional hours for study, which the teacher combines with professional activity; there is close cooperation between general education schools, higher education and research sector teachers' teaching departments [18].

As a result of the analysis of educational documents and scientific works in the field of language studying, it has been found out that Belgian scholars support five areas of education in the field of foreign language teachers training (the so-called 'The Five C's') and standards for it: communication, cultures, connections, comparisons, and communities. The following competencies, which should be processed by successful foreign language teacher, are: foreign-language, intercultural, linguistic-ethnographic, communicative, sociolinguistic, sociocultural, methodical and pragmatic.

The content of foreign language teacher's professional training in Belgium covers six blocks of subjects: disciplines of psychological and pedagogical orientation, social, methodological blocks, as well as special-subject courses and elective courses. In order to receive a pedagogical specialty diploma, students must also pass a pedagogical practice.

As a result of the analysis of foreign languages teachers' training programs, it has been determined that Belgian educational institutions of both types, university and non-university, usually use traditional methods and techniques in educational activities (analytical method of grammar transcripts, direct, audio lingual, communicative methods, methods of bilingual education, differentiated learning, etc.). The teaching methods differ in their peculiarities depending on the place of study, because different skills (reading, grammar, listening) are better developed due to the level of English-language television,

press and songs distribution on the territory of linguistic communities. During the study, it was found out that not only traditional forms (lecture, seminar, independent work) are widespread, but also an alternative kind of organization of educational activities such as micro training. In addition, distance education is widely promoted and used in the country through on-line training courses for foreign language teachers offered by the British Council in Belgium and other international organizations. It was revealed that most of the lessons are personally orientated that is a student is always in the first place for every teacher. They are also based on the activity approach and have a communicative orientation (jigsaw learning, informal lecture, lecturette, workshop, simulation, cross-over groups, open learning, etc.).

At the content level, it is determined that each educational institution that provides foreign languages teachers' training in Belgium has the right, besides the obligatory ones, to enter other subjects. Thus, students at the Institute of Higher Pedagogy and the University of Liege pay more attention to the study of psycho-pedagogical subjects (52% and 54% of the total number of hours for training), the University of Ghent - the methodological block (25%) and courses at the student's choice (25%). , and Independent Higher School - social and educational courses (54%).

On the basis of the analysis of the Belgian experience of professional training of foreign language teachers, generalizations have been made that can be used in domestic practice: the pedagogical component in the professional training of foreign language teachers should start from the very beginning of the study, both at the level of studying of professionally oriented disciplines and pedagogical practice; it is necessary to ensure straightness and partnership between the university and the high professional college for cooperation in the pedagogical and scientific spheres; it is necessary to provide more autonomy to institutions of higher education; to reduce the number of educational courses of a general education nature; change the requirements for admission to pedagogical educational institutions by introducing tools for checking professional competence; apply new methods, means of teaching foreign language communication; to involve language speakers in cooperation; to conduct classes on European culture; create conditions for early involvement of students in school life.

*Poland*, as a country with a decentralized education system, is actively implementing reforms in pedagogical education, developing modern standards for high-quality teacher training in higher education institutions. Scientific interest in the experience of this country is due to the fact that Poland and Ukraine have much in common in the cultural and socio-historical development.

The training of foreign language teachers in Poland is provided by: 78 pedagogical colleges of foreign languages, of which 45 colleges provide English language training; 37 higher vocational schools (including institutes); 19 universities; 7 academies and 1 polytechnic (total - 109).

As a result of the analysis, we can state that in Poland the guiding normative document is the standard of professional training of a foreign language teacher. But, despite the fact that both Slavic countries support the Bologna Polish standard of teacher training, it defines: general requirements (to which the foreign language teacher should be professionally trained); characteristics of the graduate (he / she must be prepared for the tasks to be completed); basic skills (foreign languages teachers training should ensure the acquisition of competences in professional areas of knowledge); groups of subjects with the minimum acceptable academic hours; contents of educational disciplines; goals and requirements for the implementation of psychological and pedagogical practice in school [19]. The standard of professional training of a foreign language teacher coordinate and organize of specialists training, providing the basis for the content of foreign languages teachers' training. This allows for the preservation of a single educational space in a multinational society, to stimulate the differentiation of education and to preserve the continuity of teachers' training on different models and options. Standardized requirements for teacher qualification are presented in the form of professional competencies. It is imperative that teachers' training programs should be based on their professional competences and reflects their content.

According to the state standard, a foreign language teacher in Poland must be aware of the following spheres of pedagogical activity: 1) the chosen specialty, in order to competently transfer the acquired knowledge, to deepen and update them on their own, and be able to integrate into other areas of knowledge; 2) psychology and pedagogy, in order to perform educational and curator function, to support the comprehensive development of students, to individualize the learning process, to meet the special educational needs of students, to organize the educational process at the class level, school and local environment, and to cooperate with other teachers, parents, carry out extra-curricular work; 3) educational subjects, in order to effectively conduct training sessions, to support students' intellectual development through the ability to choose the right active methods and technical means of teaching, adequately assess the achievements of students; 4) the use of information technology during the lessons; 5) mastering, another foreign language at level B2 in accordance with the European Recommendations on Language Education [20].

Professional training of a foreign language teacher encompasses studies at the first degree with the title of licensee (corresponding to the educational qualification level, 'Bachelor'). Training lasts 6 semesters. The number of studying hours should be at least 2000, and the number of ECTS credits is not less than 180. As for the qualification requirements, the foreign language teacher must have basic knowledge of language, literature and culture in the field of the chosen foreign language, as well as the ability to use knowledge in professional activities and life based on ethical principles. The future foreign language teacher should learn a foreign language as a mother tongue, at level B2 in accordance with the European Recommendations on Language Education of the Council of Europe, and must be able to use a foreign language in educational work.

The contents of the basic curriculum for the training of foreign language teachers are divided into three groups. The first group is the subjects of the philological cycle of training, which include [21]: training in the field of practical English language ( preparation and acquisition of language skills in writing, reading, listening, speaking; integrated competence; practical grammar; practical phonetics; theory and practice of translation; perfect knowledges of a foreign language and ability to use it efficiently in communication and writing); preparation in the field of practical course of the second foreign language; preparation in the field of knowledge of language and communication (introduction to linguistics, language history, descriptive grammar of a foreign language, the theory of the use of contrastive research, the theory of formal grammar with the use of language programming); training in the field of knowledge of literature and the culture of a foreign language (the history of writing or oral traditions of the language studied, taking into account literary genres - poetry, drama, prose, problems of periodization of the history of literature, introduction to literary studies); training in the field of the methodology of teaching a foreign language (problems of foreign language studying and theory of linguistic communication; psycholinguistic foundations of language are revealed).

The second group of educational disciplines is the subjects of a purely pedagogical cycle, which include: psychology, pedagogy, didactics, correct pronunciation lessons, educational law (the organization and functioning of the educational system and the regulation of the activity of educational institutions), the basis of safety of life, ethics, language culture, the history and culture of the native land, art objects and the basic health knowledges. The third group of educational disciplines is a subject of general training (information technology and physical education) and pedagogical practice. A student of a pedagogical college of foreign languages must be prepared to use information technologies that play an important facilitating role in conducting lessons. The IT training program is at least 30 hours. Training programs also include preparation for classical languages (Latin, Old Slavic or Sanskrit) of at least 30 hours. It should be noted that the standard of training foreign language teachers in the overall training cycle has a small part. According to the analysis of educational programs, all institutions of education in the normative list of disciplines of general training include logic, philosophy, ethics, and law.

Having analyzed all the cycles of professional training of a foreign language teacher, it is advisable to determine the place of theoretical and practical disciplines in the student's education system. Thus, the largest number of hours for practical classes is provided by the Pedagogical Collegium of Foreign Languages in Bydgoszcz (89%), and the smallest number of hours is Bialystok University and PWS in Krosno (77% -78%), respectively, these two educational institutions implement the largest number of hours for theoretical subjects (22% -23%). The lowest number of hours for theoretical disciplines is given to the remaining six educational institutions of education in Poland (11% -17%).

The implementation of practices at the modern educational stage in Polish higher education institutions is presented in two forms: assistant practice and subject-methodical practice. Among the reviewed educational programs of Polish educational institutions, 5% - 7% of the total amount of training is related to practice at school. Students are obliged to undergo school practice (180 hours, of which 150 hours of basic specialization and 30 hours of additional specialization). Polish scholars have suggested improving the content of pedagogical education by introducing content modules from various academic disciplines (in the basic part of the preparation) and cycles in the practical (through the organization of several pedagogical practices). Consequently, the emphasis is placed on the appropriateness of the priority of the student-teacher being at an institution of higher education and at a school (or other educational institution).

As a rule, at the 3-year educational qualification level, 'license' (pol. licencjat) provides for two student practices. The first, so-called general pedagogical practice is expected after the second semester and lasts for three weeks (in general up to 60 hours). Its purpose is the practical verification of learning during the learning of knowledge and the acquisition of applied competences, including: a variety of knowledge of educational reality and the daily work of teachers; the formation of new skills (cognitive, conceptual, psychological, social (in the context of educational, behavioral and curator work), the initiation of the process of identification with the profession and the creation of his / her own concept of educational work, strengthening the motivation for further academic and practical training. (30 hours) and 1-3 years of primary schools of the 6-year basic school (pol. szkoły podstawowej) (30 hours). The next, so-called 'specialized' practice is expected after the IV semester, its term is extended to six weeks (by 3 weeks in kindergarten and primary schools). This is generally given up to 120 hours. The purpose of this practice is to verify and apply the knowledge and skills accumulated during the training, as well as in practical training for the performance of professional duties, and the tasks are not only observation, but also active participation of students-practitioners in organizing and conducting various forms of activities under the guidance of a teacher-curator, as well as mandatory summer practice (after IV semester).

At the 2-year master studies 150 hours are usually devoted to practice, in particular, in the second semester 90 hours (3 weeks) and in the third semester 60 hours (2 weeks). The place of practice is determined by students independently (mainly at the place of residence) or on offer of the organizers of the practice. This practice is aimed at: familiarizing with the organization of the functioning of various types of educational institutions, especially those where graduates can be employed; receiving skills in planning, conducting and documenting classes, as well as analyzing the work of teachers and students, their own work and its results [22]. Thus, the standard of professional training of a foreign language teacher warrant high quality of education in the national context of Poland and a prerequisite for effective teacher training for the teaching of a foreign language in various educational institutions.

This document contains general requirements for teacher training, a description of the future teacher of a foreign language, his / her professional competencies, groups of subjects of training and their contents with a minimum number of hours. And, of course, all pedagogical educational institutions use standard requirements as a model for developing their own curricula, leaving the necessary number of hours to study discipline, depending on the level of knowledge and needs of students. As a result of the analysis of programs, it can be argued that in the training of a foreign language teacher in Poland, an integrated approach is used that enables students to synthesize theoretical knowledge with practical skills for skillful work at school.

The experience of professional training of foreign language teachers in *the Czech Republic*, which occupies a leading place among the countries of Eastern and Central Europe on the standard of living of the population, socio-economic, cultural, political, and, of course, educational development, is interesting. The Democratic Czech Republic is one of the first European states, which has begun actively implement the Council of Europe recommendations on language education, languages and the foreign languages teachers' training in practice. Due to this, we consider it expedient to study the practical experience of preparing foreign language teachers in the context of modernizing the system of higher education in this country. In the Czech Republic, there is an effective system of higher education that includes universities, institutes, and academies. Today there are 28 state and more than 40 private institutions of higher education in the state. The Charles University in Prague, founded in 1348, was the first institution of higher education in Central Europe and remains one of the most prestigious European universities. The second largest university in the country is the University of Massarics in Brno, founded in 1919. There are eight faculties, including pedagogical. Almost every major city in the Czech Republic has its own state higher education institution at the level of classical European education [23].

At the beginning of the XXI century in the Czech Republic, as in many other European countries, there was a process of intensive increase in the quantitative indicators of pedagogical education. A step-by-step plan for the reform of pedagogical education was presented in the 'National Program for the Development of Education and Upbringing in the Czech Republic', the so-called 'White Paper' (2001). This document presents state requirements for the quality of teacher training, defines their professional functions and competences [24]. The legal principles of joining the Czech educational system to the Bologna Process were enshrined in the new Law 'On Education' (2004), the Law 'On School' (2004, 2012). In particular, the Law 'On School' (2004, 2012) formulated the general objectives of education in the Czech Republic, i.e. the development of personality in accordance with age, individual characteristics and opportunities, preparation for personal and social life, education throughout life, the result of which is participation in work activity and employment; support for the awareness of the belonging of their people to the European and world community, respect for other peoples, culture and values of society; education of respectful attitude towards European cultural traditions and values, ethnic, cultural, linguistic and religious peculiarities of a nation, regardless of belonging to certain nations [25].

An important addition to these documents was the Law 'On Teachers' (2004), which sets out new requirements for the qualification of teachers, in particular, it is determined that a Master degree is a prerequisite for the qualification of teachers of primary and secondary schools, including foreign language teachers. Three-level vocational training was introduced in order to adapt the Czech model of higher education to European requirements in high educational establishments: the first level of higher education - Bachelor level (3 years), the second level - Master level (2 years), the third level - doctorate (3-5 years).

From the 2001/2002 school year, there was a clear distinction between Bachelor and Master Programs in Czech higher education institutions. Students who have completed the Bachelor program receive higher education with the award of a Bachelor degree. Students can complete their studies or continue their Master Program. Upon transition to the next program it is allowed to change an educational institution, a faculty and a specialty. To continue Master degree program student must pass two or three profile exams. There is no clearly defined term for students in Czech higher education institutions. In order to complete the program of training in the chosen speciality, the student must take exams and tests from a certain list of subjects and collect the required amount of points. Significant role in the reform of higher education in the Czech Republic is played by the introduction of the Transfer System of European Credits (ECTS). Its introduction enhances the flexibility of higher education, promotes the mobility of students and teachers within the European educational space.

Mobility of graduates promotes the acquisition of a diploma in Czech and English, the model of which is proposed by the Council of Europe and the European Commission. According to European and world traditions, institutions of higher education of the Czech Republic are autonomous. Today, the Ministry of Education and Science carries out functions of coordination, introduces certain standards of training, exercises general supervision and control over the activity of educational institutions, and regulates budgetary funds. In accordance with the current legislation of the Czech Republic, higher education institutions enjoy special powers regarding the election of their principals, responsibility for the qualitative selection of scientific and pedagogical staff, the implementation of internal control over the quality of education, the activities of everyone who is involved in the management of the institution of education. Recognizing the importance of the intellectual potential of higher education, the state recognizes the exclusive right of the universities to autonomy in determining the direction of professional training of students.

The leading components of future foreign languages teachers' training in the Czech Republic coincide with the European Qualifications Framework (2005). The theoretical component of pedagogical education includes the study of pedagogy, general educational psychology and sociology. The general practice is the specialization of students from two subjects and one foreign language together with any other discipline or second foreign language.

Higher education institutions in the Czech Republic encourage students to study a second foreign language, as it will enable future teachers to avoid difficulties when working with students. However, there are certain limitations in the choice of foreign languages for study. If the student chooses to study a foreign language that is not widespread, English, French, German is the second one in the curriculum.

All students study courses in the history, literature, and culture of the country whose language is being studied. A compulsory component of future foreign languages teachers' training is the study of foreign language grammar. The content of the training of future teachers of foreign languages includes courses in linguistics, sociolinguistics, psycholinguistic. Students get knowledge of the methodology of teaching a foreign language. The term and the amount of such training vary; however, this course focuses on preparing a teacher for the learning process and implementing a communicative approach in teaching a foreign language. Graduates of a two-year Master Program gain experience in the future profession of a foreign language teacher by completing a curriculum consisting of compulsory and elective courses aimed at obtaining professional knowledge, as well as through pedagogical practice. Studying in magistracy involves the student performing research work on the methodology of foreign language teaching.

The peculiarity of the curriculum for the training of foreign language teachers in the Czech Republic is the implementation of the 'European dimension', which is based on: recognition of the need to ensure implementation of the Bologna process and relevant educational standards; developing training courses that allow teachers to qualify in several countries; participation in European projects and opportunities for student mobility; signing of intergovernmental and inter-university agreements; legislative provision of studying foreign languages. Today, the compulsory component of the curriculum is also the training for the use of information and communication technologies in the process of learning (ICT). Such courses are aimed at obtaining information about a foreign language and developing information and communication skills and abilities. Improving the quality of the professional training of foreign language teachers helps to attract teachers from the Czech higher education institutions to the Council of Europe's projects in the field of education.

To summarize, the Czech Republic has considerable experience in the preparation of foreign language teachers. The largest universities in the state offer flexible curricula at three levels: undergraduate, postgraduate and doctoral programs. Improving the system of higher education in the Czech Republic according to European standards (introduction of a transfer credit system, implementation of the 'European dimension' program, foreign languages training, and involvement in international linguistic projects) contributes to the qualitative training of highly skilled pedagogical staff.

**Conclusions**.

Analysis of national systems of professional training of foreign language teachers in foreign countries made it possible to formulate the following conclusions. The readiness of a future teacher to learn a foreign language within the European educational space is an important issue. The establishment of new values related to the search for a multicultural, multi-ethnic and multi-linguistic Europe depends to a great extent on the ability of the teacher to develop a European consciousness and an individual sense of moral responsibility in a pluralistic society. The key features of the professional training of foreign language teachers in the foreign countries studied are: the expansion of the component of teaching practice (both by increasing the hours provided for training and by creating the basis of training programs consisting of workshops); increase in the number and variability of routes, through which student can master the teaching profession; availability of several alternative ways of teacher training (programs ranging from university undergraduate and postgraduate programs to highly qualified pedagogical courses; updating of the content of programs for the training of foreign language teachers; 'universityzation' of pedagogical education, that is the priority of university-level pedagogical education; diversification of forms and methods of training; internationalization of the content of professional training, participation in international educational programs and projects; informatization of the educational process.

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## GNOSEOLOGICAL AND ANTHROPOLOGICAL ASPECTS OF HISTORICAL PROSE OF YU. MUSHKETYK

*Abstract. The article analyzes the particularity of the anthropological and epistemological aspects of the historical prose of Yu. Mushketyk in the context of the author's artistic and philosophical concept, since the abundance of the historical epics of the writer with complex philosophical problems provided a multi-faceted and convincing interpretation of the personality's fate and key foundations of its existence. The scientific newness of the study lies in the fact that for the first time the artistic forms of the embodiment of anthropological and epistemological factors of artistic thinking in the context of historical texts of Yu. Mushketyk were revealed. It was found that the knowledge of the characters is based largely on the sensory perception of the world, that is, perception with the help of the soul and the heart, because cordocentrism is a distinctive feature of the Ukrainian mentality. However, the rationality of the processes of generalization and abstraction of knowledge is enhanced by the introduction into the plot of the works of the symbolic image of the "eye of the mind". The basis of the cognitive process of personalities two methods of scientific cognition – observation and synthesis. The research analyzes ways of perception of reality: a song, an image of a kobzar, a dialogue, a monologue, a road that symbolizes not only spiritual and social freedom, but also contributes to the release of personalities beyond the limits of their living space. The research of the specifics of the epistemological process based on the material of the historical prose of Yu. Mushketyk showed that the author, creating in the texts a panorama of the life of the Ukrainian people, performs artistic and philosophical understanding of historical themes, fills the works with complex philosophical problems, depicting the existence of a person and his world view through a figurative reflection of existence.*

### Introduction.

The subject of research of any artwork is a person with all its laws of attitude, uncommon views and attitudes, problems and joys, because from "...those days from which literature exists, it first of all eagerly searches, eagerly discovers one thing – a person. The statement of the ideal of man is the backbone of the development of real art, which has always been and is a way of reflecting life" [14, 2]. The writer Yu. Mushketyk focuses his attention based on the material of the tragic pages of the history of Ukraine, on individuals.

The artist's task is not only to study specific historical documents and facts, but also to analyze important components of human existence, to comprehend the key points of ontology - the theory of being [22, 1] and epistemology. That is why it is important to comprehend the author's model, which the writer operates to display images in the gnoseological plane of the nature of being, which has the goal of knowing the Universe and himself, because the artistic re-creation of the historical past is closely connected with the search for answers to complex and topical issues concerning man and his existence. Philosophical anthropology in general characterizes the creative style of the artist. The author creates a generalized ideal image of a person, a humane, educated and fairperson, who is guided by intelligenceand pays attention to what the heart prompts.

The researchof the anthropological dimensions of the creativity of Yu. Mushketyk was studied by scientists: P. Kononenko, T. Kononchuk, V. Pyanov, L. Romas, L. Romashchenko and others. So, separate novels and stories of the artist in the context of the historical prose of the 20th century were studied, paying attention to the peculiarities of the characters, the system of graphic expressive means (A. Protsenko), new forms of chronotope expression and the principles and means of constructing artistic images (L. Romashchenko), the originality of composition and plot (M. Kondratyuk), problem-thematic analysis, genre specificity (L. Danilenko), etnomental parameters (N. Lyashov). However, the abundanceof the historical novelist Yu. Mushketyk with complex philosophical problems led to a multifaceted study of the personality and the key foundations of its existence (epistemology). Under the concept of epistemology we understand the section of philosophy, which considers the process of cognition and its result – knowledge; the nature of knowledge and the structure of human cognitive activity [23, 96–97]. Gnoseology, highlighting the possibilities of perception of the world by man, has an anthropological basis: "For in the latter sense philosophy is the science of the relation of all knowledge and all use of intelligence to the ultimate goal of the human mind, which, as the highest, all other goals are subordinated to and in which they must form unity" [5, 332].

The purpose of the article is to analyze the specifics of the anthropological and epistemological aspects of the historical prose of Yu. Mushketyk in the context of the artistic and philosophical concept of the author.

## 1. Regularities of the cognitive process

Humanistic problematique, that is, a person with all the laws of being and world perception inherent in him is the center of the artistic and philosophical paradigm, acquires great importance in the ideological and philosophical basis of historical prose. P. Kononenko notes that the creative imperative of Yu. Mushketyk is a person: "It is the "thread of Ariadne" that unites the race, nation and all humanity, centuries and generations, ideas and reality, and therefore the authenticity or illusory nature of life (feelings, thinking , actions, ideal, freedom)" [7, 135]. The uniqueness, originality and value of human life prevail in the artist's work.

The dominance in the historical works of Yu. Mushketyk of artistic anthropocentrism led to the focus of the author's attention not only on the ontological dimensions of texts, but also on their gnoseological parameters. The writer seeks to explore artisticallythe specifics and patterns of human cognitive activity, to analyze the conditions under which the comprehension of the world is accomplished.

The unconditional statement of philosophical science is that the cognition of objective reality occurs at two different, but interrelated levels – emotional and rational. The epistemology of the characters of the historical works of Yu. Mushketyk is based primarily on sensory perception. They first comprehend reality with the help of sensations, perceptions, and ideas, and only then rationally comprehend the material world. Sensuality of cognition is manifested at the level of perception by the soul, heart: "Heroes of the works of Yu. Mushketyk, both historical and fictional, are inherent in sensuality, self-deepening, which are specific features of the Ukrainian mentality, namely cordocentrism..." [20, 238]. According to the key provisions of the philosophy of cordocentrism, the heart is "...the center of thought, faith, freedom and love, which collectively contribute both to self-cognition and to the comprehension of divine truth" [18, 69]. "A heart! – this is a measure of intelligence, kindness and beauty for Yu. Mushketyk", notes a researcher P. Kononenko [6, 30], and that is why by the "eyes" of the heartvaluethe world not onlyone character of his works. So, Oleg Zaichenko, the main character of the novel "Let's Come, Let's Bow..." ("Good by nature, was ready to embrace the whole world" [13, 15]) and Ivan Sulyma (novel "Hetman's treasure"), a guy with a gentle, but shrouded in sadness, soul, and "... through that sadness it (soul - N. P., N. Ya.) looks at the world" [9, 13]. Ivan perceives all injustices very subtly, because he lived "...in another world: where is the violin, books, where are minor incidents and great misfortune, the death of my mother..." [9, 19]. Dorofiy Ruzha, the character of the inset story of the novel "Yasa", also tries not only to know the world, but to understand its essence more on the sensual than on the rational level. He seeks "...to try it (life – N. P., N. Ya.) on taste, on tooth, on touch of lips" [16, vol. 1, 119], that's why, the irresistible desire of sensory cognition calls him forthe road.The importance and primacy of sensory perception was emphasized by the abbot Motronovsky of the monastery Melchizedek, the character of the novel "Haidamaky", giving certain attitudes to Zaliznyak: "Do you have to go through all the hardships of everyday life in order to know the truth on your own skin. Then the intelligencewill lead you to the truth, not the heart" [8, 247].

Other characters of the historical romanistics of Yu. Mushketyk also comprehend the world with their hearts; however, going beyond the confined space, they realize that it is impossible tounderstand fully the world by the sensitive contemplation only. It is the intelligence that allows them to realize the essence of reality, to understand the laws of its existence by means of generalization and abstraction.This is confirmed by the writer's appeal to the symbolic image of the "eye of mind", "the light of the mind" through historical prose, by means of which all spheres of human existence are assessed in the works: morality, ethics and expediency of each act of the characters.

In addition, it is worth noting that the basis of the epistemological process are two common methods of scientific cognition – observation and generalization. Cognitionon an empirical level is based on the direct assessment of objects and phenomena, the actions of people and events. So, Kiliyina (the novel "Yasa"), having fallen into a series of situations of a test character (abduction by Mark, the farm laborers on a farm of Drapak, a Turkish captivity), realized that there were more negative than positive things in the world, because "...she was stunned by its cruelty and elusiveness. She grew up in the forest and felt like a little princess among the luxury of nature, and saw herself in my dreams as a cheerful young woman ...now all those vague desires of luxurious life and love caresses were scattered into dust" [16, vol. 1, 401]. The protagonist of the novel "Let's Come, Let's Bow...", Danilo Zasyadko, having passed all the "circles of Hell", summarized that "...there was no good in the world, everyone claims his" good "with the sword, and it is destroyed by it, and you have to obey that sword above you" [13, 53]. Similar results on the cruelty and injustice of the world were made by Lavrenty Perehrest, who survived the repeated betrayal of his comrade Mark, and Matviy Zhuravka, and Ivan Sulyma. Koshotaman Ivan Sirko (the novel "Yasa") after a detailed analysis of the activities and actions of the current hetmans (Samoilovich and Doroshenko) and the previous hetmans (Vyhovsky, Bryukhovetsky, Khmelnichenko), with each of which he has passed "…part of the way difficult way and then, bitterly disillusioned, he fought against them and thus against former himself" [11, vol. 1, 48], argues that in the world "...dullness ruled, and it could not be otherwise. Dullness is everywhere. Sirko thought so: the time has come for the dull hetmans" [11, vol. 1, 76], that is, indifference, passivity, inaction in the fate of the people and native land. So, the characters of the works on the basis of single situations makeconclusions, which are new knowledge about the unknown. They are formed mainly through internal reflection, contemplation, the expression of which is a monologue form of communication.

The most common universal way of cognition ofreality, including the essence of man, is a dialogue. Cognition of a person is always based on dialogues, because "...a subject (personality) cannot be perceived and studied as a thing, because, as a subject, it cannot be silent, therefore, its cognition can only be dialogical" [1, 106]. This is confirmed by Dorofiy Ruzha ("Yasa"), who learned the world through the contemplation of reality and communication with others. The young man cannot comprehend the world in all its diversity; he lacks the experience of life outside the walls of his cell.

Dialogue is an important means of characterizing the characters: "I saw that Ulyana was considering me, supposedly strange creatures, and completely discouraged, because I understood that she would never likesuch a guy. But he could not be to others, could not lie" ("The Hetman's Treasure" novel)) [9, 27]. The manner of speech of a young man who lives in his little world emphasizes his shyness, pilgrimage and even his inability to live. Ivan Sulima consciously avoids communication with other characters, and loneliness turns into his lifestyle.

Cruelty, heartlessness of Peter I can be traced in a dialogue with Pavlo Polubotok.

" –The law is me.

– The law is God and the righteous execution of his commands on earth," said the colonel" [9, 108]. The expression "law is me" reinforces the anti-humanity of the king's political activities. The image of Peter I, as well as his every word and every deed, is associated with evil in the mind of Ivan Sulyma: "I was struck by the existence of such unwarranted evil in the world, such injustice that made the world as if chastened" [9, 125]. Direct communication with others helps the characters of historical prose to realize the essence of the personality, and through it the world.

A characteristic feature of the writer's historical prose is the implementation of the gnoseological process through a song and the introduction to the canvas of works of the image of a kobzar, whose fate is to "...reopen wounds, not treat them" [15, 282]. So, we trace the traditions of A. Metlinsky, L. Borovikovsky, E. Grebinky, T. Shevchenko, P. Kulish. Songs that are performed by commoners from the people, summarizing not only the life, but also the historical experience of the people, reflect the fateful events of the history of their native land, glorifying real heroes and condemning betrayal, apostasy and treachery. Traveling around the world, kobzars are the original carriers of important information ("Seeing Zheleznyak, Petrik told his grandfather (Kobzar Sumny – N. P., N. Ya.), and they sat by the road. <...> An old man did not talk long: there is not many troops in the town, they stand in the castle. Confederates almost all left Cherkasy" [8, 306]). They are also the spiritual mentors of the people. So, the kobzar, talking to Yu. Khmelnichchenko, the character of the novel "Night Without Dawn", said that the world "...is wide, but it is difficult to live in it. Moreover forour people. Half a centurythe Poles drank blood from us, and Muscovites'll drink too" [11, vol. 1, 112]. In addition, kobzars are the spokesmen of the freedom-loving aspirations of the people, the truth, which "cuts" the ears and eyes of the hetmans: "On this side of the hetmanshchyna / hetman cuts down the will/ the people goes all to the serfdom, / goes and cries", – ordered: "Take the robbers...", and whistled "...a whip in the air, a broken string pitched plaintively, covering a silent kobzars' cry" [15, 314]. By their personal life, creativity, which recreated the history of the people, thoughts full of dreams about happiness and truth in their native land, kobzars guided the true way the cossacks, and hetmans, and the rebels.

## 2. The philosophy of the "verity" in the epistemological process

Mastering the world proportionally depends on the characters' life experience; young people are full of enthusiasm and an irresistible desire to master new knowledge. So, otaman Ivan Sirko, having passed a series of life conflicts, perceives the environment in a different way: "...there is nothing in this world at all but hunger, cold and death. They rule, and we are in their law" [16, vol. 1, 154]. Without illusions, they look at the world and other historical charactersof the works of Yu. Mushketyk Semen Paliy, Pavlo Polubotok, Ivan Vyhovsky, the Razumovsky brothers and others.

The ideological and philosophical basis of the novel "Night Without Dawn", in comparison with other works by the author, is perceived as multilevel, contains multi-temporal layers. The main character, Yuri Khmelnichenko, is an educated man, prone to intellectual activity, interested in knowledge: "...he sat by the open window in the room and read Homer, Cicero, Julius Caesar, he knew Greek and Latin, and Old Slavonic languages..., and also re-read the works of his Kiev-Mogilyan teacher: "Swan", "Alkoran", "Key of Awareness", in which Galyatovsky defended the need to protect his rights with the sword" [11, vol. 1, 86–87]. The views of the Ukrainian philosophers of the seventeenth and eighteenth centuries mentioned in the text make it possible to provide convincing evidence ofthe relevance of the idea of humanism. In the work, the writer uses comparisons to compare the depth of life experience of Bohdan Khmelnitsky and the immensity of the thoughts of his father by Yuri Khmelnitsky, "He still could not understand a lot of things, could not understand Poland, Europe, Muscovy, all euthanized forces, all lower and upstream currents. Oh, father, father, how I can reach your thought, your will! Butalso you have not achieved everything. And I felt my own smallness, my own insecurity, my own confusion" [11, vol. 1, 122]. The process of cognitionof the protagonist began with the delivery amace to him. Yuri was "pulled out" of his world and "pushed" into the hell of the Ruins period, where falsehood reigned, fratricide, profit, thirst to seize the mace at all costs, and everything is ruled by "...fire and steel" [11, vol. 2, 83]. That is why the world for him is "...cruel, bustling and insatiable. And it's difficult to live in it" [11, vol. 1, 112].

Unlike Ivan Sulima, Dorofiy Ruzha and Yurasya Khmelnichenko, Semen Bilokobylka, the character of the novel "The Chase", is a person with a certain attitude to life: he experienced "...so much evil, so much injustice, that ...the heart does not hold it. And he saw so much blood..." [12, 193]. The specificity of the artistic and philosophical views of Yu. Mushketyk in "Chase" differs markedly from those discussed above. First of all, this is due to the choice of the image object. In "Chase", Yu. Mushketyk recreates the fates of ordinary people - cossacks and peasants, who are concerned about everyday agricultural affairs. The ideological principles of such types are traditional ritualism and cyclicality, and as a result folk logistics and mythology. Having comprehended the essence of being through life's adversities (the death of a sister, Turkish captivity), Semen survived and did not leave the path of searching for verity: "...began to search for truth, but not that every day, about which people say that they love her, but in fact they are afraid of her, and the truth of the other, big verity. Sometimes it seems to me that it does not exist, sometimes something seems to be as adream in front of me, sometimes I get scared..." [12, 185]. It should be noted that the problem of verity is "...one of the central problems of philosophy and scientific cognition" [3, 133], and the ultimate goal of knowledge is the achievement of verity, which is something like that, "...that is vital for man as a thinking being, without which its fate cannot be realized and it cannot become itself" [17, 92]. In the case of Bilokobylka, the search for veritydoes not turn into an end in itself, it happens as if by the way.

During the execution of difficult tasks that repeatedly fall on his shoulders, the protagonist approaches several times through relative truths - to the comprehension of absolute verity. "Any verity, on the one hand, is absolute, since it is an objective reflection of some aspects of reality, but on the other hand, it is relative, because both the subject and its cognition develop, therefore, all knowledge changes and is refined over time" [3]. After meeting Malva, Semen reflected, "...that there is no such great verityin the world, or, at least, there is no need to look for it, that it is here in a regular room: freshly baked bread, a clean shirt, and above all – love" [12, 254]. However, after the loss of his beloved, the Bilokobylka discovers one more immutable verity of life – service to the Motherland. In addition, a popular rebellionagainst Poland led by Semen Paliy and Samus in 1700 (the story "Semen Paliy") and the uprising in 1768, which the author recreated in the pages of the novel "Haidamaky", was dedicated not to the search, but to the statement of verity, justice and truth. Heroes strive to achieve their goals at any cost, even sacrificing their own lives, so before the execution, Ivan Gonta's philosophical reflections are directed to the future of his native land: "If there isnome tomorrow butthe sun will rise as well as it set. People will walk, birds will sing, just enjoy the day..." [8]. Therefore, in the historical prose of Yu. Mushketyk, the result of the gnoseological search is reduced to two key mental verities of human existence: the family and the homeland, which allows to consider them absolute verities.

A peculiar verity in the novel "Let's Come, Let's Bow..." is the chronicle of Kolijivshchina in which words of truth about a popular rebellionare carved. This chronicle "...turned something in him (in Oleg – N. P., N. Ya.), carried his soul to another world, returned thoughts to the hitherto unknown" [13, 81]. The young men seized the desire to tell the Ukrainians and the whole world about the chronicle itself, about "...that Zaliznyak's rebellion was not so anti-feudal, against the masters, but as against the Polish gentry, for Ukraine.About this nowhere itis impossible evento whisper, and not what is indicated in the dissertation. They will crush, destroy" [13, 23]. At different times, the historical truth was hushed up; the gnoseological process was directed to certain frames and canons. Vasily Cherny rethinks "They burned our history ...We are naked ...We multiply the werewolves". And what archives! ...Library …Gospels, all kinds of ancient books..." [13, 34]. Oleg understood that the information he owned was at once sensational and dangerous, and therefore could not "...protect them (haydamaks – N. P., N. Ya.) even after their death. <...> No one will give him that ... But heis afraid himself... So who is he? And all together? "Lords of their destiny" as they say in the newspapers? ...Fearfully! Fearfully!! Fearfully!!! A chunk ...will crush..." [13, 34]. And with each exclamation mark, fear is getting stronger, and the human soul is getting smaller. Oleg Zaichenko feels the entire tragedy of the history of his people and thedead end of hisposition, which is why, as the scientist Y. Bondarenko notes, in the view of many people who find themselves in a similar situation, "...an associative connection arises between death and his nationality.

This psychological parallel is greatly enhanced by the fear of creating absurdity. A person seeks to avoid death by exchanging a physical death for a spiritual-national death" [2, 68]. It should be noted that the specifics of the epistemological process of the characters of the novel "Brother Against Brother" were influenced by the peculiarities of the historical era reproduced by the author. The period of the history of the XVII – the first half of the XVIII century in Ukrainian culture is called baroque – "...spiritual days that combined into one whole different, even often opposite, manifestations of Ukrainian life and Ukrainian consciousness, integrated all the diversity of culture, reflected the tragedy and controversy of Ukrainian life during major dramatic events, civil conflicts and fratricidal war" [19, 441]. There are influences of the Baroque era in the novel. "The complex symbolism of the Christian thinking of the Ukrainian Baroque was a kind of reflection of the realities of Ukrainian life in the second half of the 17th century, a reflection of the turbulent and tragic events in Ukrainian history, the terrible times of contention and enmity during the Ruins" [19, 441]. In the second half of the XVII centurythe struggle for power has intensified, the destructive processes have deepened, it was a split in the Ukrainian political elite, and fraternal blood has flowed. In this terrible whirlwind, the Renaissance "...the idealization of man ...was gradually replaced by the notion that human nature is not so perfect, the opposing principles are focused in it – good and evil, in its actions and actions it is guided not only by the mind, but also by passions, emotions, etc." [19, 441]. In this work, the opposition between good and evil, at the extreme poles of which is Vyhovsky and Pushkar, Matviy and Suprun, Matviy and Sydir, is acute. Optimistically sounds, during the novel, the idea of unity, leading to the culture of Ukrainian Baroque, for any coexistence – interpersonal or national – it is embodied on the basis of consent and reconciliation.

The motive of war, when a brother goes against his brother, laid in the plot basis of the novelreflects the particular world perception of the characters in question. "In the works of outstanding thinkers of the Ukrainian Baroque – Lazar Baranovich, Ivan Maksimovich, Ioaniky Galyatovsky, Anthony Radivilovsky and others - the image of the world was recreated – diverse, dynamic, destructive, and tense. The Renaissance idealization of man was changing with the awareness of the instability, ambiguity and tragedy of human existence" [19, 441]. It is this way, full of tragedy, hopelessness and cruelty, that the world appears before the eyes of Matviy Zhuravki: "God, God, on which the world rests, on which human lives, – they are like a spider net with a spider on a willow branch that hangs overhead, the wind will shake and tear it down and throw it into the foamy whirlpool" [10, 163]. However, the hero understands that even undersuch conditions one should remain humane, responsible and sincere: "I am angry with him, but I must save him. The injustices of the world have made him angry ...Can I leave? ...I am the second to him after God" [10, 168]. So, the image by the prose writer of complex historical periods, the world and man, occurs on the basis of a well-weighted philosophical foundation in an organic relationship with certain historical circumstances.

### 3. Chronotope and gnoseology as artistic dimensions

According to researcher L. Ozadovskaya, a person never startsa dialogue with the world alone, "...does not remain "face to face" with it. He always remains armed with previously acquired knowledge, logical and theoretical means of knowledge created for him" [17, 86]. However, almost all the characters in the historical prose of Yu. Mushketyk, immersed in the world, realize that their knowledge is at odds with the truth of life, with what is happening around.In their own ontological and philosophical search, Dorofiy and Ivan approach the wandering style of being of the Ukrainian philosopher G. Skovoroda. Ivan Sulima from the work "Hetman's Treasure", which got into various life situations, perceives life quite differently: "Human life, in my opinion, is the cheapest thing in the world, sometimes there is nothing cheaper than it, it can be taken away for severalcoins ... But in some cases its value is unchangeable ... I want, even if I don't find something significant, to live in harmony with my own conscience and with God" [9, 131]. So, under the influence of circumstances, Dorofiy Ruzha's views are dispersed on man and the world: "I thought that man is God's creation and sanctified by God, that indeed no hair would fall from his head, but here at any moment they could take his head off ...I knew, I saw that the world is unjust, it was so, that is, and it will never be fair - it is not known" [16, vol. 2, 10]. That is, life philosophy is not subject to the laws of books, and it is especially difficult to perceive the cruelty of the world around people with well-established religious views.

Life situations have different effects on the perception of the characters of the world. Thus, under the influence of a beautiful feeling - love - when the heart stops and the soul trembles, the feeling acquires a completely different color. So, love to a certain extent limits the possibilities of knowing the truth of the world.

A completely different, contrasting color becomes an assessment of reality in moments of despair, loss, betrayal and disappointment: Laurenty "...did not see where the horse was going, he himself chose the road. The world has darkened for him, he rode was forward, and his heart rushed back" [16, vol. 1, 189]. It is difficult to believe for the zaporozhian cossack the betrayal of his best friend, blood-mother Mark: "When Lavrenty in the morning saw Mark's escape, it seemed to him that the white light turned black" [16, vol. 1, 310]. Ivan Sulyma took painfully the news of the forced engagement of his beloved Ulyasi with another man: "I almost understood what I was doing ... I didn't know where to put myself, the world turned black in my eyes, despair crucified my chest, there was fire extinguished it with a steppe wind, snapping it with my open mouth" [9, 115].

As a result of knowledge, the perception of Matviy Zhuravka ("Brother Against Brother") is changing; his brother at the time of hatred and envy became an arsonist: "...faced a burned-out meadow, and there was the same emptiness in his soul. He seemed to have lost something and something had changed in him, as if everything was the same as before and not so. The world went out, the light in it diminished and there was more darkness" [10, 69].

The change of theattitude towards the world is caused by turning points in the life of the characters. It can be argued that the world shock them, experience them morally, even tempers them. On this occasion, N. Zhulynsjkyj notes that Yuri Mushketyk "...loves to check his heroes, setting peculiar traps, conflicting" snares "into which he" drives "imperceptibly, and then peers at how they themselves in these skillfully placed" snares "behavior" [4, 6]. Therefore, knowledge is not only the comprehension of the essence of the world; it is, first of all, the danger that awaits at every step. That is, the epistemological process directly occurs through life tests. A characteristic feature of the artist's prose is that perception is carried out in close relationship with spatial continuum, which means consistency of temporal (duration, sequence of events) and spatial (location) relationships [24, 50]. Most of the works of Yu. Mushketyk on the historical theme are connected by an organic combination and mutual transition of a closed space into an open one, which expands the possibilities of mastering knowledge about the world, the laws of its development and the specifics of the person himself. So, in a closed space, the characters self-knowledge, understanding of their personal capabilities and desires.

In the novel "The Last Hetman", which is built on the binary opposition "here" / "there", which is implemented in the territorial points of St. Petersburg and Ukraine, Ukraine serves as a closed space in the image of the village of Lemeshi. For the first hand the native land is limited to the area from which the characters want to escape to see the world. So, Alexei, still a young man, without regret in his heart, leaveshis parental home forPetersburg, "A long road, amazing lands, and amazing cities (so far he hasn't been further than Kozelets)..." [12, 12]. But afterwards the royal court, which is predominantly the scene of the unfolding of the main events, turns into an enclosed space: "We are all here ... as in a cell" [12, 25], to escape from which is almost impossible. So, a spatial shift occurs: open space (Petersburg) acquires signs of limited (cell), and the previously closed space (Ukraine) becomes a symbol of freedom.

The novel "Haidamaky" is characterized by an appeal to contrast: a monastery with a measured pace of life and the Haidamak Sich. So, Maxim, who worked in the Onufrievsky monastery, felt that he was attracted by the forest: "Probably, it was strength of will, looseness: they spoke about freedom there day and night ...", and when he returned to the monastery, then "...the monastic silence was already drilled into the ears. It seemed to him that behind this shaft, behind these walls he becomes a completely different person, here only work and submission are required of him" [8, 234]. The similarity of the contrasting image of open and closed territory is observed in the novel "The Hetman's Treasure" and in the inlined story of the work "Yasa". Ivan Sulyma and Dorofiy Ruzha ("...I'm tired of daily worshiping the same people, walking along the same path..." [16, vol. 1, 338]), receiving education in religious schools, they understand that with the help of acquired knowledge they cannot comprehend the whole depth of the world, they don't know the realities of real life: "I don't know the world, but I want to know. Its very essence, intimacy, core" [16].

Lavrenty Perehrest, like the most of the young Cossacks, seeks to leave the Zaporizhian Sich for the purpose of knowing life beyond the Sich laws: "Sich was the whole world, and now it seemed that he was leaving this world to another, and that was embarrassing, even scary" [16, vol. 1, 141].

The author himself specifies the limitations of the scene in the novel "The Chase", putting into the mouth of the Semen Bilokobylka the expression: "...Cossacks will break out of the circle of fire..." [12, 148]. The characteristic of space with the help of a geometric figure of a circle adjusts to the intertextual connection with the novel "Double Circle" by Y. Yanovsky's short story and the "Circle of Fire"- story by I. Bagryany, whose characters were also surrounded. In the novel under consideration, the circle symbolizes a closed space, beyond which life rages. Consequently, the level of isolation of space in the historical prose of Yu. Mushketyk varies within the country, school, home, prison. It is noticeable that the limited space determines the slowed temporality, the monotony of events, the stability of views, the impossibility of expanding knowledge about the surrounding life, but it contributes to self-deepening and self-knowledge of the characters. In this regard, one of the most important means of knowledge inherent in all historical works of the writer, is the road. The concept of the road, contributing to the unification of various spatial coordinates, the functioning of a large number of figures and the creation of a single spatial continuum, based on the meeting, loss, and search, binary opposition here / there helps the heroes to find their "Me", their way of life and toplunge into their own inner world.

## Conclusions.

The specificity of the epistemological process lies in the fact that the primary knowledge of the characters of the historical works by Yu. Mushketyk is based primarily on sensory perception (cordocentrism), but the rationality of the processes of generalization and abstraction of knowledge is enhanced by the introduction of "the eyes of the mind "and" the light of mind". The features of the gnoseological process are influenced by the features of the Ukrainian mentality, lack of life experience, limited or open spatial range and the like. Thus, the contrasting combination of a closed scene with its regularity and monotony, which is revealed through images of the village, prison, monastery, college, Zaporizhskaya Sich, and open space, the wide world with its storm, is a specific feature of the writer's works on a historical theme.

The result of the epistemological search for heroes is basically reduced to two key mental veritiesof a person's life: the family and the Motherland, which makes it possible to consider them absolute. In the novel "Let's Come, Let's Bow..." one can see the deepening of the semantics of the absolute verityof the Motherland: while in the works "Semen Paliy", "Haydamaky" and "Yasa" there is a historically authentic fact about the defense of the native land against foreign invaders, in this text we see protection the history of Ukraine by preserving the chronicles about the events of Kolijivshchina.

A universal way of knowing reality in the author's novels and stories is adialogue, as well as the song and image of the kobzar, although the characters' own conclusions about the world are formed through internal reflection and contemplation, the expression of which is the monologue form of communication. Peculiar obstacles to the cognitionof verity are the power of the totalitarian regime ("Let's Come, Let's Bow..."), the detailed features of theocentrism ("Hetman's Treasure", an inside story about Dorofiy Ruzha (the novel "Yasa")).

The main subject of the writer's researchis a person, the study of which involves the dominance of artistic anthropocentrism and Ukrainocentrism in the historical prose of the novelist.

Yu. Mushketyk, creating a historical panorama in the texts, carries out artistic and philosophical understanding of the past, fills the works with complex philosophical problems, depicting the existence of a person and itsworld perception through a figurative reflection of being. Philosophical anthropology predetermines the study of the epistemological dimensions of the author's historical prose: "...if there is a being, then it is knowable, if the world is knowable, then the essence and forms of being are knowable" [21]. An integral part of the life of the characters is the epistemological process through which the writer comprehends the specificity of the reproducible historical atmosphere, using the example of the existence of real figures and characters created by his imagination, the phenomena of the distant past in close relationship with the movement of life.

Accordingly, the writer's worksexpand the semantic horizons of events, and history acts as a kind of catalyst that helps to understand various anthropological problems, therefore, the prospect of further research will be an analysis of the key principles of human existence in interrelated ontological and epistemological planes on the material of novels and stories by Yu. Mushketyk.

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## PHRASEOLOGY IN WORKS OF ART: LINGUO-DIDACTIC APPROACH

*Abstract. The phraseology in works of art is currently regarded as a cognitive-discursive set of expressive linguistic means that accumulate the author's world perception as a representative of the ethnos and a certain society. Understanding phraseology by pupils in a secondary school is important because phraseological units are indispensable for expressing thoughts, mood and feelings. The purpose of the article is to describe the methods of representing the phrasemicons of works of art in the dictionary-reference book, which is created on the material of the texts studied at the general educational school. The article actualizes the question of lingvo-didactic potential of the phraseology in works of art and predicts the methods of studying the phrasemicons of works of art at school. The author proves that phraseologisms in literary texts are one of the inexhaustible sources for expressive, emotional, and deep logic presentation. This is a figurative factor in the author's narrative. The set of phraseologisms used in the work of art by one author is a developing informational environment that needs to be deciphered, especially when considering the works that are studied at school, highlighting scientific linguistic, encyclopedic, cognitive, and didactic information in it. The methods and techniques used for the disclosure and assimilation of information contained in the phraseology of work of art are systematized in "The dictionary-reference book of phraseology in works of art (based on the material of literary texts taught at the 5-6$^{th}$ forms)". Using this dictionary, pupils will understand the concept of phraseologisms, their peculiarities, they will be able to explore the semantic palette of the writer's phrasemicons, their functions, they will be able to identify the usual and occasional phraseologisms used by the word master, to find out ways of forming occasional phraseologisms, to imagine the phraseological portrait of the literary work characters. The expressive quality of phraseologisms, condensation of thought, aphorism, imagery, expression cause their usage in the title function. The title as an indicator of the content of a particular material sharpens the response of the reader to the content; summarizes the content itself; concentrates on the main idea of the author; induces to read the printed one; increases the efficiency of reading comprehension; explicates (explains the meaning of symbols, signs, etc.) cultural constants, background knowledge of the addressee, which induces the teacher to explain in detail the concept of the title phraseology in the context of literary work.*

### Introduction.

The work of art phenomenon is considered by scientists in various aspects - cognitive, philosophical, literary, linguistic, didactic, and others. If we analyze the literary-fictional verbal work from the point of view of literary means used in it, then, according to I. I. Kovalik, it is "a system of verbal artistic images – ... not only a figurative reproduction of reality and aesthetic assimilation of the world, [as well as] laid possibilities of the corresponding influence on the feelings, consciousness and will of the reader" [7].

Comparison in literary text with a complicated set of life and ideological and aesthetic ideas of the reader testifies that "the work of art is related not to one, but many codes that decode it". [9; 13]. Significant potential of literary work is concentrated in the system of literary means of reproduction of reality as integrity and its components, in particular metaphors, metonymics, epithets, phraseology. The latter is understood as a set of phraseologisms, that is, the specific means to express the thoughts of a separate author [20]. A multidimensional study of fixed word combinations proves that phraseologism – is a linguosemiotic phenomenon, a cognitive-discursive category of linguistic means, the constructive center of which is the unit (or units) of cultural-national semantics, correlative to somatic, spatial, temporal, objective, biomorphic, spiritual, anthropic, cosmogonic, actionable, and other codes. This allows the scientist to qualify the phraseological unit as a discourse in the discourse, narrower - the text in the text [20; 10; 11; 14; 15; 24]. Consequently, the phraseology of the work of art can be regarded as a cognitive-discursive set of expressive linguistic means that accumulate the author's world perception being a representative of the ethnos and a certain society, carry out an additional reinforcing function in a work of art, diversify communication, can bring a positive or negative emotional boost.

The text approach to the study of phraseologisms has long traditions. The following scholars studied the fictional prose of some authors at the phraseological level: L. G. Skrypnyk (described the phraseology of the Ukrainian Soviet fictional and historical prose [17]), L. I. Dobrzhanska (actualized the question of phraseology in the language of Taras Shevchenko's works [5]), L.G. Avksentyev (generalized the question about phraseologisms functions in the language of prose works by Mikhaylo Stelmakh [1]), V.D. Uzhchenko (represented the phraseology of Ostap Vyshnya's works [19]), S.A. Ganzha (presented description of phraseological units in the epistolary texts of Ukrainian writers [2]), L.B. Davydenko (found syntactic functions and structural-semantic modifications of phraseological units [4]), T.V. Zdykhovska (described the phraseology of Ukrainian prose of the first half of the XXth century on the material of works by V. Samchuk and B. Lepky [6]), Yu. I. Kokhan (discovered the place of the phrasemicon in the system of idiostyle of the writer (based on the material of fictional prose by Oles Gonchar and Pavel Zagrebelny) [8], V.A. Papysh (found the semantic and functional nature of phraseologisms in the fictional prose of Transcarpathian writers (40 – 90 years of the XXth century.) [12]), A.G. Suprun (discovered the semantic-stylistic features of phraseological units (based on the material of poetry works by M. Rylsky) [18], L.F. Shcherbachuk (defined the place of the general-linguistic and individual-author's phraseology in literary texts on the material of works of art by O. Honchar [21]) and others. However, the word master's phrasemicon of literary text will always be at the researchers' center of attention, since such scientific research allows us to study fixed word combinations in the functional aspect, dynamics.

## 1. The aim of the article and research task.

The aim of the article is to describe the methods for representation the prasemicons of works of art in the dictionary, which is created on the material of the texts studied at the general educational school. The task of the article is to actualize the question of the linguo-didactic potential of the phraseology in work of art and to predict the methods of studying the phrasemicon in works of art at school, in particular, on the material of the dictionary-reference book of fixed word combinations, which are contained in literary texts taught by pupils at the 5th and 6th forms.

The research methods**:** *descriptive*, which allowed to distinguish analysed units and to carry out their classification and interpretation; to find out the structure and the content of the dictionary article in the reference book of phraseologisms from works of art taught at school by pupils of the 5th and 6th forms; a *comparative* method on the basis of which the distinction between transformed phraseological units and variants of codified fixed word combinations was made; a *structural* method, directed on the studying of connections and relations between traditional and new expressions.

## 2. Presentation of the main material.

The phraseology of one or several works by the same author is considered as a developing informational environment, which contains important information for the reader, reflecting its connections with linguistic and extra-linguistic reality, culture, history, language and ethnic traditions of the Ukrainian people. First of all, the phraseologisms of the literary text contain scientific and linguistic information, where we interpret information about the phraseologism meaning and its peculiarities, stylistic marking of the fixed word combinations, its introduction into the phrase-semantic field; illustration of grammatical characteristics of the phraseological unit; presentation of a grammatical comment, etc. [16]. Phrasemicon also represents encyclopedic and cognitive information, which reflects the connections of literary text with extra-linguistic reality, culture, history, linguistic and ethnic traditions of the Ukrainian people. And, finally, the phraseology of the literary work accumulates in itself the didactic information that actualizes the ways of the behavior of the individual in society, reflects the world people's view and the individual phenomena assessment of a certain period by society, directs the linguistic community to respect certain values, and so on.

If we consider the works of art that schoolchildren study at the lessons of Ukrainian literature, then the question arises: How do students possess the phraseology represented in these texts? And how to optimize the teacher's work when studying these verbal components of work of art? In our opinion, one of the ways of qualitative changes in the method of teacher's work is to create dictionaries for phraseologisms of the works that are studied at school. Such dictionaries may be placed in appendixes to the textbook or published in a separate book. So, we have prepared for publication "The Dictionary-reference book of phraseology of works of art (based on the material of texts taught at the 5-6th forms)"[3].

This reference book reproduces the phraseologisms used in passages of works of art, which schoolchildren study at the 5th and 6th forms, as well as for making the complete picture, we have presented the whole system of phraseologisms from the works by Vsevolod Nestayko "Toreadors From Vasyukivka" and Stepan Vasylchenko "In Weeds". Dictionary articles contain information about the meaning of phraseologisms (Admission to Cossacks. *Legend. Да ще перед одходом **ударить** на могилі **гопака**: «Ой тут мені гуляти на просторі!»*. **Вибивати тропака (гопака)** 'to dance hard' [ФС I]), if necessary, a material is provided about the etymology of the fixed word combinations (Oh. *Tale. – Та **цур тобі**, я тебе і не думав кликать! – каже чоловік*. **Цур тобі, пек тобі** 'used to express dissatisfaction with someone, something, disapproving of something with a wish to get rid of someone, something, not having to deal with it' [ФС II]. Phraseologism *цур тобі, пек тобі* scientists associate with the name of Tsur (Chur), which belonged to the pagan gods and was a guard of the home fire, and Peck, which was also considered a god. Word Peck is related to *heat*. In modern language - it's only an exclamation, which, however, has deep historical etymological roots [ЕСУМ]):

– the synonyms are found (Oh. *Tale. Нічого не робить – і **за холодну воду не візьметься**, а все тільки на печі сидить та просцем пересипається*. **Не братися ні за холодну воду** 'do nothing; do not do anything' [ФС I]. ***І за холодну воду не братися, бити гандри, ловити ґав, клеїти дурня, м'яти ханьки, ганяти собак, годувати баглаї, справляти посиденьки, справляти сім неділь на тиждень*** [Kolomiets, Regushevsky]);

– antonyms (Oh. *Tale. От Ох спалив його і втретє та знову сприснув вуглину живущою водою – із того ледачого парубка та став такий моторний та гарний козак, що **ні здумать, ні згадать, хіба в казці сказать***. **Ні в казці сказати, ні пером описати** 'extremely beautiful, handsome; gorgeous' [ФС II]. ***Ні в казці сказати, ні пером описати // гидко глянути***; ***Дивитися б не захотів // очей не відведеш*** [СФАУМ]);

– incomprehensible words are explained (I. Franko Dyed Fox. *Tale. Всім міністрам і слугам царським відразу **мов полуда з очей спала***. **Мов полуда з очей спала** 'Someone starts to understand correctly, to understand something unclear before' [ФС II]. **Полуда** 'whitish spot on the eye cornea, which causes blindness; eyesore' [СУМ; СУМГ]). We tried to find information aimed at the development of personality, activating the scientific and research potential of schoolchildren. The whole complex of explanations is intended to educate the students about interest, curiosity, profoundness, motivation. The Dictionary contains the key concepts of the "Słownika gwary orawskiej" by Yu. Konsya, which lies in addressing the work for a wide range of users, increasing its ethnocultural information, contexts and illustrations (photographs), grammatical interpretations, reproducing its connection with other units, especially in the sphere of material and spiritual culture [22], as well as of the works by G. Walter and E. Komorovska [23].

In general, studying short works of art, students can receive tasks to expand the information provided in the dictionary, or they will make dictionaries of phraseologisms themselves, in which, besides the meaning of the phraseological unit, it is necessary to submit various encyclopedic information. Thus, while studying the work by M. Adamenko, *"My Proto-Slavic soul is growing younger"* in the 6th form, first of all, we explain the fixed word combinations of *Proto-Slavic soul* ('Slavs, modern inhabitants who connect their origin with the most ancient group of people, which is common to all the Slavs – Proto-Slavs' [СУМ]). It should be emphasized that the prefix *пра-* is used here with the meaning of 'ancient, old' (as in the words *прадід* 'the father of the grandfather', *праліс* 'old forest'), in the word *праслов'янська* the prefix is added to the basis of the word *слов'янська*, which is in its turn connected with the word *слов'яни* ('a large group of people related in language and culture, living in Eastern and Central Europe and forming three branches: East Slavic (Ukrainians, Belorussians, Russians), West Slavic (Poles, Czechs, Slovaks, Luszcans), South Slavic (Serbs, Bulgarians, Croats, Slovenians, Macedonians) [ВТССУМ]).

Scientists associate the origin of the name *слов'яни* with the word *слово* which is related to the lexeme *слухати* '*to listen*'. This induced scholars to conclude: Slavs tend to listen to each other, are sensitive to other people's suffering, grief, misery. [ЕСУМ].

In the verse *Моя праслов'янська душа молодіє, / Коли **припливає Зелена неділя*** it is given the fixed word combination *припливає Зелена неділя* 'slowly approaching, bringing joy to individual traditions, beliefs'. Therefore, in the section *INTERESTING TO KNOW*, we provide a reference about Green holidays. Paying attention to the verse: *В **Зелену неділю** і з моря, і з суші / Казки прилітають, **наповнюють душу***, we explain phraseologism *наповнювати душу* ('to enrich, to uphold the cultural heritage of one's ancestors'). For better explanation, we present information about the miraculous power during the celebration of the Trinity branches of oak, poplar, maple and various herbs.

With the help of the phraseologism *простягати руки* 'to remind of the past, to demonstrate the preservation of very ancient traditions' (*Крізь тисячолітні глибини розлуки / Мій пращур міцні **простяга** мені **руки***) the author emphasizes that many modern traditions of celebration of the Trinity has a very ancient roots (we show with examples). Larger works require a previously prepared skilled special linguistic commentary, because of the lack of time, the teacher may not always be able to pause on the explanation of each phraseologism. In the literary text by Vasylchenko "In Weeds", submitted for processing in the textbook for the 5th form, 38 phraseological units are used, whose semantic palette helps to realize how powerless the position of peasants at the beginning and in the middle of the XIX century was, how difficult their work was: ***Світ** їм було **зав'язано, говорити** – **заказано**, ходили німі…* (**Зав'язати голову (світ)** 'to ruin life, to make it grey, miserable (often about marriage with unloved)' [ФС ІІ]. The phraseologism is used to depict the rightlessness of a person and when a girl was forced without her will to marry an unloved boy, such as: *Хотять мені світ зав'язати, хотять мене силою віддати за Стецька, за того дурного...* (G. Kvitka-Osnovyanenko, "Wedding on Goncharivka"));

*Україна – це царське та панське безмежне свавілля… Праця **до сьомого поту**…* (**До сьомого поту** 'to the maximum, extreme fatigue' [ФС II]).

*Коли це, де не візьмись, щось таке, як цар у короні, та як не **схопиться** з тим мужиком **за барки**: той за груди, а той за шию…*(**Вхопити за барки** 'threatening a fight, forcing someone to do something, fulfill their will' [ФС I]; *Барки* 'shoulders' (*брати за барки* 'grab your shoulders during the fight), art. барки 'upper back (17 р.); borrowing from the Polish language; art. bark 'part of the arm from shoulder to elbow; upper part of the spine' [ЕСУМ]). Phraseologism has synonyms: *вхопити* (*взяти*) *за петельки*, where the lexeme *петельки* means the upper part of the clothes placed on the chest. For the description of heavy fate of Taras the orphan, the following phraseologisms are used in the text: ***зіп'ястися на ноги*** 'grow up, become strong, independent' [ФС II]; ***як одірваний од гілля листочок*** 'lonely, absolutely alone'; ***босий і простоволосий*** 'poor, miserable' [ФС; ФСССГД]; ***отруїти серце*** 'cause some serious, painful emotions in someone' [ФС II]; ***собаче життя*** 'unhappy, miserable, joyless life'. The smartness of the main character of the work is successfully presented with the help of such fixed word combinations as: ***вітром полетіти*** 'disappear somewhere very quickly'; ***випорснути з рук*** 'get free, get out of someone's hands quickly'; ***як линок у воду*** 'escape fast, disappear quickly', etc. Taras loved the Ukrainian folk song from his childhood, this feeling has always prevailed over the others. Therefore, it is said in the text: *Ще **до ладу** говорити не навчившись, Тарас уже підспівував старшим, а було йому років вісім-дев'ять – з дівчатами на колодках витягував, якої не почнуть* (**До ладу** 'as it should be; well' [ФС II]); *А часом коло воріт заведуть з Катрею, – обоє голосні – **луна** на все село **йде*** (**Аж луна йде** 'very loud, very strong, so that it can be heard everywhere' [ФС II]). Young Taras's willing nature, the readiness to fight for a happy life is evidenced by phraseologism **голова злетіла з пліч** (*Підійде до коров'яка: «Ти пан Дашкевич?» – «Я! Прости! Не буду!». **Летить голова з пліч**; До нього: «Проси! Не хочеш?» – і царева злетіла **з пліч голова**, як галка.* **Голова злетіла з пліч** 'someone died, was killed' [ФС I]). To emphasize that Taras was a curious child, listened carefully to the stories of the elders about the past, S. Vasylchenko uses phraseologism ***затесатися між старих*** 'to be together with adults in the places, where children are not usually allowed'.

The psychological state of Taras is successfully presented by such phraseological units as: ***оченята горять*** (***Очі горять*** '1. Someone's appearance expresses unhealthy condition, bad feelings; 2. Someone's appearance expresses some feelings (excitement, anger, joy, etc.)' [ФС II]); ***зайти в голову*** 'keep thinking about something'; ***мов прикипіти*** 'stay still in a certain place' [ФС II]); ***зціпити зуби*** 'restrain one's feelings, desires; straining all the forces' [ФС I]); ***мурашки бігають по спині*** 'someone becomes scary, terrible, horrible, etc.' [ФС II]); ***похолонути на душі*** 'someone becomes scary, terrible, painful from strong anxiety, sudden fright, etc' [ФС II] and others. The text of the work clearly shows the psychological peculiarities of many work characters, in particular, deacon, peasants, Catherine.

The phraseologisms that successfully characterize a particular situation, an episode are also important in the text (*Вітром майнула до гурту, де аж **куріла гульня**, – про хлопця забула зразу; **Гульня куріла** 'the party was in full swing'*). While working with the story by S. Vasylchenko "Father-in-law", in the section "ENRICH YOUR LANGUAGE" pupils can find information about lexis of family related words and their origin (mother, father, son, daughter, father-in-law, mother-in-law, daughter-in-law, son-in-law), to interpret the meaning of fixed word combination *піти по рушники*, get acquainted with the ritual of wedding. After analyzing the whole phrasemicon of the narrative, we arrive at the conclusion that S. Vasylchenko uses verbal fixed word combinations most often thus giving the narrative content completeness and expressiveness: *Не вподобається йому що-небудь – зараз на піч, укриється рядном і почне звідтіль вичитувати та всі непорядки в хазяйстві перебирати: і те в нас недобре, і те **не так, як у людей**, ведеться!* (**не так, як у людей** 'do some work very carelessly, not very diligent'); *А в Василька й справді є вже одна дівчина **на думці*** (**На думці** 'somebody thinks about someone or something' [ФС I]); *У громаду ходити – Василько залюбки ходив би, а от податки платити – то вже й **не до душі** йому...* (**Не до душі** 'dislike' [ФС I]).

In the process of pupils education, it is worth to prove that among the phraseologisms that the master of word uses in his work, it is necessary to distinguish commonly used, which are usually fixed in the common dictionaries, and the occasional, formed by the author independently, like a folk expression. They also distinguish modified phraseologisms, which have common features with commonly used ones, but differ in either the number of components, their order or some other feature. Let's take phraseologism *уші зашарілись* 'get lost, get embarrassed, get red' – author's individual, created by the example of **вуха почервоніли** close to the given meaning (S. Vasylchenko, Father-in-law).

The phraseologism ***чорт тебе й бачив***, might be formed by overlaying two fixed word combinations: ***як чорт злизав*** 'someone has disappeared or something disappeared without a trace' [ФС II] та ***тільки його й бачили*** 'to disappear quickly' (*А то навчи тебе зразу, то тоді **чорт тебе й бачив***). We consider to be useful the task based on "The dictionary-reference book of phraseology in works of art", to conclude a phraseological portrait of the character, for example, of Yava Ren or Pavlusha Zavgorodniy from V. Nestayko's work "Toreadors from Vasyukivka". As a result of this work, schoolchildren understand that V. Nestayko's language in his works is special. Skillful usage of smart phraseologisms, humorous expressions (in the first part of the story the writer uses 186 of them, in the second one – 110 ones, in the third – 148), allowed the author to reproduce the finest nuances of characters of Java and Pavlusha, to show the completeness of depicted various situations, adventures, customs and life traditions.

First of all, the phraseological expressions used by the author in his work, carry out an expressive function. The artist uses them for imaginative perception and reality reproduction, characteristics of the characters. In particular, 23 phraseologisms are associated with the character of Java, and 28 – with the character of Pavlusha.

Phraseologisms reveal the main features of the characters. Pavlusha Zavgorodniy and Yava Ren are patriots. Used phraseological units emphasize such features of their character as determination, courage, and stability: *I, зціпивши зуби, я знову беруся за діло* (Pavlusha, p. 74); *Проте я зціплював зуби і ліз, ліз, ліз…* (Yava, p. 428); *Ми лише зціплювали зуби, намагаючись не ойкати* (Pavlusha, p. 26); *Я стояв на сукові й дивився вниз, а серце моє вже давно одірвалося і, вискочивши з грудей, летіло у воду, а я все ще стояв, учепившись руками за гілляку, і не міг одірватися, а памороки мені забивало, і в животі тенькало, і… Але ні!* (Pavlusha, p. 192).

The heroes of the trilogy by V. Nestayko have strong characters, they are able to fight for victory whatever it takes: *I будемо ми з Павлушею дружити найміцнішою, найвірнішою солдатською дружбою – до останньої краплі крові* (Yava, p. 540).

The most complete image of Pavlucha is revealed through the characters' speech, who use fixed word combinations for the characteristics of the boy and he also answers using fixed word combinations: – *Старий! Нічого, не хвилюйся! Тобі в коханні везтиме! Їй-богу! Є така прикмета! – заспокоювали мене хлопці. – Ондо Гребенючка на тебе задивляється* (Boys, p. 82). – *Подавіться своїм коханням! Плював я на кохання! Триста лєт! – з ненавистю цідив крізь зуби й плентався займати свої ворожі позиції* (Pavlusha, p. 82); *Ну, думаю, не інакше як у плавні чкурнув хлопець, бісова душа. Я й сам же туди ще хлоп'ям колись тікав після того, як батько духу дав за розбиту макітру* (grandfather Varava, p. 172).

The expressive quality of phraseologisms, condensation of thought, aphorism, imagery, expression, cause their usage in the title function. The title as an indicator of the content of a particular material sharpens the response of the reader to the content; summarizes the content itself; concentrates on the main idea of the author; induces to read the printed one; increases the efficiency of reading comprehension; explicates (explains the meaning of symbols, signs, etc.) cultural constants, background knowledge of the addressee. Thus, the legend "The Unburnt Bush", which children study at the 5th form, requires a linguistic comment, and first of all, of the literary work's title. This will be helped by materials in which the meaning of the word *купина* is explained and the essence of the phraseologism *неопалима купина* is clarified. Interests, curiosity, deep study and motivation will raise awareness about the scope of the use of these phrases. In general, the dictionary article about the phraseologism *неопалима купина* in the above mentioned Dictionary contains comprehensive information about the phraseologism's meaning, symbolism and usage peculiarities [3].

## Conclusion.

Phraseologisms in literary texts are one of the inexhaustible sources for expressive, emotional, and deep logic presentation. This is a figurative factor in the author's narrative. Using phraseology, you can reveal the inner world of heroes, give a bright portrait characterization of characters, express the language of the heroes of the work and the author, recreate the landscape, historical day, and so on. The set of phraseologisms used in work of art by one author illustrates the worldview and attitude of the writer, which he passes to the reader.

This is a developing informational environment that needs to be deciphered, especially when considering the works that are studied at school. The methods and techniques used for the disclosure and assimilation of information contained in the phraseology of work of art are systematized by us in "The dictionary-reference book of phraseology in works of art (based on the material of literary texts taught at the 5-6th forms)".

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# JOSE ORTEGA Y GASSET'S CULTUROLOGICAL VIEWS IN THE CONTEXT OF THE HISTORICAL AND LITERARY LIFE OF SPAIN IN THE EARLY XX CENTURY

***Abstract.*** *The article expands on the cultural attitudes of Jose Ortega y Gasset. As a material for the analysis, the works of modern Spanish scientists in the translation of this article author are attracted. The most famous of his concepts in the Ukrainian context are the philosophical idea of ratiovitalism, cultural ideas of the dehumanization of art, the massization of man, art and society. At the same time, this author's other thoughts about culture are less well known. The purpose of this article is to expand the understanding of the culturological views of José Ortega y Gasset, in particular the disclosure of his culturological dimension of literary and artistic creation. We can states that Ortega is a supporter of the aesthetic position, according to which true art gives the answer to the question "how?" (HOW the actors play, HOW the objects are depicted, HOW the word sounds or the sentence is constructed), and not the question "what?" (WHAT happens, that is, the event side). For Ortega's concept of culture is relevant such a chain of correspondences between literary and life realities: literary genre = aesthetic theme = interpretation of a person = era marker. Ortega is a representative of instrumental, functional, adaptive approaches to understanding culture. In culture, he singles out, first of all, its socio-communicative and technological aspects. That is, for Ortega, culture has the same features that, since Spengler's time, it is customary to characterize civilization.*

**Introduction.**

José Ortega y Gasset (1883-1955) – the world famous Spanish philosopher, publicist, essayist, writer. Because a significant part of his work is devoted to the analysis of contemporary trends in culture and art, he has recently also been regarded as a cultural studies expert. The most famous of his concepts in the domestic context are the philosophical idea of ratiovitalism, cultural ideas of the dehumanization of art, the massization of man, art and society. At the same time, this author's other thoughts about culture are less well known.

Ortega's works represent the synthesis of philosophy, aesthetics, thoughts about culture in its various aspects, about art and literature. José Martin Francisco, however, notes that Ortega felt the vocation of the writer and publicist before the vocation of philosopher [18, p. 4].

The study of Ortega y Gasset is important for Ukrainian cultural studies due to a number of factors. Firstly, due to an analogy in the tasks and goals, that Spain faced at the beginning of the XX century, and modern Ukraine faces now. In particular, it is known that one of the main ideas of Ortega and the goal of its cultural and literary activities was the Europeanization of Spain, its introduction into the circle of the developed countries of the continent, which is directly related to the modern tasks of the Ukrainian state. Secondly, because of the unresolved and topicality of the circle of cultural and philosophical problems and questions that Ortega posed, for the world culture of our time.

Therefore, the purpose of this article is to expand the understanding of the culturological views of José Ortega y Gasset, in particular the disclosure of his culturological dimension of literary and artistic creation. As a material for the analysis, the works of both Ukrainian researchers and Spanish-language publications are included in the translations of the author of this article. The study of the work of José Ortega y Gasset presents a significant body of publications and has a long tradition (in Spain it originates immediately after his death). It is noteworthy that Ukrainian researchers of Ortega is more interested in him as a philosopher, Spanish scholars – as a writer, publicist, and essayist.

In our country, interest in the heritage of Ortega begins to manifest itself after 1991. However, in the Ukrainian diaspora in the 1930s, Dmitro Dontsov used Ortega's ideas to develop his concept of Ukrainian nationalism. Wolfram Bourhardt in New York translated the "Revolt of the Masses" in 1965. In independent Ukraine, his "Selected Works" were among the first publications of foreign thinkers in 1994. There are relatively few Ukrainian studies of Ortega in the context of cultural studies. However, we can state the progressive increase in their number in recent times. For example, A. Tkachenko on the material of Ortega y Gasset's journalism examines the philosophical issues of human development, the basic concepts of the Spanish thinker in the field of anthropology, culture and society [12]. The researcher concludes that the main Ortega's topic was the idea of man in the context of social and cultural life. T. Lysokolenko carries out a comparative analysis of the concepts of the game as a phenomenon of culture by Huizinga and Ortega y Gasset [1]. In 2017, a monograph by Marchuk and H. Bolado "Jose Ortega y Gasset: Life, Historical Reason and Liberal Democracy" [5] was published. The authors note the growing popularity of the creative heritage of the thinker. The main goal of the monograph is to combine, within the framework of one project, Ukrainian scientists various studies J. Ortega y Gasset's creativity, the establishment of international scientific relations and the pooling scientists' efforts who are trying to develop and popularize the thinker's ideas. Unfortunately, the publication does not pay attention to the cultural views of Ortega.

Spanish scientists, considering J. Ortega y Gasset as a part of their national intellectual heritage, find more and more new nuances in his works. Ricardo Senabre Sempere, for example, notes that everyone unanimously admires Ortega's wealth as a writer, while the philosophical range of his works is still in doubt [20, p. 11].

## 1. Historical, literary and cultural development of Spain
## in the late XIXth – early XXth centuries

According to the richness of his philosophical and scientific interests, Ortega-i-Gasset can be considered close to the Renaissance titans. However, all his interests were passed through the prism of literature. He did not have works of purely literary criticism. However, he was directly connected with literary activities through El Imparcial, a publication founded by his father, El Espectador (8 volumes from 1916 to 1939), a journal of one author, where he expressed his thoughts about most important socio-cultural issues, a magazine and publishing house of the same name Revista de Occidente, founded in 1923, which allowed him to root on Spanish soil the best achievements of European intellectual culture. Ortega was the bearer of European values in Spain at that time.

Jose Ortega y Gasset's essays "Reflections on the novel", "Reflections on Don Quixote", "Dehumanization of art", etc. were brought to life by the pressing needs of Spanish culture and art development and because of socio-political crisis of the late XIX - first half of the XX centuries. Firstly, it was the need to include the country in the European cultural development of that time, secondly, to search for answers to questions about the nature of Spain, its past, present and future, and thirdly, the urgent need to evaluate and provide development vectors to numerous literary and artistic groups in the country.

The overall economic, political, social and cultural position of Spain at the end of the 19th century is assessed as crisis. Despite a certain isolation of the state and its political and economic weakness compared with such European countries as Germany, England, or the United States, European countries influenced Spanish cultural and social life. The dominance of positivism and rationalism, the progressing industrialization of the most developed European countries caused a backlash: the search for spiritual refuge in the contemplation of nature, romanticism, spiritualism, and further movement towards realism. Among the European trends and thinkers who most influenced the worldview of the Spaniards, can be mentioned the irrationalism of A. Schopenhauer, S. Kierkegaard with his religiously centered teaching, F. Nietzsche, who inspired the most avant-garde cultural figures and Z. Freud, with his postulation of unconscious leading role in human life. A generation of Spanish art people of the late 19th century looked for resources in the field of symbolic to convey impressions and feelings that they could not directly expressed in natural language.

Moreover, the crisis of Spain at the end of the 19th century intensified after the Spanish-American war of 1898, which had lasted only four months, but ended in defeat for Spain. The state lost navy in two battles and could no longer resist the aggressor. Under the Paris Peace Treaty of December 10, 1898, Spain lost Cuba, ceded the United States to Puerto Rico and other islands. Germany forced Spain to sell her the Caroline and Mariana Islands. The defeat in the war with the USA, the loss of the colonies, was perceived in Spain as a national catastrophe.

The blow to Spain's national prestige inflicted upon it by defeat in the Spanish-American war in 1898 was so great that many thinking Spaniards perceived these events as a deep national humiliation. The unsightly picture of Spanish reality was opened to the eyes of a whole generation of intelligentsia, which later dubbed itself "Generación 98". This name implies a broad cultural and literary movement among the Spanish intelligentsia, which arose from the awareness of the deep crisis of Spanish society at the turn of the century. Figures of literature and art, scholars, historians who were part of this movement (most of them were born in the decades between 1864 and 1875) did not constitute a single group. Their common feature is the rejection of contemporary Spain, the criticism of the unsightly aspects of its state, social and cultural life. The peculiar motto of this movement, their leitmotif, can be called the expression "Me duele España" ("Spain hurts me") by Miguel de Unamuno. Patriotism sharpened the eyesight, forced thinking people to analyze the facts of history in order to understand the origins of the current crisis and offer ways to get out of it. "Generation 98" was literally imbued with a sense of history.

The following common features characterize the writers, representatives of this movement: distinguish between miserable, but true Spain and another official, but false Spain; love Castilla, overestimate its landscape and traditions, its real language; they travel, describe their travel impressions, reanimate and study Spanish literary myths and romances; break classical forms of literary genres, creating new ones; reject the aesthetics of realism, preferring the language of the street, shorter syntactically but impressionistic phrases; trying to acclimatize in Spain the philosophical currents of European irrationalism, in particular, F. Nietzsche, A. Schopenhauer, S. Kierkegaard, A. Bergson; highly value subjectivity in a literary work [17].

Experiences of the "Generation 98" representatives for the fate of the country became a source of debate on the development vector of Spain, which continued in the next generations. The Genesis of Spain, or the Problem of Spain (Ser de España) is a term entrenched in Spanish literature, which designates an intellectual discussion about Spanish national identity. That discussion began at the end of the 19th century, covered a wide range of Spanish thinkers and continues to this day. The discussion anticipated a deep national split, culminated in the Spanish Civil War. José Ortega y Gasset, Claudio Sánchez Albornoz, Amerigo Castro and others were prominent panelists. The discussion focused on two ways for the future development of Spain, proposed by the predecessors of "Generation 98". Francisco Giner de los Ríos and his like-minded people saw Spain's salvation in order to "demolish the Pyrenees", "Europeanize Spain". Angel Ganivet suggested, on the contrary, "close the borders of Spain on a triple castle", return to the original traditions, revive the vital forces of the nation [8, p. 75].

The merit of "Generation 98" was not only the opening of many precious history pages of Spanish culture, but also the recognition of the spiritual wealth of the people, their literary creativity. Thanks to them, Spanish literature goes beyond the limits of family and everyday problems; the synthesis of literary genres and types is carried out.

José Ortega y Gasset was much younger than the main members of the "Generation 98" and, according to Spanish sources, was not a member of this literary movement [15], as Plavskin erroneously asserts [8, p. 75]. The crisis of the late XIX century touched many more writers who were not a part of "Generation 98". By proximity of the approaches, they are united in a movement called "Generation 14". This concept refers to the Spanish aesthetic movement, first artistic and literary, but later it also spread to other areas of culture, which has united primarily writers and artists of the avant-garde direction of the early XX century. Jose Ortega y Gasset was one of the ideologues and the most prominent representative of the literary movement "Generation 14". Apart from him, this movement also included Manuel Azaña, Rafael Cansinos Assens, Eugenio d'Ors, José Bergamín, Ramón Gómez de la Serna, Juan Ramón Jiménez, Ramón Pérez de Ayala y Gabriel Miró [15].

It was a movement of cultural, artistic and literary renewal, which lasted from 1906 to 1923. This generation strongly advocated the Europeanization of Spain, as a way to solve the problem of "Ser de España", which so worried the previous "Generation 98". Europe symbolized cultural rebirth, education, science, and opposed irrationalism or intellectual anarchism. The features that distinguish "Generation 14" from "Generation 98" include the following:

- make efforts to overcome the pessimism and negativism of 1898;
- avoid dramatization of the national problem;
- practice carefree European intellectualism;
- reject decorativeism of modernity;
- strive for greater accuracy in presenting ideas and reducing emotional subjectivism [15].

They are related with "Generation 98" by the question about Spain, the problem of Spanish identity, about where they come from, the present and past, etc., the desire to rethink the history of Spain. Thus, "Generation 14" in the history of Spanish literature and culture is not associated with the "lost generation" of young people during the First World War, but rather acts as a group of intellectuals with liberal, but rationalistic ideas that sympathized with "Generation 98", not assuming that their postulates must necessarily coincide.

The "Generation 14" was a kind of springboard in the conceptual evolution from "Generation 98" to the next in time literary and stylistic association, known as "Generation 27". Under this name, they understand a group of famous avant-garde cultural figures who, in their work, were oriented towards expressionism, cubism, and surrealism. Their performance as like-minded people took place in 1927 during public events in Seville on the 300th anniversary of Luis de Gongora's death. Structurally, the union consisted of small groups that defended certain principles of creativity, expressed commitment to certain areas in art and literature. The core of the group was formed by ten famous literary figures Jorge Guillén, Pedro Salinas, Rafael Alberti, Federico García Lorca, Dámaso Alonso, Gerado Diego, Luis Cernuda, Vicente Aleixandre, Manuel Altolaguirre, Emilio Prados [17]. In addition, the group was associated with figures in the field of plastic and visual arts, for example, Luis Bunuel and Salvador Dali [16].

"Generation 27" (like "Generation 14") in Spanish culture is not associated with dark years and dark thoughts, as "Generation 98". They sought to give a kind of shelter for an embarrassed human soul. The most suitable areas for this were poetry and music. During the civil war, most of the group members took the side of the Republic, turned to social poetry, the genre of folk romance. The death of Federico Garcia Lorca in 1936 was a crucial event for the Generation. After the defeat of the Republicans, many members of the group emigrated, some died in exile.

José Ortega i Gasset was a kind of a link between all three literary and artistic associations in Spain in the first third of the XX century. Most of these groups' members were somehow familiar with each other, closely communicated. In the journal "Revista de Occidente", which Ortega founded, the works of representatives of all three "Generations" were published.

## 2. José Ortega y Gasset's culturological creativity in the context of his literary activity

Ortega expressed his own views on the state, goals and objectives of contemporary literature, culture and art in a number of essays. According to A. Taranenko, "In his essays, José Ortega y Gasset developed a special "dramatic technique" of essay: combining problem analysis with lyrical digressions and direct appeals to the reader. He managed to create a unique individual style combining simplicity of presentation and colorful language, metaphor and imagery" [11, p. 7].

Irma Guadalupe Villasana Mercado [22] believes that the concept of the culture of José Ortega y Gasset should be understood in the context of his intellectual criticism of the dictatorship and supporting the republic's ideology. For Ortega, who was influenced by the phenomenology of Husserl, Heidegger's existentialism and such thinkers as Bergson, man is not a being finally given and permanent, but constructed by interaction with his own circumstances. The concept of Ortega's culture is not static; it varies depending on the stage of maturity of the Spanish thinker's philosophy. In the broadest and most simplistic sense, the culture for Ortega is a technique and artifacts that allow a person to confront the life problems during a certain historical period. In other words, culture is an active repertoire of problem solving. But since they are always specific and, in most cases, also temporary, a person may find himself immersed in a culture that responds to old problems, but cannot adapt to modern dilemmas [22, c. 15-16].

In the essay "The Mission of the University" (1930), Ortega y Gasset defines the concept of culture as "the system of living ideas that every historical time has; it is better to say, the system of ideas, thanks to which time lives, because there is no other way out and it is impossible to evade: a person always lives with certain ideas that form the basis on which his existence is based "[21].

In the book "Around Galilee" (1933) he states: "Culture is nothing but the interpretation that a person gives his life, a series of more or less satisfactory solutions that he invents in order to avoid his problems and vital needs. We should understand by these words the material order of what we call spiritual entities" [21]. Further, in the same book he considers: "Primitive man, lost in his harsh elementary circumstances, reacts, creating a repertoire of attitudes that are a solution to the problems that have arisen: this repertoire of solutions is culture. Spreading and developing, culture reaches a position: firstly, ideas about things and rules of behavior become too complex and overwhelm the intellectual and moral abilities of a person. Secondly, these concepts lose their freshness and obviousness for people who have to use them; and thirdly, culture no longer spreads with organic spontaneity and precision in the social groups that create it, and, therefore, in the proportion in which they understand and feel it, but this higher culture is introduced mechanically"[21].

In "The Theory of Andalusia" and other essays of 1942, Ortega wrote: "Culture is nothing but finding an equation by which we solve the problem of life, but the problem of life can be posed in two different ways. If by life we mean existence with maximum intensity, the equation will force us to exert maximum efforts ... if we strive for the minimum intensity of life, then, with minimal effort, we will get the same perfect equation as the most dangerous people" [21].

Thus, here Ortega speaks about the socio-communicative and technological side of culture. In a number of his other works, such as "Reflections on the novel", "Dehumanization of Art" and "Reflections on Don Quixote", he deals with the artistic and aesthetic dimension of the cultural phenomenon.

In the "Reflections on the Novel", Ortega writes primarily about the genre of the novel and those close to it, but the philosophical conclusions and generalizations to which he comes make it possible to significantly expand the interpretation of the results of his research. From the first pages, he offers the reader the opinion that the genre of the novel is in decline and its themes have completely dried up. However, the point is not the absence of brilliant people. "Talent is only a subjective predisposition, which is embodied in a certain material. This material does not depend on individual abilities, and when it is not enough, genius and dexterity do not matter" [4]. Here we see that the binary opposition "objective circumstances / individual capabilities" is decided by Ortega in favor of the former.

Ortega's novel appears as a mine. Moreover, if the first workers easily extracted valuable material, then their followers have difficulties. There is only a certain number of novel themes. Now they are almost exhausted. It must be said that these thoughts, as it seems, contradict his own statement about language as a world, as the creation of an individual perception of people, about a large number of pictures of the world, and, accordingly, the same number of languages. Hence, it would be logical to conclude that the possibilities of the novel (as well as the language in which it is written) are just varied and unique.

Ortega points to the presence of progress in the literature: "then they were read books that are not worth to pay attention today. No wonder the genre itself is called 'novel', that is, 'news' <...> Each work, more perfect than the previous one, crosses out this last and all others of the same level" [4]. He testifies to the increasing demands of the reader, his constant burden of new impressions: "along with the exhaustion of new themes, the need for even newer topics grows, until finally the reader loses sensitivity to new impressions" [4].

Further, drawing from the sphere of visual art the images of a "good painting" and "daub", Ortega explains his concept of a new novel. In the daub, he writes, the object is missing; only some minor and insignificant hints remind of him on the canvas or the blackboard. Nevertheless, we are mistaken if we assume that the author here speaks about impressionism or avant-garde art. On the contrary. By "daubs", he means a novel of a narrative, descriptive nature. "The novelist's biggest mistake is in describing his characters" [4]. In the meantime, Ortega believes that "we need the author to hesitate and familiarize us in detail with the characters" [4]. The imperative of the novel of the new type, according to the author, is the possibility of personal observation of the reader: "We absolutely do not know anything about the character; we demand to see him by our own eyes" [4].

Therefore, "daub" is a novel, where the author offers for a reader the characters description or a presentation of ready-made impressions, ratings or conclusions of the author. "Good painting" is the deployment in front of the reader the actions and events' program in the way of impressionistic strokes, of which the reader is able to create an idea of the characters, that is, in the terminology of Ortega, to see the object on its own.

In this case, the characters of the novel "are not interested in what they do, but on the contrary, we are interested in everything, no matter what they do, because they do it" [4]. By this Ortega asserts an anthropocentric approach to the novel, states the return "from action to person". He is impressed by the "research" approach of the reader / viewer to the novel / theater. He distinguishes between "the art of images" and "the art of adventure".

In this essay, Ortega also focuses on the dialectic of form and content (which he calls material) in an artistic (literary) work. Unlike the traditional view, he is a supporter of modernist, avant-garde trends, considering the primacy of form in relation to material (meaning): "A work of art lives more with its form than with material, with its charm it owes to its structure, internal structure. <...> a work of art is such due to the formal structure that subordinates the material or theme" [4]. However, he does not advocate non-figurative art; one cannot completely reject the plot, which plays the role of a thread, holds together a necklace, that is, a work of art. Ortega resolves the dialectic of drama / contemplation in such aphorism: "Art is an event that occurs in our soul when we look at a painting or read a book" [4]. Precisely this, and not the storyline of the novel, is the main event of art. The action or plot is not the essence of the novel, but it's purely external armature, the mechanical basis. The essence of the modern novel is not in the events, but in the pure existence, in the life-residence of the characters, taken together, in their environment or atmosphere. "Life is everyday life" – the author concludes [4].

Ortega's basic law of life and, accordingly, of novel "the relationship between horizon and interest (each horizon has its own interest) is a law of life, and aesthetically forms a novel" also looks aphoristic [4]. Any novel burdened by outsiders, that is, political, ideological, symbolic, etc. intentions, "has born dead" [4]. The novel is designed to be seen "from its own gut" [4]. At the same time, the philosopher emphasizes the versatility of the novel, in which science, religion, rhetoric, sociology and aesthetic views of time converge. However, none of these industries should be leading, otherwise the novel will lose its purpose. In general, Ortega puts forward the following requirements for the genre of his contemporary novel:  Realism (as an author's ability to make the reader forget about reality and connect with the novel world while he is reading); Presence effect; Generous detailing (not the events, but the souls of the characters); Tightness (density of the world of the novel in time and space); Use of the achievements of psychology; Psychology of imagination as a novel material. Such a novel, according to Ortega, has prospects for a brighter future. However, this work is "for the spirit of the chosen minority" [4].

Considering art as a part of culture, we can extend to his cultural studies certain conclusions by Ortega y Gasset, which he made in his other work, "Dehumanization of Art". From the first lines striking contradiction in the views of the philosopher. In "Reflections on the novel", Ortega defines the novel tasks as creating an atmosphere of everyday life. Then we read the opposite opinion in the essay "Dehumanization of Art". Ortega writes: "It's not that the sorrows or joys of human destinies, which are depicted in the work, are something far from real aesthetic pleasure, but the fact that the predominance of just such content in a work of art is in principle incompatible with real aesthetic pleasure" [3, p. 42; 19, p. 356]. He divides the art into two types:

- One that corresponds to the ability to focus on conventions and images, and make up a sense of the artistic;

- One that corresponds to the ability to be impressed and readily perceive the anxieties and joys of one's neighbor.

The goal of art is to reduce the "human" in it, which will lead to the emergence of art close to the "pure". However, it will be a caste, and not popular [3, p. 454; 19, p. 369].

In thinking about the art of the beginning of the XX century, Ortega formulates his own definition of the concept "humanism". In his opinion, this is empathy, emotional empathy, and human presence in a situation. "The degree of approach to reality is equal to the degree of emotional participation in a real event. <...> Instead of 'lived reality' we could say 'humanized'" [3, p. 454; 19, p. 369]. However, the process of stylization, which actively uses new art, means the deformation of reality, turning it into unreal. Styling includes dehumanization, the author believes [3, p. 454; 19, p. 369]. One of the tasks of art, in particular poetry (or, perhaps, poetics), Ortega considers the expansion of the horizons of reality at the expense of the unreal, which derives from the author's imagination. Moreover, although the author of this "unreality" is a man, Ortega counts this activity in the general process of dehumanization.

"The poet begins where a person ends. Man has to live his human life, the poet – to invent something that does not exist. This is precisely the justification for the poet's profession. The poet expands the world, adding continents of his imagination to his reality. The word 'author' comes from 'auctor' – one who increases. Romans called their generals by this title, who conquered new territories for their homeland" [3, p. 154; 19, p. 370].

Analysis of contemporary art gives Ortega the opportunity to allocate means of dehumanization, among which he names the following: metaphor (constitutes a radical way of dehumanization); changing the usual perspective; infrarealism (violation of the existing hierarchy of values); dive below the level indicated by a natural perspective.

Reflections on art lead Ortega to interpret the dialectic of the relation of mind / peace, thinking / reality, idea / embodiment. Man masters reality with the help of ideas. As a result, we obtain an idealized and humanized image of reality. If it occurred to someone to realize this image, or these ideas, this would lead to their dehumanization and deprivation of reality. According to A. Scherban', "Reason, according to Ortega, is the self-interpretation of life, the creation of a 'tool' whose name is the world, that is, the work of worldviews. The function of the mind is not contemplation and comprehension of the real, but the construction of what is not yet: it is always directed towards the future, it deals with the possible, and not with the real. The least interesting thing for Ortega is something that has already happened, most of all, he cares about what is not there yet" [14, p. 10].

G. Friedlender, a researcher of Ortega's creativity, notes: "Subordination in art the objective side of the image to the subjective one, thanks to which an object in art becomes a part of our 'I', reveals the meaning of Buffon's formula 'style is a man', because "me" of each poet is a new dictionary, new language, new set of metaphorical symbols and meanings, generate for the readers in his work a special, personal-individual poetic reality" [7, p. 25]. Changing the images of reality leads to a change in the style of art, in particular literature. In this process, Ortega sees cyclicality.

The goal of his other work, "Reflections on Don Quixote", Ortega defines as the answer to the question "What is a novel?" He attaches great importance to the genre: "literary genres are the main themes that cannot be reduced to each other in principle – real aesthetic categories" [6, p. 112]. Here, in retrospect, it is obvious that Ortega's position about the relationship between form and content has not changed over time.

The publication of Ortega's "Reflections on Don Quixote" in Ukraine in 2012 in translation by G. Verba caused a considerable resonance in the press, indicating the relevance of this event. V. Shevchuk in his notes on the Internet portal "Krytyka" emphasizes the relevance of this work for the Ukrainian reader: "Isn't it not about the Ukrainians: 'When our nation ceases to show dynamism, it suddenly seems to fall into a deep lethargic dream and does not perform any other vital function, except to see a dream, as if she lives'" [13]. The problems of real and illusory, sensationalism and conceptualism of the author's perception make it possible to regard this work as a "book-concept" [13].

In general, according to V. Shevchuk, Ortega y Gasset's reflections are an attempt "to demonstrate a certain versatility (or archetype) of the image of Don Quixote for literature" [13].

A review of this translation is also a publication of the famous Ukrainian Hispanist O. Pronkevich "Reflections on Don Quixote – The First Philosophical Ortega y Gasset's Book" [10]. The author states, "In the Ukrainian language, J. Ortega y Gasset was a more philosopher, specialist in aesthetic, an ideologue, a nationally engaging intellectual. In 'Reflections on Don Quixote', he reveals himself as a profound and sophisticated critic and theoretician of literature, a cultural historian, a talented writer who appreciates the word and can skillfully playing by it" [10]. O. Pronkevich highly appreciates the work of the translator G. Verba. He describes an essay as a genre, where the word is the inducement of the reader to seek answers to the most difficult questions independently. He states: "G. Verba managed to win quixotic competition with Ortega style: the Ukrainian text reads easily, charges us with our energy, picks up our thoughts and emotions with a great poetic wave, and confidently leads the reader to the 'Jericho circles' that unfolds the thoughts of the Spanish philosopher" [10].

Several works by O. Pronkevich are devoted to Ortega's creativity, where he, mainly on the aforementioned work material, deals with topics of spiritual quixotic, national identity, contemporary problems of the Ukrainian nation and culture. The author postulates: "Cervantes and his novel appear as contact zones that synthesize various types of vitality, which enables Ortega to treat them as the highest manifestation of 'the Spanish national genius'" [9].

Modern Ukrainian scholar, M. Moklitsa, is studying the concept of "genre" and "style" on Ortega's work "Reflections on Don Quixote" in translation into English by G. Verba. Speaking of Ortega as a "pure philosopher with academic philosophical education" [2, p. 21], M. Moklitsa believes that this work is devoted not so much to the famous novel Cervantes, but the phenomenology of perception, receptive aesthetics and national issues. In addition, "in this work there are a number of terms in the philologist's dictionary: a concept, symbol, myth, style, genre, realism, impressionism, epic, lyric, drama, novel, tragedy, comedy, and others, taken together" [2, p. 21]. The article also provides an interpretation of the concepts of "style" and "genre" used by the Spanish thinker: "Ortega y Gasset gives the concept 'style' as a most universal category, which capable of being the key to understanding the most difficult cultural features ... The genre, according to Ortega y Gasset is a poetic function. <...> Thus, the person, subject and object of creativity, the concept, necessary act of awareness, style, purpose of creative search, and the genre as a hint in the search process, a way to find a style – such general outlines of Ortega's concept, which relates to literature, because it inspired Cervantes and his immortal novel Don Quixote" [2, p. 23].

Spanish thinker identifies poetry with poetics "New poetry, the founder of which is Cervantes <...>" [6, p. 112]. According to him if imagination is poetic, then reality itself is antipoetry. A significant feature of Ortega's concept is the psychologization of literature and art, which was natural for the beginning of the XX century, when psychology took shape as a science, offered the world its discoveries of the human soul from a scientific point of view and influenced other branches of scientific life. However, it was also the discovery of new horizons, which Ortega so skillfully predicted.

We can states that Ortega is a supporter of the aesthetic position, according to which true art gives the answer to the question "how?" (HOW the actors play, HOW the objects are depicted, HOW the word sounds or the sentence is constructed), and not the question "what?" (WHAT happens, that is, the event side). As a talented writer, Ortega uses in his essays interesting author's expressions and phrases: "the creation of spiritual fauna", "internal mechanism of characters", "creation of interesting souls", "art of images", "art of events", "relationship between horizon and interest", "integrity of the novel", "continents of imagination", etc., which give the uniqueness of his concept.

In his works, Ortega represents himself not only as a critic, an observer of changes in his contemporary culture, but also a precursor of new rules and laws of artistic genres, a new style in literature, art and culture in general. Metaphor and aesthetics have always been a means to Ortega and never a goal. They are a kind of intelligent packaging for greater clarity of the topic expression. The basis of the Ortega's system is the doctrine of "point of view" (perspectivism). Each person carries the "mission of truth". Everyone's point of view is limited by its horizon. All horizons together define the boundary of the noosphere, which is God for Ortega. Everubody is "the author of a novel about himself, fictional or real". Figuratively speaking, literature is the humanistic mission of the human race.

## Conclusions.

The analysis of Ortega y Gasset's works, in which he addresses the problems of literary theory in the cultural aspect, makes it possible to identify the following main features of his concept of literature and culture:  An anthropocentric approach to the creation and understanding of literature ("a turn from actions to person"); The development of literature follows the line of progress (the decline of old genres and themes, the growth of new ones); In terms of literature, it distinguishes between "the art of images" and "the art of adventure"; defends the primacy of the form in relation to the material (content); the theme, content, material of the artwork are subject to the form; considers the plot as an armature that preserves the integrity of the artwork; The literary work goal cannot be located within any other sphere of society's life (political, ideological, symbolic, etc.) except for art; Literature creates a reality that replaces a different reality for the reader; Literature is an extension of the world to which the author-writer adds continents of his imagination; The reality of art in general and literature in particular lies in their unreality.

Ortega's literary and artistic concept has some contradictions (which is a sign of a thinker's lively creative search), among which are the following: psychologization of literature / the art's ability not to concentrate on anxieties and joys. Art as a movement from the language of symbols to things / art as the ability to focus on conventions and images. Creation of literary atmosphere of everyday life / flight of artwork from everyday life, etc.

In connection with the article topic, the image of a reader that emerges on the pages of the Spanish author works was considered. Analysis in this perspective of the above-mentioned works allows us to identify the following main features. The reader is the center of his own space. The reader mainly appreciates not the action in the novel, but the special reality created by literary means into which it is immersed. During reading, he wants to show a certain activity: he does not need a description of the character, several impressionistic strokes are enough – and he himself will recreate (create?) in the imagination the inner and outer appearance of the character. In the reading time, he lives exclusively in the hermetic space of the novel. The reader's demands increase with time, he feels a constant craving for new impressions.

In the context of Ortega's division people as an elite human and a mass one, which are "two varieties of human nature", with a different composition of sense organs (at least those that allow understanding of art), we can conclude that Ortega is oriented towards the image of an elite reader. For Ortega's concept of culture is relevant such a chain of correspondences between literary and life realities: literary genre = aesthetic theme = interpretation of a person = era marker. Thus, Ortega is a representative of instrumental, functional, adaptive approaches to understanding culture. He believes in progress, including in the field of art. In culture, he singles out, first of all, its socio-communicative and technological aspects. That is, for Ortega, culture has the same features that, since Spengler's time, it is customary to characterize civilization.

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# LINGUISTIC EDUCATION AT THE UNIVERSITIES OF SPAIN: CURRENT STATE AND PERSPECTIVES OF ENHANCEMENT

*Abstract. The present section of a monograph presents the results of the author's research on linguistic education at the universities of Spain by means of examining its current state and enhancement perspectives considering the leading factors of the European educational and scientific integration. A special attention is paid to analysis and generalization of innovative pedagogical experience in vocational training of bachelors and masters in specialty "Philology" at the oldest Spanish universities (Universitat de Barcelona, Universidad de Valencia, Universidad de Sevilla). A close study of the university curricula, Hispanic Studies in particular, has shown that Spanish linguistic education is grounded on merging of the earliest academic traditions and modern teaching methods, and is carried out in a culture-congruent and culture-creative learning environment that is equipped with a large library stock, museum pieces, up-to-date laboratories, theatres, leisure centres, and innovative learning devices. It contributes to the linguists-to-be joining and constant staying within the culture, their mastering intercultural communication skills, and getting a complete linguistic, professional and culturological education. The research has proved that the leading Spanish universities pay much attention to graduates' linguistic and communicative competencies formation, as well as contribute to the bachelors' and masters' becoming cultural intermediaries in the field of intercultural communication, foreign-language and polycultural education. It is much favoured by the universities lecturers' internal culture that is based on the concepts of humanism, scholastic freedom and integrity, cultural pluralism and polycultural education that are appropriate to apply at the Ukrainian higher education institutions.*

## Introduction.

An analysis of issues concerning the peculiarities of development and enhancement perspectives of the Spanish linguistic education illustrates that it has considerably grown more attractive and of high quality at the beginning of the third millennium. It was highly contributed to by innovative pedagogical undertakings, reflected in the fundamental state documents on introduction of Bologna projects during the educational reform that was put into force in Spain in 1990 and has been operating since then. The laws worth mentioning are as follows:

– The Spanish University Act of 2001 (Ley Orgánica De Universidades, 2001), that contributed to settling the structure and improving the organization of multilevel linguistic education system at the university level;

– The Act on Vocational Training Reform and Professional Qualifications from 2002 (Ley de Reforma profesional y Cualificaciones, 2002), that changed vocational training at schools and retraining courses, favouring to integration of specialists at labour market, increase of their professional mobility and set of qualifications;

– The Organic Law of Education LOE 2/2006 (Ley Orgánica de educación, 2006), that was focused on designing and implementing a more flexible educational programme of preparing the youth for a social life by establishing regional autonomy to control and organize the learning process;

– A Royal Decree (Real Decreto, 2007), that contributed to introducing of new samples of qualifications and diploma, as well as organizing of higher education into three stages: bachelors, masters, PhDs, thus ensuring the adjusting of the Spanish system to new general European requirements.

Moreover, according to different scientific sources, new sociocultural conditions of Spanish development have kept linguistic education improving [1]. It was favoured not only by successful state reforms during European educational integration and co-working, but also by numerous innovative pedagogical changes implemented in the system of university linguistic education and connected with the strategic framework f**or European cooperation in education and training** ("ET 2020"). In accordance with the latter, the Spanish linguistic education of bachelors and masters is providing academic mobility for the students and staff, their uninterrupted studies, enhancement of the professional training of linguists and their employment, encouragement of justice, social integrity and active citizenship, development of creativity and innovations [1, p. 21].

Taking into consideration all the above mentioned, we consider the Spanish innovative pedagogical experience of linguistic education enhancement worth studying and applying at the Ukrainian linguistic and pedagogical universities, since the Hispanic Studies in general and the status value of a linguist-hispanist, the Spanish language and literature teacher, in particular keep losing wide popularity annually [11, p. 344].

Proceeding to the results of our research, it is worth mentioning that the analysis of the current state of Spanish linguistic education has shown that universities of each autonomous community in Spain provide vocational training of hispanists-to-be. It is mostly conditioned by the fact that Spanish (known as Castilian) as one of state languages is more widespread and used around the world. Considering this peculiarity, we have carried out an analysis of the current state of organization and perspectives of linguistic education development at the oldest higher institutions of Spain, among which there are Universitat de Barcelona (1450 p.), Universidad de Valencia (1499 p.), Universidad de Sevilla (1505 p.).

# 1. Linguistic Education at Universitat de Barcelona

Due to escalation of social and political situation in Spain and appearing of new alternative projects in the field of higher education and language policy, we have turned our attention to an opposition University of Barcelona (Universitat de Barcelona), founded in 1450, that has been carrying out a successful professional training of highly qualified hispanists and linguists of other modern languages. University of Barcelona, that is ranked among 200 best higher education institutions in the world owing to its "traditions, credibility, high-quality education and selection of students-to-be" [2], is nowadays the leading public university in Catalonia. As a result, the process of admission for "Philology" specialty for the bachelors and masters degrees is constantly regulated by state and Spanish legislative acts and regulations on admission to public universities of Catalonia.

It is important that a bachelor syllabus of "Philology" specialty, "Spanish language and literature" specialization, contains 240 course credits, the majority of which (87 %) is allocated to vocational subjects and special courses, namely: Philosophy of Language; History of Language; Anthropology; Phonology and Phonetics; Syntax and Morphology. The first year of studies usually consists of subjects directly connected with Hispanic Studies only. Throughout the whole baccalaureate term 24 credits are allocated to Spanish literature, 12 credits – to Latin American literature, 18 credits – to the Spanish language, in 6s – to linguistics, classical and modern language. History and criticism of Spanish literature of XX century, intellectual and critical movements are given 12 credits, history and criticism of Spanish Golden Age literature, history and criticism of Spanish modernism literature (XVII-XIX c.) – 18 credits each, Spanish medieval literature – 12 credits. History of Spanish, Linguistic Analysis and Characteristics of the Spanish Language are given 36 credits each. 30 credits are allocated to optional courses (The Spanish language and its variants; Levels of linguistic analysis of the Spanish language; Literature; Historiography of linguistics; Themes and genres in the Spanish Golden Age literature; Commentaries on the texts written in the Medieval Spanish language). The final bachelor's thesis (for obtaining the bachelor's degree) provides 6 credits [3].

The majority of bachelors-to-be enrolled for the Spanish language and literature specialization at University of Barcelona prefer a full-time course (60 credits) in order to accumulate 240 credits by the end of year four. However, there exists a possibility of a part-time course that consists of fewer credits per semester (30 credits). And while the first year provides an obligatory syllabus, the following ones enable the students to allocate necessary credits in accordance with their own preferences and schedule [3].

University of Barcelona is also noteworthy for placing several web-sites at the bachelors' disposal, which contributes to enhancement and convenience of their learning process. One of them is an informational site, connected mainly with the students' extra-curricular activities, provides various services, lodging, informs about cultural and sporting events, and possible vacant positions for the graduates.

But a didactic site is the main. It provides every enrolled student with their personal account, where they can log in using a valid login and password. The personal account contains all the necessary methodical and learning information, a timetable of classes and tutorials, list of assignments for every course, and a set of online tests for taking the exams [4]. One of the main principles of organization of hispanists-to-be, both at the bachelor and master level, is culturological approach. In accordance with it, the hispanists-to-be fulfill the assignments of mainly culturological character and for this reason the library of University of Barcelona, being the biggest in Spain, satisfies all the necessary conditions and houses spacious reading halls equipped with computers and Internet access. The hispanists-to-be fulfill the greater part of culturological assignments on their own, because every lecturer delivers only a few introductory lectures, gives a list of recommended literature, advises on planning of cognitive and independent searching activity. Throughout working on an assignment the students can turn to their tutors whenever they need help for there is a schedule of every lecturer on the website along with their e-mail, which enables them to work online.

The curriculum pays special attention to the students' scientific activity and research on the Spanish language and literature, poetry and theatre. University of Barcelona is additionally equipped with special laboratories where the students of the specialty "Philology" of the specialization "The Spanish language and literature" have an opportunity to make their first scientific discoveries and write on them their own essays, course papers and dissertations. The promising scientific projects may get a special-purpose grant in Spain [3]. It is due to the fact the University of Barcelona collaborates with a great number of universities and organizations within the framework of international academic activity: approximately 3000 contracts have been signed lately. University of Barcelona's progress and achievements have been rightfully appraised by international academic community, because some of its lecturers get numerous awards and prizes. The university provides the students and staff with a great number of exchange programmes, ERASMUS being the most acknowledged one. Every student has an opportunity to choose any country or university suitable for their further research.

The academic exchange programme of the hispanists-to-be suggests a preliminary studying for a short period of time at 1-3 European universities in order to choose a scientific advisor, who will be able to assist with a thesis. Besides, the priority is given to the following fields of the Spanish language: experimental phonetic analysis of the language; acoustic characteristics of the Spanish language; phonetics and phonology of groups of vowels; prosody modeling in the Catalan and Spanish languages; oral speech in the media; history of language; neologisms and culteranismo; Spanish vocabulary in its connection with other Romanic languages; theory of syntax, Spanish syntax, Romanic languages syntax and linguistic variations; diachronic variations of the Spanish language; morphology and historical syntax.

The students are suggested to take research on the following Spanish literature problems: Lope de Vega's theatre; the Renaissance and Baroque concepts reflected in the Spanish literature; peculiarities of the Spanish literature during the Republican period: fiction and drama (devices and censorship); publishing of the modern texts in Spanish.

A special part in professional training of hispanists is granted to an outside practical work. The main objective of the practical work, which is held in the fourth year, consists in providing direct contact with the activities related to the students' professional aspirations, and ensuring their personal experience by working with a group of specialists and researchers. During the practical work the students are prompted to use the knowledge obtained at their theoretical courses from the view of professional and social aspects of their activity, and thus to train specific vocational competencies of the Spanish philology bachelors as subjects of culture, and interlinguistic and intercultural communication.

Since the Spanish Department devises the practical work syllabus within the framework of joint research projects with different organizations and companies (The Royal Spanish Academy, various publishing houses, International Europe school, Office for cultural affairs) the trainees have to undergo 135 hours of training at the partner-institution. Each student chooses a research team, e.g. a lexicography team, diachrony team, team investigating the language operating in science and technology, centre of theoretical linguistics, team of researches concerning Spanish writers in exile etc. Throughout the training the students have to constantly be in touch with the university tutors. Having fulfilled their practical work, the student has to prepare a detailed report in a written form (10 pages) that is added to the tutor's report and together they make up a portfolio assessing their academic and professional achievements as to obtaining culturological, linguocultural, communicative and vocational competencies [2].

All in all, University of Barcelona's syllabus for "The Spanish language and literature" specialization ensures an overall awareness in different branches of linguistics, including the language and literature aspects, and provides a structured knowledge of the Spanish language, literature and culture on all levels. According to the curricula, the Spanish philology graduates develop the following competencies and skills:

– to apply critical thinking and find the undercurrent meaning of the written in the Spanish literature and history;

– to possess deep knowledge in the field of methods and techniques of the Spanish linguistics analysis and studying literature in Spanish;

– to show knowledge in the field of literature criticism, general linguistics, methods of fiction text analysis, techniques for linguistic and literary researches;

– to have a basic command of classical languages (Latin and Greek) and cultures;

– to show professional and motivational readiness to teach Spanish at secondary school;

– to follow democratic values of freedom and equality, adhere to gender parity and oppose to discrimination [64].

A constantly operating Job Centre also contributes to formation of the students' culturological competencies, namely: general cultural, linguocultural, sociocultural, and intercultural. At the beginning of studies the tutors hold a conversation with every student and ask them to express their ideas concerning their further employment. During the year the forum publishes the advertisements on vacancies or trainings. The master-degree holders are offered the following variant of employment: teaching Spanish for special purposes or for foreigners; scientific researches; public administration; publishing; cultural affairs; journalism and literary criticism; audiovisual and media industry; media. The main professions enlisted on the university site for bachelor-degree holders are as follows: translator/interpreter, linguist, teacher, audiologist, speech therapist, archeologist, archivist, editor, adviser, lexicographer, literary agent etc. So it can be deduced that application of a syllabus for "Philology" specialty, "The Spanish language and literature" specialization at University of Barcelona favours the development of the following vocational competencies of the hispanists-to-be:

– general scientific, namely: ability to analyze and generalize; skills to find, process and summarize the data; reveal he problems and formulate the research topic, as well as argue its topicality; ability to criticism and self-criticism; research skills; ability to create new concepts;

– vocational, based on knowledge of linguistic theory, topical issues of Hispanic/ Romanic studies, history and criticism of the world literature, theory and practice of translation, mastering of methods of literary and culturological analysis, ability of enhancing linguocultural and ethnocultural knowledge, and comprehension of culturological importance of multilingualism and polyculturalism.

## 2. Linguistic Education at Universidad de Valencia

Our research has proved the fact that in more than 500 years a great contribution to the linguistic education enhancement has been made by the oldest Spanish university, Universidad de Valencia, founded in 1499. The university under consideration has trained thousands of professionals in different fields: medicine, theology and law, humanities (including domestic and foreign philology). However, it has been undergoing accelerated change for two years in comparison with its previous stages of development. As a result the University of Valencia has become a modern global university, as well as a leader in the field of humanities and new technologies application.

There are approximately 60 000 students in 67 specialties at the University of Valencia, "Philology" being among the most preferred ones at the Faculty of Arts and Humanities. One has a possibility to obtain Grado degree in the following specializations related to the Spanish language, namely: Hispanic Studies: the Spanish language and literature; Modern language and literature (Spanish, German, English, Italian, French, Valencian) [6]. However, getting bachelor's degree does not entitle the students to teach the Spanish language and literature, because only "Pedagogics" specialty gives a qualification of a teacher of a national and foreign language (particularly "A preschool Spanish language teacher" and "The Spanish language teacher at the nursery school") [8].

Getting the bachelor's degree in "Hispanic Studies: the Spanish language and literature" at the University of Valencia ensures the graduates' deep knowledge of the Spanish language and literature, as well as other vocational subjects (linguistics, sociolinguistics, literature theory etc.). Providing 24 (part-time studies) and 36 (full-time studies) credits, the given specialization trains the hispanists, able to meet all the communicative requirements of contemporary society owing to their critical thinking, culturological competence that consists of sociocultural, polycultural and intercultural competencies, ability of applying the main techniques of literary text analysis, and multicultural tolerance. The bachelors curriculum for "Hispanic Studies: the Spanish language and literature" is intended for four years of studies, and implies having 240 credits (60 credits for the major subjects, 138 credits for the compulsory subjects, 30 credits for the optional subjects, 6 credits for the practical work, 12 credits for the bachelor thesis). It is noteworthy that third-year students may expand their studies at the University of Valencia by taking additional courses or a programme "Minor" (30 credits) that implies learning of the minor language, which is given 12 credits out of major subjects. However, if a student does not take part in the programme, they have to learn the minor language (they may choose among French, English, Italian, Portugal, German, Arabic, Chinese, Russian or Basque) [6].

The practical work is considered an important and necessary method of teaching and professional training of the hispanists at the University of Valencia. The practical work is regarded a type of activity of educational character that is carried out by the Spanish philology bachelors and masters, controlled by a vocational tutor and an academic tutor from the University of Valencia. There exist two types of practical work: educational, which is compulsory, and cognitive, which is optional. Educational practical work is regulated by certain guidelines and rules, because every university department arranges a board of tutors whose goal is to enhance and control the final results of the trainees. The main goal of the bachelors' educational practical work is giving them the opportunity of applying and expanding their background skills, abilities and specific knowledge on their own. Moreover, the practical work is intended for their acquiring general cultural, social and linguistic and intercultural competencies that contribute to productive performing of their functional and professional duties in the field of intercultural communication and services [6].

The curriculum of the specialty "Philology", specialization "Hispanic Studies", considers a preparation and defense of bachelors' theses based on the students' own research of great importance. The essence of such activity, that is given 12 credits, lies in motivation of the graduates to make their own prognoses and practical application of research projects within the framework of their profession, which is gained owing to the guidelines and control of their scientific advisor.

Having obtained the Grado degree, the Spanish philology bachelors can continue their education at the University of Valencia and get the Master degree. In such case they can choose the specialty "Advanced Hispanic/Romanic studies: fields of application and research" (60 credits).

Among the optional courses by 12 credits there are the following ones: Dialects and social dialects of the Spanish language: present and past; Advanced studies in literary and drama criticism; Tools for an advanced language and literature analysis; the Spanish language and its application; Theory and methodology for a linguistic research of the Spanish language.

To summarize all the above mentioned, the University of Valencia's goal is in creation of hispanists, competent to solve topical issues of the European communicative and multicultural society, as well as in support of the internationally important researches, that are likely to influence the development and coordination oa a modern information community. Modernization of methods of teaching the Spanish philology bachelors and masters, expanding the tools of motivation of their research work accelerate the spreading of linguistics' and Spanish culture's achievements, assuring of social significance of society's democratic values in general, and Valencia' in particular. A vast range of scientific activities in all fields of knowledge (fundamental and engineering sciences, medicine, pedagogics, humanities, social sciences, economics, and law) and aspiration for perfection made the University of Valencia one of five best scientific centres in Spain [7]. The University of Valencia's yearning is to become a world-renowned higher education institution that:

– offers a high-quality, broad, international and public education;

– satisfies the students' demand if constant studying throughout all the life stages, guarantees a vast range and quality of bachelors' and masters' courses;

– enriches and renovates special research tools;

– is able to become a cultural referent in the Valencian society that pays special attention to its culture and language [8].

Not coincidentally The professional training of the Spanish philology bachelors at the Faculty of Arts and Humanities at the University of Valencia is characterized by high estimation of the following values:

– respect for the genuine culture and language of Valencia (is achieved in several ways: first, there is a possibility for both citizens and foreigners to study in the Valencian language; second, the students assist in organizing of various concerts dedicated to the genuine culture of Valencia, familiarization events and fairs);

– constant improvement of the teaching process organization types at different levels: bachelor – master – PhD;

– innovation of educational information, means, types and methods of training of students as future specialists;

– correspondence of the means of the education process organization with the social, cultural and economic progress;

– undisguised and just evaluation, equality, sympathy and mutual assistance;

– socially responsible work of both teachers and students (the University of Valencia is at service for the environment protection, takes active measures for the students' health

promotion; every semester the university arranges cleaning-ups of the campus and whole city, propagates recycling ideas, strengthens cultural relations and expands possibilities of application of creative and aesthetic projects).

Moreover, the University of Valencia offers all the philology students a lot of opportunities for personal, professional and career development, namely:

– participation in such programmes as Erasmus Mundus, Erasmus Prácticas, SICUE (Sistema de Intercambio entre Centros Universitarios Españoles) etc.;

– attendance of the linguistic policy course (learning of the Spanish, Valencian and English languages);

– attendance and participation in various social and cultural events (university sport competitions, trade fairs, charity fairs) etc.;

– attendance of the international scientific forums, conferences, workshops, exhibitions [8].

### 3. Linguistic Education at Universidad de Sevilla

Universidad de Sevilla, founded in 1505, occupies the third place among universities of Spain by the number of students, because it houses approximately 80000 students and staff. It is a public university that pays special attention to vocational training of bachelors and masters of the specialty "Philology". Faculty of Philology of the University of Seville that carries out the vocational training of the bachelors and masters in Romanic, Germanic, and Classical philology offers curricula for three educational levels: Grado, Master, Doctor in the field of Spanish, Italian, French, Latin, German, English, Arabic, Dutch, and Greek languages, literatures and cultures. They are available owing to an enhancement of research, methodological, didactic and organizational activity of the faculty of the eight specialized departments, namely: Spanish philology, linguistics and literature criticism; Spanish and Latin American literature; French philology; Italian and Arabic philology; English philology (English and American literature); English philology (the English language); German and Classical philology.

Faculty of Philology houses 37 different lecture halls. Aula Magna, the biggest one, provides 364 seats, while the smallest one, Aula de Doctorado, only ten. Other lecture halls are expected for 30-40 students. Some of the rooms, preserving wooden benches and antique desks, maintain a historical atmosphere. But most of the lecture halls are up-to-date and equipped with the latest audiovisual and informational devices. There are air-conditioners and Wi-Fi access in every room. The faculty owns a large research library with 375 000 books and numerous digital works. The library is a subscriber for the most significant academic journals. The library providing textbooks and manuals is situated separately, as well as other specialized resource centres. The faculty also houses two research libraries: linguistic and phonetic.  They are highly popular among the Romanic philology students and used for the experiments, trainings and master-classes [9].

The bachelor syllabi include: 6 major specializations: Spanish, French, German, Classical, Arabic, and English philology; 4 specializations: Spanish, German, Classical, and Arabic philology including Italian; 3 integral specializations: Classical and Spanish philology; German philology including Teaching at the nursery school; French philology including teaching at the nursery school).

The master syllabi include 4 major specializations (Spanish philology; Teaching of Spanish as a foreign language; General linguistics and literature criticism; Translation) and 2 integral specializations (Spanish philology including Teaching at the secondary school; General linguistics and literature criticism including Teaching at the secondary school). The masters' training in integral specializations is a collaboration of the faculties of Philology and Pedagogics [10]. The bachelors' training in the specialty "Spanish philology" at the University of Seville lasts four years and includes 240 credits. Studying of fundamental and compulsory courses suggests the bachelors' attending lectures and writing an exam paper (75%), as well as their active taking part during the workshops (answers, project works) (25%). A number of hours per week is big. A timetable for a semester contains all the necessary courses in accordance with the syllabus. But depending on the choice of optional courses the students make their individual schedule that includes compulsory courses.

The important fact is that the professional training of the bachelors and masters in Romanic philology at the University of Seville is focused on the civilizing and culturological approaches, which results in formation of both general cultural qualities and specific ones – culturological competencies: sociocultural, linguocultural, linguoculturological, and multicultural. It is obvious from the content of several vocational subjects. For instance, "Monographic course of Latin American theatre" plunges the bachelors into historical and literary research of the Latin American theatre of XX-XXI centuries so that they may grasp scientific and culturological fundamentals of theatre research, establish periods of the Latin American theatre development, find out about the peculiarities of its trends, as well as artistic portraits of the authors and significance of their works. The course is divided into lectures (45 hours) and workshops (15 hours) and allocates 90 hours for the Spanish bachelors' independent work. The contents covers the following topics: Introduction to drama analysis; Florencio Sanches and representation of the rural world; Changes in the Latin American theatre: Roberto Arlt; Latin American absurd theatre: Griselda Gambaro and Jose Triana; Problems of violence in the Latin American theatre: Enrique Buenaventura and Mario Benedetti.

Studying of the "Monographic course of Latin American theatre" is suggestive of the Spanish philology bachelors' formation of two bodies of professional competencies:

– general scientific (ability to analyze and generalize; ability to expand knowledge; ability to criticize both somebody and oneself; research skills; ability to create new ideas);

– specific, the ones that are suggestive of the knowledge of theoretical and methodological trends in the literature theory and criticism; mastering of the text analysis

techniques and methods; ability of critical thinking; knowing how to find, analyze and generalize the bibliographical data; revealing the problems and formulating the research subject matters, substantiating and evaluating their topicality and culturological significance.

The practical work of the hispanists-to-be, which is given six credits, contributes to an overall enhancement of their holistic, instrumental, professional, culturological and personal competencies. The students are given different options where to take practical work (among the institutions that collaborate with the University of Seville): companies, libraries, educational institutions, research groups etc. And in doing so every student makes a list of their own advantages and depending on their average grade and personal achievements they obtain an official placement. The A-students have more chances to be assigned to more prestigious companies [9].

A bachelor student is allowed to take practical work at any time after having accumulated 120 credits. The practical work lasts six months and is often combined with the studies. Its main objective is to practically apply all the linguistic, sociocultural, culturological and literature knowledge for effective solving of industrial tasks. A trainee is assigned to a professional tutor, who works at the institution, as well as an academic tutor, a lecturer at the University of Seville. The academic tutors' task is to correct, guide, watch and evaluate professional achievements and personal progress of a trainee as a specialist in the field of Spanish philology. Apart from compulsory practical work, those who wish may take part in an optional training provided by the University of Seville.

It is worth mentioning that the Faculty of Philology at the University of Seville offers the following lines of scientific and applied researches that favour formation of the bachelors' and masters' professional and culturological competencies: syntax of the Spanish language (modern, historical, colloquial); didactic strategies of teaching Spanish; literary translation; sociocultural influence on translator's work; linguistic variations/linguoculture and translation; grammar of the Spanish language: correlation of standard and usage; synchronic and diachronic analysis of dictionaries; linguistic standard in teaching Spanish as a foreign language; variants of the Spanish in its teaching as a foreign language; new techniques in teaching Spanish language and culture.

Fundamental, practice- and personality-oriented studying at the Faculty of Philology at the University of Seville results in obtaining a diploma entitling the bachelors and masters in Spanish/Romanic philology to professionally operate in the field of linguistic and literature researches; written translation, publishing, literary criticism, linguistic examination; advising services of linguistic and cultural character at the tourism, journalism, information offices; communication technologies, documentation, archive and library affairs, mass media; teaching modern languages and literatures at the nursery and secondary schools, private and public centres of foreign languages.

Hence, a fundamental study of history and development of linguistic education at the University of Seville, which has been carrying out a professional training of the bachelors and masters of the Spanish and foreign philology for decades, has shown that the faculty focuses at formation of three sets of competencies: general, general professional, and vocational. The general competencies of hispanists include an ability to:

– enhance linguistic and speech skills, cultivate their intellectual and cultural level at different stages of their professional advancement;

– analyze the information from different sources, apply informational and communication technologies for solving the professional tasks, even in the foreign language;

– communicate in both oral and written form using the most appropriate means of the Spanish language during a professional and personal communication;

– identify a personal strategy of their life-style and humanistic approach as a goal of a linguist who is oriented towards spiritual, social, and professional values, follow a healthy life-style.

The vocational competencies stipulate the hispanists' abilities to:

– ensure a foreign-language communication in the major (Spanish) and minor languages in order to carry out their professional tasks and personal intentions;

– independently master new knowledge, critically estimate the gained experience from the view of the latest philological achievements and social practice;

– use information and communication technologies during the professional activity and apply the communication strategies in the foreign-language context;

– understand the patterns of literature development, artistic significance of literary works for the spirituality of man;

– carry out applied researches on topical issues in linguistics, literary criticism on the basis of obtained exploratory skills;

– implement intercultural communication by applying the means of verbal and non-verbal behaviour of the native speakers in certain communicative situations in order to come to a better mutual understanding in accordance with the social status and role of both addresser and addressee.

Another relevant fact is that the linguists'-to-be, including the Spanish philology students', outcoming result is expected to be the skills suggestive of mastering the following items: content and functions of communication, language and speech competencies at the highest levels, in accordance with the general European standards of linguistic education; knowledge in philosophy, culturology, and history of world literature and culture, which contributes to formation of a professional world-view and individual socialization, comprehension of ethical values and rules of conduct under the circumstances of intercultural communication; knowledge in vocational subjects (linguistics, theoretical grammar and phonetics, lexicology and stylistics, theory and

practice of translation, foreign literature criticism and history) as a theoretical foundation for a research and practical activity in the field of domestic and foreign linguistics and literature criticism; knowledge in theoretical foundations and organization of scientific researches in the specialty, skills in summarizing scientific sources (including the foreign-language ones) and presenting the results in the course papers, bachelor and master theses on the topical issues of Romanic and Germanic linguistics, foreign literature, general linguistics and literature criticism, methodology of teaching foreign languages; notion about the trade and qualifications of a linguist, their professional functions, stages of their career development and artistic self-realization in the field of an inter-cultural communication and foreign-language education.

**Conclusions.**

Study, comparison and summarizing of the current state of the linguistic education development in Spain by means of representing its experience at the oldest universities have led to the following conclusions:

1. Linguistic education that is implemented at the oldest universities of Spain (Universitat de Barcelona, Universidad de Valencia, Universidad de Sevilla), is currently combines the earliest academic traditions and modern teaching methods, and is carried out in a culture-congruent and culture-creative learning environment. Within the framework of the Bologna Agreement university system of linguistic education of Spain, starting since 2010-2011, has been focused on the training of bachelors and masters of national (Spanish) and foreign (Romanic, Germanic) philology. Hence, it covers initial 3-4 years of studies, comprising the first cycle resulting in the Grado degree, as well as the second cycle, lasting 1-2 years and resulting in the Master degree.

2. Though the bachelors and masters linguistic curricula at Spanish universities slightly differ in content and list of subjects, they are all focused on fundamental vocational training of the graduates as overall aware professionals in the national/ foreign philology, particularly in the field of the Spanish language, literature and culture, intercultural communication, as well as on substantial culturological education and vocational training, artistic and aesthetic education. This is the reason why bachelors' and masters' diplomas in Spanish/Romanic philology obtained from the universities under consideration are highly estimated all over the world, considering that their graduates successfully work bin different countries and get an adequate reward.

3. Starting with admission, the students of Spanish/Romanic philology is provided with all possible opportunities for their career advancement, development of their polycultural linguistic personality as a representative and subject of culture, leader of their profession, because all the courses directly related to the future profession are delivered since the first year, highly motivating linguists-to-be to obtain vocational skills and competencies.

4. The innovative development of linguistic education at the oldest Spanish universities is characterized by peculiar patterns: unity of content, objectives, methods and devices directed at professional formation and creative self-actualization of the graduates as polycultural linguistic personalities and cultural intermediaries. Spanish linguistic education that covers vocational training of bachelors and masters of national and foreign philology is currently defined as an integral, purposeful and controlled dynamic pedagogical system, as well as non-linear, functionally active, structurally organized, and capable of innovations and perspective self-development.

5. Further perspectives of linguistic education enhancement in Spain lie in making the graduates of "Philology" specialty professionally aware, socially mature abd active, flexible and competitive specialists as cultural intermediaries in the field of intercultural communication, foreign-language education and polycultural education. The given educational strategy of Spanish linguistic education is appropriate to apply at the Ukrainian higher education institutions.

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## DIAGNOSTICS OF THE HUMANISTIC DIRECTION OF CHILDREN'S COMMUNICATION WITH PEERS AND PARENTS

*Absrtact. The article deals with the actual problem of modern preschool education in Ukraine, such as, the problem of the humanistic orientation of communication between preschool children with peers and parents. It is revealed that humanistic directed communication of children of senior preschool age is communication that focuses on humanism as a moral standard and value, respect, trust, equality and justice, subject-subject interaction. Diagnostics of the features of communication between children and parents, as well as children of senior preschool age with peers was carried out. The research results show that in every second family, parent-child relationships are not humanistically directed. The peculiarities of communication between older preschoolers and their peers indicate that children mostly know the norms and rules of communication, establishing and maintaining contact with their peers, however, they experience difficulties in implementing them in real practice of communicating with their peers. The reasons that prevent the formation of a humanistic orientation of communication were revealed . The main ones of them are : the lack of need for communication with peers, the unpopularity of the child in the group, lack of communication skills, lack of knowledge about the norms and regulations of communication, lack of formation of humanistic communication skills, etc. Prospects for further research are seen in the correction of parent-child relationships and the development of pedagogical conditions for the formation of a humanistic orientation of communication between older preschoolers.*

**Introduction.**

The problem of familiarization with the world of people has always been and remains leading in the upbringing of children of preschool age. Based on the priorities of the state policy of Ukraine in the development of preschool education, the problems of humanizing all spheres of preschool children become particularly relevant. The standard of preschool education in Ukraine focuses the attention of practitioners on the development of children's skills of socially recognized behavior, the ability to focus in the world of human relations, the willingness to empathize and share with others. Thanks to the communication with adults, as carriers of the social and historical experience of the mankind, a child has an interest and ability to understand others, to participate in joint activities with peers and adults, to combine their efforts with them to achieve a common result, to estimate their own capabilities, respect the wishes and interests of other people. Interaction with other people is a peculiar kind of child's entry into human society, which requires the ability to coordinate their interests, desires, actions with other members of society (educational line "Child in a society") [1].

The democratization and humanization of modern society and the educational process in preschool education institutions determine the urgency of solving the problem of shaping the humanistic orientation of communication between children and their parents and peers. Today, there is a deformation of the relationship between adults and children: aggressiveness, cruelty, indifference, hostility, which originate at an early age, when the child first enters into relationships with other people. Many parents experience a decrease in responsibility, the humane attitude towards children "atrophies", there is a lack of attention and respect for the child. Under these conditions, the contradiction between the child's need for care and continuous weakening, and then the lack of the necessary attention from adults, including relatives, has sharply escalated, which leads to a sharp conflict and artificial delay of its personal development. If relationships with parents and peers develop as positive, if a child is keen to communicate with them, following the appropriate rules, then we can hope that in the future this child will feel free among other people.

We consider the communication of preschool children as a process of interaction between a child and adults and peers. Despite this, we consider it necessary to study in detail the influence of the group of peers and parents on the formation of the humanistic orientation of communication between senior preschoolers.

The role of communication in the development of children is considered in different aspects: the impact of communication on the emergence of positive emotions in children, which affect the health of the child (Yu. Arkin) and the mental development of a preschooler (O. Zaporozhets, M. Lisina); increase mental activity in the learning process (O. Kravtsova, O. Smirnova). The works of L. Darenskaya, A. Izieva, G. Lavrentieva, S. Peterina, M. Fedorova, A. Yanytska are devoted to the cultivation of a culture of communication and relationships; to the education of speech communication culture - O. Amatieva, O. Bogush, N. Gorbunova, S. Kulachkivska, S. Ladyvir, I. Lutsenko, T. Pirozhenko and others.

Partially theoretical positions regarding humanistically directed communication of children are covered in the works of L. Artyomova, V. Bilousova, O Kravtsova, V. Petrovsky. The problem of humane relationships was studied by V. Abramenkova, T. Alekseenko, V. Bilousova, A. Goncharenko, O. Kononko, T. Ponimanska, L. Tischuk, K. Shcherbakova. The essence and patterns of interaction between parents and children in modern conditions became the subject of scientific research by O. Dokukina, K. Zhurba, O. Kononko, T. Kravchenko, V. Kuzya, S. Ladyvir, V. Orzhehovskaya, S. Plokhiy, L. Povaliy V. Postovoj, O. Khromova. Early experiences of interaction between parents and children were studied by A. Adler, E. Bern, G. Bowlby, D. Winnicott, M. Klein, M. Lisina, A. Freud, Z. Freud, E. Fromm, K. Horney, and others.

So, the problem of forming a humanistic orientation of communication in the educational process of the institution of preschool education remains relevant, since the phenomena of inhuman behavior of children are quite common, it is a consequence of the authoritarian style of relations, not a high culture of communication between children and peers and parents.

## 1. Diagnostics of the humanistic orientation of communication between children of senior preschool age and their peers

Relationships with people are originated  and develop extremely intensively at preschool age. The first experience of relationships becomes the basis  on which the further development of the personality is built. The future path of his personal and social development and, consequently, his further fate will depend on how the child's relationships develop in the first peer group in his life — in the group of pre-school education institutions (A. Goncharenko, G. Grigorenko, O. Kononko, G. Kosheleva, T. Ponimanska, V. Kholmogorova, T. Shibutani, S. Yakobson).

We consider the humanistic orientation of communication as a component of the humanistic orientation of the personality, characterized by the formation of the need for communication and is realized through verbal and non-verbal means. Based on the analysis of psychological and pedagogical researches  (I. Bekh, O. Kononko, M. Lisina, T. Repina) and the materials of our research, we can formulate our own definition of the concept "humanistic orientation of communication between children of senior preschool age" and to present its structure.

Humanistically directed communication of children of senior preschool age is a communication that focuses on humanism as a moral standard and value, respect, trust, equality and justice, subject-subject interaction. The goal of humanistically directed communication is to satisfy the need for communication, empathy ,compassion and understanding, and the establishment of personal contacts. Like any other, humanistically directed communication performs a number of important functions: cognition of a personality (implies that the partners of  communication know  with each other, orienting

each of them in the interests, preferences, and emotional orientation of the environment); empathy (provides conditions for understanding the other person's feelings , the formation of the ability to put oneself in the place of another, the realization that there are others different from her point of view); educational (formation of relationships); social (acquisition of social experience in the process of communication).

Humanistically directed communication can be represented by a number of skills: to use  the words of speech etiquette; to make contact; to express your thoughts clearly; to control emotions during communication; to compass  and empathize; to respect the opinions of others; to express your feelings; the ability  to behave in conflict situations; to listen carefully without interrupting; to evaluate adequately  peer behavior; to show understanding and sympathy to peers in communication.

The goal  of our research was: to study the peculiarities of the humanistic orientation of communication between senior preschoolers and their peers.

The objectives of the study: 1) to identify the level of knowledge of children about the rules of behavior and communication in the process of interaction with peers; 2) to determine the level of formation of the skills of humanistically directed communication of children with peers; 3)to  find out the features of the motivation of communication of children in accordance with their sociometric status.

We have developed criteria and indicators of the levels of humanistic formation  of communication between children of senior preschool age: the gnostic (knowledge of the rules of etiquette in communication, the ability to estimate  situations of communication and the behavior of its participants, warning and solving conflict situations, understanding verbal and non-verbal means of communication); behavioral (ability to make a  contact, to express one's thoughts, to initiate and maintain a conversation; to identify understanding and respond to the behavior of communication partners; sociability); motivational (interest to the process and communication partners, desire to humanize the communication process; balance of motivation for others and for oneself   , breadth of motivation); emotional (satisfaction with communication, consideration of the emotional state of the participants of communication; culture of expression of feelings in communication, control of emotions during communication, ability to sympathy and empathy).

The corresponding methods and techniques were selected for each criterion and indicator: conversations with children in order to ascertain the level of knowledge about the rules of communication in the process of interaction with peers and adults; long-term observation included in order to study the formation of interpersonal skills involved in communication and real relationships of children. To considerate   the characteristics of selective relationships with peers, to determine the status of the child in the group, the method of choice in action "Secret" was used (Ya. Kolominsky, T. Repina); peculiarities of communication with peers were studied using the "Magic Wand" diagnostic technique (G. Uruntajeva, Yu. Afonkina ) and conversations with children "What is communication?" [2].

Examining the level of knowledge of children about the rules of behavior and communication in the process of interaction with peers showed that only 32.9% of children have a high level of knowledge and understanding of the rules of communication in accordance with etiquette norms. These children, not only know the norms of speech etiquette, but also offer adequate solutions to the proposed moral situations in compliance with the rules of the culture of communication and behavior. Almost half of the older preschoolers have an average level of knowledge (51.2%). Children of this level mostly know general norms of behavior and give an estimate to moral phenomena (good or bad), but they cannot justify why they behaved in precisely this way in different situations. Accordingly, 15.9% of children are classified as of low level . Children of this level have a certain knowledge of speech etiquette, but they do not always correctly estimate situations of moral content, do not know how to transfer existing knowledge to choose behavior in proposed imaginary situations.

Analysis of the data characterizing the skill of humanistically directed communication with peers shows that 68.9% of children don't have those skills sufficiently formed. The formation of only following skills can be attributed to a high level of development: the use of words of speech etiquette (55.1%), the ability to make contact (49.7%). In communication with peers, only 21.0% of children are able to listen carefully without interrupting; 37.1% express their emotions with the help of words, and the rest with facial expressions and emotions, or use extreme emotional states (if something does not go the way the child likes, it starts crying, and vice versa, when all is well, it laughs). Almost half of the children (46.1%) do not pay attention for the use of obscene language by others, since they themselves quite often use vulgar words in their speech; 38.9% - notice shortcomings in peer speech behavior, when they affect the interests of the child (offend, call names, shout loudly). Only 26.9% of children show their understanding and sympathy to their peers.

It was important for our research, to show the dependence of knowledge on the rules of communication and the real level of the formation of humanistic skills of communication. Thus, the indicator of ignorance of the norms and rules of communication is almost two times less than the real level of formation of skills. Thus, 32.9% of children have a high level of knowledge of the norms and rules of communication, while only 24.4% have a high level of formation of humanistic communication skills. One third of children (30.5%) have a low level of formation of humanistic communication skills, while only 15.9% of children have a low level of knowledge. These results prove that children's knowledge of the rules of communication and interaction does not mean the ability to apply them in real communication with peers. For our research , it was important to show the dependence of knowledge about the rules of communication and the real level of formation of humanistic skills. Thus, the indicator of ignorance of the norms and rules of communication is almost twice less than the actual level of formation of skills.

Thus, 32.9% of children have a high level of knowledge of the norms and rules of communication, while only 24.4% have a high level of formation of humanistic communication skills. One third of children (30.5%) have a low level of formation of humanistic communication skills, while only 15.9% of children have a low level of knowledge. These results confirm that children's knowledge of the rules of communication and interaction does not mean the ability to apply them in real communication with peers.

The observation of older preschoolers showed that they had difficulty in communicating with their peers on the basis of the non-coincidence of their interests and desires. Among the reasons that prevent the formation of a humanistic orientation of communication: lack of formation of the need to communicate with peers, the unpopularity of the child in the group, lack of communication skills, lack of knowledge about the norms and rules of communication, or the inability to use them in real communication practice, lack of skills of humanistic communication, lack of understanding of the state of other children, the negative behavior of the child (aggressiveness, greed, annoyance, excessive impulsivity). Diagnostics of children's motivation indicates that older children of preschool age show among the motives also those that are associated with communication and interaction, although their percentage is insignificant (9.6%) ("For Ira to be friends with me", "For I never quarrel with my friend ", "For Sashko won't argue when we play with him ", etc.).

According to the results of the experiment, 3 levels of development of the humanistic orientation of communication between children of senior preschool age were identified: high, medium, low. A high level of humanistic orientation of communication was found among 21.9% of children of older preschool age. It is characterized by deep knowledge of the rules of etiquette in communication, the ability to adequately estimate situations of communication and the behavior of its participants, the prevention and resolution of conflict situations if they occur, the ability to "read" verbal and non-verbal means of communication; the ability to independently establish contact, initiate and maintain a conversation, clearly express their thoughts, understanding of partners in communication, communication skills; interest in the process and communication partners, the desire to humanize the process of communication, the motivation of communication for others and for oneself, the breadth of motivation (going beyond the limits of satisfying the child's small material desires); satisfaction with communication, ability to take into account the emotional state of the participants; detection of high culture of expression of feelings, ability to control one's emotions in communication, ability to empathy.

The humanistic orientation of communication of children of this level is a daily practice of their behavior, based on a benevolent, sensitive attitude to the communicator , which is based on empathy, mutual understanding, respect for the personality of the partner. These children are sociable, are very popular among others. The average level of humanistic orientation of communication was found among 47.6% of children.

This level is characterized by knowledge of the rules of etiquette in communication, the ability to estimate the communication and behavior of participants depending on the current situation and desires, warning and resolving conflict situations after reminding by adult, or for the purpose of receiving praise, situational understanding of verbal and non-verbal means of communication; the ability to establish contact, initiate and maintain a conversation with the help of others, lack of clarity of statements, understanding of partners in communication, lack of communication skills; situational interest in the process and communication partners, the desire to humanize the communication process after the reminder of the relevant norms of behavior, the rules of communication in order to obtain approval from significant adults, more reputable peers, unilateralism and insufficient breadth of motivation; the ability to take into account the emotional state of the participants mainly in situations that reveal extreme emotional reactions (laughter, crying) by non-constant observance of the culture of expressing feelings, the ability to control one's emotions in communication, the ability to empathize depending on desire.

Compliance with the humanistic orientation of communication is not a daily practice of their communication, but rather is situational in nature. Its manifestations appear depending on the situation, the wishes of the child, after reminding the relevant norm of behavior to adults or to get approval. A low level of humanistic orientation of communication was found among  30.5% of children. It is characterized by superficial knowledge of the rules of etiquette in communication, lack of skills to estimate communication and the behavior of its participants, to prevent and constructively resolve conflict situations and an insufficient understanding of verbal and non-verbal means of communication; lack of ability to independently establish contact, initiate and support a conversation, clearly express their thoughts, understand communication partners, and lack of communication skills; interest in the process and communication partners for their own benefit, lack of desire to humanize the communication process, lack of motivation or lack of motivation for communication; lack of ability to observe culture, expression of feelings, inability to control one's emotions in communication, inability to empathy.

In the communication of children of this level there is no humanistic orientation, conflict situations prevail, self-interests are at  the first place and are satisfied with any methods and techniques: whims, aggression, negative attitude towards others, crying, hysterical laughter and so on.

## 2. Diagnostics of the humanistic orientation of communication of  children with parents

Communication of children with parents is one of the most urgent  problems that is studied by modern psychological and educational science. It is in interaction with an adult that a child enters a society, masters the values, norms and rules adopted in society. The humanism of parent-child relationships is directed at the child, the value system of the parents' reference points, which can be embodied in its  consciousness and be accompanied by various emotional experiences.

So, if we take as a basis the conscious humanism of the parents, then the possibility of building a humanistic orientation in family communication opens up. In childhood, it is important to awaken kindness, humanity, and responsiveness, and this is possible if parents show the most subtle, sensitive care for children.

The essence and laws of the interaction of children with parents in modern conditions became the subject of scientific research by T. Alekseenko, O. Dokukina, K. Zhurba, O. Kononko, T. Kravchenko, L. Povaliy, V. Postovoi, O. Khromova. Foreign scientists E. Bern, J. Bowlby, R. Dreykurs, E. Eidemiller, R. Campbell, M. Rastomzhi, G. Figdor, R. Fisher note the crucial role of these relations in the development of personality.

Consequently, T. Alekseenko notes that humane relations between children and parents are primarily a kind of moral relations, which are manifested in goodwill, trust, respect, care, help, justice, intransigence to evil, cruelty, violence [3].

The child's interaction with parents is the first experience of establishing social relations with the environment. This experience is fixed and forms certain patterns of behavior in communication with other people, which are passed down from generation to generation. In each society, a unique culture of relationships and interactions between children and parents adds up, social stereotypes arise, certain attitudes and views on upbringing in the family. The aim  of our research was: to study the features of the humanistic orientation of communication between preschool children and their parents.

The objectives of the study: 1) to study the living standards   and  features of raising children in the family; 2) to identify differences in the positions of father and mother about the nature of communication with the child; 3) to establish the peculiarities of the behavior of parents and children of different sex in conflict situations.

We were guided by  the position that the ability to build constructive relationships in the family, to resolve conflict situations is an important indicator of personal development. The behavioral patterns characteristic of each person begin to be laid at the early stages of the formation of the personality, in the process of the child's active assimilation of the surrounding reality, its incorporation into the broad system of social relations, awareness of itself  and its  place in it. For the development of the child's personality, it is important that the family had respect, mutual understanding, empathy, mutual assistance, support and trust. This is facilitated by the humanistic orientation of communication.

The experiment consisted of three blocks. The purpose of the first block was to analyze the characteristics of parent-child relationships. The second block was aimed at identifying differences in the positions of father and mother in relation to their children. The third block  was intended to establish the peculiarities of the behavior of parents and children of different sexes in conflict situations. The analysis of the characteristics of parent-child relationships included three directions : the study of the interaction in the process of observation, the diagnosis of relationships according to children's ideas, and the diagnosis of relationships according to the ideas of parents.

To study the interaction in the "child-adult" system, we used the method of purposeful observation of situations, the content of which is the interaction of the child with the parents. Such situations where: communication of the family  with a child in kindergarten daily, after a holiday, after a day off. The observation took place according to a plan developed by us with the participation of educators. They fixed the emotional background in the morning and in the evening, the nature of joint actions and contacts, the content and forms for adults to put forward demands and instructions, and forms for the child's response to them. Considering the multicolor of emotional life, the versatility of emotions in such situations, we recorded about  ten situations of the same type.

In order to study family relations in the "child-adult" system, a program was developed to monitor the communication of children with parents in a pre-school educational institution in the morning and evening hours. They were fixed: manifestation of attention to appeals, questions of the child, his stories (the estimation  was given on three levels: he pays attention constantly, not always, does not show), the behavior of the parents of the child's age (corresponds, partially does not correspond, does not correspond), spiritual intimacy (show, show little, do not show), the presence or absence of partiality  in the relationship with the child (the partiality  manifests itself constantly, appears sometimes, does not manifest) , the manifestation of obedience of  child (behavior  sometimes does not behavior , does not behavior).

The opinion formed as a result of observation was clarified during conversations with parents in terms of the preschool education and family, conversations with the child, as well as during the diagnostic examination of children and their parents.

Estimation of parents in raising children was carried out according to the following parameters: the manifestation of parents' attention to the child's life in kindergarten, its success and failure; the appearance of the child; the desire of parents to improve their pedagogical level: attention to the materials of parental informational list ; participation in parental meetings, seeking advice, the desire to share impressions of watching your child.

A family research  was also conducted with the help of interviews with parents, questioning, conversations with educators, compilation  of family characteristics by educators, conversations with children and projective techniques.

As the main methods for the diagnosis of parent-child relationships, we used:

1.     Diagnostic examination of children: the projective technique "Family Relation Test" by D. Anthony and E. Bene; projective technique "Family Drawing" T. Homentauskas; projective interview of A. Zakharov, V. Rybakov; games of association with children [4].

2.     Diagnostic examination of parents: author's questionnaire; questionnaire of parental relations A. Varga, V. Stolin; methods of analysis of family education of the ACB E. Eidemiller, V. Yustitskis [5]; modified parent-child interaction (MPCI) technique, I. Markovskaya; test K. Thomas on the definition of the  behavior in a conflict situation.

In the process of research, the methods of conversation and observation were used to refine the data obtained from the use of other methods. Analysis of the results of diagnostics of the humanistic orientation of communication between preschool children and their parents consisted in interpreting the obtained results with each individual direction of research and in all directions as a whole. For the first, we set a goal to allocate an experimental group that would be characterized by such relationships between parents and older preschoolers which need further formation and correction. The experimental group was distinguished on the basis of studying the child's family situation, interviews and questionnaires conducted with children and their parents.

The value of the parent questionnaire that we compiled was that the parents' answers helped to identify the nature and causes of violations in parent-child relationships, the nature of communication in the family. Analysis of the results showed that the majority of children have complete families: both the father and the mother present in the family (84.9%). In most families, grandparents participate in the upbringing of children; 44.9% of children are the only child in the family, the rest have brothers and sisters; 40.1% of families consider themselves to be moderately well off (without their own living space); 25.1% called themselves low-income families. Then we made an analysis of internal family relations, the microclimate of families. Internal family relations were considered by us as problematic, if the parents noted the following: the presence of a negative emotional reaction in a child at an early age; unfavorable family environment; frequent conflicts in the family; lots of fears in a child; manifestations of violations in the behavior of children; difficulties in contacting the child with adults and peers; hyperexcitability; manifestations of anxiety in a child; the presence of unhealthy habits in children, disorders of sleep and nutrition of the child; frequent punishments of a child by adults (including physical ones).

The presence of the mentioned above problems can create a basis for disharmonious family relationships, which in turn can lead to disturbances in relations between parents and children. This suggests that if parents named more than half of the listed problems as characteristic of their children, then this family can be attributed to the experimental group, that is, to such a group characterized by a broken relationship between parents and their children. The results of the questionnaire of parents show that 54.9% of families are characterized by the mentioned problems, in 44.9% they do not find themselves to the same extend. Taking into account these results, we identified an experimental and control group. That split was preliminary and conditional. During further research, we compared the results, refined the adequacy of the selection of the control and experimental groups.

Next, we compared the indicators of the emotional problems of children in the experimental and control groups and found a difference in their behavior. Analysis of the results showed a significant difference in the behavior of children previously assigned to the control and experimental groups. The family environment is frankly called unfavorable by parents of only the experimental group (34.9%).

For children, whom we previously attributed to the experimental group, it is typical: disturbance of appetite , sleep (76.2%); the presence of unreasonable, according to parents, fears (95.1%) and bad habits (80.0%); manifestations of anxiety (84.9%); in 72.8% there are difficulties in contacts with adults and peers; cases of increased excitability (80.0%); the use of punishments and prohibitions (89.8%) compared with the control group (14.7%). All of the mentioned above indicators in the control group are in a significantly smaller amount. Children in the control group have fewer behavioral disorders, bad habits and fears, contact problems, sleep and appetite disturbances, cases of increased excitability and anxiety. So, according to the results of a questionnaire of parents, we can conclude that family problems have a negative impact on the emotional health of children. The presence of an unfavorable family environment leads to a violation of family contacts, frequent punishment of children, inhibits their activity. As a result of the observation of the relationship between children and parents, it is possible to identify the main groups of the families under research , depending on the characteristics of the child's emotional and personal relations with an adult, as well as on the characteristics of the child's relationship with relatives.

14.9% of families were assigned to the first group (with a high level of humanistic orientation of communication). The existence of warm relationships between family members, the predominance of goodwill is character for these families . In these families, everyone knows what a loved one lives, and the wishes and interests of each other are taken into consideration . They are characterized by natural care for the child, adults take into account the interests and mood of the child, even in situations where adults are busy with something. Here, with an understanding approach to the requests of the child and even whims, do not ignore any manifestations of his behavior. In these families, children are stimulated with the help of the skillful prevention of undesirable manifestations, on time given advice, attentive attitude. Parents of this group are able to predict the behavior of their child, directing it to the desired direction due to the emotionally expressive manifestation of their attitude to certain actions. We can argue that in this group there is a humanistic orientation in communication of children with their parents.

The second group (with a sufficient level of humanistic orientation of communication) includes 29.9% of families. These are families in which mutual understanding and benevolence reign, but outwardly they appear extremely indistinct. On the part of an adult, the feeling of gratitude is almost never shown, and there are no gentle appeals to the child. In relations with children, parents are stern and friendly, attentive to their activities and interests. Promoting the consolidation of positive, in their opinion, behavior is the main goal of education, so they are too persistent in their demands, which are often verbalized in the form of an order. In evaluations can be seen condemnation or encouragement. For parents, the peculiarities of the child's emotional experiences, his moods are not significant, therefore conflict situations are rather natural phenomenon. In these families, most parents appreciate the warmth and responsiveness among relatives and correctly understand the role of the family, but do not see anything wrong with the application of strict requirements and constant monitoring.

Business cooperation in these families is usually short-lived and is exhausted by the needs of a particular moment: providing a child with help or an answer to the question put by the child. Such a nature can contribute to the development of protective mechanisms in children. During household chores, child participation is defined as an adult requirement. Parents show no concern or desire to work and help. The only motive that exists for parents is necessity, and they declare it to the child. Carrying out joint activities, usually proceeds in the form of independent performance by each participant of their part, it is not the attitude to the matter that is estimated, but the quality of the assignment. Most of the parents of this group, in attracting preschool children to work, see only a means to occupy them with useful work. They do not understand the educational value of joint activities in the formation of positive personal qualities. Domestic responsibilities in these families are clearly distributed, mutual assistance is not accepted here, although the overall climate of family life is calm.

On situations where children witnessed expressed physical suffering of a relative adult, the cause of which were cases that occurred in front the child's eyes (smb. hurts its leg, burned its arm, etc.), they reacted either with passive sympathy or with primitive forms of assistance (took a plate, helped to pick up things which's fallen ). In situations where an adult did not vividly describe his condition, the children simply waited, not showing their attitude to what was happening. The reproaches that were expressed by adults were not much experienced. For example, fulfilling a request not to make noise while someone is resting, the child soon breaks the silence itself and does not stop others, because it forgets about it. The children of the first group were guards of silence and order in these situations, tried to tiptoe, scared to respond to noise: if it did not cause restlessness to those who had a rest. They tried to do everything possible to ease the pain of a person.

We attributed 40.1% of families to the third group (with an average level of humanistic orientation of communication). Almost all of these families entered the experimental group. These families are characterized by a normal microclimate with cold relations. The members of these families, talking about themselves, do not show interest in the affairs and experiences of another. Some of them, having lived up to ten years together, cannot characterize the activities and hobbies of each other outside the family, to name friends at work and characterize the relationship with them. Failure to take into account each other's interests leads to misunderstandings and mutual claims. In these families, raising a child is regarded as one of the parental duties, the fulfillment of which is treated without enthusiasm. Parents believe that it is impossible to predict what the child will be when he grows up, indicate that it depends on them a little. The parents of this group are characterized by the understanding that the sources of positive qualities among preschoolers are inherited or determined by socio-economic conditions. Most of the parents believe that the upbringing of such qualities occurs in later periods of life, and not in preschool age.

Parents of this group prefer to act according to circumstances, since even in matters of child care, they expect instructions from the staff of the pre-school education institution, although they take care of providing it with everything they need.

In the relationship of these parents with children, the manifestation of warmth and care is low. It depends on the mood of the adult and is often combined with a loyal attitude to the antics and the negative behavior of the child. While communicating with a child, there is often a palpable tone of discontent. A negative reaction is characteristic even of the child's innocuous mischief, since adults are not able and do not want to understand the peculiarities of the interests of their children. The dissatisfaction on the part of parents in these families is expressed frankly, as a result of which the child sometimes simply does not dare to approach his relatives with their concerns. The nature of business interaction with the child in these families depends on the mood of the adult. Children are often told that there is no time to do them, under this pretext adults refuse to help and participate in children's activities. Contact on the initiative of an adult is observed rarely, and the number of situations of business interaction decreases dramatically compared with the previous group. The facts of the unequal attitude of the child to the mother and father on the basis of their response to its treatment, confirming the dependence of readiness for relationship on the emotional intensity of communication with adults, were also noted.

The involvement of the child in joint activities as an assistant in these families was rarely observed. Parents explained this by their own employment, pointing out that you can do it yourself quickly. At the time of domestic affairs they try to isolate the child . As a rule, such reactions of parents contribute to the emergence of negative relationships between them and their children. Sometimes parents attracted a child to their activities, guided by the desire to see her at home. The family does not use one of the most powerful opportunities for establishing emotional interaction with children in the process of joint activities.

The children of this group reluctantly or completely refused to talk about their family. Children more responsive to the pain experienced by loved ones, but their sympathy is unstable, and they soon begin to bother with their questions and requests, despite the situation. Their activity is inhibited in situations of physical suffering of an adult - then they show confusion, and sometimes a clear fear. These children definitely show negative emotions about dissatisfaction of their desires, start to act up, some children show aggressive impulses. We attributed 14.9% of families to the fourth group (with a low level of humanistic orientation of communication) (we also assigned them to the experimental group). In these families, there is a low level of communication culture, indifference to the issues of upbringing, internal -family relationships are uneven, often conflicting. Parents consider child-upbringing a duty of pedagogical workers, they are more busy with themselves, and the lack of attention to children is motivated by the fact that they want to provide them financially. Communication with the child in these families is minimized, so if the child is not in kindergarten, then it is mostly outdoors  or alone in a locked apartment. Appeal towards child is dry, hostile or highly controversial, goes from the exorbitant outpourings of affection to unjustified cruelty.

As a rule, these children do not show sensitivity to others, the child does not know anything about the interests and desires of their loved ones. Even the fact that they treat it  is not always benevolent, it  is not emotionally concerned.

These children are often in relations with adults and peers are malevolent, capable of causing evil by slander. The obtained generalized results of the diagnostic examination allowed us to identify two groups of respondents: experimental (55.1%) and control (44.9%). Relationships of children with parents in the control group have the following characteristics: a clear advantage of the child's emotional acceptance (79.8%); orientation of parents to the relationship of cooperation with the child (30.1%); rather high manifestation of the parents' desire for harmonious relations with the child (60.0%); a rather high level of control over the child (73.9%); orientation to its social achievements (82.2%); orientation to promote the positive qualities of the child, doubts about the effectiveness of any punishment (79.8%).

Characteristic signs of parent-child relationships in the experimental group are conflict (63.1%), inconsistency in educational influences (65.8%), emotional rejection by parents of their children (74.9%); disharmony, which leads to a kind of distortion in the mental development of children, generates isolation with respect to the awareness and expression of their needs, violation of children's self-esteem (25.1%). Preschoolers are acutely experiencing their place in the system of internal -family relations, they want to take a more significant position, but they have to be satisfied with the attitude their parents show towards them and respond to an unfavorable situation in the family with passive avoidance of work or indirect aggression (40.1%). The main sources of increased anxiety are the fear of punishment (55.0%), rejection, loss of love on the part of parents (74.9%). Children of the experimental group have ambivalent feelings for parents (37.9%): on the one hand, they emotionally repulse their parents, which is reflected in the drawings and sayings of children, on the other hand, they are drawn to them, dream of love and care; they found excessive or low self-esteem in conjunction with the experience of dissatisfaction with themselves (25.1%), which performs a predominantly protective function.

Differences were identified in the positions of both parents in relation to children. The majority of men are characterized by the following positions in relationships with children: demanding (60.0%), control in relation to the child and emotional distancing with it (61.0%). Mothers are dominated by anxiety over the child (20.0%), inconsistency and certain instability in relationships with children (85.2%). The results of a survey of children show that the mother is more likely (50.2%) than the father (26.7%) shows positive reactions towards the child, and, accordingly, the child more often receives negative reactions from the father (18.0%) than from the mother (11.2%). It has been established that conflict situations in the relations of children with parents arise in families where such types of parental relations as "rejection" (55.0%), "authoritarian hyperprotection" (65.2%) and "little loser" (70, 0%). Methods of behavior of the parents of the experimental group in relation to children in conflict situations are mainly non-constructive (65.2%); only 19.7% of preschoolers behave in a conflict situation in their own way; most children imitate the behavior of their parents, and girls are more likely to imitate their mother (50.0%), and boys more than their father (45.2%).

## Conclusions.

Summing up the diagnosis of the humanistic orientation of communication of children with peers and parents, we can make the following conclusions:

The results of the research allowed us to identify two groups of respondents: experimental and control. Relationships among children and parents in the control group are characterized by the clear advantage of the child's emotional acceptance; orientation of parents to the relationship of cooperation with the child; a high enough manifestation of the parents' desire for a harmonious relationship with the child; a fairly high level of control over the child, focusing on its social achievements; focus on encouraging the positive qualities of the child, doubting the effectiveness of any punishment. Characteristic signs of communication between children and parents of the experimental group are conflict, inconsistency in educational in processes , and emotional rejection by parents of their children. This leads to a kind of distortion in the mental development of children, generates isolation with respect to the awareness and expression of their needs. The main sources of increased anxiety are the fear of punishment, rejection, loss of love on the part of parents. The basic needs of children are the need for recognition by parents, for love, for humanization of relationships; children of the experimental group mostly have ambivalent feelings towards their parents: on the one hand, they emotionally repel parents, which is reflected in the drawings and sayings of children, on the other hand, they are drawn to them, dream of love and care.

In every second family parent-child relationships are not humanistically directed. Also the diagnostic results showed insufficient formation of the humanistic orientation of communication between older preschool children and peers (only 21.9% of children belonged to the high level ), which necessitated the correction of parent-child relationships and the development of pedagogical conditions for the formation of a humanistic orientation of communication among older preschool children.

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## PERSONALITY AS A PHENOMENON OF CIVILIZED ADOPTION OF EUROPEAN VALUES

***Abstract****. The modern process of forming European values reflects the strengthening of the relations between Poland and Ukraine as a phenomenon of noble representation of the meaning of the Self-being of a person through spirituality, but this process of anthropologizing is multilateral, it must be realized comprehensively, especially in the plane of the neo-Thomist conception of the phenomenon of truth. First of all, it is the influence of concepts (educationcentrism, the nobility of a civilized person, neo-Thomism, Sophianism, Western philosophy, humanism, sociocultural space, anthropocentrism, metacommunication, tolerance, and professionalism) of the system of transforming the " man of mass" and "Social European life" as a way of overcoming both Ukrainianophobia and Westernophobia (polonophobia, yudophobia, Russophobia, Islamophobia) for the evolutionary creation of the civil inclination of a traditional post-Soviet society, or the help of specialists in the post-classical philosophy of civilizational prolegomenes of the "dominant humanistic paradigm" with the aim of mastering the "future" of socio-cultural, professional and patriotic virtues, spoken by European humanists from the time of antiquity (Aristotle, Thomas Aquinas, M. Heidegger, John-Pavlo II - K. Wojtyla, A. Mickiewicz, Plato, Spinoza, I. Franko, T. Shevchenko, A. Sheptytsky).*

### Introduction.

The modern process of forming European values reflects the strengthening of the relations between Poland and Ukraine as a phenomenon of noble representation of the meaning of the Self-being of a person through spirituality, but this process of anthropologizing is multilateral, it must be realized comprehensively, especially in the plane of the neo-Thomist conception of the phenomenon of truth. First of all, it is the influence of concepts (educationcentrism, the nobility of a civilized person, neo-Thomism, Sophianism, Western philosophy, humanism, sociocultural space, anthropocentrism, metacommunication, tolerance, and professionalism) of the system of transforming the " man of mass" and "Social European life" as a way of overcoming both Ukrainianophobia

and Westernophobia (polonophobia, yudophobia, Russophobia, Islamophobia) for the evolutionary creation of the civil inclination of a traditional post-Soviet society, or the help of specialists in the post-classical philosophy of civilizational prolegomenes of the "dominant humanistic paradigm" with the aim of mastering the "future" of socio-cultural, professional and patriotic virtues, spoken by European humanists from the time of antiquity (Aristotle, Thomas Aquinas, M. Heidegger, John-Pavlo II - K. Wojtyla, A. Mickiewicz, Plato, Spinoza, I. Franko, T. Shevchenko, A. Sheptytsky). The most valuable of the category of social life is the formation of the spirit of socio-cultural paradigms that contribute to the development of the conception of humanism, which enhances the spirit of tolerance in the ethnosocial and globalized socio-cultural space. John Paul II reveals, for example, the spirit of post-classical philosophy in finding the truth, despite the negative moments in historical memory (Fides et ratio of Holy Father John Paul II to the bishops of the Catholic Church on the relationship of faith and reason.) Encyclical (fragments). foreign lit. 2001 No. 5-6, p. 3-14).

The "era of globalization" is revealed in the hierarchy of the concepts of autocentrism: "Humanities of human development", "the spirit of social life", "humanization of the socio-cultural space", "ethnosocial space", "postmodern personality", "humanist horizons"; "Socio-cultural tolerance", "metacommunication", "community", "prospects for overcoming Western-phobia", "professionalism".

EducationCentrism, as a noble attempt of the Hetman-Cossack type of civilization, causes the overcoming of the choleratic obstacles to the development of a sovereign state, is the enrichment of civil society in the communication of the Ukrainian idea to the requirements of European humanism, that is, entry into a civilized world is a European hope of a civilized postmodern personality. The spiritual achievements of the reformers of the Slavic-Orthodox civilization in Ukraine also become anthropocentrism as the main symbol of civilian nation-building in the context of the activities of public figures (L. Balzerovich, L. Valenza, V. Havel, S. Gluzman, M. Gorbachev, O. Kwasniewski, L. Kravchuk, V. Chornovil). The Ukrainian-Polish experience of socio-cultural communication clearly reflects the social power of the carriers of the synthesis of postmodern philosophy and post-classical pedagogy, sociology and metaphysics (Y. Korchak, A. Makarenko, V. Sukhomlynsky), the complicated formation of spiritual symbols of European freedom as a protest of a young generation against imperial aggression of neighbors and ideological distortion of the role of "the historical transformation of the Little Russian ethnic group" into a Ukrainian political nation, where there will be no apology for ethnic nationalism, and there is a social need to reproduce the neo-Thomistic approach to the foundations of Ukrainian-Polish cooperation, - gradually eliminates all obstacles to overcoming the spirit of enslavement in a separate territory. The anthropology accumulates this visual aspect in the spirit of its contemporary phenomenology.

Modernity has absorbed the local civilization of the nomads of the Eurasian steppes: "nature is changing again, although not due to the cosmic influences of solar activity, but as a result of human activity, armament of machinery and energy resources from the bowels of the earth ... Steps turn into arable land; villages and resorts grow in the foothills; through the deserts laid railways and highways; cars replaced camels and horses. The world has changed - and the ways of adapting man to the environment have also become different "(Lev Gumilyov, 1968). In contrast, the «Homo Sovetikus» project was not successful as the international community increasingly uses economic coercion to integrate undeveloped societies into the European and world community.

1 Neo-Thomism as a systematizer of the human-dimensional turn of Western philosophy on the rails of the culture of tolerance

Neo-Thomism is one of the main post-modern substantive foundations of the spiritual factors of European values, turning towards the protection of human rights and of the citizen, and even the transition of child-centeredness to enlightenment. Conceptually, this process was conceptualized in Roman Catholicism, as in general human rights, the initiator was the Roman Pope John Paul II (1920-2005), his humanism of a convergent society in neo-Thomism reveals both the humanism of Christianity and the forms of the European cognitive and creative potential. The first Slav pontificate, due to Neo-Thomism, revealed the essential elements of the post-industrial paradigm as a convergent nature of European civilization. Moreover, his critique of  modern spiritual diseases have nothing in common with the inquisitorial (now condemned) tradition of "hunting for a witch".

His model of  refurbishment of the philosophy of the postmodern man, His Holiness Father John Paul II, discovered in multidimensional literary work, in particularly in the theological writings. Thus, in the formation of European values that reflect the strengthening of the relations between Poland and Ukraine, as a phenomenon of noble representation of the meaning of the sovereign communication of the state on the principles of the concept of humanism, had a spiritual meaning, which is reflected in the encyclical "Fides et ratio" ("Faith and Intellect" ). Here, referring to the bishops of the RCC, he emphasized: "The Church, by the power of authority which it has as the keeper of the Revelation of Jesus Christ, seeks to confirm the need for reflection on the theme of truth. Therefore, I decided to turn to you, dear Brothers in the Episcopate, with whom I am united by the mission of the open appearance of truth (cf. 2 Corinthians 4:2), as well as by theologians and philosophers, who have the duty to explore various aspects the truth, and, moreover, to all people who seek the truth ... or anyone who has in the heart love  could be on the right path ..., find in it the reassurance of their cares and spiritual joy "[6, p. 5]

The search for the truth for the pontiff is the need to enrich the spiritual foundations of European civilization: "Philosophical quest forged in the loose sands of general skepticism, gave way to uncritical pluralism: it revealed a lack of faith in the existence of truth ... Certain concepts of life derived from the East ... are deprived of the truth of absolute character ... All is reduced to a rank point of view ... Philosophical reflection ... prefers to

consider existential, hermeneutic or linguistic issues that overcome the main problem of the truth of each person, there is, God himself ... In general our contemporaries formed position distrust of major cognitive abilities of man "(John Paul II) [6, p 5].

The philosophy of neo-Thomism helps to draw a holistic image of the cognitive quest for Western postmodern philosophy, which qualitatively updates the humanitarian education of youth, in accordance with the requirements of scientific and technological, informational and communicative, noosphere significance.

For example, Pope John Paul II, for all his post-classical modernism of views on the earthly existence of personality, pointed out that "the liberation theology" (when certain priests, in particular Catholics, became leaders of rebel groups or field rebel leaders) is an "antiteology", since it does not have evangelical ideals, so that freedom is not a destructive phenomenon. In his opinion, the historical ethnos is effective only when it has the basis for divine understanding of the axiological penetration into national education, which the political nation is constantly humanizing its own struggle for human rights, as a synthesis of faith and reason. Science in the context of neo-Thomism is the main factor of globalization, it develops first of all as techno-science, "which becomes the basis ... of the development of a society of knowledge ... of developed countries of the world", allows to overcome the intolerable social manifestations of techno-sciences and transform the modern science into a strategic resource of social development. Science forms the environment of globalization, encompasses all kinds and forms of a society of sustainable development: from the sphere of production and consumption to the legitimization of "theological disciplines."

The humanist side of the changes in reality within the limits of the scientific perspective of the educational space, touches on social experience. The life of outstanding mentors is a qualitative reflection of the reformation of youth training in the spirit of the ideals of social influence, one of the aspects of which is the Ukrainian and European approaches, with their, at first glance, utopian dreams, about the role of kozakophilism in the process of humanizing the socio-cultural space. Pope John Paul II through neo-Thomism shows to intellectuals the need to enrich the elements of the post-industrial type of thinking, from the childhood, since on this integral basis, a universal paradigm of a "convergent society" is formed. [6, pp. 3-14] For this, the public must actively and peacefully resist apology for the "rebellion of the masses", as it resulted in the twentieth century up to two world wars and the creation of the diversity of weapons of mass destruction. Neotomism gives almost universal answers to scientific, economic, political, and social challenges. Not only John Paul`s II theological public efforts play an important role, he left a critical reflection on a multi-valued philosophical position as a supporter of historical optimism: "Different philosophical systems have instilled a man's false conviction that she is the absolute master of herself, that she can determine her destiny and future, relying solely on themselves and on their own strengths. Thus never manages the greatness of man ... Only under the heavens of truth can she ... understand the meaning of his freedom and his vocation to love and to know God, and in the exercise of this vocation, she will find herself in all its fullness "[6, p. 14]

The holy pontiff warns of the situational threats in finding freedom as an expression of anarchist and epistemological pride: "The peculiar" philosophical pride "... would prefer to provide (own meaning) the own vision, imperfect and narrowed, the choice of the outlook perspective, the level of universal interpretation ... For the good of mankind ... one imposes on it (the philosophical search of truth. - Aut.) a special responsibility: this is the deaconion of truth. I have already written about this in my first Encyclical Redemptor hominis ... Every recognized truth is always just the stage of the road to the knowledge of the full truth that will appear in the final revelation of God: "Now I understand partly, and then I will know, as I know" (I. Kor 13:12) - emphasizes John Paul II [6, p. 4]. This aspect of the futurologist of neo-Thomism overlaps with the humanism of the "philosophy of culture," through overcoming the negativism of "social factors," contributes to the western "humanistic tradition", the self-organization of ethno-social and national relations (W. Beck). In the context of metaphysics (hope), the spirit of noble ideals is found, which is among the "reference forms of society" (St. Augustine, O. Rosenscht-Gussy). The consequences of anthropologizing forms of communication are not a random phenomenon, as in Western historiography, irrationality reflects them as phenomenological manifestations associated with the names of R. Bart, H. Ortega-y-Gasset, S. Kierkegaard ...

Man is the creator of the heart, and, as a bearer of culture, John Paul II proves what the Creator created for everyone. This problem is solved in the following way: specific historical cultures differ in accordance with the external dimensions of selectivity, that is, each and every individual and ethnic group have a certain "cultural threshold" that passes only what may be relevant to the individual's own lifestyle and beyond ideological manipulation. For this purpose, a conscious person, in particular in Ukraine, must determine his measure of protection of the humanistic life of a patriotic individual, where the person is responsible for all noble standards and remains the protector of the inheritance of the liberties of the ancestors, in the spirit of tolerance, and others like that.

2. Humanist side of changes in reality within the limits of philosophical anthropology

The substations of the human personality of a free person have the power to adequately resolve the issue, the subject of the article talks about the unity of the European space "under the signature of Sophia" as a measure of the sociocultural content of the educational work of the carriers of the spirit of freedom and hope, "that a civilized man" always worthy to resist his physical and spiritual endings. The formation of civil and noble thought is a form of democratization of national statehood, as well as a specific embodiment of the value principles of the futurological formation of the phenomenology of the national spirit ( M. Berdyaev, E. Husserl, N. Hartmann, I. Kant, O. Losev, G. Skovoroda, P. Yurkevich, M. Scheler). The history of ancient aesthetics (Sophists, Socrates, Plato), the Thomistic correlation of faith and the reproduction of a civilized personality in early Christian nominations of human dignity. The nature of the eternal will be recognized through faith in God, and through the theological works, actions of blasphemy against naturephobes (carriers

of ochlocracy, oligarchism  and conformism) - often prompts the reproduction of God-baptized and xenophobic stereotypes, in particular totalitarianism (Stalinism, fascism).

The essence of human existence, as proved by the activities of outstanding mentors, allows the individual to occupy such a place on the earth, which directs, even in the development of civilizational forms; corresponds to the national mentality and qualities of each step of a tolerant person  as a creator of "humanistic European space." Patriotism and tolerance of the individual cause the victimity and scientific development, which reproduces in the anthropocentrism the spirit of "multiculturalism," the bearers of various ethnoconfessional customs in confrontation with the spirit of the form of "Homo sovetikus", - the nominee of "plebeian stereotypes". The civilized personality is a manifestation in Ukraine of the timely activity of the "luminaries of the historical people," began to criticize the "pharisaic" (steady, but purely external), dogmatic or even demonstration of any socio-cultural and moral rules, which does not allow the plebeian reactualization of noble goals. The Sofian Victimity of Cossackophiles significantly influenced the appearance of a cohort of noble people; this phenomenon separates the interpretation of the ideals of social life, with its coloration of spiritual virtues (the unity of the holy faith, the Church, the political nation). Thus, the "Ukrainian idea" is a key concept for both civilized "autochthons" and for "national minorities" (Serbs, Croats, Poles, Germans, Bulgarians ...) whose ancestors have come or arrive with a true intention of permanent residence, which is covered by the patriotic energy of holiness, and by all those Christian or Orthodox high ideals, which specify the Ukrainian meaning of European life.

The path of becoming a humanistic anthropocentric paradigm in the European education comes through the formation of spiritual and personal dimensions. For example, Mykola Hartmann distinguishes between "soul" and "spirit"; the soul, according to Hartmann, is inherent in beings, endowed with consciousness, to which he relates animals; spirit is inherent exclusively to man. In the spirit of Hartmann distinguishes: "personal spirit", the bearer here is a separate person; objective spirit, the bearer of which is social community (objective spirit is manifested, for example, in the spheres of language, philosophy, morality and law); "Objective spirit" is embodied  in works of art, science, industry, etc. [5].

The great tasks of humanizing the educational space of Ukraine in the spirit of holistic dynamism, mobility of conceptual schemes of the European world were patriots, which sometimes almost complicated the embodiment of anthropocentrism, since they only attributed themselves to one side of "intercultural communication", that is, the reproduction of the subject of learning as a rational explanation " The object of the dialogue of cultures is a very complex problem. Education is centered on the fact that the "little linguistic" method of "attempts and errors" should learn to make a choice among alternative mods existendi, while having not all the real possibilities to fully assess all the consequences of the adoption of one of them.

It is clear that the search for the most rational ways requires the introduction of a person into the European system of values, restoration on the principle of humanities of all levels of public education, will demand from the political elite comprehension of best practices anthropologizing socio-cultural changes.

The anthropocentrism of modern searches for moral justification deepens the spirit of anthropocentrism during the Knights of Renaissance, also greatly influenced creativity and the concept of quixoticity. The writers of post-classical thought (V. Vinnychenko, E. Malanyuk, D. Chyzhevsky) complement the works of T. Shevchenko - the Great Kobzar to the neo-Thomistic concept. Fides et Ratio of the Holy Father John Paul II and his synthesis of faith and reason, raised the question of the evolutionary nomination of enlightenment-centeredness as the Spirit of a civilized society (Y. Korchak, A. Makarenko, V. Sukhomlynsky, M. Pirogov, K. Ushinsky), determines the influence on the enrichment of European landmarks of the values of a "little Ukrainian" (E. Borinstein, V. Kremen).

Under the influence of educational reforms, its ecumenical genesis of the formation of the unity of the Christian religions of Eastern Europe is intensified, as a result of its state-self-regulatory and Orthodox-clerical reproduction, in particular as a result of political work, as well as in the socio-cultural space of education, etc. (Aksynova V. I., Sklovsky I. Z.) now reproduces the creative reflection of the national idea as a sign of the "Cossack nation", where the meaning of life was manifested - the autocentric sources of law (child and youth), but in the post-classical-educational spirit (O. Gonchar, L.Kodatskiy, M. Kultayeva, V. Kremen).

For example, in the spirit of Platonism, the paradigm of spirituality in the cordocentric interpretation of the ancient world (G. Skovoroda, P. Yurkevich) considered a person (microcosm) through the moral combination in his native land (macrocosm) of the spirit, soul and body, since man has a natural desire for freedom, aimed at freeing from imitation the understanding of "intentions of the eternal" - super humanus - lat. - superhuman I. Kant in his time bound human freedom with a "moral imperative." Classical and modernist philosophy even in the twentieth century considered human freedom in the epistemology of non-violence of being ("freedom is an awareness of necessity"). According to ethics, the necessary limitation of state violence or anti-totalitarianism, in particular, is the criticism of right-radical interpretation of Nietzscheanism. The post-classical approach begins to play an increasingly important role in the interplay of the philosophy of humanization and the reproduction of socio-cultural changes in the European space (John Paul II, J. Korchak).

The charismatic thinkers of the chivalry reproduce the reformers of education, in particular the cordocentrism of philosophers. G. Skovoroda, for example, taught in the European model, of cordocentrism ("Philosophy of the Heart"): "God allows us to at the same time know the" human dimension "of the world and understand its depth.

"God for a civilized man is his departure from the alienation of creative independence to a sensible conscience, a connection between personality and eternal.

For example, the reverence of St. Augustine, Virgin Mary or Elizabeth (even the former inhabitants of Yelisavethrad (Kropyvnytskiy - Aut.), emigrating to the East or the West, are trying to act in the communicative and moral discourse of European values).

In the communicative system of values of the socio-cultural space, the civilization of education is formed under the influence of anthropological enrichment of the spirit of ethnic education, this phenomenon appeared even after the experience of early Christian teachers, where humanism "Mentor" occupied a central place, always has the status of human-dimensional public opinion. Philosophy of educational space was the spiritual foundation for teaching the mentor (St. Augustine), their own community of pupils [5; 6; 7; 8; 9]. First of all, the role of the media (or the use of the Internet), etc., for the millennials is extremely important, for spreading the respect for the community anthropocentrism rooted in the education, which gave its historical name to its native land, its landscapes and culture. Now understandable is the fact that declared itself about mid-I millennium BC. Almost at one and the same time in India, China and Greece (later on the territory of Rus-Ukraine) there are the first educational and philosophical systems in which there is a mentor and the principle of humanism.

For example, the Vatican, and its Roman popes, opposed the distortion of the theological theory of the divine basis of the European state and the aggressive power of the monarchs, considered unacceptable slavish subordination of secular authority to church and spiritual, and vice versa, in particular during secular rule that degraded human dignity. The Vatican attempted to divide their functions: the bishop is not subjected to a king or king during worship in any denomination. The authority of the monarch does not extend to the church, and the sphere of influence of the bishop is limited to the walls of the cathedral. It is believed that the power of the monarch is given by the people, and his main duty, as a sanctified person, is the vicar of Christ on earth (the pontiff), is the protection of the rights of all subjects, the care of them. Respect for the peculiarities of ethnoconfessional traditions is the key to the stability of the state and society. At the heart of the Christian conquest of a monarch is not ideological-political myths or fear of punishment, but respect and love, without which, according to thinkers, there isn`t strong secular power, when free critique of ethnic nationalism ensured. The further development of philosophical anthropology begins to determine the anti-racist and educational aspect of educational centering (M. Hartmann, J. Korchak, V. Dilthey, M. Scheler). In all socio-cultural, these centers of European civilization declared "axial time" (K. Jaspers). M. Scheler defends axiological synthesis as a spirit of qualitative updating of the educational process, allows us to identify the signs of humanism in the socio-cultural system always acts as a form of social life. Cultural paradigms of anthropologizing reflect the spirit of the socio-cultural space created by charismatic individuals, and give benchmarks for a "public perspective."

The new paradigm of anthropocentrism has always grown in the community of European and national scholars through a broad debate on the level of implementation of the ideals of a civilized man, determined by the metaphysical level of the existence of its sociality. M. Scheler`s   anthropologism, for example, is reflected in his works between 1897 and 1920-1928. At this time, Scheler critically examines the doctrine of "Higher Races" in historical consciousness; he defines the institutional role of education in counteracting the so-called reflection of the spirit of permanent radicalism, fascism, and so on. A civilized man must resist the demagogy of the so-called "Führer" through the humanities of the world of education, that is, to comprehend the issues of ethics, national feelings, religion, political philosophy. In the second period, from 1920-1922 to 1928, Scheler proposed the interpretation of the Deity and personality as incomplete in its similarity, which appears together with the formation of space in a holistic human history [11, 12]. The article "The Situation of Man in the Cosmos" (1928) proposes "a grand vision of the gradual self-determination of a culture of tolerance, the spiritual association of man, deity and the world. He converges to a point of a gradual process, in the integrity of the two polarity: the mind, or spirit, on the one hand, and the impulse - on the other. "The ideas of reason or spirit, powerless, if they do not enter the civic consciousness, that is, in practice, or not realized in the life and practical situations created by the impetus of the cohort and human inducements. (...) People, however, are metaphysically "out of" space, due to the ability to make their object  and everything from the atom to the very cosmos "[13].

3. Civilization dimension of anthropology of autocentricism in Ukraine.

The civilization dimension of the manifestations of autocentricism is observed in Europe from antiquity, a phenomenon that was typical of Ukraine-Russia, because it is the basis of the complex phenomenon of ethno-social communication of the Coryphaeus of dignity and of the self-identification of the "Cossack nation". The spirit of the Ukrainian education world realizes itself both in the system of social progress and in the revival of a sovereign state at the turn of the twenty-first century.

The set of national ideals, as a noble manifestation of the philosophy of anthropology, is a real imprint in the educational center of the ideological signs of time, since it originates at the time of the Ukrainian national revolution, which created the conditions for the cathedral state building on the basis of the civilizational-fragmentary (UNR, ZUNR, Kuban) efforts of the cossackophiles.

It is necessary to consider the phenomenon of autocentrism as a manifestation of the fundamental element of the noble formation of the Ukrainian political nation and the development of a civilized person in the retrospect of the history of Western world-view of anthropocentrism in the 21st century.

Personality is the bearer of anthropological signs that redirects the vector of humanism from being to nihil (from Latin - nothing) - the Sophian status of Homo sapiens, according to B. Spinoza, reproduces the kind of Homo Liber.

It is the sophistry that causes the creation of the nation: the emergence of historiosophy (vizathosopy, ecosophy), its meaning and purpose highlight the structure of the ideals of communicative intention, the bearers of civilized paradigms and anthropological peculiarities of the human person as units of the natural genome and phenotypic category - the species. Modal-constructive dialogue, as a chivalrous context of the sophistry of cultural paradigms since the early 20-ies of the twentieth century in the work of Anton Makarenko, and Vasyl Sukhomlynsky, when Soviet Little Russia began its actively turn into an unconstrained Ukraine. In the field of Orthodox-Christian traditions it is possible to recreate a culture of tolerance in order to really help young generations, that is, the spirit of social harmony allows us to get rid of piety against the dogmas of evil (militant sociology). In particular, in Ukraine - Russia, these traditions were enriched by such charismatic figures as  Kiev Metropolitan Hilarion, Prince Yaroslav the Wise and Volodymyr the Great, and during the Lithuanian-Polish times - I. Vyshensky, S. Orikhovsky-Roksolan, P. Mohyla, G. Skovoroda.

The new stage in the liberation struggle, the intense suppression of mythological ideas on the periphery of the cultural space (T. Shevchenko, Lesya Ukrainka,  I. Franko) begins in the infinite Little Russia, influencing the emergence of the national conscious, European enlightened intelligentsia, the cossackophiles and  anthropological direction of the actions of the authorities (D. Chyzhevsky, M. Hrushevsky, E. Malanyuk, V. Korolenko, M. Drahomanov, V. Vinnychenko), who creatively enriched the experience of anthropocentrism of Western philosophy (M. Pirogov, K. Ushinsky, A. Makarenko), In the Uncorrupted Little Russia revision the former (barbaric) values of "higher ranks" are dissipated, there is a new interpretation of world history and mythology, education, professionalism and humanities of public education.

The progress of anthropological understanding of the meaning of European being, according to the Great Kobzar, reflects the course of evolution, which distinguishes the stages of spiritual development of man - savage, barbarism, civilization, since the formation of the formation is not spontaneously and consciously, with spiritual benefit for his own personality and for the whole of his people.

The humanistic component of the organization of educational space in the provincial and Soviet Little Russia during the "mass rebellion" touched upon "the Hamlet question - being or nothing"? A. Makarenko in the "Pedagogical Poem" showed himself how be the defender of the "little Ukrainian" world view. He, like the real "Don Quixote of Zaporozhian" [9, p. 312], gives this Shakespearean tragedy indirectly a psychoanalytic interpretation, since the Bolshevik ideology ignored and condemned "humanities of the quixotic", thomism, cybernetics, genetics, sociology and Freudianism. A. Makarenko began to consider this Hamlet phenomenon on the example of the fact of suicide in the process of socialization of the individual, but not rejecting the religious point of view. The insensibility of a suicide bomber had an unfortunate experience of "first love," as one of the difficulties

of social and personal upbringing of a young person, and others like that. The outstanding teacher briefly describes the feelings of the colonist (all of them disdained by the war in Ukraine), nicknamed "Chobot", who had fallen in love with Natasha, in due time helped him to enter the colony, where he became an active member of the collective, prepares for admission to the institute, refuses from intimate relationships and subsequent marriage, moving to the village. "Without Natasha I can not live. Talk to her (she turned to A. Makarenko, colonist "Chobot" - Avt.) To go with me ... Just know, Natasha will not go, I'll end myself "(" Chobot "was then one of those who actively helped the mentor in raising "passivation", "swamps", "spans"). This allegedly individual fact, a brilliant pedagogical innovator, shows the deadlock of the vulgar sociological paradigm in the unbroken Little Russia, which does not correspond to the European tradition, in particular the experience of Z. Freud and K. Jung.

- "This is what a stupid talk ... You are a man or a sizzle ... I let him go" (mentions A. Makarenko - Aut.) ... a man who lost control and brakes ...

- I wanted to ask if Natasha knows about the mood of the "Boot", but for some reason did not ask "[9, p. 293]. "The boot hangs at night on the third of May ... The boys encountered suicide" Boot "restrained ...

Belukhin shook her head:

- "Chobot" is not a man, but a slave. Barin was taken away from him, so he invented Natasha ... "[9, pp. 297-298]. "In full swing (after "Chobot`s" suicide, - emphasizes A. Makarenko - Aut.), There was a crisis in front of me, and threatened to fly ... the values of the collective, exceptional dignity, which ... I did not want to hide from myself ... "[9, p. 208].

Anthropologism must not be purely racial or biological, since a person, as a subject of society, a carrier of high social values, manifests some free human`s attitude to nature and man as a living integrity, testifying to the "I - environment" in the natural environment. But a person also finds himself a cultural creator, when the bearer of the ideology of the "titular nation" personally does not have a superiority with the representatives of other nationalities (nations) living together with him. In the publications of dissidents of 60-ies of the twentieth century the attempts were made to reveal the meaning of the concept of "humanist horizons," as a socio-philosophical meaning of self-identification of a young person. European teachers-educators, even under the conditions of "newest Stalinism", approached the pupils as supporters of the Ukrainian tradition of "philosophy of the heart". Humanism, as an addition to the forces of the national spirit, is the aggregate value of concepts of philosophical upbringing, "Our boys represented on the average a combination of very bright features of character, with a very narrow cultural status ... The overwhelming majority of them were illiterate or illiterate at all. Almost everyone was accustomed to dirt and fork, in relation to other people they developed protective and threatening beyond primitive heroism "(A. Makarenko). [9, p. 45]

That is why the educationcentrism of a great teacher was aimed at transforming the "knights of the finns" into "Knights-Don Quixotes", "defenders of truth" in the spirit of European anthropocentrism, that shows a culture of tolerance.

The conceptual interest of professional and patriotic virtues, touches upon the essence of changing the educational space, in the coordinates of the "philosophy of the heart" has found a partial embodiment in the XIX century, and then, more broadly, in the industrialized countries, its demand is sharply increasing in the 60's and 90's centuries in connection with the civilizational lag in the crisis society; these conditions also developed in the system of secondary education. In Ukraine, from the requirements of scientific and philosophical and technological advancement, the spirit of European communism arose (P. Shelest, L. Kravchuk), the local sovereign communists began to retreat towards the cossackophiles under the influence of establishing relations with the officially missing values of sovereign status (split into fragments of Ukraine) , there was a need for a spiritual impulse for the new demands of the scientific and technological revolution, and so on.

To achieve the renewed goal in the system epistemology of the sociocultural meaning of educational conception, the following tasks were set: the influence of the mentor on social life, the situational understanding of the interaction between power and society, separately for the purpose of mastering its role as future specialists, to identify "liberal prescriptions" of those that are only unsystematic say about the necessary social changes or often, claim that our pedagogical paradigm is supposedly a mechanical conglomerate of scientific and spiritual knowledge. But our educational space conceptual etymology was able to distinguish in such a way that the community clearly revealed the experience of the countrymen, predecessors, and comprehend some of the most pressing tasks in the spiritual, cultural and political socialization of the individual.

The formation of the needs of the humanistic world perception of the "noble (European) type of Ukrainian man" is influenced by the charismatic figure of a public figure - the undisputed genius-artist T.G. Shevchenko, his life and  fate. The "Testament" and patriotism now help to resist imperial embezzlement, in conditions where an unjustifiably long term of service in the army drove a free man into a "screw", erasing the native anthropoid type of a free Ukrainian, and creating a "soldier of a despotic system." Don Quixote is an example for patriotic education of future professionals, in particular the features of ethnic tolerance [14]. What was, as an exception, first in the nineteenth century in the Russian Empire, and it was repeated in the early 20th century, and is now gradually spreading, reflected in the work of charismatic people [15], and all who are looking for an optimal method for the creation of civilized human relations, society and nature.

For a long time, philosophical anthropology in the space of fundamental principles of education was an important but often coincidental component of defining-system of thinking, using the superficial inheritance of «great teachers and philosophers» and by expanding its implementation in a very abstract way, to one or another of the areas of socio-

cultural reality in other words, the philosophers of the humanity of the educational space, as well as the general philosophy of education, touch upon humanism and the stabilization of the socio-cultural space, when democratic patriotism is the key to the progress of education in the Ukrainian state and society. And this way of deployment of philosophy, as an updated characteristic of education, it`s only for antiquity and modern times, but also for the XXI century [2].

The experience of the descendants of knight pedagogues proves an opportunity to put forward projects of reforming education, its continuous existence in the future, which enables its timely reorganizations on the basis of the existing, "Ukrainian schools of the future", especially in the experience of V. Sukhomlynsky. Actually not always these projects correlated with socio-cultural, financial resources, but they always ahead of their time and asked a perspective on the development of the educational system og philosophical and pedagogical thought.

The analysis showed that with the preserved general epistemological meaning of the term "humanistic paradigm" - the advanced team (mentor and pupils) reflects a system of models, methods, techniques and methods of educational and historical explanation of the modern content of the concept of "educational paradigm": finds its metaphysical illumination in the context. The existence of a basic level of process as a synthesis of ontological senses and individual aspects of philosophical interpretation of the experience of religious and educational innovators, but in aggregate sense culture of tolerance. For even in the late 80's of the twentieth century in Ukraine they began to use this concept to demonstrate clearly that the "official philosophy" also refused to be voluntary "servant of the CPSU Central Committee". Therefore, in the Spiritual elite, the search for epistemological carriers of noble views increases. In the qualitative ethnosocial change of the concepts of ideal species, the kind of "Homo Lieber" (under the influence of the metamorphosis of the spirit of truth) is reproduced, the assimilation of new humanitarian categories, reproducing anthropologically-spiritual, close to the one that reflects the synthesized spirit and secular, and religious feelings in the search process. Constant inner truth, self-purification and love for Ukraine in particular for the development of uncensored information in accordance with the spirit of critical rationalism [4].

Modern metaphysics understands the need to study a new conceptual system as a European reproduction of the advancement of educational civilization in the aspect of important innovation changes, and in the context of the appearance of a person on a certain informational, ethno-social and civilian level of humanism, the horizons of the national idea. In the field of knowledge of the futurological horizons of socio-cultural life, the social meaning of anthropocentric is an extraordinary moment of globalization.

**Conclusions.**

Innovations in the spirit of enlightenment should be related to the search for truth, the understanding of the answer of the prominent Ukrainian humanists, first of all, the Great Kobzar, with his prediction of the creation on the evolutionary basis of a "great, free, new" family, which, through suffering (riots, revolution, war) transforms the Little Russian-Ukrainian ethnos into a Ukrainian political nation. Such logic is the humanistic contribution of the bearers of a democratic-patriotic direction to the European path of Ukraine. Spiritual descendants of the Great Kobzar were the Ukrainian reformers of the educational space A. Makarenko and V. Sukhomlynsky whose efforts continue their supporters particularly in  a high school. Pavlysh, Onufriivsky district of the Kirovohrad region (which, as a rule, are graduates of the KPU named after V.Vinnychenko).

M. Pirogov and K. Ushinsky have conceptually been referred to autocentrism for the first time. V. Vernadsky, as the initiator of the inventing of anthropocentric traditions, gave the noospheric impetus to the model of autocentricism, the eco -ontological significance of the struggle of the spiritual elite against marginalized groups of influence. However, it can be argued that, given the volatility of the external environment of a civilized personality, the issue of the current state of the educational industry in the congregation of Ukraine and the prospects of development in everywhere of gifted youth remains relevant. In Ukraine it is necessary to generalize the consideration of anthropological studies and models of Ukrainian education centered in the work of Kobzarevyh descendants. To investigate the activities of the Ukrainian coryphaeus, autocentrism denotes the positive results of the ethno-social struggle against the rooting of stereotypes - the provincial (and Soviet) Malorossiys that hinder the formation of European Ukraine. Having considered the more critical development of a civilized personality of the twenty-first century the direction of futurology-philosophy of forecasting the ethno-cultural, ethno-social and political space of the collegiality as a close future of Ukraine is being recreated.

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# CONCEPTUAL BASES OF SOCIAL AND PHILOSOPHICAL ANALYSIS OF LEGAL COMPETENCE OF PEDAGOGICAL WORKERS UNDER THE TRANSITIVITY OF UKRAINIAN SOCIETY

*Abstract. The article conducted a socio-philosophical analysis of the process of forming and increasing the level of legal competence of teachers. The main aspects of the legal competence of teachers in intellectual property and the protection of their copyright in the context of public transitivity are examined. Attention is focused on the role of legal education of teachers as the main stage in the formation of the legal consciousness of Ukrainian society in the context of growing transitivity through the assimilation of legal norms and the development of skills and abilities to find legal information. The study concludes that in the course of the reforms that are taking place in Ukraine, namely judicial and educational, it is necessary to pay special attention to resolving issues related to the development of intellectual property. For this purpose, legal norms should be developed, which should be aimed at protecting the interests of the entire Ukrainian society. In this context, the importance of conducting further research and analysis of the issues of protection of intellectual property not only in the legal sphere, but also in the socio-philosophical scientific discourse should be considered separately.*

## Introduction.

At the beginning of the third millennium, Ukrainian society is faced with the urgent problem of developing a new educational philosophy, which is realized in the need not only to retransmit new knowledge and skills to applicants, but to instil in them the ability to independently acquire new knowledge. However, a teacher cannot be an expert in a separate industry, completely isolated from a society that lives according to the norms of law and morality. He must know the legal and regulatory framework that governs his professional activities, fulfill his function, guided by the provisions, norms and standards that regulate any work activity in Ukraine.

These trends are even more actualized, since the Ukrainian society today is in a situation of a serious legal crisis due to the presence of a significant gap in the Ukrainian legal framework, and then in the professional activity of a person. Such a regulatory gap can cause crisis processes in Ukrainian society, the reasons for which can be established through the study of legal education in the conditions of public transitivity of Ukraine.

## 1. Socio-philosophical analysis of legal competence

Overcoming the legal crisis and uneven development of Ukrainian society is dialectically linked with the development of the education and science system in Ukraine. At the same time, the development of Ukrainian society will depend on the level of use of the competence-based approach, namely, the philosophical paradigm of preparing teachers for the start of a new professional and social activity.

In the twentieth century, the Spanish philosopher J. Ortega y Gasset in his work "The Revolt of the Masses" noted: "... we need to know the real, holistic history in order not to fall into the past, but to find a way out of it" [1, p. 154]. Therefore, the appeal of the cognitive activity of young people, who in the future will become a teacher or lecturer in Ukrainian educational institutions, to the problems of the development of mankind should be closely connected with the acquisition of knowledge and skills.

Such knowledge will later be used by her for in-depth analysis of historical, political and economic processes, in order to avoid previous mistakes in the conditions of transitivity of modern society, as well as to improve legal education and culture of all members of society. The relevance of studying the process of formation of the legal competence of teachers from the position of society's attitude towards intellectual property is determined by a number of circumstances. Among them, first of all, it is necessary to emphasize the need to improve the level of legal education among teachers, which is associated with the implementation and protection of intellectual property rights in the field of science and education. At the present stage of the post-industrial development of society, a teacher needs to constantly and work a lot in order to ensure his professional development, exploring new opportunities, creating appropriate conditions, using various means.

At the same time, any pedagogical worker creates property - what he owns, enjoys, and disposes of. Among all his achievements and results of work a special place is occupied by intellectual property. Analysis of recent research and publications. At the beginning of the XXI century a multi-vector paradigm of research on the theoretical and methodological foundations of the competence approach, the ways of its implementation in the areas of education modernization on a competence basis has been formed.

This problem is most fully revealed in the works of a number of Ukrainian and foreign scientists, including N. Bibik, V. Bondar, I. Zimnyaya, N. Lazarev, A. Markova, V. Oleinik, A. Pometun, A. Savchenko, N. Sidorchuk , V. Serikov, I. Frumin and others.

The issue of the process of formation of legal competence in the field of intellectual property was studied mainly in the context of industries, in particular philosophy, economics, jurisprudence, sociology, and pedagogy. The scientific foundations of the legal competence of teachers were studied in the works of A. Bolotov, S. Gordienko, B. Igoshev, I. Kamil, S. Mazur, S. Matyushenko, I. Poralo. The problem of ownership in the classical sense was addressed by prominent philosophers, among whom J.-J. Rousseau, J. Locke, G.W.F. Hegel, C. Marx, P.J. Proudhon, and others.

However, they focused on private property, the issue of intellectual property was not part of their scientific interests. Modern studies of intellectual property in the philosophical aspect were conducted by V. Gavrishin, V. Mamayev, M. Rozovyi and a number of other scientists. At the same time, the problem of legal education and culture of teachers in Ukraine has become the subject of scientific discourse of representatives of various disciplines. Especially in the conditions of the ever-growing public transitivity, scientists are interested in the issue of legal education of teachers in the transition from an educational to a competence-based approach in the education system.

General issues of legal education and culture of pedagogical workers are the subject of research of many scientists, among them V. Areshenkov, A. Guz, I. Smagin, T. Smagina, T. Remekh, L. Tverdokhleb, M. Fitzula and others. However, research into the use of the competence approach in the process of forming legal education for teachers in the conditions of the transitivity of Ukrainian society has not become the subject of system analysis. Despite the significant interest of scientists to the problems of legal education of teachers in Ukraine, the issue of its formation in terms of educational reform in Ukrainian society requires more detailed research and philosophical reflection. Issues of legal competence of teachers in terms of intellectual property and copyright protection remain on the periphery of research, which indicates the need for further in-depth study of these issues.

The purpose of the article is to conduct a socio-philosophical analysis of the process of formation of legal competence as a component of the professional competence of teachers, the study of teachers' legal consciousness regarding the concept of intellectual property in the field of education and the protection of their copyright.

The presentation of the main material. The projection of the competence approach to the plane of scientific research on the increase in the level of legal competence of teachers in a transitive society allows determining the likely development trends of Ukrainian society in the future and predicting the adaptation mechanisms of individuals and social communities to the qualitatively new conditions of the sociocultural reality of the legal state and introducing them into teaching philosophy courses social philosophy, sociology, political science, law, pedagogy others. Analysis of research indicates that the concept of competence has been used for a long time in philosophy, psychology, pedagogy and law. At the same time, it gained considerable distribution and use in connection with the introduction of a competence-based approach in education. One of the components of professional competence of teachers is legal competence. The grounds for attributing legal competence to the main components of education lie in the urgent need to effectively ensure the legal aspect of professional activity by means of pedagogical influence. It is also possible to influence the formation of legal awareness of all participants in the educational process in an educational institution. Since the implementation of professional activity by a pedagogical worker depends on the level of his professional fitness, educational preparation, moral, ethical education and legal culture, difficulties in his activity arise most often due to external factors.

During their professional activities, teachers create methodological manuals and recommendations, textbooks, methods and technologies, articles and monographs, dissertations that contain their knowledge, ideas and skills. They can be objects of intellectual property of the teacher. Therefore, the legal competence of teachers is of particular importance in the process of fulfilling their professional duties, as well as in the implementation of intellectual property rights. Issues related to legal education have interested philosophers, educators, lawyers, and other scientists since ancient times. The legal views of the ancient Greek philosopher Pythagoras in the context of the development of world thought about legal education were aimed at establishing the rules of coexistence in society. He noted the need for young men to learn customs and laws and the need to observe them [2, p. 44]. Based on the interpretation of the role of laws in the formation and development of the state, the Pythagoreans understood law-abiding as the highest virtue in society.

Another well-known ancient Greek philosopher Socrates expressed a consonant thought. He believed that the basis of moral and law-abiding behavior is knowledge and education, since the very existence of moral and legal norms requires knowledge of these norms [3]. The philosopher under the law understood justice. He studied the content of various moral principles and concepts, and devoted considerable attention to "human problems." The Thinker saw the basis for the flowering of the state in the unswerving observance of the laws, in the unconditional obedience of the citizens of the state to these laws [4, p. 120]. Consequently, in the ancient Greek tradition, knowledge was the common thing that united all human virtues. The content of the aphorism, preserved by the students of the great philosopher, opens up the prospect for the moral improvement of the pedagogical worker. At the same time, Socrates said that he knows that he knows nothing, and everyone else knows even less than he does. In this context, knowledge sets the direction for improving the moral qualities of each person, and intellectual property is a virtue that is designed to make a person respectable, including this applies to teachers.

At the same time, philosophical understanding of the relationship of legal education in Plato was inextricably linked with such Greek concepts as truth, justice, good. However, the philosopher did not absolutize the role and place of the law, he believed that the human mind should stand above the law, which, if necessary, can and should be adjusted. Plato believed that a citizen of a state should not blindly obey the laws, but adhere to the legal norms with a full awareness of their justice, usefulness and necessity [5, p. 59]. Therefore, even in ancient times, knowledge of the law, legal education, culture in the context of the understanding of their rights, each member of society was considered a primary duty.

In ancient Hellas, there were rules that allowed authors to bring works to the public in their original form, but the concept of intellectual property appeared much later. The works of Aeschylus, Sophocles, Euripides and other ancient Greek poets did not bring financial gains and benefits to their authors precisely for this reason, but left their names in the history of mankind. However, the concept of plagiarism was used by the Roman poet Martsial in his epigrams, Xenias, to characterize literary robbers [6].

Pedagogical practices can be attributed to intellectual property in the classical sense, providing them with intellectual and spiritual values. The results, achievements, works of a humanitarian nature are attributed to spiritual values, including science, literature, visual arts, movies, television, opera and everything else, thereby enriching our inner world. However, such values are formed due to the skills and knowledge of the person, which she uses in the process of physical or mental labor, which makes them his property.

A study of scientific works in which the concept of intellectual property is revealed in education shows that there is no clearly defined thesis concept, which would include personal pedagogical achievements as a result of the teacher's creative activity.

By investing his knowledge, skills, creative achievements and skills in a lesson, a lecture, the teacher, on the one hand, creates an item of intellectual property – but not a written essay, on the other hand, it is the result of his daily professional activity, and of study. At the same time, other components of the teacher's work, namely, methodological and organizational activities, which by their composition are the performance of official duties specified in the employment contract, job description, individual plan, may contain such professional results as ideas and knowledge.

The concept of "intellectual property" in the context of law is associated with French legislation of the 18th century. The emphasis in this matter is directed to the theory of natural law, which is widely reflected in the writings of famous educators of the time, namely Voltaire, C. Helvetius, D. Diderot, J.-J. Rousseau et al.

The famous German philosopher I. Kant in the article "On the illegality of reprinting works" expressed the idea that the result of the author's intellectual activity does not materialize in his book. Since it is a means of expressing the author's thoughts, the reproduction of a book without the permission of the author or publication is not an encroachment on his property [7, p. 137]. This position of the philosopher is considered a peculiar source of public good for the protection of copyright and patents.

The philosophical paradigm of intellectual property is not static. Over time, in his writings, I. Kant brings to the concept of intellectual property through private property, determining the value of owning all things, including knowledge, which he considers wealth [8]. Each useful discovery is, in the words of I. Kant, "the provision of services to the Society." Thus, the efforts of the person who provided such a service should be rewarded by the Society that received it. This is a fair result, a real contract or an exchange between the authors of the new discovery and the Society. The first (authors) deliver an outstanding product of their mind, and the Society provides them in exchange for this with the opportunity of exclusive use of their discoveries for a limited period [9].

At the same time, H. de Saint-Simon in his article "The View on Property and Legislation" points out that "the most important issue to be considered is the question of how property should be organized for the greatest benefit of the whole society, relative to will and in relation to wealth" [10, c. 355].

The German philosopher G. Hegel believed that the establishment of a legal concept of plagiarism was impossible and noted that only a sense of honor should influence the prevention of plagiarism. Laws against reprinting, in his opinion, achieve the goal - the legal support of the property of the author and publisher - a certain, very limited extent [11]. Note that at the end of the 19th century, the use of other people's works by a number of authors was perceived as one of the rules of creativity, but others interpreted it as an encroachment on another's property.

## 2. Protection of intellectual property and copyright in the conditions of transitivity of Ukrainian society

Ukrainian philosophical paradigm of legal education in the field of property has its historical roots and is associated with such historical monuments of Kievan Rus as "The Tale of Bygone Years", "Russian Truth", "Word of Law and Grace", etc. Tangible influence in the study of the development of legal education Ukrainian society had the works of G. Skovoroda, F. Prokopovich and others.

Therefore, we note that the countries of the center of the world-system in the process of transitivity of society came to understand the importance of protecting intellectual property rights for a long time.

In Ukraine, the process of understanding the value of intellectual property and copyright protection is in its infancy. Back in the times of the Soviet Union, only copyright was recognized for inventions, discoveries and rationalization proposals, which were duly patented, as well as literary works and works of art.

In modern Ukrainian reference and legal literature legal education is interpreted as a structural component of education in Ukraine, the process of acquiring legal knowledge, skills and abilities, building respect for the law, law, human rights and freedoms, relevant legal orientations and assessments, legal behavioral attitudes and motives of the legitimate behavior [12]. Thus, Ukrainian thinkers contributed to the formation of the need for legality and the development of pedagogical thought in Ukrainian society.

A consonant opinion in the analysis of the role of legal education in the formation of the legal consciousness of society is expressed by modern Ukrainian scientists A. Melnichenko and E. Dergachev. In their study, scientists note: "... Legal consciousness is usually understood as one of the forms of social consciousness, that is, such a complex systemic education, which is a collection of knowledge, beliefs, ideas, assessments and sensations, which reflect people's attitude to the existing law and existing legal system. It is obvious that the content and level of development of the legal consciousness of society largely depend on the current education and upbringing system" [13].

In Ukraine, there is a significant regulatory framework for the implementation of intellectual property rights and their protection.

Article 54 of the Constitution of Ukraine guarantees citizens freedom of literary, artistic, scientific and technical creativity, protection of intellectual property, their copyright, moral and material interests arising in connection with various types of intellectual activity [14]. It should be noted that in contrast to the objects of material property, which are any things, property, objects of intellectual property, and consequently knowledge, contain not only the result of activity, but also the exclusive right of the author to this result. In this regard, it is necessary to distinguish pedagogical intellectual property among other types of intellectual property. Most often, the study of the problems of pedagogical intellectual property and protection of copyright arises the problem of attribution of authorship – plagiarism. For the first time in our country, such a legal term has officially begun to be used since 2001.

It is worth noting that, according to Article 418 of the Civil Code of Ukraine, the right of intellectual property is the right of a person to the result of intellectual activity or to another object of intellectual property right, defined by the Civil Code of Ukraine and other laws [15]. Thus, the legal term introduces the understanding that the subject of intellectual property is only the result of creative activity that meets the requirements established by law and leads to the creation of a new product, knowledge.

It should be noted that violations in the field of education in the field of copyright protection mainly arise in connection with the illegal receipt or use of intellectual property created by teaching staff. In this regard, it is necessary to acquire legal knowledge in the field of intellectual property by pedagogical workers for the implementation of effective professional activity and the deepening of legal education in general.

Therefore, the process of legal competence of teachers is complex and multifaceted. Issues related to the implementation of this process are a philosophical problem that needs to be addressed in the context of the functioning of the entire Ukrainian society.

At the same time, the notion of competence has been derived at the state level in Ukrainian society. In accordance with Article 1 of the Law of Ukraine "On Education", competence means a dynamic combination of knowledge, abilities, skills, ways of thinking, attitudes, values, other personal qualities that determine a person's ability to successfully socialize, carry out professional and / or further educational activities [16]. In the process of increasing professional and pedagogical competence, it is advisable to increase legal competence through the implementation of the National Qualifications

Framework, which was approved by Resolution of the Cabinet of Ministers of Ukraine on November 23, 2011 No 1341. The Resolution of the Cabinet of Ministers of Ukraine determined that competence / competence is a person's ability to perform a certain type activity, which is expressed through knowledge, understanding, skill, values, as well as other personal qualities [17]. At the same time, the Ukrainian scientist N. Sidorchuk notes that professional and pedagogical competence is a property of the person, which provides the solution of theoretical and practical problems and is determined through the assessment of the results of its activities [18].

At the same time, the priority attention under such conditions requires an increase in the level of legal competence and legal education not only of teachers, but especially of young people, who in the future plan to engage in teaching activities.

Today, pedagogical workers are quite numerous and relatively independent subjects of the Ukrainian society, which help to gain new knowledge for children, young people and everyone. Such knowledge should be aimed at improving the morality and spirituality of Ukrainian society.

However, the current state of legal education of society leaves much to be desired and remains far from the desired by philosophers, and also significantly differs and lags behind European norms and standards. Even among educators, there is a nihilistic attitude to the legal norms and values that they learn and teach. At this stage of development in the Ukrainian society there is a drop in the level of legal culture and consciousness.

At the same time, regardless of the age and social status of a member of society, disrespect for human values is felt, which becomes the basis for civil, administrative, labor and even criminal offenses that occur against the background of a constant increase in the spiritlessness of Ukrainian society. Therefore, Ukrainian society in the conditions of constantly growing transitivity cannot do without proper targeted legal education, culture and upbringing.

Any knowledge, like an idea or information, is the basis of intellectual property. However, before you create an object of intellectual property, you need to learn to perceive and learn about the surrounding reality, as well as compare it with the knowledge system that the pedagogical worker already has, learn how to determine their social value, the possibilities and consequences of their application in practice, and be able to evaluate acquired knowledge. The process of evolution of the concept of intellectual property rights in the field of pedagogical activity continues at the present time. In general, the legislation of Ukraine on intellectual property provides the ability to control the legality of the use of objects of intellectual activity in many areas of activity.

However, it is in education that the effectiveness of copyright protection remains low, since it is limited to taking measures after the fact of the violation of such rights has been established. The only exception, at present, is the verification of dissertations and other scientific works for the presence of plagiarism.

The concept of academic plagiarism is reflected in the Law of Ukraine "On Higher Education". Part 6 of Article 69 of the Law of Ukraine "On Higher Education" states that higher educational institutions and scientific institutions carry out measures to prevent academic plagiarism – the publication (partially or fully) of scientific (creative) results obtained by others as the results of their own research (creativity) and / or reproduction of published texts (published works of art) by other authors without attribution [18]. Again, the protection of intellectual property rights applies only to that part of copyright, which is recorded, printed, and documented.

It should be noted that Articles 9 of the TRIPS Agreement and 8 of the Law of Ukraine "On Copyright and Related Rights" specify that copyright protection extends to statements, and not to ideas, procedures, methods of work, or mathematical concepts as such [20, 21]. Note that in the Bern Convention for the Protection of Literary and Artistic Works there are no special provisions on the legal protection of ideas, processes, methods and concepts. Its more than a hundred-year history of existence, from the moment of its conclusion by the first authors, among whom was V. Hugo, and ending with the latest changes in the 70s of the last century, indicates that the rules on the legal protection of ideas were discussed, but its reflection in the Convention not found, because they are not complete written works [22]. In this case, it is ideas that most often become the object of infringement by plagiarists.

With a significant regulatory framework and a significant scientific study of intellectual property, a single scientific approach to recognizing the appropriated idea as a plagiarism has not yet been established.

Philosophical perception of the problem of attribution of authorship, which was introduced by G. Hegel, does not stop the scientific discussions on this concept and indicates the need to develop a socio-philosophical paradigm of intellectual property, which by its parameters should differ from the legal concept.

Thus, the marginal social and ontological foundations of legal competence in the field of intellectual property should be established, since when acquiring and protecting intellectual property rights among teachers, the problems of overcoming civic uncertainty and inactivity, social indifference and inertia of teacher's behavior and thinking become particularly relevant.

It should be noted that today in our society in the context of rapid and irrevocable scientific and technological changes, globalization of society, the question of the competitiveness of specialists arises. The effective solution of this problem depends on teachers, because it is their professional competence that determines the formation of key competences of children, the ability of students to successfully enter the globalized space.

Therefore, along with lawyers and managers at all levels at the stage of restoration of legal and civil society, a separate role should be assigned to teaching staff. However, the legal competence of teachers depends directly on the degree of their legal education. In addition, attention should be paid to the level of obtaining knowledge and their awareness of the principles of law and morality. Therefore, the system of pedagogical education requires a deep reflection of the changes that are occurring in Ukraine today, due to the nonlinearity and instability of the development of the modern world-system.

In the conditions of continuous deepening of the non-linear development of the world-system and polarization of the Ukrainian society, legal education should not lose the main purpose, which is the need to translate the tradition, to build the foundation necessary for the rule of law.

However, today in Ukrainian society there is a dangerous tendency to destroy humanistic and democratic values and traditions of education, and then it becomes a sphere of educational services. Therefore, special attention in the matter of raising the level of legal competence of teachers is due to their professional status, because the specialists in the field of education are in constant close relationship with children and young people. And then it is the pedagogical workers who are directly responsible for their education, including legal education. This professional affiliation of pedagogical workers provides for a considerable social responsibility and high trust in society in the results of their professional activities. Therefore, society should strive to ensure that these specialists are not only highly professional teachers, but also highly cultured, legal conscientious and highly moral.

Increasing the level of legal competence of teachers should provide an understanding of the causes and tasks that put forward the legal norms that exist in the country. In this process, educators must recognize their social goals and values. They should evaluate the ability and ability of the student to become the creators of legal terms and norms. Educators should strive to teach young people to understand and comply with legal regulations. At the same time, to achieve such a level of legal education of the Ukrainian society, the corresponding aspiration of each of its subjects is necessary.

However, the assimilation of the methodology for disclosing legal terms, provisions and their use should be based on the understanding that moral norms are at the core of each legislative norm. Therefore, raising the level of legal competence of teachers as one of the factors of transformation of Ukrainian society should include personal development, the formation and assimilation of a system of legal knowledge, the development of skills and abilities to find legal, reliable information. That is, the teacher should be able to use the legal framework and the media, use the knowledge that was obtained during training, develop skills of self-education, develop critical thinking, be able to constantly, independently replenish legal knowledge and form a system of democratic, legal, humanistic values of Ukrainian of society.

The acquisition of these skills should be based on the rights, freedoms and guarantees of the Ukrainian people. Thus, the need to increase the level of legal competence of pedagogical workers naturally requires further individualization of legal education. In the context of the transitivity of Ukrainian society, legal education should give a certain set of legal knowledge, the legal norms of which are constantly updated. And also it should give experience in the formation and reproduction of these norms in a democratic legal society, each participant of which must realize and bear legal responsibility.

Legal nihilism in Ukrainian society often leads not only to administrative and criminal offenses in the family, child abuse, but also to the participation in them of teachers.

Therefore, raising the level of legal competence of teachers sets before legal education the tasks that consist in substantiating legal norms, integrating them into the content of new trends and international norms, and preserving the legal tradition of Ukrainian society.

Therefore, in modern conditions of development of Ukrainian society, one of the priorities for the establishment of a legal and democratic state is the direction of legal education to increase the level of legal competence of teachers as a factor in the formation of legal consciousness and culture of citizens of Ukraine. Due to the spread of legal knowledge among teachers, it is possible to achieve stable growth and improve the level of social and legal activity of the Ukrainian society. At the same time, in the context of legal education, despite all the difficulties of acquiring intellectual property rights by pedagogical workers, the possibility of their realization and protection should be taken into account.

Article 50 of the Law of Ukraine "On Copyright and Related Rights" provides a list of violations of copyright and (or) related rights, which give grounds for the protection of such rights, including in court. [20] It should be noted that the violation of rights to an object of intellectual property rights entails administrative and criminal liability, which is indicated in Article 51/2 of the Administrative Offenses Code of Ukraine and Article 176 of the Criminal Code of Ukraine [23, 24]. However, currently in Ukraine there is no effective system for monitoring compliance with copyright. Therefore, the authors can implement the basic measures for exercising their rights when creating new intellectual property objects and for protecting the violated rights through appeal to a court. Given the judicial reform that is taking place today in Ukraine, the problems of the judicial form of protection remain the most popular for the protection of intellectual property rights. From this point of view, the legal training of teachers should be an important part of their professional training, the motive for achieving a high level of pedagogical skills and competence. In this regard, it seems necessary to increase the level of legal education, both teachers and students, in order to explain the value of intellectual property, prevent plagiarism, create an atmosphere of its inadmissibility, develop their skills of legal use of other people's works. Philosophical-anthropological studies of this issue indicate the need for a clear perception of plagiarism as a theft, although its result is not a material object.

## Conclusions.

Consequently, raising the level of legal competence of teachers is becoming more and more relevant and acquiring global significance in connection with their active participation in the formation of civil society and the rule of law. Every citizen of Ukraine should be provided with free access to information regarding the norms of current legislation and the practice of their application. At the same time, a teacher, educator, lecturer should be able to use these standards to competently and effectively address issues arising in the private and public spheres of society, for effective prevention of child and adolescent offenses, successfully overcoming and preventing abuse in the family and educational institutions, occurring through legal nihilism in society.

The conducted social and philosophical analysis of the problems of forming the legal competence of pedagogical workers indicates that legal competence is a significant measure of the possession of legal knowledge in a particular area of professional activity of teachers.

It is the awareness of the effectiveness of regulations that enables pedagogical workers to use various sources of law to exercise their functions. Legal competence of teachers covers the implementation of intellectual property rights and ways to protect them in the implementation of their professional activities and the creation of intellectual products, in particular, teaching materials, presentations, electronic resources.

In addition, it should be noted the possibility of ignoring on the part of teachers of legislative norms, the abuse of intellectual property rights, targeted attribution of authorship to the objects of creative and professional activities of their colleagues. This indicates the need to apply not only legal liability and prescriptions to unscrupulous teachers, but also the possibility of personal warning of plagiarism. The study found that the list of jurisdictional ways of protecting intellectual property rights in the current legislation is not exhaustive. Considering this aspect, there is a need for an in-depth definition of the term of intellectual property in pedagogy with the inclusion of all the results of the professional and creative activities of teachers, as well as the right to this result. The study found that in the socio-philosophical sense, the term intellectual property in pedagogy as a creative professional process does not represent value as an object of intellectual property. Therefore, we consider it necessary to conduct further research with the aim of disclosing intellectual property in the humanitarian sphere for every scientific, creative result of the work of an educator.

At the same time, more attention should be paid to foreign studies of the problems of intellectual property on the creative results of a person's professional activity, including a teacher. Reforms that are occurring in Ukraine, in particular judicial and educational, and are related to the development of intellectual property, should be directed to the interests of all Ukrainian society. In this context, it is necessary to see separately the importance of conducting further research and analysis of the development of intellectual property, not only in the legal sphere, but also in the socio-philosophical scientific discourse.

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# PSYCHOLOGY OF ACTIVITIES OF INTERNATIONAL HUMANITARIAN MISSIONS IN CONDITIONS OF EXTRAORDINARY SITUATIONS AND MILITARY CONFLICTS

*Abstract. Based on a retrospective analysis of emergence and development of the international humanitarian movement of civil protection of population and territories from large-scale emergency situations, the necessity of development of modern scientific approaches to the problem of psychological provision of the formation and operation of consolidated rescue units of international humanitarian missions has been substantiated. The expediency of this type of activity is substantiated by the specifics of the life of such formations, which consists in the peculiarities of their way of formation, the process of reconciliation, the uncertainty of the crossover and ethnic environment where located, the ambiguity and unpredictability of the influence of negative psycho-traumatic factors on the mental and physical health of specialists.*

**Introduction.**

Natural disasters, fires, accidents ... Different ways to face them. Sometimes confused, or even doomed, as people have faced with numerous disasters for centuries, but you can also face them differently- in organized way, with faith in self-support and assistance of the state. Success will depend on those who knows how to act in one or another extreme situation and will make the right decision: save yourself, help others, limit the destructive effect of spontaneous forces to the extent that they are capable of [2, p. 206].

The problem of appearing of emergency situations as "forerunners" for extreme situations, slowly, but inevitably, becomes one of the essential features of national security in most countries of the world.

According to Leonid Laroush, a former US presidential candidate, who was interviewed by Press TV in Iran on March 15, 2014, "the situation in Crimea is part of the entire scenario, ie the scenario of the Third World War, the Thermonuclear Third World War that may arise today, tomorrow, next week ... »[2], all this testifies the urgency of the problem of various risky emergency situations and threats to Ukraine's national security. Such a problem is connected, first of all, with the search for optimal forms of management of social, technological, and environmental processes, their forecasting, strategic directions of state policy in various spheres of life.

To a full extent, researchers began to realize this only when the risks of the emergence of the extreme situations began to reproduce in the societies of most countries of the world and, in fact, turned into a problem of human survival in a steady increase in natural, technological, social, and military emergencies.

Under such conditions, it becomes obvious, that even the most developed country of the world can not handle such situation alone without combining efforts to counteract the aggressive challenges of the present. Since the independence of Ukraine, activities on the implementation of such tasks as a part of international humanitarian missions, the problem of psychological support of specialists who have to perform such tasks outside the territory of Ukraine, are more researched in the military sphere. The question about the participation of Ukrainian soldiers in international peacekeeping operations that began in Ukraine after approval by the Resolution of the Verkhovna Rada of Ukraine dated July 3, 1992 No. 2538 - XII decision "On the participation of the battalions of the Armed Forces of Ukraine in the peacekeeping forces of the United Nations in the conflict zones on the territory of the former Yugoslavia, etc." [3].

A lot of scientists such as V. Aleshchenko, A. Blinov, S. Lebedev, V. Oisodlo, I. Prikhodko, V. Stasyuk, A. Timchenko, O. Khmilyar, Y. Shirobokov and others have dedicated their researches to this problem.

As for the work of the specialists of the combined rescue units as part of international humanitarian missions and rescue operations, this problem in the field of modern psychological science was not studied at all. What actually has determined the relevance of our research.

In view of the above, *the actual tasks of the study* are:

1. Implementation of a retrospective analysis of the development of the humanitarian movement and the system of civil protection of the population on the scale of global geopolitics and directly on the peculiarities of its development in a separate region, in our case, Ukraine.

2. Determination of the current actual state and features of comprehensive psychological support for the formation and operation of consolidated rescue units that perform tasks in the framework of international humanitarian missions and rescue operations and perform their activities in the context of hybrid warfare.

## 1. Historical background for the emergence and development of international humanitarian missions.

A retrospective analysis of the formation of the international humanitarian movement as a system sends us back to the 19th century. At the same time, the very history of the movement itself was due to the development of a military component, which led to the use of weapons in theaters of war, which brought massive injuries and disabilities, where local population became more and more vulnerable to such actions. Literary sources confirm somewhat different  formation of systemic humanistic organizations in particular:

I. Zharovska (2015), investigating the history of the emergence of international humanitarian law, notes: "... from ancient times, there were known facts when people began to make attempts to introduce elements of humanism during the conduct of wars, embodied in the laws and customs of war. Thus, according to the Law of Manu (2nd century BC), it was considered inadmissible during the war to kill the elderly, children and women, as well as parliamentarians, prisoners and wounded persons. It was forbidden the seizure and destruction of temples and other religious buildings and cemeteries. However, these rules were often violated [4, p. 12-13].

Recently, many studies in public safety have been carried out by our Polish counterparts, in particular the President of the European Association for the Safety of Security, EUROPEAN ASSOCIATION for SECURITY, Doctor of Science, Professor Leshek Frederik Kozhenevsky, in his article "Security of Securitate from the Roman Empire to modern security science," notes - «From the ancient times, the threats were closely linked to a sense of fear, which is the essence of human life, without which life would be dull. In the myths and legends, metaphorically generalizing human fears, fear was shown as a phenomenon that occurs in space, time and in social situations in which a person became a victim of fear» [5].[1] However, until the 19th century, in the world there was no effective system for the treatment of wounded soldiers and places for their safe placement.

One of the initiators of the humanitarian movement was a Swiss gentleman, Henry Dunant, who on June 24, 1859, accidentally witnessed a bloody battle between the Italian-French and Austrian armies near the town of Solferino, southern Italy. This battle cost the armies 80 thousand killed, wounded and disabled warriors. The troops departed to their positions, and on the field there were left thousands wounded soldiers without any help. A. Dunant was shocked by what he saw and turned to help locals – due to him hundreds of lives were saved. In 1862, A. Dunant has published his famous book " A Memory of Solferino", which had a great impact on the European public and initiated the creation of an international red-crossed community.

Created in 1863, the International Committee for the Assistance to the Wounded, in 1876 it was renamed as International Committee of the Red Cross.

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On August 22, 1864, in Geneva, the first convention was signed on the facilitation of the participation of the wounded and sick soldiers during the war, hereinafter referred to as the "Geneva Conventions", based on the following principles: fighting parties should take the wounded soldiers from the battlefield and assist them independently from their nationality; personnel and institutions, as well as wounded and ill soldiers who are in treatment, have rights of protection and integrity. The International Committee of the Red Cross is still active. In 1906, the Geneva Convention of 1867 was first revised. With the outbreak of the First World War, the International Committee of the Red Cross met with extraordinary difficulties that could only be cope with the promotion of national societies. Red Cross workers have come to the aid of medical services from European countries  and from all over the world, including the USA and Japan. On October 15, 1914, the International Committee of the Red Cross established the International POWs Agency, which, by the end of 1914, had employed 1,200 people, mostly volunteers. By the end of the war, the Agency had forwarded more than 20 million letters and messages, 1.9 million transmissions, and collected a donation of 18 million Swiss francs [6].

In 1919, the League of Committees of the RC (Red Cross), ie the federation (association) of national societies of the RC and RF, was created. Today, the International Federation of the Red Cross is an international humanitarian organization with 186 states of the world. Its objective is to provide comprehensive assistance to victims of natural and environmental disasters in peacetime and to coordinate national societies' actions in providing humanitarian assistance to those in need; support and provide assistance to national societies in the implementation of programs for the prevention of infectious and dangerous diseases, assistance to vulnerable groups of the population, development of youth volunteer movement, etc. The International Federation of RC and RF is funded at the expense of contributions from the member countries of the International Monetary Fund, the Humanitarian Office of the European Community (ECCO), charitable donations [6].

The Geneva Convention on the Treatment of Prisoners of War, 1929, was second from a historical point of view, but after 1949 it became known as the third because it appeared later from the Hague. Taking into account the experience of the Second World War, the Fourth Geneva Convention "On the Protection of the Peoples' Population in the Time of War" was approved. The additional protocols of June 8, 1977, proclaimed that the conventions were also valid during internal conflicts, such as civil wars. Today, four conventions and additional protocols contain more than 600 articles in comparison with the 10 articles of the original Geneva Convention of 1864. Before the centenary anniversary, in 1963, the International Committee of the Red Cross, together with the International Federation of Red Cross and Red Crescent Societies, received the third Nobel Peace Prize. Beginning in 1993, the right to be delegates to the International Committee was not Swiss citizens. Since then, the number of such delegates in the International Committee has reached 35% [7].

Regarding the history of the humanitarian movement on the terpenes of Ukraine, the immense contribution to its development was made by our compatriot Nikolai Ivanovich Pirogov (November 25, 1810-10-23, 1881), who became the founder of military field surgery, initiated the use of anesthesia in surgical interventions. At the age of 26, during his doctoral studies, he participated in the elimination of the epidemic of cholera. In 1870, during the French-Prussian War, he carried out a humanitarian mission to help the wounded, being invited to the front on behalf of the International Red Cross, for the second time N. Pirogov went to the front line already at an elderly age - worked for several months at the front during the Russo-Turkish War.  For the first time during the siege of Sevastopol, N. Pirogov took care of the wounded soldiers with the help of sisters of mercy, some of whom came as "volunteers" from Petersburg. At that time it was an innovation.

The most important merit of N. Pirogov is the introduction of a completely new method of care for the wounded.  The wounded soldiers were carefully selected at the first dressing point and, depending on the severity of the injuries, one of them was subject to immediate surgery in the field, while others, with lesser injuries, evacuated to the country for treatment  in-patient military hospitals. That was a suggested tactic by Nikolai Pirogov of medical sorting, which is still used by physicians of mobile field hospitals of the eastern Ukraine, until now, with a certain improvement, dividing the zone into four colors, depending on the severity of the condition of the wounded [3, p. 107-108].

Consequently, such a detailed retrospective analysis allows us to conclude the rather difficult way of developing the international humanitarian movement and move on to explain the content of the main part of our study.

## 2. Features of psychological support for the formation and operation of consolidated rescue units of international humanitarian missions.

Mankind, as predicted by V. Vernadsky (1863-1945), at the beginning of the twentieth century, turns into a major geo-generating power of the planet, which can put the planet on the brink of a global ecological catastrophe [3]. The problem of overcoming the short-term and long-term consequences of natural and man-made disasters in the territory of Ukraine, the countries of the CIS and Eastern Europe has recently become fundamentally new strategic task. Dangers and threats today have a more complex interconnected character. Anthropogenic activity leads to an increase in the risk of man-made and natural disasters. Global threats are sources of emergencies in various areas of society's life. There are more and more emergencies on special objects, which are closed to most of the society in the areas of activity. In addition to the threats listed above, the threats that may arise in connection with the preservation of chemical and nuclear weapons, spent nuclear reactors should be added. The synergetic nature of emergency situations is intensifying. The scale, severity of the economic and social consequences of emergencies is increasingly determined not only by the level of unfavorable events, but also by the state of society as a whole. There were new, non-traditional types of dangers - in the information sphere, new types of diseases, terrorism, etc. [1, 2, 4].

Only emergency situations of an industrial character on potentially dangerous objects, namely accidents at nuclear power stations, fires and explosions at industrial facilities, transport accidents, etc., are currently 75-80% of the total number of emergency situations. All parts of the world suffer from natural disasters, with 39% of the total population occurring in Asia, 26% in America, 13% in Africa and Europe, and 9% in Australia and Oceania. According to the International Red Cross, natural disaster in the twentieth century has killed more than 11 million people. Emergency situations as natural disasters occur more often, of which typhoons make up 34%, floods - 32%, earthquakes - 13%, drought - 9% [8]. Every year, the number of victims of natural disasters increases by an average of 6% [3]. As a result, in the world there is a tendency to increase the number of victims of natural and man-made disasters by 8-10%. Numerous sufferings bring to mankind various outbreaks of infectious diseases, from which annually dies about 1.3 million people [1]. And such constant companions of disasters and natural disasters as confusion, panic, fear and helplessness completely deprive a person of the ability to self-help and mutual assistance, which is extremely necessary to the victims [3, p. 193].

Consequently, the statistics of emergencies and the prospects for further increase of their transboundary effects require the development of effective mechanisms for ensuring safety not only of the population suffering from emergencies and natural disasters, but also for specialists of rescue units performing the tasks of rescuing people in the international humanitarian missions and rescue operations.

At the time of the independence of Ukraine, the problem of psychological support for the activities of specialists who have to carry out tasks outside the territory of Ukraine, as we already noted in the introduction, are more explored in the military sphere.

By the end of the twentieth century, the lack of a sufficiently clear understanding of the etymology of the term "civil defense" and "civil protection" in scientific and practical circles, their linguistic-semantic value leads to isolated consideration and frequent substitution of the above concepts, their misuse, violation of the requirements by authority, which is responsible for rationalization of state policy in the field of civil protection (CP).

These factors have become one of the reasons for the chaotic development of legislation in this area, reducing the effectiveness of legal regulation and, as a consequence, is a factor in poor-quality management influence on the appropriate management relations.

In the legislation of independent Ukraine, the term "civil defense" originally appeared in the Concept of Civil Defense of Ukraine, approved by the Verkhovna Rada of Ukraine from October 28, 1992, No. 2746-XII. According to which the CP is a "system of government-created special forces of government, forces and facilities for the organization and implementation of measures to ensure the safety of the population in case of the natural emergency situations, of man-made situations, ecological, natural and military character", and subsequently received a legal recognition in the Law of Ukraine" On Civil Defense of Ukraine " on February 3, 1993, No. 2974-XII.

However, the definition itself and its semantic significance were somewhat different from the previous ones, because in it instead of the key word "security" the term "protection" was used and accordingly it was stated that the CP of Ukraine is "the state system of governing bodies, the forces and means being created for the organization of protection of the population from the consequences of the emergency situations of man-made, ecological, natural and military character". In order to approach the world standards in the area of state policy of preventing the consequences of disasters, the transition to a civil protection system with a corresponding change in the content of activities is carried out. And this is not accidental. The set of tasks faced by the civil defense services of many countries is closely linked to the problems of peace time, which gives grounds to speak more about civil protection of the population and territories than civil defense.

The change in the understanding of the concept and, consequently, the meaning of the term "civil defense" at the official level occurred in 1994, when at the X International Conference on Civil Protection, held in Amman in April 1994, the States parties adopted a Declaration on Civil Defense, which called on governments to broaden the concept and definition of "civil defense" rather than merely within military conflicts [1, p. 198].

However, unlike definitions of "civil defense", in acts of international public law there was no clear definition of the category of "civil protection" [1, p. 198].

For several decades since the conference, the term "civil protection" has changed the stereotypical attitude not only among professionals but also civilians and serves to define all humanitarian measures aimed at protecting the lives of people, property and the environment from any disasters and emergencies of a natural or man-made nature.

Meanwhile, it should be noted that in 2000, the Law of Ukraine "On Protection of Population and Territories against Emergencies of Man-made and Natural Character" of June 8, 2000, No. 1809-III, introduced another key term in the Civil Protection field - "population protection" and territories in case of emergency situations". It means the system of organizational, technical, medical and biological, financial and economic and other measures to prevent and respond to emergencies of technological and natural character and to eliminate their consequences, which are realized by the central and local authorities, executive bodies, local self-government bodies, relevant forces and means of enterprises, institutions and organizations, regardless of forms property and management, voluntary formations, and aimed at protecting the population and territories, as well as material and cultural values and the environment. The term "civil protection" at the legislative level appeared for the first time in 2004 with the adoption of the Law of Ukraine "On the Legal Principles of Civil Protection" on June 24, 2004, No. 1859-IV [3].

In this Law, the term "Civil protection is a system of organizational, engineering, sanitary, hygiene, anti-epidemic and other measures that are carried out by central and local executive authorities, local authorities, subordinated forces and facilities, enterprises, institutions and organizations, irrespective of the form of ownership, voluntary rescue units, which ensure the implementation of these measures in order to prevent and eliminate

emergency situations, which endanger the life and health of people, cause material losses in peacetime and in a special period.

The  co-author of the articles Myronets S.M. had to be a part of the working group of the Emergency Ministry in drafting of this law, and actually he was responsible for summarizing the proposals submitted to the draft law and preparing it for the first reading in the Supreme Council of Ukraine, which made it possible to defend the position regarding the introduction of the functions of the CEB in the field of civil protection on a number of other tasks, such as "psychological protection of the population".

It was in the Law on the "Legal Principles of Civil Protection" for the first time in line with the tasks entrusted to the central executive body in the field of civil protection, such as: engineering protection, medical protection, biological protection, environmental protection, radiation and chemical protection, population protection from unfavorable domestic or non-standard situations. The task of "psychological protection of the population" was introduced at the legislative level, which was reproduced in Article 13 of the Law "Psychological Protection".

The law has expired on the basis of the adoption of the Civil Protection Code of Ukraine, which came into force in July 2013 [9].

In the Code of Art. 38 "Psychological protection" on the basis of the previous practical experience of the application of psychological services of the territorial subsystems of the UES Central Committee, the article was somewhat expanded in relation to the functions and specification of the tasks of the Central Economic Bureau in the field of psychological protection of the population, namely:

1.      Measures of psychological protection of the population are aimed to reduce and neutralize negative mental states and reactions among the population in case of threat and emergencies, and include:

1) Planning activities related to psychological protection;

2) timely application of licensed and authorized information, phycoprophilaxis and psycho-correction methods in Ukraine to influence the personality;

3) the identification by means of psychological methods of factors that contribute to the emergence of socio-psychological tension;

4) use of modern psychological technologies to neutralize the negative influence of factors of emergency situations on the population;

5) implementation of other measures of psychological protection depending on the situation.

2.      The organization and implementation of measures of psychological protection of the population are entrusted to the central executive body, which ensures the formation and implementation of state policy in the field of civil protection.

The final definition of the categories and definitions of the sphere of civil protection was systematized with the introduction of the Code of Civil Protection of Ukraine, the

adoption of which lapsed legislative acts that had discrepancies and certain contradictory interpretations of not only terms and concepts in the field of civil protection of the population, but also had the corresponding contradictions on the functioning of the Unified State Civil Protection System of Ukraine and its functional subsystems.

Article 4 of the Code defines "Civil protection is a function of the state aimed at protecting the population, territories, the environment and property from emergency situations by preventing such situations, eliminating their consequences and providing assistance to victims in peacetime and in a special period" [9].

Actually, with the adoption of the Code in Ukraine, the formation of the Unified State Civil Protection System and its territorial subsystems was completed.

Also, Chapter 31 "International cooperation in the field of civil protection" defines a system of measures on international humanitarian cooperation of Ukraine in the field of civilian population on issues of its receipt by Ukraine from other states and, accordingly, providing humanitarian assistance from Ukraine to other states, including the involvement of forces and means for providing such assistance in the territory of another state [9].

With the formation in October 1996, by Decree of the President of Ukraine of 28.10.1996. No. 1005, of the Central Executive Authority on Civil Protection of Population and Territories, our state is actively involved in participation in International Humanitarian Missions and Rescue Operations. Only for the period since 1996, Ukraine has repeatedly assisted other states in the elimination of large-scale natural, technological, socio-political and military emergency situations.

Specialists of the consolidated mobile formations of the State Emergency Situations Service of Ukraine (SESS), the State Disaster Medicine Service (SDSM), other ministries and departments in recent years participated in overcoming the health consequences of a catastrophic flood (Poland, 1997, Transcarpathia, 1998, 2000 ), participation in rescue operations for the elimination of the effects of major earthquakes in the Central Asian region (Turkey, 1999, India, 2001, Iran, 2003-2004, Pakistan, 2005), provision of medical and humanitarian assistance as a result of military action to be polite conflict (Libya, 2011).

Participation in the international mission to rescue hostages of Ukrainian sailors from pirate captivity (Sudan, Somalia, 2009), the organization of the evacuation of affected citizens from the large-scale earthquake zone (Nepal, April-May 2015); the evacuation of the affected citizens of Ukraine and the Russian Federation from the zone of large-scale earthquake in Nepal and others.

The urgency of the study increases due to the humanization of public opinion on national security and, directly, the safety of a person, which is a requirement of the process of European integration of Ukraine. Human security in the conditions of the Emergency situations of any nature becomes an absolute priority of state security and the most important component of national security of the country.

It should be noted that cooperation between the countries of Europe on civil protection of population and territories has been actively pursued over the last few decades. As an example, cooperation between Ukraine and the Republic of Poland is being implemented on the basis of the Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Poland "On Cooperation and Mutual Assistance in the Field of Prevention disasters, natural disasters, other emergencies and liquidation of their consequences ", which was ratified by the Law of Ukraine No. 450-IV dated 16.01.2003[2].

 1.Law of Ukraine No. 450-IV of January 16, 2003 "On ratification of an agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Poland on cooperation and mutual assistance in the field of prevention of disasters, natural disasters, other emergencies and liquidation of their consequences.

At present, such agreements are signed and ratified by Ukraine with 18 countries and twenty international organizations, in particular: UN, 2001; NATO, 1997; European Commission, 2008; BSEC, 1998; GUAM, 2003; CIS, 1994 and others.

In 2011, an application was submitted for an international certification of the search and rescue team of the DP MRC in the INSARAG system. As a result of this certification, the Ukrainian team of rescuers successfully passed in June 2014, which enabled the Ukrainian Rescue Corps to significantly expand cooperation with the UN and involve the DP MRC SNSU of Ukraine in international missions.

Under such conditions, the issue of psychological readiness of specialists for activities in the framework of international humanitarian missions will serve as a technology for introducing the results of psychological science into the practice of the life of international humanitarian organizations.

Only for the entire period of work in the mobile hospital of the Ministry for Emergency of Ukraine in the cells of powerful earthquakes, medical workers - rescuers received medical assistance for more than 24 thousand victims, of which more than 3 thousand were treated in a stationary manner. More than 20% of the total number of victims were children under 14 years of age.

From 2013, Ukraine faced a number of emergencies of a military-political nature, which were associated with the annexation of the Crimean peninsula and the conduct of hybrid wars in the Donetsk region. And the actual residents of the state felt themselves dependent on international humanitarian organizations, not to mention the fact that the recognition of the need for the psychological protection of the population today is at an equal level with protection from crime and other types of security and guaranteed by the Constitution human rights and guarantees.

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[2] Law of Ukraine No. 450-IV dated January 16, 2003 "On ratification of  agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Poland on cooperation and mutual assistance in the field of prevention of disasters, natural disasters, other emergencies and liquidation of their consequences".

According to the Office of the United Nations High Commissioner for Human Rights, as of March 15, 2017, during the period of the conflict in the Eastern Ukraine, the death toll reaches almost 10,000 people, and another about 24,000 thousand injured. The victims continue to grow steadily. Almost 290 thousand people received the status of participant in hostilities. The number of internally displaced persons continued to grow during the entire period of the conflict and at the beginning of 2017 it was more than 2 million people. According to the international organization "International Child Development Initiative", Ukraine will be among the TOP-10 countries of the world by the number of migrants in 2016 [8].

Consequently, the urgency of the psychological support of international humanitarian missions is due to a number of objective circumstances, which include the increase in the number of natural, man-made, socio-political emergencies that have transboundary consequences or consequences that can not be eliminated by the contingent of the rescue services separately taken by the country.

Many years of psychological support for various types of practical activity proves that it is an effective means of solving many social and psychological problems. Therefore, our ignorance or non-use in the interests of optimizing the activities of consolidated units of international missions and rescue operations, in our opinion, can not be justified.

As a result, the effectiveness of specific recommendations offered by scientists to solve the psychological problems of international humanitarian activities, does not always allow public authorities to make scientifically sound, competent, from a psychological point of view, decision. It is possible to do this only on the basis of holistic theoretical views and a unified technological scheme for the implementation of the psychological support of specialists in the extreme conditions of the work of international humanitarian missions, as shown in the writings (Lesheka F. Kozhenievsky, M.S. Korolchuk, V.M. Korolchuk, V.V. Stasyuka, L.A. Pereligina, I.I. Prikhodko, O.V. Timchenko, O.D. Safina, O.V. Syropyatova and others.

In particular, Polish scientist in the field of security sciences, foreign academician of the National Academy of Sciences of Ukraine, president of the European Security and Defense Associations Leszek F. Kozhenevsky [10, p. 144], considering the problems of human activity in the extreme conditions of life, that "In the process of the objective (labor) activity, a complex interconnection between feelings is established that arise as a consequence of internal processes, in particular in the human motor apparatus, and which often do not reach the level of consciousness" .

Safety of a large part of labor processes depends precisely on the exact, quick and correct reaction of the person working on certain phenomena that arise during the labor process. In this case, it is important that the necessary knowledge for this situation and appropriate skills to be fixed  in his mind. It is also significant that this knowledge  to be reproduced in the memory of a specialist in the shortest possible wording, so that the time

span for reflection, weighing, updating knowledge in the time interval between the perception of the working situation and its actions was as short as possible "[10, c .144] [3].

Based on the analysis of the scientific and theoretical sources and the results of the professional activities of international humanitarian missions, it became clear that the psychological support of their activities requires further development and improvement. There is a need to clarify the individual psychological characteristics that determine the behavior of specialists in humanitarian missions in extreme (special) conditions of activity.

The formation of the theory and practice of psychological support of international humanitarian activity is an objective process and logical result of the development of modern society, active integration processes of Ukraine on the way to European standards.

However, in order for scientific knowledge to translate into practice, it has become an element of activity, it should create a specific mechanism for such a transition - technology. On the basis of the latter a set of technological means, forms, methods and methods of their use is developed (V.I. Aleschenko, M.S. Korolchuk, etc.) [3] [3].

We have studied the peculiarities of the activities of consolidated rescue units by interviewing the direct participants of the events (interviews, questionnaires), analysis of press publications, television station reports from the scene, analysis of documents, state reports on the execution of tasks in the international rescue missions, during the summing up of the results of such tasks, expert evaluations of the activities of specialists. Also, the actual state of specialists was studied during direct tasks (self-report, express survey, observation, expert assessment and expert assessment of specialists according to their direct and indirect indicators, etc.).

According to the results of more than 15 years of scientific research, the author established that the tasks of the specialists of the combined rescue units in the extreme conditions of emergencies from a psychological point of view are characterized by the presence and a negative impact on their psyche of a wide range of adverse, discomfortable and threatening factors. Specialists who are sent to emergency areas for rescue and other urgent work are subject not only to a physical threat to their personal health (life) but also to a significant risk of neuropsychiatric disorders, mental disadaptation, and stressful conditions. The last are often the cause of disruptions in professional activities, reduced performance, interpersonal conflicts, violations of discipline, alcohol abuse, and other negative phenomena.

The process of labor of specialists of consolidated formations is characterized by high nervous-psychic tension and mobilization of volitional forces at a high rate of activity in the absence of time, preventing the occurrence of false actions, lack of operational information, on these grounds, this type of activity is classified as extreme with elements over extreme.

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[3]   Kozheniewski L. Security of life - securitology. Problems, tasks, solutions: monograph: in 2 ch. Ch. 1 / L.F. Kozheniewski, Ya.O. Serikov Hk.nats akad.msisk.hosp-va. - Kh.: KHNAMG , 2012. - P. 144 - 145.

The pace of personnel activity in the most difficult periods of activity can approach the limits of human rights. It requires more attention, memory, thinking, emotional stability, mobilization of will and leads to the reduction of psychophysiological reserves of the human body. Dominant are cognitive, communicative and emotional-volitional personality qualities.

It should be borne in mind that experienced professionals with experience in carrying out tasks in international rescue operations have wider opportunities for processing additional information, the less experienced they are, in the face of stressful situations, there are violations of regulatory functions, which can lead to uncertainty in their own forces, in some cases, even to false actions. As a result of these influences (extreme factors and high intensity of activity) there can be a nervous breakdown and a general decrease in stability, especially psychological and psychomotor functions.

The peculiarities of the professional activity of the specialists of the consolidated rescue units include the expressed mental stress, which operates during the entire time of the tasks in the area of emergency. The most common causes of its occurrence are high responsibility for the results of activities, shortage of time and information (or surplus) for decision-making, the effect of obstacles, the impact of adverse living conditions, interpersonal incompatibility, social and psychological isolation, etc. [3, p. 193].

The results of the empirical study confirmed that the rescuers are characterized by high self-esteem, self-confidence, sociability, activity. They are convinced that their personality and activities can cause respect, sympathy, and appreciation.

Both men and women are characterized by high propensity to risk and risky actions. For rescuers it is not typical to adhere to generally accepted norms, to experience and overemphasize their health.

Stability of emotional state, tolerance to the environment, high ability to displacement, allow to eliminate personal anxiety, can provoke conflicts in interpersonal relationships.

For most of rescuers (70%), the external type of locus control is inherited, where a person is convinced that his successes and failures depend, first of all, on external circumstances - the environment, the actions of other people, chance, luck (bad luck), and others things like that. Women rescuers are characterized by increased emotional out-of-crisis situations and full restraint of emotions during work in crisis conditions.

The profession of rescuer imposes an imprint on the personality, developing its socially desirable qualities and concealing true experiences and needs.This often leads to the formation of interpersonal conflicts, stresses, problems in family life and personal relationships.

Study of the behavior of the individual in extreme conditions, can not be objectively completed, without studying the features of interpersonal relationships and interaction in extreme conditions of emergency situations and in everyday life.

## Conclusions.

It was proved the results of the work of rescuers mostly depend on the ability to set up a clear and effective interaction among themselves. Insufficient workability, coherence of interpersonal conflict leads not only to mistakes in activities, but can lead to more serious consequences, not excluding the deaths of the victims, or rescuers themselves.

The team of the consolidated formation of the international mission has its own sub-organizational structure, at the top there is a leader (foreman), who establishes coherence among other members of the group. Distribution of functions between individual members of the team requires not only great trust, but also a clear coordination of the in time actions of each member of the team, the ability to complement each other in order to fulfill the general task.

It was found in conditions of group activity there is a lack of understanding of the task by all members of the team (brigade) therefore high professional knowledge and skills of everyone are required.

The highest level of coherence is required, this level of interaction is called "workability".

Due to the fact that the troubles, especially with natural elements, always come unexpectedly, consequently have their own peculiarities and approaches to the formation of consolidated rescue units.

Such divisions have their own, different from other specific activities, which can not be worked out in the form of some stable action algorithm. During the formation of this units we take into account (terrain, characteristics of injuries in the affected population, chemical, biological, radiation components, categories of victims (adults, children, refugees, infected, etc.). Also we should take into account the cultural, political, socio-economic features of the territory where it is planned to perform tasks.

All this determines the actuality of the problem of forming a system of psychological support measures for specialists of international humanitarian missions in extreme conditions of emergency situations and encourages a scientific search for its solution.

Summarizing the results of our study we should mention O. Leontiev, the scientist who noted that the development of psychology, the birth of a new system of psychological knowledge in future will unfold itself not in certain areas, but in certain problems [11, p. 32]. The problems that have emerged recently, the rapid development of the man-made component, the increase of natural disasters, served to create new directions and psychological disciplines, such as the psychology of activities in special conditions, extreme psychology.

Under such conditions, the formation of mechanisms for the psychological readiness of specialists to work in the framework of international humanitarian missions should be formed taking into account a whole range of components and features.

The system of psychological support, in our opinion, should be aimed at the formation, support and restoration of optimal capacity of specialists and has its own tasks, principles, stages, management methods, be based on the specifics of the activity and include: measures and means that can be used, as a rule, when performing tasks for the intended purpose - psychological diagnosis, psychological assistance, psychological support of professional activity, measures and means that can be applied before the beginning of activity - professional selection, psychological training, (influences) , engineering-psychological aspects of the recruitment of the workplace and measures of psychological rehabilitation of rescuers after performing tasks in extreme conditions.

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# PROBLEMS AND PROSPECTS OF DEVELOPMENT OF INFORMATIZATION OF HIGHER EDUCATION

*__Abstract.__ In the article the questions of the use information and communication technologies (ICT) are examined during an educational process. It is well-proven that new technologies of studies on the basis of ICT it is allowed to increase speed of perception, understanding and depth of mastering of enormous array of knowledge. Use of ICT conditioned that in computer technology inexhaustible possibilities are stopped up for studies on a qualitatively new level. It is marked that in most educational establishments absent specialists on development and exploitation of the informative systems, insufficient experience and qualification are marked in pedagogical and administrative personnel in the field of using information technologies. New facilities of studies and new technologies require the high degree of preparedness and willingness to apply the different achievements of ICT. In the article attention is accented that development of information technologies in education changes the system of education on the whole. These changes touch both an infrastructure and maintenance of education. New facilities of studies and new technologies require the high degree of preparedness and willingness to apply the different achievements ICT.*

**Introduction.**

One of the main priorities of Ukraine is aspiration to build people-centered, open for all and the informative society where everybody would create and accumulate information and knowledge, have a free access to them, utilize and share to enable everybody fully degree realize their potential, assisting community and personal development, improving the quality of life.

In the modern period of development of Ukraine there is becoming the new system of education that is oriented to penetrate in the world educational space. Education is the basis of personality development, society, nation and state, a guarantee of the future of Ukraine. Informatization is practically in all areas of human activity the global trend of world development. In the world there is global informative society that provided by modern technologies. Development of information technologies in education changes the system of education generally. These changes touch the infrastructure and the maintenance of education.

Ukraine has its own history of development of the basic principles of the information society: activity of world-wide school of cybernetics; formation at the beginning of 90th last century of conception and program of informatization; creation of diverse the information and communication technologies (farther – ICT), national research and information systems of different level and setting.

During this time certain legal principles of building have been formed an information society: were accepted the row of normatively-legal acts that regulate public relations in relation to create of informative electronic resources, protection of intellectual ownership rights of these resources, the introduction electronic circulation of documents, the protection of information.

Ukraine prepares and has a far of highly skilled specialists of ICT, mathematicians, cybernetics, constantly grows and updates models of computer technique, modern systems and telecommunications, connection; the degree of informatization of the banking sphere is high.

These and other pre-conditions ground to consider that a domestic market of ICT is in the state of the active becoming and may become the basis for the development of the informative society in Ukraine.

The use of informatively-communication technologies is the important aspect of providing effective management in any industry. Today analysts talk about the origin of the Mindcraft economy of XXI century that combines personality with intellectual technologies which based on ICT and contain the developed system of continuous education [6].

In recent years in Ukraine certain experience is accumulated in applying information and communication technologies in management processes.

It should be noted that over the last ten years the sound normatively-legal base of informatization is created in Ukraine.

Among basic documents it is necessary to name Laws of Ukraine «The National program of informatization», «About Basic principles of development informative society in Ukraine»; Decree of President of Ukraine «About events development of national constituent global informative the Internet and providing of wide access to this network in Ukraine» and other [10 − 12].

The modernization of contemporary higher education envisages the search of the new approaches to prepare future specialists. In the current context priority is development of creative person. This can be facilitated the adjustment of the traditional system the education process taking into account interests of students and setting up the educational environment that called to create the emotional attractiveness this activity that is executed during studies.

## 1. The information and communication technologies in education

In the Law of Ukraine «The National program of informatization» the concept «informatization» defined as set of interrelated organizational, legal, political, socio-economic, scientific and technical, productive processes aimed at creating conditions for providing up-to-date information needs of citizens and society based on the creation, development and use of the informative systems, networks, resources and information technologies. Legally were defined concepts such as a database, knowledge base, geographic information systems, informatization, informative service, information technology, informative product, informative resource, informative sovereignty of the state and other; it is due that the National program of informatization includes: The Conception of the National program with informatization; set of the government programs with informatization; sectoral programs and projects of informatization; regional programs and projects of informatization; programs and projects of informatization by organs of local government [11].

Since the second half of the twentieth century, in the view of O. Dubasa, the dynamics of social and political life of humanity is largely determined by informative development. The global structural − functional changes is related to his statement in the modern world lead to dissemination of information in all spheres of vital activities of modern Ukraine. Within the framework of informative society the social intellect which realized through the informative field form which is formed of the mass and communication media [3].

Life in the new informative society needs a big independence and responsibility in behavior and a little less conservative implementation of pointing.
ICT fundamentally change life of invalids and people with limitations in the health. They provide to them the new level of independence without assistance often make out of them fully the independent and even very successful (materially, psychologically) members of society [6]. Obviously, that in XXI century the world is at the threshold of global changes.

Technologies of the information society which penetrate public administration, public life, accelerate the processes of integration of the world community [13].

It is worth noting that informatization of management education is directly related to the improvement of its quality. J. Evans confirms in his work. Examining the general questions of quality management, he emphasizes the improvement of information systems [15]. The arrival of the information society inevitably raises the democratization of governance. Considerable successes with the decision of difficult dilemma of combination the wide access to education with her high quality were attained exactly by the most democratic countries: Netherlands, Sweden, USA, Canada, Australia and other [13].

The general questions about informatization of education are thoroughly lighted up in the materials of the Bologna process. At the same time the special attention is spared to the electronic studies and controlled from distance education that is examined as inherent parts of systematic activity and complements the traditional higher education. Electronic studies as part of harmonious combination not only assist disclosure of all potential in education lifelong but also a necessary means to achieve this goal: it facilitates the independently directed studies, can easily comport with individual necessities for providing of sufficient flexibility [5]. Informatization is the powerful catalyst of processes for improvement education management. Over the past year in Ukraine there was the certain system in realization of general informatization processes in universal middle, vocational and higher education. Together with certain successes the process of informatization of education in Ukraine has revealed a whole range of related problems, among which the main thing is the lack of a unified approach in substantiating and shaping the directions of ICT use for improving system-building elements of educational activities in educational institutions. There is absent effective single public policy in relation for creation application software to support administrative activity in the system of education. These questions are illuminated, for example, in electronic and printed sources [4].

Despite to the existence of positive developments, substantial problems are characteristic for development of ICT in higher education of Ukraine. In the analyst report prepared by specialists to the Institute of UNESCO from information technologies in education, underline difficulties of workers in educational sphere to adapt to the rapid changes in informative society; increase of requirements to flexibility, mobility and adaptation of control system by education, by educational establishments in the conditions of rapid changes; difficulties in support and upgrading of educational services in the conditions of rapid changes of maintenance and technologies for studies; complication of organization and introduction educational activity in the conditions of fierce competition in country between universities and educational systems of different countries.

The total number of computers in universities of Ukraine about $95 - 100$ thousand units [9]. The next important aspect of education informatization and necessary requirement to use modern informative resources is the use of Internet-technologies.

## 2. Application of computer technologies in professional preparation for students in universities

Application of modern technical equipments gives an opportunity effectively to use and get an informative resource due to the global information space that considerably improves the process of studies. In addition, the computer helps in realization of research work and orients students for the practical work. It should be noted that educational process with using of computer technique induces every student to independent work, creates a favorable communicative situation and terms for developing creative flairs of personality that especially meaningful for every student; promotes motivation and cognitive activity of students, improves individualization, differentiation and intensification of study process, extends and deepens cross-curricular elements, systematizes and integrates knowledge of separate educational objects, organizes systematic and reliable control.

Potential possibilities of computer technologies broad due to the modern achievements of scientists in this industry. The problem consists in effective application of the computer programs because specialists do not always know computer well, can use it during their study. So, the aim of this article is analysis and illumination of basic advantages and problems which appear when using computer technologies in the educational process, lineation of model preparation pedagogical workers in the conditions of informatization of society.

This problem did not remain aside modern scientific researches. Formation of the bases of information culture was developed: V. Glushkov, L. Vinarik, A. Ershov, M. Zhaldak, S. Malyarchuk, E. Mashbits, A. Yasinsky; determinations of functions of information technologies examined in the educational processed G. Ball, T. Gergy, V. Glushkov, A. Dovijalo, A. Yershov, M. Zhaldak, V. Monakhov, I. Podlasy, S. Smirnov; modifications in activity and feature of communication a «teacher is a student» with the use of information technologies investigated A. Brushlinsky, T. Habiya, A. Matiushkin, E. Mashbits, O. Tikhomirov. The analysis of scientific sources testifies about absence of integral system researches in relation to the makeready of pedagogical workers in modern informative space with the use of computer technologies.

An analysis of modern views on informatization of education as the process of his providing methodology, practice of development and optimal use of modern information technologies, psycho-pedagogical aims of studies and education oriented to realization allows to assert that the conception of informatization of education worked out at the end of 1980-s by the group of scientists under the direction of O. P. Ershov keeps actuality.

This conception envisages such obligatory constituents as forming of computer literacy man during general preparation, studies to the professional use of information technologies, development of maintenance, methods of studies on the basis of computer technologies and other [15].

Universities are interested in quality preparation of the graduating students, creation of informatively-technological environment that provides the decision of educational, research and other tasks at the level of modern requirements, realization of system introduction information technologies in different kinds and forms of organization of educational-educator process.

In the educational process along with traditional means of teaching disciplines, new information technologies are increasingly being used which contributes to changing the way the material is presented.

The increase of the role of computer technologies as the means of development informative competence of students pedagogical universities lead to the necessity of consideration concepts «information technologies», «information technologies of education», «new informative technologies» and «computer technologies». The most general is the concept «information technologies» (farther - IT). The number of authors that investigate the problems of application computer technologies in scientific and educational industries (V. M. Arefiev, M. I. Zhaldak, M. I. Makhmutov and others). Especially distinguish the technical constituent of concept IT because technical equipments lie in their basis [1]. By these researchers IT is examined as some totality of methods and technical equipments collection, organization, storage, treatment, transmission and presentation of information which expands knowledge of people and develops their ability to manage technical processes quite widely [2].

Other researchers accent the role of IT in practical realization by teachers of theoretical constructions in the educational process [15]. IT is determined as hardware and software assets that based on the use of the computing which provide storage and treatment of educational information, interactive co-operating student with a teacher by pedagogical software tool and testing the knowledge of student [1]. In this approach the multidirectional structures of IT is shown in educational process and directly at the student. The exposure of didactics potential IT requires attentive consideration of concept «information technologies of education» (farther - ITE) as form of theoretical comprehension for the phenomenon that occupy the fully determined location in educational practice. P. I. Obrastsov distinguished two obviously expressed approaches for interpretation of this concept [2].

In one of them ITE is examined as the didactics process organized with the use of new methods and facilities of studies that allows purposefully to create, to pass, to keep and represent information with the least charges and in accordance with conformities to law of cognitive activity students. Other approach the accent puts on creation of certain technical environment studies where a key part is occupied by IT. B. E. Starichenko determines ITE as «totality of organizational forms, pedagogical technologies and technologies of educational process control based on the use of the modern computer and telecommunication systems that provides achievement of the accepted educational standard by mass of students» [8], – he presents the first approach. I. G. Zakharova is determined ITE

as pedagogical technologies that use the special facilities, programmatic and technical facilities for work with information and understands ITE as addition of IT for creation new possibilities of transmission educational knowledge, perception of knowledge and also estimation of quality studies [2]. In the presented determinations ITE are presented as part of general process for informatization educational process that includes a material and technical base, software and pedagogical technologies as direction in a modern didactics, constrained with the use of technical equipments in the learning process with better structure and increase of efficiency educational process. The only exception is that new IT is based on computer and telecommunication facilities which include the computers of all classes, system multimedia, information storage and retrieval system, consulting educational models, programmatic facilities of the educational setting and their introduction are an innovative act because changes maintenance different types of activity in medicine, management, education, finances, systems of electronic mass medias and other.

The integral part of IT are computer technologies (farther – CT) that provide collection, treatment, storage and information transfer through the electronic calculable machines. V. M. Arefiev considers that basis of modern computer technologies is presented by three technological achievements: possibility of storage information at machine transmitters, development of communication equipment and automation of treatment information through the computer technique. CT are used in the hardware-software complex which consist the personal computers or work stations with the necessary set of the peripheral units plugged in local and global computer networks and equipped by necessary software. The use of the adopted elements increases the degree of automation as scientific researches and educational processes which are basis of their perfection [7]. Practice of using computers initiates appearance for new generation of CT that allow to improve quality studies, create new facilities of educational process, effectively to engage with the computing engineering, develop the informative competence of teachers and students.

The introduction of CT in the sphere of education can be examined as beginning of revolutionary transformation of traditional methods and study technologies and all industry of education. At this stage the important role plays the communication technologies: telephone service, television are mainly used in managing of studies in the distance-learning system. In educating CT are aimed at the achievement of aims of informatization of education through sets of complex functionally dependent pedagogical, informative, methodological, psychophysiological, ergonomics facilities and methodologies.

The example of successful realization of CT in the modern educational institutions, introduction became at schools and universities of the Internet network with its practically unlimited possibilities of collection and storage of information, its transmission for all users. The internet quickly found application in science, connection, mass media, advertisement and education. The resources of the Internet are actively used by teachers, teachers of universities, pupils and students.

The first steps with introduction of Internet in the system of education showed its enormous possibilities for its development. However, they educed difficulties that need to be overcame for general dissemination the network in educational establishments. Firstly, it is a large cost of organization studies compared to traditional technologies that it is related to the necessity of the using plenty technical and programmatic equipments. Secondly, it is preparation of additional organizationally-methodical and educational manuals.

The modern stage of using the Internet resource in educational industry is characterized the accumulation of experience, search of ways upgrading studies. At the same time the system of education are not used all possibilities of CT. For example, the existent practice of computer applications is used only as the instrument for a set and printing of texts. Part of school teachers, teachers of universities, students does not own necessary informative knowledge necessary for effective using CT. The situation becomes complicated because IT renovate quickly – appear more effective and difficult based at artificial intelligence, virtual reality, geographic information systems that is why difficulties of mastering CT in the education arise due to the lack of not only methodical base their using at this sphere but also clear vision about development of informative competence students that makes a teacher to be oriented only on the personal experience and ability empiric to search ways for effective application. It should be noted, the process of the effective using of informatively-communication technologies at the education sphere is one of major modern problems. The overcoming of existent contradiction is seen in development of the methodical system, aimed at development of the informative competence of students at universities, including through their studies of computer technologies. So, the new IT are actively used in modern trade education. The administration of educational establishments controls the educational process through CT, teachers use for preparation and realization of lessons, students use in educational activity, preparing to studies. Scientists defined these advantages that give the application of CT and enhance the level of education efficiency due to next factors:

- increase of amount useful information with store of typical decisions and synthesis of experience scientific developments;

- simplification and acceleration processes of search, treatment, storage, transmission and presentation of educational information;

- possibility to analyse a large amount of educational information;

- providing of quality solvable tasks; possibility of realization tasks; choice of themes and receipt of results that aren`t accessible other way.

Today quite possible to trace some tendencies that begin to show up in the area of development CT. Foremost, it is related to the origin of the infomedias studies and virtual educational spaces that is built after the system «student-mediator – teacher» where modern facilities of IT come forward as a mediator. New forms of educational information appear at organizations which are characterized nonlinear structure of the educational material that

allows to choose the individual trajectory of studies. Thus, the study and analysis of the special literature dedicated to CT, development of informative competence students show that education is as a base social institute which identifies the prospects of the state development, can normally exist and effectively develop, can remain modern industry of knowledge as leading value of culture if CT will update by the important constituent of informatively-technological environment every educational establishment. This fact requires the scientifically-pedagogical comprehension of new CT possibilities at studies.

### 3. Informatization of education – problems and prospects

In the modern period of Ukraine's development, the formation of a new system of education that is oriented on the country's entry into the world educational space is taking place. Education is the basis of the development personality, society, nation and state, mortgage of the future of Ukraine. Informatization is a global world progress trend in all areas of human activity. There is global informative society unity which provided by modern technologies. Development of information technologies changes the system of education as a whole. These changes touch both infrastructure and maintenance of education.

The prime example of transformation of educational practices on the basis of network technologies is the distance education. Informatization of education is area of the scientifically-practical activity of the person, designed to application of technologies and facilities of collection, storage, processing of information that provides systematization of present and forming new knowledge in the sphere of education for the achievement of psychological and pedagogical aims of studies and education [3].

Informatization includes three interrelated processes [4]:

1)  media outreach – the process for perfection of facilities to collect, storage and distribute information;

2)  computerization – process of perfection query and treatment information;

3)  intellectual – process of development knowledge and capabilities of people to perception information that stipulates the increase of intellectual potential society including possibility of the using facilities of artificial intelligence.

Informatization of education includes these processes. Display of media outreach has various bases of knowledge after separate directions of preparation, e-library, electronic educational shells and others. Computerization shows up in equipping of computer cabinets, connection to the network resources, mastering of multimedia interactive facilities for studies. The most difficult is the process of intellectual. Possibilities of ICT that is used in education provide:

- virtual presence of subjects and objects for educational process;

- interactiveness, immediate feedback between user and facilities of ICT;

- computer visualization of information about the investigated objects or conformities to law of processes, phenomena as real and «virtual»;

- using of enough information large volumes with possibility of her transmission, easy access and address to the informative resource including global network the Internet;

- automation of the processes of computing, information retrieval, processing of the results of demonstration and laboratory experiments which actually occur and presented on the screen with the possibility of repeated repetition of the fragment or the experiment itself;

- automation of processes of the informatively – methodical providing, organizational management educational activity and controlling the results of assimilation [13].

The special attention in the process of education informatization must be spared to skilled provided. The information environment facilitates this process considerably to the problems of informatization of education it follows to take displacement of accents with acquiring knowledge in the direction of mastering ways to find information. For a free orientation in the modern hi-tech world base knowledge are similarly needed as they were needed in industrial society. Automation of intellectual activity must not reduce the intellectual capabilities of separate people. The system of education must form the criteria of education and motivation of students to get corresponding education. In the information society everybody must be able answers without the Internet. Unfortunately, in practice this is not the case.

Today there is a row of contradictions such as pedagogical, methodological, scientific character in the informatization of higher education. Yes, there is contradiction between the orientation of pedagogical practice in the intensive process of informatization of higher education (computerization, introduction of informatively-communication technologies in educational process, forming of informative culture of personality) and absence of the set generally accepted methodological and theoretical bases of informatization process, strategic prospects of development. Other contradiction is folded between the active satiation of the educational system by computer facilities and absence of desirable result of quality of preparation specialists, between introduction of informatively-communication NT in the pedagogical process, unpreparedness of pedagogical shots and students for their mastering. There is also contradiction between the necessity of forming informative culture personality regardless of institution focus (technical or humanitarian) and realities of modern practice when is insufficient development of informative culture of teachers, their unwillingness to apply information technologies and underestimation of possibilities computer studies, especially in humanitarian areas. Computer technologies develop swiftly, the rates of their comprehension fall behind teachers-methodists from theoretical developments. This leads to new contradiction between the presence of the renewed, improved technical equipments of studies and the lag of the methodology development of their introduction in higher education.

In the modern educational system of distribution of educational information and cooperation of students and teachers carried out using satellite communication, computer telecommunications, live and cable television, multimedia, computer educational systems. Introduction of information technologies in different industries of the modern education system accepts all more scale and integrated character.

However, it was important to understand that informatization of education provides the achievement of two strategic aims. The first problem consists in the increase of efficiency all types of educational activity based on the use of information and telecommunication technologies. The second problem consists in improving the quality of training specialists with a new type of thinking that meets the requirements of the information society [2].

The concept of informatization of facilities for education is considerably wider concept of computer facilities for studies. What is more, different computer facilities of informatization belong to organizationally-administrative activity establishments of education, facilities of the methodical, control and measuring setting, facilities of education informatization. Traditionally informatization of education comes true after two basic directions: controlled and uncontrollable. The controlled informatization of education is the organized process that is supported by material resources. It is based on universally accepted concepts and programs.

The uncontrollable informatization of education will be realized from the initiative of workers in education and embraces the most actual spheres of educational activity and subject areas. The special problem of informatization of higher education is presented by preparation and retraining of pedagogical shots for application of informative NT in educational process [7].

The main objectives of teacher education in the field of informatization education are:

- forming of representations of the role of computerization of higher education, types of information technologies and methods of their application;

- familiarization with the positive and negative aspects of the use of information technology in education;

- studying the experience of applying information technologies in higher educational institutions;

- development of personal information culture

The analysis of the informatization processes of the education system reveals significant problems. Most educational institutions lack specialists in the development and operation of information systems, lack of experience and expertise in pedagogical and administrative staff in the use of information technology. The separate problem is the quality and disunity of existing informatization means used for educational purposes.

Despite the fact that every year the release of such funds is steadily increasing, most of them are in a stage of development. It should be emphasized the widespread lack of interface, technological, content and information communication between individual means of education informatization involved in various fields of activity of educational institutions. As a rule, such means aren`t interrelated and unduly duplicate the same information, which often leads to meaningful and methodological conflicts [6].

Means involved in the processes of education informatization, require fundamentally different methodological and technological approaches, determine the essential requirements for knowledge and skills of students which adversely affects the effectiveness of the training system. The lack of common approaches to the creation of new means of information constrains the development, implementation and effective use of information technology in education. Another problem associated with the development and use of information technology and resources in education is the practical impossibility of universal training of teaching staff capable of fully utilizing the benefits of information technology in professional activities. Frequent situations when participants of the educational process have to acquire unnecessary additional techniques of operating with technical equipment, software and substantive content for each individual media.

## Conclusion.

Today, in the Ukrainian educational space, there are preconditions for systematic use in the classroom of computer facilities in the organization of the educational process. Due to the fact that the content of the preparing student of the pedagogical university has a complex and multicomponent structure. It is distinguished by a large variety of investigated objects, phenomena and important to provide along with the profound assimilation of a considerable amount of theoretical knowledge, the development of their professional competencies that allows creatively to use the knowledge received in the classroom in different educational and professional conditions. Didactic tasks which are solved during the preparation of students for each discipline of the curriculum, varied and deeply specific, have a professional theoretical and practical orientation, characterized by integrity and completeness. All this requires that in order to develop their information competence the information resources of the educational institution were used in full, taking into account the achievements of modern pedagogical science.

Informatization significantly influenced on the process of obtaining knowledge. New ICT-based learning technologies can increase the speed of perception, understanding and depth of assimilation of a vast array of knowledge. The use of ICT is due to the fact that the computer technology laid the inexhaustible opportunities for training on a qualitatively new level. They provide ample opportunities for the development of personality and the realization of its abilities. ICT significantly increase the motivation of studying, increase the level of individualization of education. New medium of instruction and new technologies require a high level of readiness and the preparedness to apply different achievements of ICT.

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# TRAVELOGUES AS A COMPONENT OF MODERN INTERCULTURAL COMMUNICATION

***Abstract****. Travel writing is one of the oldest literature genre, which includes many sub-genres and types. The paper explores ways in which travelogues has been changed in recent years. It has also focuses on the problem of the distinction between fiction and non-fiction travel writing and its components. Author's definitions of such notions as "travelogue," "travel blog," and "travel vlog" have been provided and their nature has been described. Based on the principles of cultural communication, travelogues are described as the important element of intercultural communication in the contemporary rapidly changing world, where people are trying to explore new places, share their knowledge, earn good reputation and money through the writing and making videos about their travel experience.*

## Introduction.

Since ancient times, distant countries and continents have attracted people by their unexplored lands, different ways of life and interactions. Dating back to 725 BCE, epic Greek poem "The Odyssey" (Gr "Odysseia") by Homer is regarded as one of the first attempts to describe and narrate about different places. Ten-year Odysseus's journey through the Peloponnese, the Ionian Islands, North Africa and Egypt describes hospitality and respect of other nations, loyalty and beliefs, as well as behavior of various people in certain situations. Time does not stand still. It is changing drastically. As a result, one genre of travel literate has replaced the other; some goals of writing have been substituted for others. Nowadays we are observing shifting in ways of life and human values. Digital communication, virtual space, social media, and almost unlimited possibilities of the Internet have let to the emergence of new ways of communication and sharing information about different aspects of life such as blogs, vlogs, Instagram or YouTube on-line translations, social media posts and many others.

However, people's natural curiosity and desire to know everything about everybody, especially if they differ from your compatriots and live in the territory of a "strange", fascinating or "your dream" country, have resulted in the creation of travelogues written both by professionals and ordinary people. Modern travelogues differ from those excited in the beginning of the XX century. To determine their distinctive features, to prove that they are more than just a piece of information shared to satisfy the curiosity or earn money and that they can be regarded as means of modern intercultural communication, the overview of travelogues' history and formation is to be considered in the first place.

This problem have been outlined in works of many prominent scholars, including C. Blanton, J. Borm, S. Calzati, G.L. Parrinello, A. Johnson and others. It is hypothesized that different types of travelogues represent the separate area for intercultural communication realization at the global level by using an individual's intercultural competence and general skills in all forms of communication.

## 1. Contemporary travel writing and its types

Many researchers identify travelogues as one of the sub-genres of travel writing, which "is as much about the traveler as it is about the destination" or "has always been about both the exploration of the writer's self" and the places he/she visited [33]. Travel writing has been developing for many years and it can be tracked in different countries and cultures. For example, Anna Johnston states in her article "Australian travel writing (1900 – 1960)" that this kind of writing "has been an important form through which Australians learned about their own culture and their place in the world…" [17]. At the same time, in Britain, Dr. Benjamin Colbert has conducted a long-term research on British women's travel writing dated 1780 – 1840 known as a part of a huge project "British travel writing." As the result in 2014, he launched the Database of Women's Travel, where scientists gather almost 200 titles of travel books published in Britain and Ireland by women. Thus, people can observe and study peculiarities of the way of life through the experience of one particular gender group. According to his statement, travel writing is "a largely pragmatic issue" based on recording "actual travels" whether or not the author and his/her vision is presented in the narrative [26].  Thus, the travel writing has many definitions:

−   any account of a journey or description of a place that is based on firsthand experience [25];

−   the form, which includes different aspects from "picturesque adventure to philosophical treaties, political commentary…and spiritual quest", at the same time it takes particular issues from "history, geography, anthropology and social science" [15, p. 8-9];

−   something that equates with the 'travel book' (a literary form) [14];

−   "a notoriously raffish open house where different genres are likely to end up in the same bed…" [27, p. 253 – 254.]. It can include private diaries, essays, poems in prose, notes and others;

−   a genre of writing in which authors describe places they have visited and their experiences while traveling [34], etc.

However, despite, the variety of opinions expressed by scholars in Humanities, Literary and Journalism Studies it has one common thing, − description of a place. If in early days of travel writing, this place could be fictional and writing was impersonal without any autobiographical information, starting from the late 19 − beginning of the 20 century, researchers has emphasized the importance of real destinations narration and presence of the author's experience.

Thus, in 2004 G. Champeau differentiated two types of writing [10]. The first type includes travel books and travelogues, which are characterized by the real / factual reading. The second one is travel literature regarded as a broad genre, where both fiction facts and information are found. Jan Borm has also distinguished non-fictional (travelogues) and fictional or creative (travel literature) areas in travel writing, which he considers as "a variety of texts both predominantly fictional and non-fictional whose main theme is travel" [5].

Based on the stated above and data collected from works on travel writing, its contemporary structure includes two branches shown in Figure 1. Nodes colored green represent fictional course of travel writing while grey nodes are non-fictional categories.
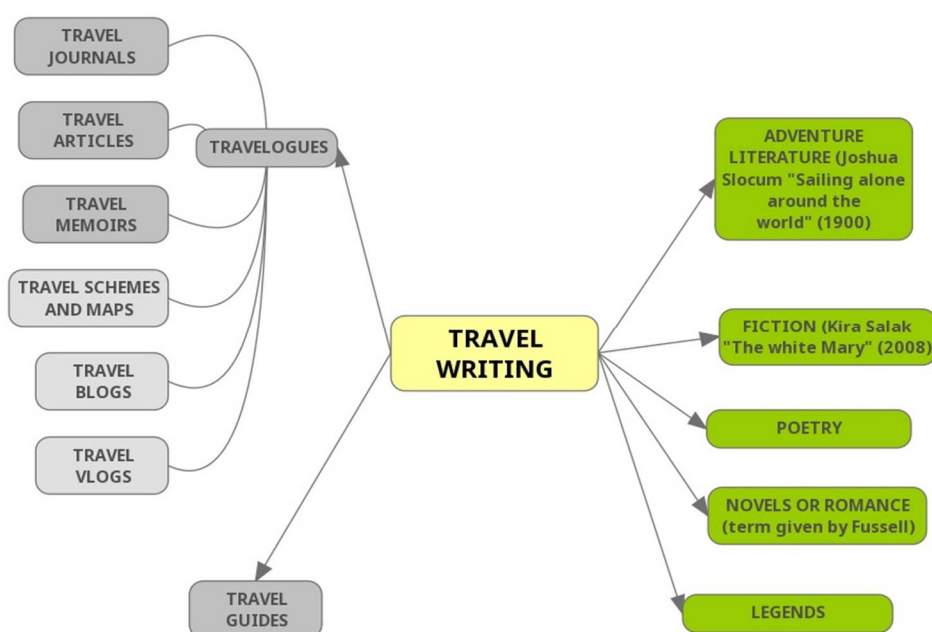


**Fig. 1. Fiction and non-fiction division of travel writing.**

*Created by the author*

Basically, green elements of the scheme are connected with creative narrations, where the author's point of view does not take the dominant position. Yet, it is still disputable what the line between facts and fiction in travel writing is (see works by S. Calzati [7], G. Holland and P. Huggan [15]).

Nowadays, with the development of digital technologies and shifting of emphasis from real verbal and non-verbal communication to virtual or digital interactions through various social networks and platforms, the importance of physical presence decreases. At the same time, the natural human desire to explore new things, to learn about the unknown and to assert themselves has been rapidly growing for the last several decades. In this regard, the question arises what a modern travelogue is and which linguistic, social and cultural value it has in the world community.

Dated back to 1903 when Burton Holmes used it for the first time in the meaning "a talk or lecture during which a narrator shares information about some journeys accompanied by photos and other visual evidences", a travelogue has gained its popularity among a large audience and scholars in different branches of research, including communicative linguistics, theory of genres, and journalistic studies. To demonstrate its interaction with the process of communication and to define its place in it, the definition of travelogue are to be provided.  Traditionally, a travelogue was understood as a literary work on travels. However, the development of travel writing has led to rethinking of its essence and genre characteristics.  Having analyzed definitions widely used in linguistics, specialized dictionaries and research works on this topic, the following ones have been provided:

- "a film or book about travelling to or in a particular place" [8]; - "a nonfiction motion pictures that represent a place as their primary subject (travelogue films)" [24]; - "a film, book, or illustrated lecture about the places visited by or experiences of a traveler" [23]; - "a genre derived from the genre of ethnogeorgaphy which had been closely related to historiography…" [16]; - a) a piece of writing about travel; b) a talk or lecture on travel usually accompanied by a film or slides; c) a narrated motion picture about travel [21]; - "are accountants based on real trips to… and usually written by the travelers themselves… It is known and can be proved by historical documents that the trip actually took place" [2].

At the same time, scholars often equate travelogues and travel writing. For example, Manfred Link while writing about categories of travelogues distinguishes travel guide books, manuals, descriptions, accounts and travel fiction. Most modern Western researchers use two different term describing and analyzing works on travel,  "travel writing" and "travelogue" as two separate notions, one of which is broader and the second one is narrower.  In this work **travelogue** is understood as both printed and audio-visual form of real information communication on travel experience by a sender who has made a trip by him/herself. The crucial requirement for modern travelogues is the credibility that can be easily checked and tracked during the whole narration.

Today one of the most popular form of travelogue that meets these requirements is *a travel blog*, which is written by either common travelers or professionals in this sphere. The travel blog combines two notions "travel writing" and "weblog." Supporting the view expressed by Elisabetta Adami [1], a weblog is regarded as an interactive diary aimed at self-presentation and turning readers into active participants in virtual communication. It differs from a written diary by the readers' possibility to take part in the communication process as soon as an entry appears in the author's platform.

At the same time, based on works by C. Blanton [4], Ch. Forsdick [13], D. Lisle [19], and C. Thompson [31], *contemporary travel writing* is a genre that combines both fiction and facts on a particular journey of a traveler/narrator who explores areas unknown for him/her in the attempt to assert him/herself, to discover self, and to understand the inner world based on the foreign experience.

However, in the modern world, other two reasons are also found, especially in terms of travel blogging. They are:

1) a desire to become famous, recognized on the streets;

2) to earn money and gain some privileges by doing what a person likes and having fun at the same time.

Thus, *a travel blog (travelblog)* is an interactive type of travel writing in the form of an electronic diary or a set of narrations sharing narrator's experience during a journey through the prism of personal perceptions, knowledge and evidences. Graham M. S. Dann and Giuli Liebman Parrinello identify travel blogs as "interactive channels of communication of the language of tourist" [11, p. 11]. In her turn, Gloria Cappelli does not differentiate travelogue and travel blogs as separate notions and equates them as one unity [9, p. 291].

In addition, having analyzed the Internet statistics, articles and posts on travel writing, travel blogs and travelogues in particular, the tendency to blur the line between "a travelogue" and "a travel blog" has been identified. For example, one of the titles in Quora, a social service of knowledge exchanged, includes the following phrase: Travel Blogging: What makes a good travelogue? Sometimes people even name their websites as "travelogue blogs". Rob Bevan and Tim Wright explaining reasons for logging online adventures combine these two notions: "producing a travelogue is not just for your benefit…In blog terms, you need "to think link"…" [3, p. 141].

Speaking about languages of travel blogs writing and transfer of information online, due to the statistics provided by WordPress, the leading positions are occupied by English (71 %), Spanish (4.7%) and Indonesian (2.4%) (Figure 2).
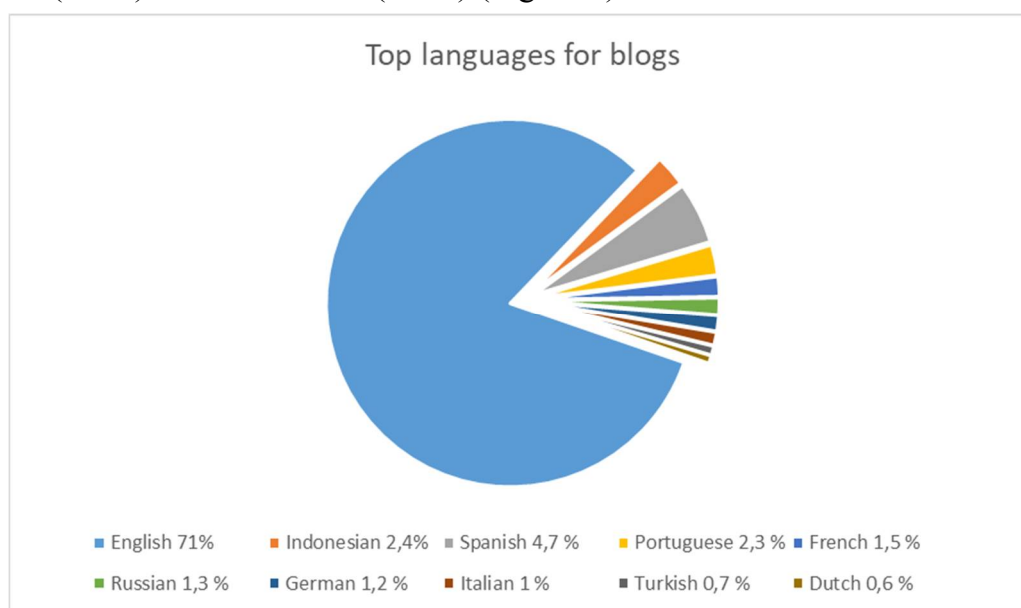


**Fig. 2. Top languages for blogs writing.**

*Source: Data from WordPress. Retrieved from: https://wordpress.com/activity*

The English language represents both one of the most widespread languages in the world and the language of the majority in the modern virtual community. It explains the fact why it is taken as an instrument for communication through travelogues.

## 2. Communication process through travelogue

Communication is a process of information exchange on various aspects of travelling to the point of destination (means of transport, cuisine, types of dwellings, ways to travel across the country, social and cultural peculiarities of the country or a certain area) between people all over the world in the form of printed narration supported by pictures and videos. The author of the narration is *a sender* and people behind the screen regardless of age, beliefs, social and financial status, upbringing, races or belonging to a specific culture are *a receiver*. In case of travel blogging, a receiver can be presented as the general public (any person who searches for the information on the topic described in a post or who is just interested in travelling) and as the particular circle of readers who are following the author of the blog. In both cases, they pursue at least one same goal – to learn new facts about their sphere of interests. In other instances, their goals are different. Thus, representatives of the first group are mostly searching for particular data needed for their journey or research. Representatives of the second group are also interested in geographical, political, cultural and social facts about different destinations. However, there are followers who are keen on reading any travel materials produced by the sender, because they like his/her style of writing and the way how the information is presented. Besides, they can have some personal sympathies.

For example, a journalist Alice Su, whose materials are printed in National Geographic and The Atlantic, has her own site "ALICE Y. SU", where she posts all pictures, videos and texts based on her journeys. In terms of communication theory. Her receivers can be either readers of National Geographic or people who are fans of her works. So, any ***receiver*** of her notes can enter the site, find necessary information on the country a person needs, some particular place or living standards in different regions (***a message***), and decode it. The process of decoding can be hold in two directions. The first one is through printed material provided by Alice Su as in her passage about Jordan and Lebanon:

I've been reporting on migrant domestic labor in Jordan and Lebanon since January, visiting shelters, women's prisons, and *overcrowded neighborhoods* where migrant women *flock together for s*urvival, often *cramming* as many as a dozen people *into* a small apartment [30].

Here key concepts are "overcrowded neighborhoods", "to flock together", "survival", and "cramming." They take the key position in the sentence and catch the reader's attention. Adjective *overcrowded* has a negative connotation, meaning that people are uncomfortable close to each other. Then the author uses the idiom *'flock together'* typically used with nouns birds or sheep, stressing unhuman conditions and huge number of migrant women. Finally, the verb "cram into" emphasizes the awful conditions of living.

To make the message clearer the recipient can watch clips with the same information or use visual assistance in the form of pictures on the author's site, which is regarded as the second type of decoding information.

Another example is a popular travel blog by Andrew Skurka, who has two titles "Adventurer of the Year" and "Person of the Year" awarded by National Geographic and Backpacker. All information provided in his site is credible and proven during expeditions. It includes several categories through which a recipient can obtain necessary knowledge. Reading his posts is not a passive action or as we call it "a play into one gate." The reader has an opportunity to enter the virtual conversation with Mr. Skurka, leaving comments below the article. Thus, in his post "Yosemite High Route", he shares details about this route, describing it as:

> …*remote* canyons, *expansive alpine* areas, and *pristine* lakes in the upper headwaters of the Tuolumne and Merced Rivers…

> … it hovers between 8,000 and 11,000 feet above sea level, usually hopping between *deep glacier-carved* valleys via *unfrequented* passes just below the *park's highest* points like Mt. Lyell, Mt. Conness, and Matterhorn Peak… [29].

In the end of each post, his followers asked him questions on this topic and received detailed personal answers:

> **David November 14, 2018 at 9:53 pm:** How will this compare to the Sierra High Route? Who would you recommend it to?...

> **Andrew Skurka November 15, 2018 at 9:06 am:** Compare how? In terms of logistics, it's much easier. In terms of quality, it's comparable. A Yosemite High Route thru-hike would be appropriate for anyone with the fitness and skills to undertake an off-trail route up to Class 3 in difficulty, at altitude, with constant ups and downs…

The conversation happens in a set time frame and the response is practically prompt without huge delays. Thus, it is regarded as **"feedback"** in the communication process.

Any communication process can be realized through three communication models: linear, interactive, and transaction. Showing communication as a one-way process, the linear model does not involves a receiver's reaction on a message. It therefore can be implied only to such types of travelogues as travel journals, guidebooks, travel memories and articles printed in specialized journals, newspapers and magazines, the message of which is directed to a reader (receiver) without the necessity to have a feedback or to make a contact with the audience. The only exception is letters written to editors or authors in case if the contact information is provided. However, even in this case the process of communication is postponed and undergone various noises like post offices schedules, junk mails, delivery problems, a possibility to miss a message, etc.

The concept of travel blogging (vlogging) is based on the reaction of readers, their feedbacks as well as number of receivers who have read or watched posts.

It is a linear dependency – more subscribers, more views and comments the traveler (a sender) has, the more successful this person is and the more material benefit can be received. Therefore, for a sender it is crucial to realize two goals:

1) to draw the attention of the existing and potential audience (a receiver) by an effective and assuring message of a high quality;

2) to receive a return feedback and answer back in case if it is necessary or the sender wants to clarify some points (Figure 3).
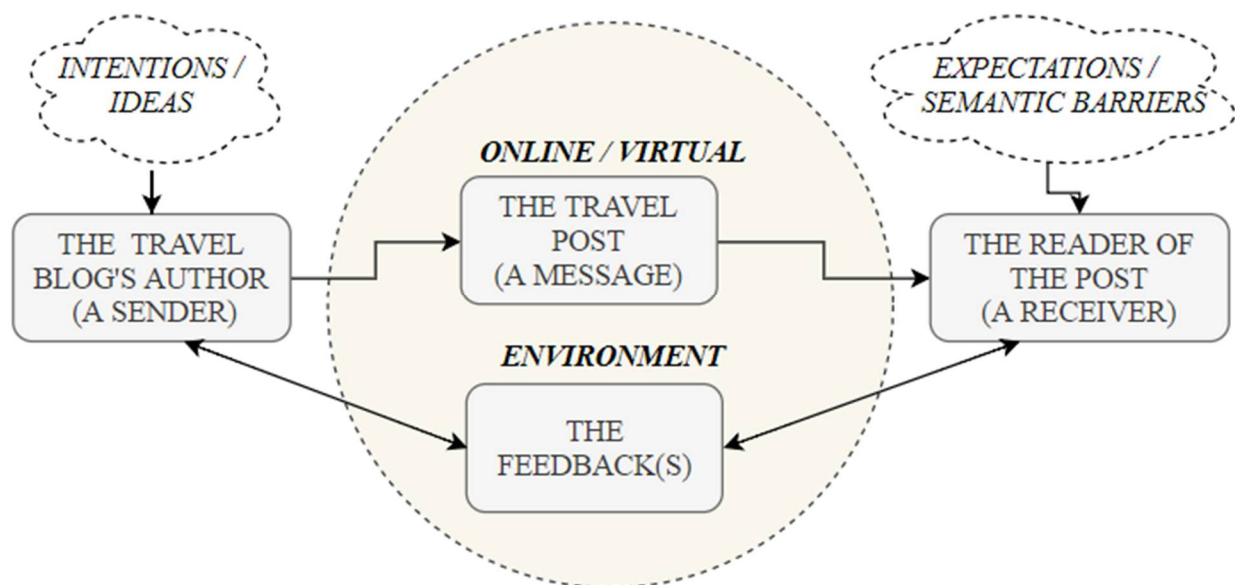


**Fig. 3. The interactive model of travel blogs communication.**
*Created by the author*

Given Figure 3, the process of communication through such a type of travelogues as travel blogs represents the interactive model (messages travel back and forth between a sender and a receiver) introduced by Osgood and Schramm. The area where the whole procedure takes place is online or virtual environment that has its own noises (ads, pop-ups, links to other posts or articles, on-line messages and e-mail notifications). Having certain ideas and intentions about travel writing, the traveler (a sender) posts a message in the Internet and waits for the audience's reaction. Having some expectations, the reader (a receiver) reads the post (a message), interprets it due to his/her beliefs, knowledge, upbringing, experience and values (semantic barriers) and reacts by sending a comment (a feedback) below the post.

The blog's author becomes a receiver and sends a comment back. Thus, we have a circular interactive model of communication. Nevertheless, sometimes one of the steps described above can be omitted or ignored.

For example, a sender does not answer the reader's note. In this case, the scenario happens in three ways:

- communication process is finished and no further interaction is foreseen;

- other participants of the discussion reply and share their views on the topic (communication continues until the problem is solved);

- the author and other participants answer the comment.

The first type of communication is illustrated in post "The best neighborhoods in NYC: where to stay on your visit" by Nomadic Matt. In his narration, the author answers three main questions: "What neighborhoods are good to stay in? What's central? What's safe?" [22]. He divides the article into several sections, which are sub-divided with links to hotels and places described in the post. From November 7th until December 5th, 2018 receivers added their comments and expressed their opinions:

> Matt this is an excellent review. I have spent time in every one of these hoods.. (Ryan Biddulph). This is a great summary of the neighborhoods but pretty useless to those looking to use points to avoid really expensive hotel prices. There are a ton of points options but few listed here… (Boraxo).

The second and third types are clearly demonstrated in the post "The cost of traveling in Iceland (and how to save)" by Kristin, the author of "Be my travel muse" blog [18]. Here, Kristin provides information on such topics as accommodation; transportation; food, and how to save during travel off-peak. There are more than 20 comments left after the post. Almost every comment has its own sub-comment and replicas by the sender herself or other followers of the blog. Some of them has an extensive structure of three and more replies with the difference in time equal to several minutes:

> **Cameron says: (12/16/2016 at 8:12 pm):** Hi, Kristin! I'm thinking of driving the Ring Road solo in May and hadn't considered renting a camper – do you think sleeping in a camper would be safe for a solo female traveller? **Kristin says: (12/16/2016 at 8:28 pm):** Iceland is the safest country in the world according to multiple sources, so I'd personally go for it! **Cameron says: (12/17/2016 at 8:33 pm)**: Awesome, thanks so much. **Inga says (01/08/2017 at 5:45 pm)**: Absolutely safe.

The longest and the most discussed "on-line conversations" are found in one of wide-spread contemporary forms of travelogues, namely in travel vlogs, where it is a common thing for viewers (receivers) to start heated disputes on the information they received from the video. The most popular topics for discussions are food, drinks and entertainment [20; 35]:

Thus, contemporary travelogues have extended their boundaries and increased the number of their functions and goals:

1. To communicate and to get in touch with the specific audience available both online and offline.

2. To create and keep global social connections.

3. To make a statement and to establish yourself as an expert in the field of traveling.

4. To share travel experience and introduce new countries and destinations.

5. To improve self-confidence and to be noticed by professionals.

6. To earn some money and have possibilities to travel. Many contemporary travel bloggers / vlogers have their pages on Patreon, a membership club for creators to get paid, where people donate any sum of money.

7. To have fun or just to be in trend.

The most important function, without which the realization of other functions are either impossible or hampered, is to communicate and to establish connections with people from various parts of the world. The process of communication is happening at the global level, where a nationality, a country of origin, cultural habits and other things similar to these ones are the secondary components. The knowledge of the language a travelogue is written on is the key element here. Thus, the first component in successful communication process is sufficient original language proficiency and ability to accommodate information from different travelogues. It is believed that the language identifies the style of communication. Then, individual's cultural, political, educational and social environment/background influences the perception of the information written in travelogues or watched in travel vlogs.

**3. Travel blogs and travel vlogs as means of intercultural communication**

In terms of intercultural communication, a unity of various forms of relations and communication between individuals and groups of people belonging to different cultures [28], the language choice does not mean that a receiver for whom this language is not native will follow the appropriate communicative style. For example, in one of the comments to Becki's post "Travel to Jerusalem – The Holy Land Old and New City Capital of Israel" [32] the author named "a Jerusalemite", who is not a native speaker, made several grammar and stylistic mistakes:

Near these *neighbordoods* there is the Jerusalem *cinemateque* which is also a very *coll* place to visit with a program in English and great films…

Here, the word "neighborhood" and "cool" are written incorrectly by changing letters *h* and *o* to *d* and *l*. It could happen due to either misprinting or the lack of knowledge in spelling. In addition, the way the author wrote the proper name *The Jerusalem Cinematheque* can confuse those who are not familiar with the Israel culture and history. It is rather easy to think about a wrong word choice and the desire to change *cinematique* to *cinema or movie theater*. Besides, if a Jerusalemite writes "with *A* program in English," some readers can understand that only one program in this establishment is performed in English, though the quantity of programs is bigger.

In the theory of communication (intercultural one, in particular), examples stated above are regarded as barriers to the successful communication that lead to the lowering of the positive image of a receiver (the author of the comment) in the eyes of a sender (the author of the blog) who is a native speaker. However, in reality, while establishing contacts through travelogue communication, such a situation is not negative one with irreparable consequences. For travel blogs/vlogs authors, it is important to have more followers and likes. It explains why the process of communication continues in a positive way:

**Backpacker Becki says (January 29, 2014 at 4:57 pm):** Lot's here to think about, thanks! I didn't see much of the German Colony so want to head back…

Knowledge of the historical events, cultures, political situations and ways of life in different countries, as well as the ability to recognize their impact on standards of behavior in certain fields of communication are illustrated in many contemporary travelogues. American traveler from California, Kristin, addresses the topic of vegans and their ways to travel. In her post, she notes being passively insulted in one of the cafes because of her choice not to eat meat and dairy products. She also had to eat meat "because there was literally nothing else." Moreover, one of the readers, GG, continuing her narration, tells about differences in Asian and American cultures, thereby underlying the importance for travelers to know peculiarities of the places they are planning to visit:

**GG says (02/03/2019 at 9:38 am):** …And like you have said in the past, sometimes people don't know what vegan means so *you have suggested phrases like "chay" in Vietnam.*

**Kristin says (02/07/2019 at 5:39 pm):** *Yes, knowing how to communicate what you mean in the local language is essential!* Now that I know how to say 'vegan' in Mandarin, I know I can at least walk into Chinese restaurants abroad…

Having analyzed travel posts in the Internet, the most disputable ones that provoke long conversations and endless discussions are those describing Asian, Middle East, Chinese and Thailand destinations. Being representatives of other culture, Europeans and Americans tend to discover exciting, beckoning and even frightening places. In this desire, they leave homes and share their experience with others. It enriches linguistic channels of intercultural communication. In her post "Visiting Hebron in the West Bank – The Divided City of Palestine" Becki writes:

> I never once felt *unsafe* here and nor do the Palestinian people make you feel *unwelcome*. In fact, many *treasure the opportunity* to *share* their stories, knowing that you will share them too… It's *narrow-minded* to take one side in the Israeli Palestinian conflict discussion when *hardly any of us* are historical or conflict resolution *experts*. … I can see how people *desperately hold onto history and heritage* [36].

The author uses adjectives to describe the situation in Israel and show the real situation through her own experience: *unsafe, unwelcome*, and *narrow-minded*. Adverbs with strong connotation emphasize the particular parts of the narration, drawing readers' attention to the problem: *hardly* and *desperately*. The verb *"treasure"* used with the noun *"opportunity"* underlines how local people appreciate the chance to tell their points of view. The total number of comments to this post is more than forty. Receivers of the message (the blog's readers) took an active part in the discussion, describing their own experience, sharing additional information and asking questions:

> **Melanie Murrish says (January 9, 2014 at 6:35 pm):** I've learnt more about the conflict in this one post, than I did in a year in history class!
>
> **Corinne says (January 10, 2014 at 10:26 am):** Fascinating post…just like the history and the continued conflicts. I think you did both sides justice…
>
> **Sharif Fares says (May 12, 2014 at 6:58 am):** I am a Palestinian who is actually living in Hebron. I want to say that I enjoyed reading your post very much. I loved the fact that you had the courage to visit while the news tell you not to…
>
> **Yuri Vanetik says (May 24, 2014 at 5:54 am):** … It is truly complicated and highly emotional – the politics veiled in religions and superstitions. You are certainly correct in observing that much of the narrative is driven by actions of extreme groups and sensation driven media.

Names of people who left comments demonstrate that they are all representatives of different cultural heritage and countries. Not only Americans react positively on the post. The Palestinian shows his approval of the author's narration writing "you are certainly correct…"

It proves the fact that Becki succeeded in describing the real situation in Israel and has reached the main communicative goal of her travelogue – to describe events, places and the way of life in an unbiased manner. Moreover, the communication is happening between different social, territorial and national representatives, turning this process into intercultural one. All types of intercultural communication are fully illustrated in a visual type of travelogues, a travel vlog, which comprises both video material, printed notes and comments of the audience. In contrast to travel blogs and their written form of information sharing and provision, video formats provide the opportunity to add non-verbal channels of communication to the message and to show elements of kinesics (gestures, mimics, and poses), proxemics, haptics, and eye gaze. For example, describing their way up to Mahagony Forest in the Philippines, Alison (an American and a representative of the Caucasian race) advises their viewers (receivers):

Be respectful when you are here, because some of these people don't get out of the road and make the cars go around them [12].  When telling "these people" Eric shows representative of the Oriental race, upbringing and culture of which differ from the authors' ones. If a receiver just reads this sentence, it would be impossible to understand the sender's attitude to what is happening. The message transfer is hampered by a lack of background information, actions and vocabulary units reflecting the sender's point of view. In case of a travel vlog, a person can notice Alicon's facial expression: she is smiling faintly, her eyes are kind and the tone of her voice is gentle with some notes of curiosity and surprise. It helps to realize the positive connotation of the message. Another example is a vlog "Breakfast in Brazil and Sao Paulo AirBnb Tour (ft. Travel and Share)" by WAY WAY (Josh and Ashley Brown) where their intercultural communication is happening with the help of a "language broker" – a native Brazilian speaker Marilia who knows English and plays the role of a cultural mediator. The actions are happening in the market, where a seller, speaking in Portuguese, offers the travelers some oranges:

**The Seller:** "a phrase in Portuguese."

**Marilia:** He is saying that this orange… there is no seeds and there is no like acid in it. So Gatorade is made of [6].

Firstly, the interpreter uses wrong word choice: "make of" should be replaced by "made up", what does not disturb the communication process in general but represents grammatical and conceptual noises influencing the speed of the information's perception. Secondly, Marilia does not decode the information transferred through non-verbal channel. She does not repeat the intonation, mimics and gestures of the seller, though they are bright and vivid. Moreover, the seller speaks too fast almost without pauses and smiling all the time. Through paralinguistic channel (high tones and fast tempo of the speech) and elements of proxemics (movements of the seller's hand directed towards clients, his approach closer to the clients while the speech), the receiver who does not know the language can understand that the sender is trying to advertise his product and provide some advantages of this particular sort.

Thus, travelogues in form of travel vlogs provide more possibilities for the successful message transfer from the sender to the receiver suppressing communication noises with the help of both verbal and non-verbal channels of communication.

**Conclusions.**

Travel writing has always been one of the most popular specialized literary genre, which attracted both writers and readers. With the rapid development of technologies, Internet facilities and the increase of digital literacy among different layers of the global community, this form of writing and its functions have been changed drastically. Contemporary travel writing is a genre combining both fiction and non-fiction types of writing conducted by a traveler whose goals are not just to share information but also to assert him/herself, discover the self, and to understand the inner world based on the foreign experience. Thus, it is divided into two branches with their sub-genres: travelogues and travel guided (for the non-fiction area); fiction, poetry, legends, adventure and novels or romance (for the fiction area). The work has determined travelogue as printed and/or audio-visual forms of real communication on travel experience gained by a sender (a traveler). The crucial requirement for contemporary travelogues is the credibility that can be easily checked and tracked during the whole narration.

Having analyzed modern travelogues, the research has also determined its two most popular and significant types: travel blogs, an interactive type of travel writing in the form of an electronic diary or a set of narrations sharing writer's experience during a journey through the prism of personal perceptions, knowledge or evidences, and travel vlogs, comprising video materials, printed notes and the audience's comments. Based on the concepts of theory of communication, communication process through travelogues is represented by liner and interactive models. Taking into consideration goals of contemporary travelogues, the work has underlined the importance of sharing information at the global level. The intercultural communication is happening between the sender and the receiver in the virtual environment and depends on the language choice and its mastering; the choice of the appropriate communicative style; and bilateral relations between the participants of the communication. The most disputable topics in terms of intercultural communication are those about Middle East, Asian, Chinese and Thailand destinations. Noises represented by grammatical and stylistic mistakes do not critically hamper the process of communication in travel blogs. The most important component of successful communication is the language knowledge in which a travelogue is written, because it identifies its style.

In addition, due to the combination of both verbal and non-verbal channels of communication, travel vlogs are regarded as more appropriate than travel blogs in terms of the message transfer with the minimum losses of the initial sender's intention.

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## IMPROVING OF METHODS IN CHEMICAL EDUCATION FOR MODERN ENGINEERS AT UKRAINIAN RESEARCH UNIVERSITIES

*Abstract. In this article, the formation of a competent understanding of the natural science education is considered, because for it to become functionally integral, all its constituent parts must act concertedly within the framework of the future qualification. The quality of education suits the society's and the state's current demands because it is fundamental, and the main task of reforming engineering education is to create the conditions for instilling independent, critical, and creative thinking in graduates and to provide professional growth capabilities. The autor analyses the problems of the fundamentality component of the education in the natural sciences disciplines in technical universities. Specifically, we are talking about the gap between the school graduates' level of proficiency in fundamental disciplines and the requirements thereto in higher educational institutions; also revealed are the problems in the 2016-2018 university admissions process, because of which students with low knowledge of natural sciences entered universities in greater numbers this years. The article demonstrates that it is impossible to ensure further civilisation and technical growth of the society at its current development stage without the fundamental chemical knowledge as an important component of natural sciences.*

### Introduction.

In line with the Bologna Declaration, the modernisation of higher technical education in Ukraine over the recent years enabled substantial updates in the teaching content and methodology and the introduction of new approaches and technologies into the scientific and educational process. In addition, the requirements were set for the combination of knowledge and skills in a given domain, as well as those for the acquisition by the graduates of the action, problem-solving, and decision-making competencies involved in practical professional activities (Budapest-Viena Declaration, 2010).

In the times of global economic transformation, all graduates of higher education institutions must have the knowledge, skills, and experience to understand and solve the problems of the modern everyday life, taking into consideration the environmental, social, cultural, and economic consequences, and, ultimately, to take on a global responsibility. These objectives can be accomplished in education only with the integration of the personnel training aspects as related to the sustainable development of society and business.

Franz Rauch, the author of the article (Rauch,2015), emphasises that education, especially in chemistry, could help focus young people on technological progress based on the principles of sustainable society development: "The idea of education for sustainability offers a justification for focusing the young generation to become responsible citizens and to allow them developing corresponding skills. All learning domains, and thus also chemistry education, are asked to contribute to this goal".

The leading Ukrainian technical universities cooperate with the European education community in the field of engineering education. The emphasis on the priority of engineering trade development can help create the conditions for an innovative breakthrough, economic success, and sustainable development of the country. Without acquiring quality chemical knowledge in university engineer training programmes, it is impossible to efficiently solve the urgent problems and come up with a balanced strategy for the future stable development of the society (Statistychnyi zbirnyk, 2015).

Therefore, engineering higher educational institutions urgently need to improve the quality of students' education in chemistry. In this regard, problems of methodological and organisational nature appear as yet unclear. To which extent an engineer should study chemistry? Is there a difference in the training of a mechanical, a design, and an environmental engineer? Which form of training is preferable: classroom or independent? Is there a need for one-on-one laboratory classes, or thoroughly explained experiments? What are the methods of assessing students' unsupervised work and quality of teaching?

These issues have been left out in the literary battles of Ukrainian teachers thus far, albeit remaining a subject of vigorous debate among the teachers, the scholars, and the authors of textbooks and various chemical courses in many countries of the world.

For instance, Teh Fu Yen—the author of *Chemistry for Engineers* textbook teaching in the University of Southern California—emphasises that chemistry is the centre of all engineering sciences: "Engineering requires applied science, and chemistry is the centre of all science. The more chemistry an engineer understands, the more beneficial it is. In the future, global problems and issues will require an in-depth understanding of chemistry to have a global solution" (Teh Fu Yen, 2008).

Mahapura Gandhi, an Indian teacher of chemistry at the Engineering College (Mumbai Area, India), explains the need for chemical knowledge for engineers of any profile as follows: "An aeronautical engineer must have to think about material which is lighter yet stronger so that it can fly easily in space, hence alloys are developed. A civil

engineer must know about the nature of the soil, rocks, concrete, steel, etc. for stability. An electronic or electrical engineer has to know about electrons, conduction, magnetic nature. A mechanical engineer has to have an idea about materials and fuels for better efficiency. Even medical science and agriculture is based on chemistry" (Das, 2016).

NTUU "Igor Sikorsky Kyiv Polytechnic Institute" and other leading domestic technical higher educational institutions have joined efforts with the European educational community in the field of engineer training and mutual recognition of engineering education certificates. As a result, our country has got effective programmes to train engineers, programmers, and designers for various industries

and economic sectors. The University prioritises strengthening of the role of fundamental training based on the synthesis of general scientific knowledge and

engineering thinking, the application of scientific research results in the field of competitive R&D, and their introduction in manufacturing (Vashchuk, 2011).

**Table 1. Ukraine: Higher Education and Vocational Training component on the Global Competitiveness Index.**

| Indicator | Score* | Rating (Ukraine) |
|---|---|---|
| Higher education and vocational training | 4.9 | 40 |
| Quantitative indicators in education | 6.8 | 14 |
| Secondary education coverage (%) | 97.8 | 41 |
| Higher education coverage (%) | 79.7 | 13 |
| Education quality | 4.2 | 65 |
| Education system quality | 3.7 | 72 |
| Math and natural sciences teaching quality | 4.8 | 30 |
| Management school quality | 3.9 | 88 |
| Internet access in educational institutions | 4.3 | 67 |
| On-the-job education | 3.8 | 88 |
| Research availability | 3.9 | 84 |
| Personnel development | 3.8 | 92 |

*According to the Global Competitiveness Report 2014/2015*

(* score of 1 to 7 in addition to the estimate (% and other) values. For studies on other GIH components, visit www.forumkyiv.org)

The figures voiced during the World Economic Forum (Kyiv 2015) in regard to the state education systems showed that Ukraine was ranked the 40th in the world out of 144 countries by Global Competitiveness Index (GCI). However, when it came to the education system quality assessment, Ukraine was the 72nd (see Table 1). So, this is where Ukraine lags as compared to many other countries.

The best education quality was seen in the fields of natural science and maths. The assessment put Ukraine the 30th by GCI in terms of natural science and maths teaching quality above Poland, Georgia, and Russia (Fig. 1) and below the Baltic countries, Israel, Slovenia, and South Korea.

a) Education System Quality



b) Maths and Natural Sciences Teaching Quality
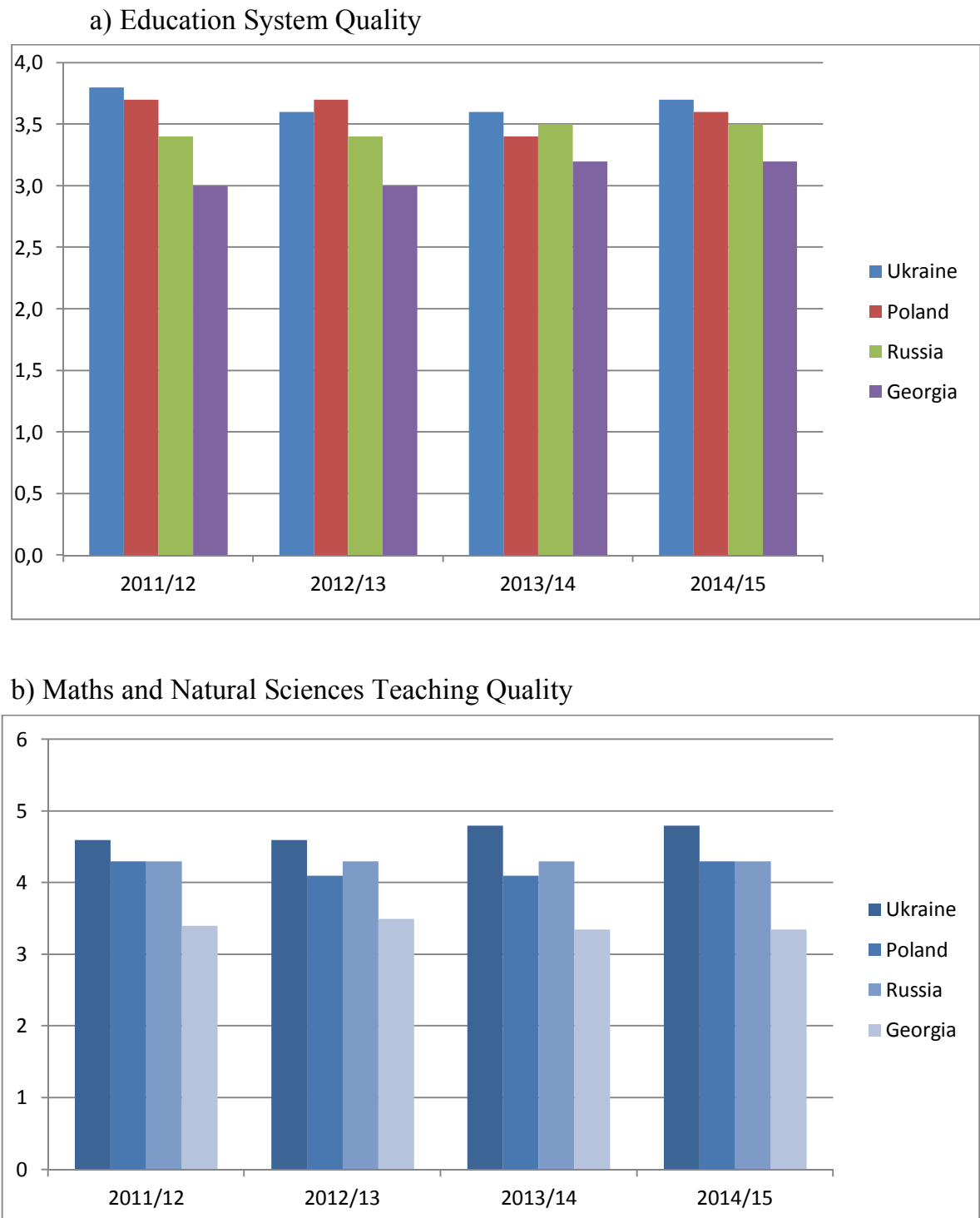


**Fig. 1. Competitiveness of the Ukrainian education system in comparison with neighbouring countries according to the Global Competitiveness Report 2014/15: a) Education System Quality; b) Maths and Natural Sciences Teaching Quality (1—the minimum score, 7—the maximum score).**

When it comes to the professional orientation of the domestic higher education and its managerial and economic components, the performance is much worse at the $82^{nd}$ place for Management Quality and the $92^{nd}$ for Personnel Development. Employers and companies have to pay much attention to the postgraduate education and development of their staff. One of the leaders of in Ukrainian higher education, NTUU "Igor Sikorsky Kyiv Polytechnic Institute" provides training in the main areas of modern science and technology for engineers geared toward innovative economies.

Versatile and thorough study of natural sciences is key to successful training of engineers who can do advanced technology and design development, successfully work in various fields from science to production, and remain professionally mobile for a long time. However, quality engineer training within the framework of the technical training programs is greatly complicated by the growing gap between the level of school graduates' education and the requirements higher education institutions present.

**The subject of this article** is the analysis of the aspects related to the improvement of comprehensive chemistry courses for Batchelor's programmes in technical majors. Also considered are the objectives of the engineers' practical activity in various science and production fields covered while students master the system of fundamental chemical knowledge.

## 1. Methods.

The study is based on the data of first-year chemistry studies in the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" as pertains to the students of the Institute of Mechanical Engineering and the faculties of Heat and Power Engineering, Welding, Aerospace Systems, and Biomedical Engineering. The study spanned three years and covered about 1,500 students.

The official data of the Ministry of Education and Science of Ukraine on the results of the secondary school graduate achievement testing was analysed too.

The applicants' chemistry grade average was compared with the initial subject mastery of first-year students of engineering specialities (based on the results of the review conducted over the first weeks of study at the University).

The employers' feedback on the quality of National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" graduates' training provided by Ukrainian social NGO "Socio +" was analysed.

## 2. Results and discussion.

While the students' basic knowledge is formed, the need for maths and physics education of specialists is often justified. Meanwhile, the problems of improving the students' training in the chemistry domain are often overlooked, even though it is among the natural sciences that constitute a solid fundamental scientific component for the specialist training to a large extent. The connection of the fundamental sections of chemistry as a discipline with the applied aspects of engineering is illustrated in Fig. 2.

A thorough basic scientific training in physics, chemistry, maths, and biology forms a realistic world-view base, which can help tackle a variety of tasks in the creation of the latest technology, devices, materials, and even in natural and technological fields (El'tsova, 2007).

In the modern research and development, the conventional borders between branches of research tend to blur. On the contrary, when problems in the material production are tackled, the nature of phenomena as seen from the viewpoint of physics must be considered in the context of the fundamentals of chemical knowledge during the assessment of construction material properties and description of processes. In addition, compliance with environmental requirements must be ensured. The combined advances in chemistry and physics enabled the formation and development of the important scientific and technological research areas like surface physical chemistry, metal physics, solid-state physical chemistry, chemical catalysis, plasma physics and chemistry, semiconductor material science, and nanotechnology.

Clearly, the description of the physical and chemical aspects involved in the operation of technical devices or closed production cycles requires an engineer to have a sufficient maths mastery to analyse the essence and the stages of the process study and give practical recommendations for optimisation of the processes in question.
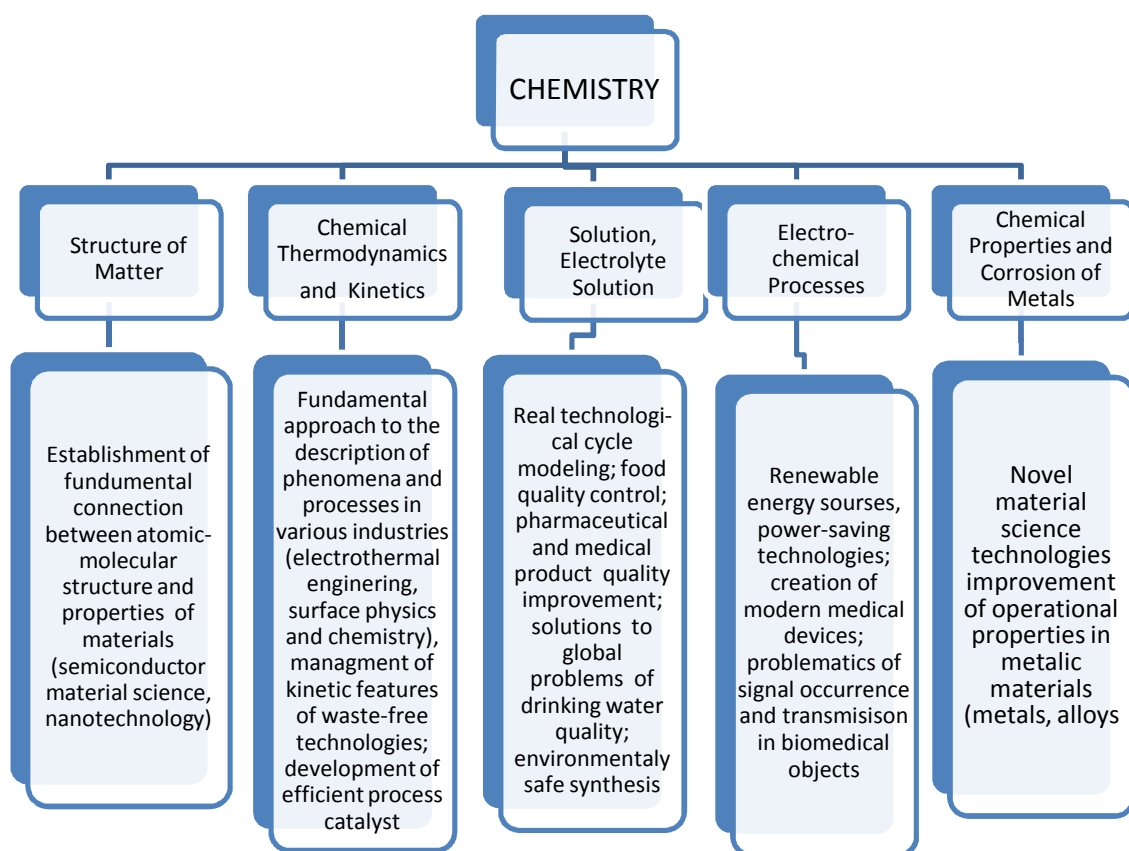


**Fig. 2. Applied aspects of engineering as related to the main sections of the chemistry curriculum**

Outstanding achievements in the development and application of the methods for obtaining new materials with the required physical and chemical properties have made their way into industrial production through the application of the classical laws of molecular and statistical physics and chemical thermodynamics/kinetics in conjunction with the latest research methods like spectrophotometry, chromatography, and different types of spectroscopy. The objectives of specialised training disciplines can be achieved if the methods and principles of mathematical modelling and physical research are applied in combination with the ideology of the modern chemical science.

Chemical education has another important aspect—the environmental one. While developing designs, the future technical engineers must have a deep understanding of the physicochemical process laws and the skills to manage their optimal conditions. They also need to learn to prevent man-made impact on natural processes and have mastery of management methods applicable to possible sources of environmental pollution with harmful substances.

Metallurgy, energy, transport, microelectronics, and other non-chemical industries are known to make 96% of harmful emissions. It is beyond doubt that the relationship between humans and nature must be manageable and rationally balanced based on the environmental competence of the future engineers. Environmental problems can be successfully solved provided environmental competence of the technical major undergraduate students is established during the chemistry course (Pidgornyy, 2015).

In the light of the role the chemistry plays in modern life, the diminishing level of chemical education and extremely low chemical culture in wordwile raise concerns. "In many countries interest in studying Science at school and university is falling, and there is concern over falling numbers and falling standards. There is a changing student population at tertiary level – in many cases more diverse in ability and background, less well prepared in mathematics and science, and often less motivated. This presents problems in maintaining both adequate numbers of graduates and academic standards. Many academics have not adapted sufficiently to this change in the student population. Today's challenge is how to turn the findings of research on teaching and learning into effective practice; in other words, how to make the teaching and learning of chemistry more evidence-based, as distinct from the sole preoccupation with content. This has implications for the curriculum, for teaching methods and for assessment" (Childs, 2009).

Specifically, the analysis of students performance of engineering specialities of NTUU "KPI" during the chemistry course in academic years 2005–2008 found that introduction of the new credit system in the ECTS grade-rating system resulted in students' better performance due to the much-improved organisation of unsupervised activities.

However, from 2009 on the growth of the Education Quality index lacks dynamics, especially when it comes to first-year students. This trend can be explained as follows.First, the level of school education in chemistry largely falls short of the performance requirements for the first-year university syllabus. Thus, the initial chemistry knowledge assessment in the first weeks of study was found to have a correlation of about 60–70% with the chemistry grades in school certificates as compared to the corresponding requirements of the university.

**Table 2. Comparison of the Basic Chemistry Mastery index as calculated from the grades in the entrants' secondary education certifications with the results of initial knowledge assessment among the students of engineering specialities of NTUU "KPI"**

| School certificate grade averages (12-point scale) | | | | | |
|---|---|---|---|---|---|
| 2016 | | 2017 | | 2018 | |
| 8,1/12 | 0.675 | 7,3/12 | 0.61 | 7,2/12 | 0.60 |
| Initial assessment grades (5-point scale) | | | | | |
| 2.4/5 | 0.48 | 2.2/5 | 0.44 | 2.1/5 | 0.42 |

*Second, most first-year students were found to have underdeveloped skills of unsupervised work and independent thinking; to be incapable of establishing the relationships between various natural processes; and to fail to generalise and systematise the previously acquired knowledge.*

Third, with a somewhat formalised grading based on the rating system, we can get a "satisfactory" grade (D, E) without putting a proper effort into studying the credit module materials. The provisions for catching up with missed laboratory classes and performing individual assignments for submission are far from adequate too. Notably, credits and class hours devoted to natural sciences have been cut substantially in the engineering syllabuses as of late. Over the past 2–3 years, the planning of credits-based volume of studies has stabilised. However, with the approach most NTUU "KPI" departments use, the volume of physics studies exceeds that of chemistry ones by the factor of 2.5–3.

The future engineers get to study chemistry for just one semester in the first year nowadays. The academic hours scheduled for laboratory practicums keep shrinking; some departments even replaced the chemistry semester exam with a differentiated or even a regular test (Fig. 3). In such an unfavourable situation, even the most hard-working students are usually unable to organise their knowledge during just one semester, so it remains fragmented and unsystematised.

There is also a huge disconnect in the assessment of the concepts of "prestigious occupation" and the one sought-after in the labour market.

**a)**               a)                      **б)**б                   b)
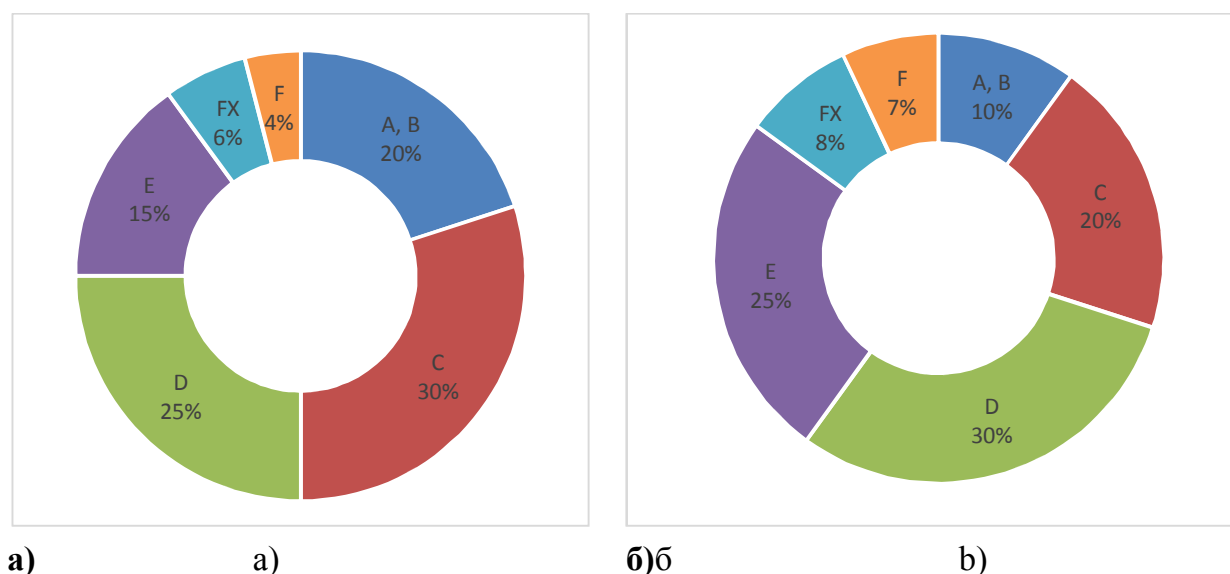
**Fig. 3 Comparison of the retention of chemistry material by students depending on the type of summative assessment:**
**a) an exam; b) a differentiated test.**

The prestige of engineering professions urgently needs a boost if the scientific and technological progress and the consequent improvement of the socio-economic situation are to be achieved in Ukraine. So, the school graduates with a sufficiently educated in natural sciences should be led to choose to major in technology—this way, they will get great opportunities for creative development and improvement while studying at the leading Ukrainian higher educational institutions.

In 2016, the number of state-funded openings for Bachelor degree in the updated list of technical specialities increased and a nationwide competition with a single passing grade was introduced, increasing the likelihood of enrolment. However, higher education gained such a mass character because over 70% of school graduates enrolled on the basis the EIT, not 15-20% like before, when entrance exams were a must, which hardly makes it easier for the technical university students to achieve the desired performance in studies. Besides, there is a significant gap between the requirements of university curricula as to the education in natural sciences and the actual knowledge of secondary school graduates because more forms of knowledge retention assessment are required for chemistry, physics, and biology in the 11th form of secondary school. Studying in a technical university takes more than the knowledge of humanitarian disciplines. The introduction of the EIT system enabled admission of secondary school graduates of varying ability, often unclear motivation, and unformed views on their future, which became a huge problem for natural science departments. The analysis of math grades in school certificates based on the external testing results showed that almost 85% of the students who enrolled to NTUU "KPI" had a math passing score above 160 points out of 200 possible: 40%—160–180, 45 %— 180–200. However, the initial assessment found the freshmen's residual math knowledge to be very low (1.6–1.8 out of 5).

The correlation is even weaker between the chemistry score in school certificates with the results of the initial knowledge assessment (the external testing results for this discipline are not among those compulsory for consideration in the enrolling competition). Therefore, hardly over 50% of first-year students show sufficient performance when it comes to fundamental disciplines (mathematical analysis, physics, chemistry) during the first part of the autumn semester. As a result, there is a wide gap between the requirements for natural science competency in the universities and the actual knowledge of secondary school graduates. The existing education methodologies and training programmes fail to take this into account, complicating the work for teachers (Yakymenko, 2016). Most maths, chemistry, and physics teachers on freshmen courses find themselves in a situation where they need to go over the school curriculum to create a groundwork for the Bachelor's cycle studies. It takes numerous consultations to for freshmen to start analysing the information and understand the importance and necessity of studying the discipline consciously.

Deeper mastery and retention of the chemistry material is provided through experimental laboratory assignments. Integration of theoretical knowledge and practical experimental experience during laboratory practicums not only enables a deep reproductive learning of the educational material but also develops creativity and innovative thinking and imparts an active and systematic character thereto. No other kind of training demands such an initiative, observation, responsibility, and autonomy in decision-making from the student as a laboratory and experimental practicum. Besides, the relevance and value of laboratory practicums have significantly increased in the light of the inevitable need for a competency-based modular approach to higher professional education. Cao Cu Giac et al. point to an even deeper integration of theoretical training and practice, considering the latter in the context of not just a lab-experience, but a real-life experience: "Experiential activities organisation is the implementation of the principle of 'learning coupled with practice, education combined with labour production, theory connected with practice'. By encouraging students to participate in real-life experiences, learners will have the opportunity to view the subject from different perspectives and approaches, avoiding imposition; and have the opportunity to bring innovative solutions bearing the individual signature" (Giac, 2017).

The well-known methodologist D. Kolb has even developed a theory of knowledge acquired through experience. He emphasises that experience plays a crucial role in the learning process: "Learning is the process in which knowledge is created through the transformation of experience" (Kolb, 2015).

Professional competence is the ability of a specialist (graduate of an institution of higher education) to use his knowledge, abilities, skills, inclinations, and personal qualities to analyse and assess the situation and find a generalised method for solving professional tasks productively and in a quality manner. Essentially, the content of professional competencies is determined by educational standards in terms of specialist type or function like scientific research, design development, organisational management, etc.

Performing the laboratory experiment, a student develops and forms competencies efficiently because they are shaped in during the educational activity, as well as that close to the professional one, which combines intellectual work with motoric activity and established procedures.    Solving practical tasks by means of experimental techniques combines educational activities and scientific research, especially when a complex of interdisciplinary connections is required to solve problems of applied nature (Communication of the  Europian Commission, 2010). Let's analyse the procedure a student uses to conduct a laboratory experiment assignment as a certain system consisting of a series of interrelated elements, each with its own functional purpose. The general structure of such experiment process is presented in Fig. 4.
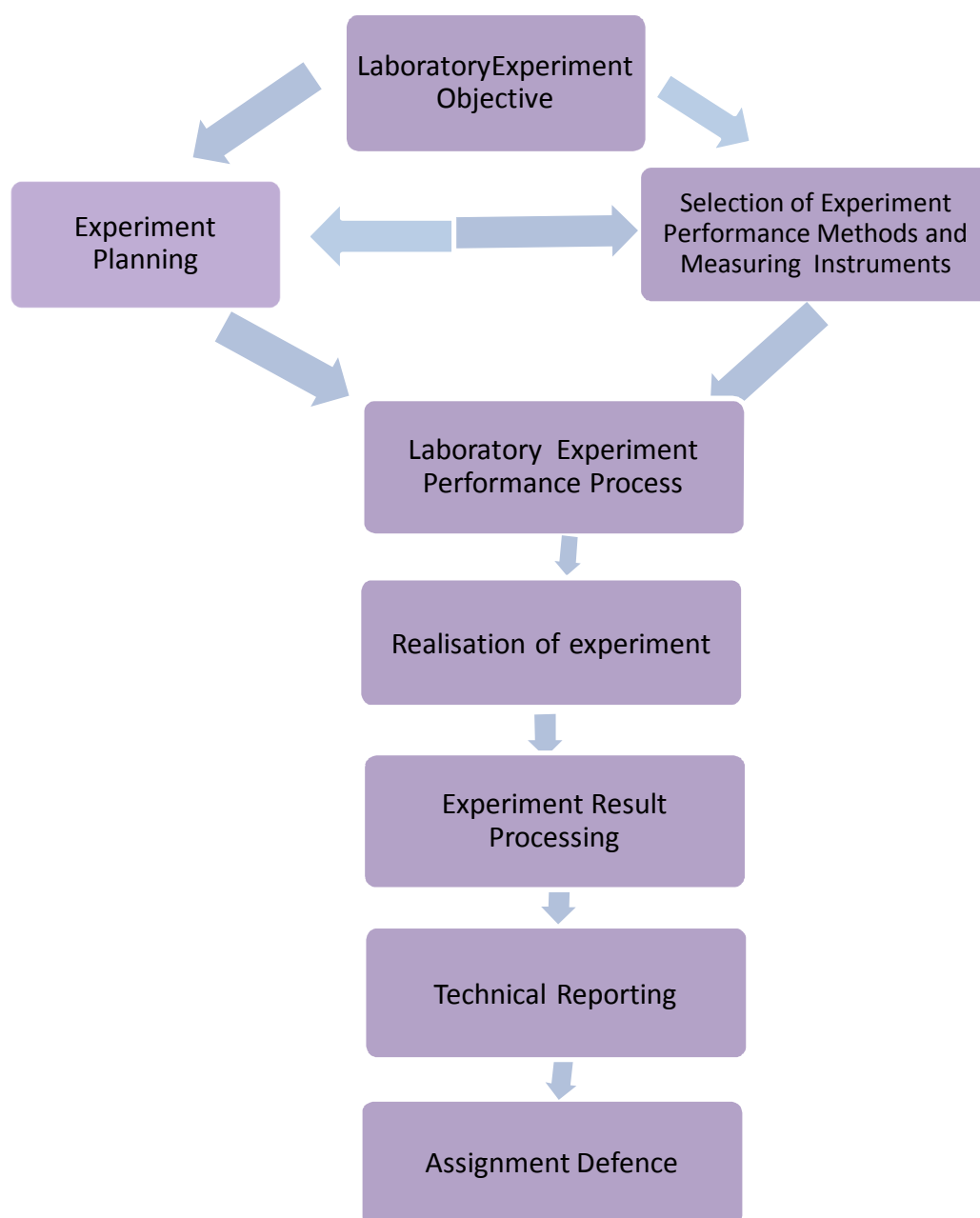


**Fig. 4. Generalised didactic structure of the process for performing a laboratory experiment assignment**

Performing a laboratory experiment, the student must realise and understand its multifunctional purpose, explain the experiment plan, select measuring instruments or devices per the experiment requirements, acquire personal practical experience of experiment performance, understand and evaluate the results of his experimental activity, master the experimental data processing methods and skills, do technical reporting on the activities performed (create tables and diagrams, formulate conclusions) and defend the experimental assignment using theoretical and lecture materials. The laboratory practicums enable the acquisition and mastering of new theoretical knowledge through the development of students' logical thinking, skills in solving specific practical problems, and ability to find optimal problem-solving methods, analyse in detail the research results, and come up with an acceptable engineering solution based on application of the known solution algorithms and principles of analogy. The analysis of data in Fig. 5 shows that allocating few credits for laboratory assignments has no impact on training quality, whereas bringing those up to 2.0 enabled a significant improvement thereof.
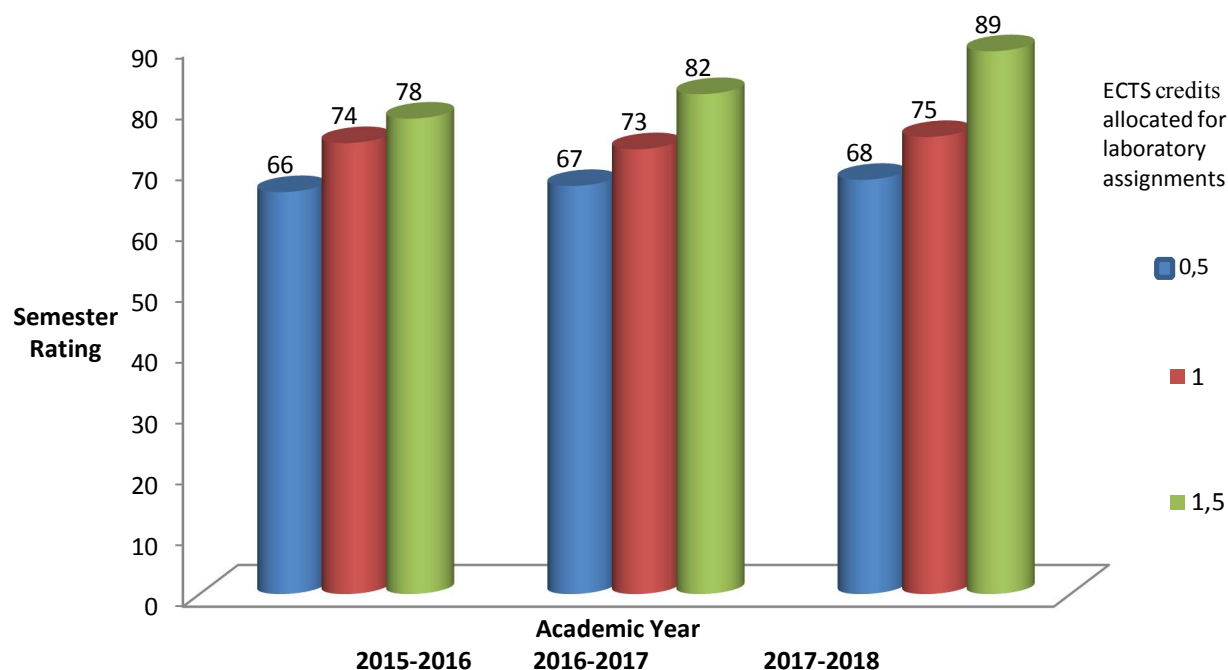


**Fig. 5 Semester student rating assessment for chemistry discipline, depending on the number of ECTS credits assigned to the laboratory practicums.**

Consequently, laboratory experiment assignments as a part of chemistry module enable the formation of students' solid professional competencies (knowledge → ability → skill) within the framework of the educational strategy aimed at preparing specialists to innovation work.

As the analysis of the engineering personnel training at NTUU "KPI" in recent years, favourable conditions were created for its graduates to be competitive in the labour market. According to the data of the student progress monitoring by the semester assessment results and those of rector's assessment of residual knowledge quality, the following results of the students' academic work were found (Yakymenko, 2016).

Students' mastery of academic disciplines per the specialist training plan selected as determined by the academic performance index was determined at almost 74% and the exam success index (percentage of students who passed exams with "excellent" and "good")—at 42% on average. The generalised education quality index shows that 51% of students during the academic year 2015–2016 meet the highest knowledge quality criteria and can become highly qualified specialists.

Meanwhile, according to the survey conducted by the students of year 3–5 with regard to the estimates of the Socio+ Center (NTUU "Igor Sikorsky KPI") the standards and quality of fundamental discipline studies increased as compared to previous years (47% of respondents). Only 35% of respondents valued highly the vocational training they undergo, and 47.2% evaluated this component as "moderately useful". When asked if the knowledge of NTUU graduates in their field corresponded to the current state of production and business, 38.7% of employers answered "fully corresponds", 53.3% answered "rather corresponds than not", and 6.7%—"rather doesn't correspond". However, 44.3% of employers indicated that they needed multi-discipline specialists, and the remaining 39.6%—narrow specialists. The university's orientation on fundamental training in a harmonious combination with enhancing interdisciplinary and innovative learning is thus increasingly justified (Zgurovskyy, 2016). The experience of introducing corrective principles in the organization of the educational process of the discipline "Chemistry" allows us to implement significant constructive achievements in the organization of quality training of bachelors from, but in the future, the activities of teachers should be concentrated on the management of such processes as:

- acquisition of new knowledge through the development of students' logical thinking;

- Formation of the students' ability to independently solve specific practical problems, the ability to find optimal methods for solving problems;

- development of the ability to analyze in detail the results of research and the ability to obtain an acceptable engineering solution based on the application of known algorithms of the solution, the principles of analogy;

- improvement of the methods of organizing the control of independent work of students and the construction of an effective individual and consultative work of teaching staff;

- use of a mixed learning environment and a project-based approach to learning.

Application of such methods of teaching in the educational process will provide a qualitative component of the fundamental knowledge that initiates professional competence, and at the same time create favorable conditions for the development of skills to solve complex engineering and scientific problems in the dynamic world of technology and technology development.

**Conclusions.**

The current strategy in the educational policy can be implemented only if the appropriate quality of engineering personnel training is provided through completeness of the university training programme with the knowledge of the fundamental and applied special disciplines, which become later an instrument for solving the priority tasks of innovative scientific and technological development of the economy and industrial production. Combined with other natural sciences, the system of fundamental chemical knowledge forms a scientific outlook and a wholesome system of scientific knowledge. On its basis, new problem-solving approaches can be developed in modern high technology, environmental sustainability assessment, and industrial system safety.

It has been established that a proper level of essential knowledge can be acquired within the chemistry course only if ECTS credits in educational and professional training programs are budgeted rationally—at 120–180 hours (4–6 credits). Of these, 1,5–2 credits should be allocated for laboratory practicums. The inclusion of laboratory practicums in the structure of chemistry credit module improves the quality of theoretical knowledge retention by 30–35%. Inadequate allocation of hours within the curricula for studies of natural sciences, as well as the abolition of semester chemistry exams at most departments of technical universities, as well as the outright exclusion of chemistry as a discipline from the curricula at some, makes it harder to achieve the necessary scientific level of the fundamental component of general engineering and narrow specialisation training.

School graduates of most secondary schools in Ukraine have a knowledge of chemistry that is too low and is unfit for being a basis for university studies. The content and quality of the school curriculum need to be changed. Alternatively, classes with intensive training in natural sciences may be created.

To ensure that potential candidates for engineering degrees chose the occupations sought-after in the labour market, the efficiency of informing and promotion of the leading technical universities among pupils must be improved, open days and profession-oriented competitions organised, and information about corresponding measures published in the mass media, as well as on the faculty and university websites. Also, additional work with young people is required within the framework of pre-university training.

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# FAITHFULNESS BREEDING MODEL IN PERSONAL RELATIONSHIPS OF STUDENTS OF HIGHER EDUCATION ESTABLISHMENTS

*Abstract. The thesis explores the problem of developing faithfulness in personal relationships among university students. Studying the concept of " faithfulness f in personal relationships" among university students, the author works out the model, lists, justifies and experimentally verifies the pedagogical conditions of developing faithfulness in personal relationships among university students (forming in students' groups the educational environment activating their acquisition of faithfulness in personal relationships; pedagogical support of students' moral decision-making and loyal attitudes; involving the youth in group discussions of moral and ethical dilemmas connected with displaying faithfulness in personal relationships in fiction and real-life situations; getting students to study the course in faithfulness and personal relationships; developing students' self-administration with a view to promoting their person-to-person interaction, learning to display faithfulness, reliability, responsibility, realizing how socially and subjectively essential and important it is to base one's behavior on principles of partnership, mutual understanding and in accordance with social norms). To check the effectiveness of the research the author conducts a pedagogical experiment aimed at implementing the model of developing faithfulness in personal relationships among university students.*

## Introduction.

At the contemporary stage of creating an independent, rule-of-law, democratic state and of Ukraine's integration into the pan-European community, the problem of creating an upbringing system, in particular in HEE, which could provide the formation of a new-type personality, a personality having highly developed moral features and consciousness, the important place among them belonging to faithfulness in relationships and friendship, is acquiring a special meaning and topicality. In our country's strategic documents in the sphere of education and training, and namely in the "National Doctrine of Developing Education in Ukraine in XXI Century", a personality-oriented approach is especially stressed; it is grounded not on a person's acquiring a certain volume of professional knowledge, skills and habits, but on providing a harmonious balance of his/her personal, creative and professional qualities and on the development of his/her distinct individuality.

A student must possess a complex of qualities which would allow his/her becoming a highly qualified professional who is capable of taking independent decisions, demonstrating faithfulness, permanence and responsibility in personal relations.

Sadly, the social and cultural situation in Ukraine changed during the recent several decades, and at present it is marked by a number of negative tendencies. The loss of older generations' ideas, transvaluation of values, changes in individual moral frameworks had taken place. Negative social processes resulted in the growth of intolerance and aggressiveness in peoples' relations, in the loss of life objectives. From this viewpoint, educational establishments should seek to form in students the commitment to other people which is understood as the combination of three skills: understanding of other people, attention and care for them, concern for their interests, wishes and habits. With that, the main attention should be given to developing in students of the feeling of faithfulness in personal relations, since it is a personality with a developed sense of faithfulness that can cognize another person in the context of careful attitude to oneself. The characteristic feature of such a personality is his/her reliability in various circumstances related to inter-personal cooperation. Hence, in working-out of the problem of breeding faithfulness in personal relationships of students of higher educational establishments, the drawbacks of tutor training as to realizations of related instructional activity come into sharper focus; inadequate level of instructional programmes' focusing and public organizations' engagement into the solution of this problem are observed. In this respect, personality-oriented instructional influences should be aimed at fundamental conflict resolution, such conflicts springing up in the process of faithfulness formation in personal relationships, in which a student is the main priority and value.

The problem of breeding faithfulness in personal relationships has not been a subject of special pedagogical scientific inquiry yet; the researchers investigated only separate constituents of this phenomenon. It was found out that in philosophy the given problem was studied by Aurelius Marc, Aristotle, Confucius, Xenophon, Pluto, Plutarch, Seneca, Theophrastus, Marcus Tullius Cicero. They focused their attention on a person's keeping faith in friendship, marital relations, personal relationships, on individual's faithfulness to his/her life credo and commitments. In the line of the stated problem are the works of German philosophers G. Hegel, I. Kant, F. Nietzsche. The phenomenon studied in the works of these scholars is represented as one of the constituents of personal relationships, in particular, as a person's ability to carry out one's promises and to keep one's word.

Considerable attention to breeding of the feeling of personal faithfulness was given by V. Suchomlynsky. Specifically, he stated that the realization of the principle "A person is a friend, comrade and brother to another person" requires each individual to be understanding and careful to another individual's inner world so that a source of personal happiness was found in moral purity, beauty, faithfulness and lordliness of deeply personal intimate relations.

The issues of faithfulness and loyalty of a person were the subject of consideration in the works of I. Bekh, G. Vashcenko, N. Volkova, S. Karpenchuk, N. Moiseyuk, V. Suchomlynsky, M. Fitsula, V. Yahupov. The researchers consider civil loyalty, friendly loyalty and marital faithfulness to be components of moral culture. Faithfulness is determined as inalterability and permanence concerning people and work or trade, as to performing one's duty, loyalty to chosen principles and moral ideal. Faithfulness and loyalty is demonstrated in all its grandeur when a person doesn't betray one's noble feelings, when he/she can be characterized by a fresh sense of shame culture; besides, faithfulness appears to be the most important family value.

The issue of relationships was studied by V.Ageyev, J. Bezkorovaina, I. Bekh, O. Bodalyov, L. Hozman, Ya. Kolomynsky, T. Konnikova, O.Leontiev,L. Moskaliova, O. Mudryk, V. Myasyshcev, M. Obozov, V. Olshansky, L.Orban-Lembryk, A.Petrovsky, M. Smetansky, V. Ternopilska, V. Shtyfurak and others. These authors consider 'relationships' to be a subjective connection which become settled between a person and a certain outside object. Relationships are an integrated system of selective conscious connections of a person with various sides of reality, which includes three interconnected components: a person's attitude to another person, to oneself and to the objects of outside world. Personal relationships are presented in the works of above mentioned scholars as a complex of objective connections and interactions between individuals which demonstrate themselves in the nature and ways of their mutual influences during their communication and cooperation, as individuals' mutual readiness for a defined cooperation type.

The notion of "faithfulness in personal relations of students in higher educational establishments" can be formulated as an integral personal formation which adjusts a student's action according to certain moral laws, thus providing a subjective satisfaction with the interaction's process and result; its characteristics are reliability, permanence, responsibility of young men and women in their treating each other; this is the main mechanism of their development and self-development. In public conscience faithfulness is considered as ideal relationships with a high level of trust. Faithfulness is a specific quality of a personality which is displayed in his/her evaluation attitude to his/her own actions and deeds, to relations with other people and is characterized by the integrity of knowledge, formations based on needs and motivations, practical actions and emotional-volitional factors. It means unvaried loyalty for a definite person, the performance of given promises, stability in relationships, views, feelings and strivings; it presupposes not only mutual help and understanding, but also inner spiritual kinship and trust.

Breeding of faithfulness in personal relationships of HEE students requires the consideration of its structural components. The content structure of faithfulness can be presented by inter-connected and inter-determining components, and namely by cognitive, emotional-motivational and practical components.

In particular, the cognitive component of faithfulness in personal relationships is characterized by the correlation of the level of knowledge on faithfulness in personal relationships, reflects the level and knowledge efficiency as to the essence and specifics of interactions with other people, communication structure and style, as well as their actualization in establishing and realization of personal relationships, the choice of interaction methods, ways and mechanisms.

Thuswise, while in their teens, young people develop a special type of activity, communication, the main essence of which is a person of their own age or another meaningful person. Communication is demonstrated in building relationships with peers based on certain norms of ethics. The young people's knowledge of personal interactions specifics, of norms and rules of socially accepted behavior, the features of faithful action's manifestation provide efficient relationships with peers and surrounding people. "The need in deep personal contacts is felt especially deeply in early teens, when young people's strivings towards understanding of their individuality, to self-expression requires a mirror (another 'self'), as well as empathy. Evidently, this can serve an explanation for young boys' and girls' craving for friendly communication" [1: 113].

We define the following indices of the cognitive component: understanding of faithfulness to a person essence, of mechanisms of its manifestations and insight into the need of its demonstration in personal relationships; the knowledge of socially accepted communication and behavior norms and rules and the realization of advisability of following them; mastering a system of knowledge on personal relationships particular features, on compatibility and reflexion.

The emotional-motivational component integrates feelings and experiences which reflect a value-based attitude to other people, to oneself, to the surrounding reality, as well as a positive motivational mindset of a personality; this component serves the basis of motives' formation as to demonstrations of faithfulness in personal relationships, which is manifested through young people's understanding of the need of demonstrating of faithfulness in their relations with other people. We define the indices of the emotional-motivational component as follows: of the need of demonstrating faithfulness in personal relationships, the attitude to a faithful action as to a personal value, the emotionally positive attitude to other people, to oneself and surrounding reality; developed empathy; emotional self-regulation.

The practical component of faithfulness in personal relationships of HEE students represents consciously regulated behavior on the basis of socially meaningful norms and rules, social activity in relationships and communication. It presupposes the students' mastering of social communicational skills and habits, which enable successful contact setting with other people, displaying faithfulness in personal relationships, acquiring the habit of demonstrating faithfulness in personal relationships, ability for result self-evaluation of a faithful action.

The following indices of practical faithfulness component in students' personal relationships were determined:  consciously regulated activity and behavior on the basis of socially meaningful norms and rules; manifestations of comradeship, reliability, inalterability, permanence, loyalty, responsibility, empathy, dutifulness, rapport, sociability; creation of one's own algorithm of keeping faith in personal relationships; capability for emotional self-evaluation of a faithful action's result; acquiring the habit of demonstrating faithfulness in  personal relationships.

With the aim of studying the level of faithfulness competency in students' personal relations, we selected a set of diagnostic methodologies, specifically: the method of long-term monitoring of students' behavior in personal relationships and communication with fellow-students during preparation and conducting various activities and during mutual activities; discussions with HEE students aimed at revealing the young peoples' competency level as to faithfulness in personal relations; the method of summarizing independent characteristics which helped to determine a  competency level as to faithfulness in students' personal relations, the level of behavior manifestations of young people according to evaluation of their fellow-students; conducting of surveys, interviews and tests, discussions aimed at learning the understanding of the 'faithfulness' notion, of its main features and manifestation mechanisms in personal relationships; application of moral choice situations and reality situations' analysis; self-evaluation method; method of quantitative processing of obtained data.

To learn the level of students' understanding of faithfulness in personal relationships, young people were suggested interpreting the 'faithfulness' notion, singling out the main behavior traits of faithfulness in personal relationships, giving marks to one's own knowledge level on the matter.   So, the respondents define faithfulness in personal relationships as trust in relationships (people can speak about most intimate things, never betray at any circumstances, support each other in any situation – 21% of  EG (experimental group) pollees and 20,61% of CG (control group) pollees; reliability - 10,29% of EG pollees and 13% of CG pollees; responsibility for one's actions -  5,88% of  EG pollees and 7,63% of CG pollees; loyalty of feelings, views, convictions -  4,41% of  EG pollees and 5,34% of CG pollees; openness in actions and deeds under any circumstances - 8,82% of  EG pollees and 6,10% of CG pollees; mutual understanding, mutual respect, mutual aid - 5,14% of  EG pollees and  3,05% of CG pollees; acceptance of  binding nature of  one's responsibilities - 2,94% of  EG pollees and 4,58% of CG pollees; permanence in relationships ( a person having friendly relations wouldn't exchange these relations to any other friendship) - 1,47% of  EG pollees and 2,29 % of CG pollees; inability to betray one's friend's views and feelings - 19,85% of  EG pollees and 18,32% of CG pollees; sense of justice - 1,47% of  EG pollees and 2,29% of CG pollees; a wrong answer - 18,38% of  EG pollees and 16,79% of CG pollees.

The results of quantitative and qualitative data processing testify to the fact that among faithfulness components the majority of students selected reliability, responsibility for one's actions, loyalty of feelings, views and convictions; inability to betray one's friend's views and feelings; trust in relationships (friends speak about the most intimate things and never betray under any circumstances, support each other in any situation); openness in actions and deeds under any circumstances, ; mutual understanding, mutual respect and mutual aid; acceptance of binding nature of one's responsibilities.

As to faithfulness manifestations in personal relationships, the students evaluated it in the following way. To be exact, 29,8% of EG pollees and 31,2% of CG pollees stated that they always demonstrated faithfulness in personal relationships; 21,3 % of EG pollees and 22,4% of CG pollees admitted that they demonstrated faithfulness depending on the situation (if a person was faithful for them they were also faithful in those relations). It should be noted that 48,9% of EG pollees and 46,4 % of CG pollees frankly answered that they didn't demonstrate any faithfulness in personal relationships with the following explanation: '' I don't consider it necessary to demonstrate faithfulness in personal reactions because faithful friendship doesn't exist. As a rule, people have friendly relations for lucrative purposes, and under certain circumstances they betray and pretend that they don't know you". "In this life, you shouldn't tell your friend everything, anyone must have his/her own secrets; then your life is easier as no one will betray you".

To answer the question 'Do people demonstrate faithfulness concerning you?' 32,3% of EG pollees and 31,5% of CG pollees gave a positive respond, stressing that their friends always demonstrated faithfulness for them. 24,6% of EG pollees and 25,8 % of CG pollees noted that their friends were faithful depending on the situation. 43,1% of EG students and 43,1% of CG students answered that their friends didn't demonstrate faithfulness in personal relationships.

In our research, as the result of watching the students' behavior and relationships and their statements, as well as of ranging their answers to the survey questions, the traits of character necessary for setting positive personal relations were specificated. Young people prefer such individual traits as faithfulness, reliability, frankness, openness, sense of responsibility. Specifically, 44% of EG pollees and 40,37% of CG pollees chose faithfulness, 23,21% of EG pollees and 26,08% of CG pollees made their choice in favour of reliability, 17,26% of EG pollees and 20,49% of CG pollees selected sincerity, 8,3% of EG pollees and 5,6% of CG pollees – frankness, 7,14% of EG pollees and 7,45% of CG pollees – the sense of responsibility.

Hence, we managed to establish that a high level of faithfulness competency in the HEE students' personal relationships can be marked in cases when a student possesses deep knowledge on the essence and notion of faithfulness to a person, the mechanisms of its manifestations, has mastered the system of knowledge on inter-personal relations' special features and on compatibility.

A student with such characteristics is inherent with comradeship, reliability, inalterability, permanence, devotion, sense of responsibility, empathy, commitment, rapport, politeness and sociability.  Such students are self-critical, self-rigorous and demanding of others, their self-evaluation is quite adequate. Reflection and empathy are characteristic of them. A person with a high level o faithfulness competency anticipates another personality in the context of careful attitude to him/her, and a typical trait of such an individual is her/his reliability in various life situations. As to a high level of faithfulness competency, we found it in 17,2 % of EG pollees and in 18,4 of CG pollees.

A medium competency level is the level of fragmentary knowledge as to the essence of personal faithfulness and the mechanisms of its manifestation. This knowledge is not deeply conscious and  lacks adequate personal meaning, it is not motivated by inner needs, and a student acts in accordance to it because other people act in the same way and require similar behavior from him/her. The behavior is often situationally determined, depending on requirements, interests and needs, and under the influence of significant individuals. A student doesn't always demonstrate a faithful action in personal relationships; he/she can't temper his/her emotions, feelings actions and deeds. He/she is aware of the necessity of keeping faith in personal relationships, of following behavior patterns accepted in society, but he/she often can't evaluate his/her own behavior and other people's actions according to them. Such a student is characterized by a self-serving behavior, orientation on his/her own interests and inadequate self-assessment, by a higher conflict intensity, lack of partnership, a low social adaptability level. A student demonstrates faithfulness in personal relationships on a situational basis, depending on a definite occurrence. Thus, 23,4% of  EG pollees and 22,9 % of  CG pollees demonstrated  a medium level of personal faithfulness competency.

A low level of faithfulness in personal relationships competency is characterized by not full enough knowledge on socially accepted norms and rules of behavior and communication. A student is not always aware of the need of committing a faithful action in personal relationships, and as a result, he/she can't estimate his/her own behavior and other people's actions according to these norms. A stimulating mechanism for being faithful in personal relations with such a student is only separate people or a group. A student demonstrates no comradeship, reliability, inalterability, permanence, devotion, sense of responsibility, empathy, commitment, rapport in various circumstances related to interpersonal interaction; he/she is incapable of emotional self-assessment of a faithful action result, he/she doesn't demonstrate faithfulness in personal relationships. So, a low level of personal faithfulness competency was found with 59,4 % of  EG pollees and 58,7% of CG pollees.

So then, according to the experiment's summative stage results, it was stated that the majority of students in their personal relationships are not  governed by this moral value, their characteristic feature is commitment to oneself, penchant for  egocentrism, a low empathy level which blocks the breeding of faithfulness in personal relationships.

Young people situationally demonstrate such traits of character as reliability, permanence, sense of responsibility, commitment in their relations with people around them; they are not active in communication, interactions, in setting positive personal relationships with the others.

Considering the data of the experiment's summative stage and the theoretical study of literature on the matter, mathematical and statistical analysis of expert assessment provided grounds for singling out pedagogical conditions of breeding faithfulness in the HEE students' personal relationships: the formation of educational atmosphere in a student group which activates students' mastering faithfulness in personal relationships; pedagogical support for the students in their moral identity formation and in manifestation of a faithful action; engaging young people into group discussions of moral and ethical dilemmas related to manifestations of faithfulness in personal relations, on the material of literary pieces and real life situations; engaging students into studying a special course "Faithfulness and personal relationships"; the development of self-administration for the organization of students' subject-to-subject interactions, demonstration by them of faithfulness, reliability, sense of responsibility, their understanding of social and subjective need and importance of following social norms in their own behavior based on partnership and mutual understanding.

In our opinion, to breed faithfulness in HEE students' personal relations, it is necessary to create in student group appropriate educational surroundings which would encourage apprehension of a faithful action and anticipation of moral notions and values. A special role in creating educational surroundings aimed at breeding faithfulness in HEE students' personal relations belongs to an academic group tutor. As an organizer of an educational process, he/she is meant to solve the following tasks: building and consolidating of a students' collective; arranging pedagogical efforts as to breeding faithfulness in students' personal relationships; cooperation with bodies of student self-administration.

It is necessary to note that the personality of a group mentor and his/her style of communicating with students is one of decisive factors for creating a favourable emotional climate in the student body. The educational potential of pedagogical activity and the effectiveness of its influence on breeding faithfulness in students considerably depends on the mentor's ability of building emotionally open, comfortable, emphatic relations in his/her cooperation with students. The analysis of psychological and pedagogical works shows that it is most reasonable as to breeding faithfulness in HEE students' personal relations to develop a style of pedagogical communication which corresponds a subject-to-subject, dialogical strategy of social interaction, which presupposes equal rightness of psychological (not social) positions of a lecturer and a student, mutual activity, openness and congruency, readiness to share the partner's viewpoint. Building of pedagogical process on the principles of a dialogue as a psychologically equal cooperation is a pre-requisite for a personal approach in breeding students' faithfulness.

The notion of 'pedagogical support' is a multifaceted one. It is characterized as a method and a form of breeding, as an educational technology, a teacher's position, as "free communication", "companionship of an educator and an educatee" [6: 60-65; 7: 45-50].

The aim of pedagogical support is removing obstacles appearing on the path of educatees' personal formation. We consider pedagogical support as an important condition of breeding faithfulness in HEE students' personal relationships. Proceeding from the papers of O.S Hasman and other scholars, in this research we used various kinds of pedagogical support: instrumentation of free moral choice, support of a person's positive traits, and creation of situations of success. The main direction of instrumentation is the development of a student's subjectivity, his/her skill of being conscious of  one's own behavior, and on this basis  taking responsibility for one's own actions and deeds.

For breeding of faithfulness in students' personal relationships, it is not enough to proclaim faithfulness as a moral value, because values are not proclaimed, they grow out of life conditions. Students must not only grasp certain moral norms and demonstrate faithfulness in their personal relationships, but master their independent thinking on the issue of faithfulness in personal relations. In our view, the cognitive-evolutional approach to moral upbringing, substantiated by American psychologists L.Kohlberg [2: 68-94], provides the solution of this task in the best manner. In the context of this approach, an effective method of breeding students' faithfulness is a group discussion of moral and ethical dilemmas related to manifestation of faithfulness in personal relationships. L.Kohlberg considers that individuals transfer from one stage of their moral development to another one by confronting opinions which contradict their position and encourage them to finding more perfect arguments.

So, an important condition of breeding faithfulness in students' personal relationships is their getting to know various points of view on the moral problem and continuous demonstration of faithful actions by the students, such actions being superior to these students' actual level of moral development. During the research, it was found that the most efficient and natural way of 'presentation'  to an individual of a higher level moral judgments is engaging this individual  to discussions, group talks on moral dilemmas [3: 130-144].   The exchange of ideas in a discussion takes place due to mutual connection of cognitive and communicative processes. A discussion of faithfulness is a form of cooperative rational reflection, during which moral knowledge is coordinated and protected by presenting proofs and arguments and is expanded with the help of logical conclusions. Owing to this, the involvement of students into a dialogue takes place, in which each of them is ready and willing to learn from the others' experience and from his/her own one. Being an active method of upbringing, a discussion develops the skill of cooperative facts and causes analysis, advances the skills of critical and creative thinking, it teaches to consider various sides of a moral problem and develops the skill of achieving consent.

An important condition of breeding faithfulness in students' personal relationships is the creation of personality-oriented moral situations, situations for faithful actions and unfaithful actions in personal relationships. The research of V.V. Serykov [4: 16-21] served the theoretical grounds for constructing such situations. Solving personality-oriented situations mainstreams such students' qualities as readiness to act with consideration to the other's position, to take responsibility in the problem solution, to change a conflict situation into a dialogue by analyzing its causes and developing a cooperative position, to be able to care for the ideas of other people and feel the interlocutor's emotional state.

V.V. Nikolina notes that moral personality-oriented situations are realized in the form of emotional experience, sense-creation and reflection, with developing one's own position in searching and dialogical situations [5: 85]. The creation of moral personality-oriented situations, situations for faithful and unfaithful actions in personal relationships is provided by a number of techniques: a hidden instruction, announcement of trust, motivation strengthening, positive support, pedagogical suggestion, and pedagogical support.

For upbringing of faithfulness in HEE students' personal relationships, a model was worked out and substantiated (Fig.1).

The model creation was exercised through revealing important factors which can influence the result of faithfulness formation in students' personal relationships, by grouping them according to common features. The model elements reflect the structural formation of faithfulness and the logics of educational process in HEE.

The model of breeding faithfulness in personal relationships of students of higher educational establishments in extracurricular activity has a clear-cut structure, and its basic components are as follows:

1. Target component, including an aim and a task. An aim determines all the system of upbringing and education, its nature and main principles of pedagogic activity organization. Consequently, the aim presupposes a number of definite tasks: students' mastering of knowledge on the essence and content of faithfulness, its manifestations' mechanisms, specifics of inter-personal relations; focused organization of subject-to-subject interaction which provides the manifestations in personal relations of faithful actions by young people; the development of optimal relationship models in the system 'tutor-student-student collective', aimed at creation of favorable conditions providing breeding faithfulness in students' personal relationships.

2. Notional component of the model of breeding faithfulness in students' personal relationships is represented by interconnected and interdependent components (cognitive, emotional-motivational and practical). Each of them is related to a group of work functions. Let's specify the functions' meaning. The informational function's realization presupposes deep students' knowledge on the essence of faithfulness to a person, of its manifestations mechanisms, managing the system of knowledge on the specifics of interpersonal relations.

Encouraging function defines the content of students' values system and motivation sphere and creates the basis for manifestations of faithfulness in personal relationships. Specifically, the activity of academic groups' tutors is aimed at actualization of knowledge and life experience of young people, with the purpose of formation in them of skills and habits, which will enable them to successfully establish contacts with other people, take valid adequate decisions in interpersonal interaction situations, obtain habits of demonstrating faithfulness in personal relationships and will realize an activity function. The listed above functions are connected with one another and serve the basis of breeding faithfulness in HEE students' personal relationships.

3. Technological component reflects the dynamics of interaction of educational system subjects' and is represented in technological facilities (forms, methods and means), principles and educational conditions. The upbringing model is built on the principles of focused creation of emotionally enriched educational situations, personality developing communication, application of empathy and systematic analysis of one's own actions, as well as the actions of other people. The constituents of the technological component are educational conditions. Among the forms of work applied during the experiment with the students, a special importance was given to the realization of the specialized course "Faithfulness and Personal Relationships". The course structure presupposed teaching theoretical material together with practical exercises, games, training elements, discussions, life situations' analysis, and the methodologies of young people's learning their own traits, composing self-assessments, developing of personal algorithm for keeping faith in personal relationships. We focused on the kinds of work which provide practical realization of theoretical knowledge on faithfulness, on personal relations, empathy, reflection, compatibility and encourage students' mastering of necessary skills.

The basis if the specialized course classes was a personality-oriented approach, the creation in the student group of psychologically comfortable atmosphere and relaxedness, encouragement of the students for searching non-conventional ways of solving the problems of inter-personal relations and communication, persuading students of the fact that there exists a close link between thoughts, feelings and behavior, and that personal relationships problems are related not only to certain circumstances, but to their wrong perception and understanding. At the specialized course classes we used the following mindsets: dialogization of interaction on the basis of respect for another person's viewpoint, personification of utterances, emphasis of the language of feelings. In the arsenal of methods of breeding faithfulness in students' personal relationships, we attached special importance to young people's composing their self-descriptions and individual personality growth programmes. This, in its turn, helped in mastering the skills of  self-identification and self-assessment which was demonstrated in young people's ability of evaluating their own talents and abilities, advantages and disadvantages, adequately accepting other people's assessment and defining self-development and self-improvement directions on their way to demonstrating faithfulness in personal relations.

*TARGET COMPONENT*

**Aim:** breeding faithfulness in students' personal relationships

*Tasks*

Students' mastering of knowledge on the essence of faithfulness, mechanisms of its manifestation, specifics of inter-personal relations.

Focused organization of subject-to-subject interaction which provides the manifestations by young people of faithful actions in personal relations.

Development of optimal relationship models in the system 'tutor-student-student collective', aimed at creation of favourable conditions providing faithfulness breeding.

*Principles*

Systematic analysis of one's own actions and

Intended creation of emotionally enriched educational situations

Personality developing communication

Application of empathy

*NOTIONAL COMPONENT*

**Cognitive component:**
Knowledge on the essence and content of faithfulness, mastering the system of knowledge on the specifics of inter-personal relations, compatibility, reflection.

**Emotional motivational component:**
Feelings and experiences reflecting the value-based attitude to other people, to oneself, to surroundings, positive motivational mindset on cooperation

**Practical component:**
Activity, behavior, communication reflecting a student's value-based attitude to oneself, other people, surroundings, reality; keeping faith in personal

*Functions*

Informational

Activity

Encouraging

*TECHNOLOGICAL COMPONENT*

1. Formation in a student group of educational climate activating the students' digestion of faithfulness in personal relations.

2. Pedagogical support of students in their moral self-identification and manifestation of faithful

**Forms**: specialized course "Faithfulness and Personal Relations", tutors' hours, training classes, the CIDF club, actions, games, discussions, 'round tables'.

**Methods:** games, discussions, talks, composing of programmes of personal growth, composing of algorithms of manifestations of faithful actions, exercises on moral values identification, creative exercises, discussions of moral-ethical dilemmas.

5. Development of self-administration for organizing 'subject-to-subject' students' interaction, their demonstration of faithfulness, reliability, responsibility, their understanding of the necessity to follow social norms of behavior based on partnership and mutual understanding

4. Engaging students for studying the specialized course "Faithfulness and Personal Relations".

3. Engagement of young people to collective discussions of moral-ethical dilemmas related to manifestation of faithfulness in personal relations on the material of literary works and real life situations.

**Pedagogical conditions**

*RESULTS*

*Criteria*

Deep awareness and firm knowledge on faithfulness in personal relations, awareness of viability of mastering

Focus, power, firmness and active motives of faithfulness manifestations in personal relations

Motives' relevance degree of faithfulness manifestations in personal relations to students'

*Levels*

**Low**

**Medium**

**High**

**Result:** faithfulness competency in students' personal relations.

**Fig. 1 Faithfulness breeding model in personal relationships of students of higher education establishments**

Including at the specialized course classes active group work methods (interviewing, discussions, training elements, engagement of young people into creative activity with their composing the algorithm of keeping faith in personal relations), we taught our students understanding of the essence of faithfulness manifestations by other people, recognizing their rights for uniqueness. Such work facilitated the students' composing their own algorithms of keeping faith in personal relations, developing their skills of interpersonal cooperation and communication.

The specialized course included, among other things, the solution of faithful and unfaithful actions, based on the young people's personal relationships, watching other people's personal relations and communication and the analysis of one's own personal relations with friends and fellow-students. While solving situations, related to faithful and unfaithful actions, students became aware of the content of social norms and behavior patterns accepted in society, the necessity of demonstrating faithfulness in personal relations, estimated a person's behavior and actions in various situations, learned to find optimal ways of solutions for such situations'.

Encouraging young people's motivation as to demonstrating faithfulness in personal relationships, their ability to give moral estimation of real life phenomena, at the specialized course classes we used lectures-disputes, role games, creating considerations, exercises on discussing problem situations of moral content, reflection of obtained moral experience.

As effective method of breeding faithfulness, it was determined to be collective discussions of moral and ethical dilemmas, made on the basis of belles-lettres works and real life situations. Belles-lettres pieces contain a set of ideas, feelings and images bearing ethical values, so they influence breeding personal faithfulness. The educational force of artistic word lies in its moral influence on students' mind and feelings, as young people feel empathy for personages, approve or disprove the depicted life phenomena.

Among active forms of extra-curricular activity which are positively perceived by young people and facilitate their self-improvement as well as breeding faithfulness in personal relations, the training classes "Facilitating One's Own Self-Improvement" should be pointed out; there the enactment of typical problem situations of faithful and unfaithful actions in personal relations is conducted, which is followed by discussion and the search of moral variants of solving such situations'.

The results of our research give grounds for stating that the effectiveness of breeding faithfulness in personal relationships of higher educational establishments' students grows, on condition that educational work is aimed at the development of self-administration. Self-administration effectiveness as the means of a person's upbringing is determined by creation of such micro-social environment, which is founded on young people's manifestations of responsibility, faithfulness in personal relations and the provision of a worthful place for each personality in a collective.

Student self-administration helps in forming such qualities of young people as responsibility and dutifulness when some important task or a collective is concerned, the skill of giving objective estimation of one's own actions, as well as of other people's actions, independence, readiness for finding correct decisions depending on the situation, fighting difficulties, initiative, the skill of contributing one's efforts, ideas, proposals to any matter. The main principles of student self-administration at the university are as follows: rightfulness, electivity, openness, joint leadership, independence, accountability and responsibility to a student community. Student fraternity includes such sectors as: academic-research, cultural, social and domestic, editing-informative and the sector of physical education and sports.

Specifically, an academic-research sector of the student fraternity deals with CIDF (the Club of Intellectual Discussions Fans), during the meetings of which students consider the issues of their greatest interest. Within the Club activity a successful realization of a special form of personal and group moral upbringing takes place which was grounded by L.Kohlberg and M. Lipman. The research community activity includes the following procedural stages: presenting an emotionally and morally 'loaded' text, most often in the form of some life situation description (faithful or unfaithful action in personal relations), organization of dialogical communication during which the initial text interpretation takes place; confrontation, with the help of which a distinct content position definition is made; reconstruction of relationships on individual and group levels. So, the group process in the research community starts with forming of a psychologically comfortable atmosphere, then follows the confrontation stage and its overcoming on the highest level of moral development. Student fraternity is an initiator of young people's participation in voluntary activities, in military-patriotic, local lore research actions, in materials collecting for the university museum exposition as concerns  university lecturers and students who participated in the Great Patriotic War. Such activities facilitate the breeding of young people's faithfulness, reliability, responsibility in personal relationships and enable the realization in educational process of the intergenerational continuity principle and the development of the students' historical memory. Effective breeding of faithfulness in personal relations of higher educational establishments' students is greatly facilitated by a distinct student fraternity's cooperation with Zhytomyr youth organizations. Among the most efficient forms it is important to note the participation in town KVK, town intellectual games, the organization and exercising of awareness rising work and various holidays.

4. Resultative component of the model of breeding faithfulness in personal relationships of higher educational establishments' students presents a synthesis of its effectiveness real indices, which reflect the level of the foreseen targets gains and substantial changes which characterize both a quantitative and qualitative aspects of the breeding model's functioning. As the result, we obtain the developed faithfulness in personal relationships of higher educational establishments' students. The effectiveness of the developed model of breeding faithfulness in personal relationships of higher educational establishments' students is proved by a comparative analysis of the data of the experiment's summative and control stages (Table 1).

The result comparison testified to positive changes in breeding faithfulness in personal relations of experimental group students, and namely, in cognitive, emotional and motivational and practical spheres, in the indices of competency rates as to faithfulness in personal relations; so the effectiveness of our suggested experimental model for breeding faithfulness in students' personal relations is confirmed. Specifically, as the result of the specialized course "Faithfulness and Personal Relationships" realization, the participation of young people in the training course "Facilitating One's Own Improvement", in discussions, disputes, 'round tables',  games  (role games, as well as imitation and action role ones), KVK, in social (volunteer movement) and local lore research activity, in student fraternity there took place the dynamics of faithfulness competency in personal relations of higher educational establishments' students.

**Table 1. Dynamics of faithfulness competency in personal relations of higher educational establishments' students.**

| Competency levels | Cognitive component | | | | Emotional and motivational component | | | | Practical component | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before experim. | | After experim. | | Before experim. | | After experim. | | Before experim. | | After experim. | |
| | EG | CG | EG | CG | EG | CG | EG | CG | EG | CG | EG | CG |
| High | 20,6 | 19,8 | 55,9 | 24,4 | 25,7 | 26,0 | 44,1 | 22,9 | 21,3 | 21,4 | 49,3 | 23,7 |
| Medium | 41,2 | 42,8 | 27,9 | 40,5 | 43,4 | 43,5 | 42,6 | 48,1 | 58,1 | 58,8 | 42,6 | 57,3 |
| Low | 38,2 | 37,4 | 16,2 | 35,1 | 30,9 | 30,5 | 13,2 | 29,0 | 20,6 | 19,8 | 8,1 | 19,1 |

According to the Table, we can observe the growth in the number of respondents in EG (35,3%); the number of respondents with a medium level (13,3% less) and with a low level (22% less). In competency levels of faithfulness emotional and motivational component in students' personal relations the  dynamics is also observed: the number of students with a high level grew 18,4%, the number of students with a medium level dropped 0,8% , and with a low level it dropped 17,7%. A high competency level of faithfulness' practical component is diagnosed for 49,3% of EG students, compared to 21,3% at the summative experiment stage. Besides, there is the reduction of respondent number as to the medium competency level of the practical component from 58,1%  to 42,6%. And as to the low competency level of the practical component - from 20,6% to 8,1%. In control groups such changes are of a less distinct character.

So, a high competency level of faithfulness in personal relationships was demonstrated by 48,5% students of the experimental group, compared to 22,8% at the beginning of our research-experimental work; a medium level  - by 38,9% compared to 47,7%; and a low level – by 12,6% compared to 29,5% students.

With the aim of testing the data validity after the experiment's completion, we used the λ-criterion of Kolmogorov-Smyrnov (to compare the empiric distribution of faithfulness components' competency in EG and CG) and  φ*-angular transformation by Fisher (to evaluate the validity of discrepancies between the selections' percentage in EG and CG).

These calculations confirmed our experimental data validity, the criticality value of $\lambda$ corresponds to an accepted significance level, and the criticality value of $\varphi^*$ corresponds to statistical significance levels, accepted in psychological and pedagogical researches.

Pedagogical efficiency of the developed content, forms, methods, means and pedagogical conditions as constituents of the model of breeding faithfulness in personal relationships of higher educational establishments' students was proved by qualitative and quantitative competency levels of personal faithfulness among experimental group students. The number of students with a low competency level of cognitive faithfulness component in personal relations decreased in experimental groups up to 16,2% compared to 35,1% in control groups. A low competency level as to the practical component – to 8,1% compared to 19,1% in control groups. To evaluate the research effectiveness, the important factor is the number growth of experimental groups' students with a high competency level as to the cognitive component (up to 55,9% in EG compared to 24,4% in CG – a high level) and the practical level (up to 49,3% in EG compared to 23,7% in CG – a high level); these indices were characterized by the lowest competency level at the summative stage.

Consequently, the results' analysis of research-experimental testing of breeding effectiveness as to the studied quality of the students, served the proof of pedagogical advisability and effectiveness of the model, substantiated and applied by the authors of this research, of pedagogical conditions of breeding faithfulness in personal relationships of higher educational establishments' students. The perspectives of the further study of this problem are connected with the in-depth analysis of faithfulness in individuals' relations, with the revealing of gender and individual differences and specifics of its breeding for boys and girls of secondary school age. Further search of relevant methods for this quality's diagnostics in the context of a personality's entire development is also needed.

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# FORMATION OF DEONTOLOGICAL COMPETENCE AS A EDUCATIONAL PROBLEM

*Abstract. The problem of creating a unified scientific base for the application of deontology in the complex and responsible process of forming the professional competence of specialists on the basis of integration of achievements in certain theoretical directions that have developed lately has been considered. The deontological component of the professional training of specialists and the ontological essence of the phenomenon of deontological competence are determined, as well as the synergetic approach as the methodological basis for the formation of deontological competence is proposed.*

## Introduction.

Integration of Ukraine into the European Higher Education Area requires that the content of the national vocational education be brought into line with its requirements on a competent basis. Therefore, the competence of future specialists is determined by the priority direction of Ukrainian education in the Law of Ukraine "On Higher Education" (2014). An important component of the competent approach in vocational education, in our opinion, should be a deontological component. Indeed, in our time, it is the deontological component of vocational education promotes the formation of such basic concepts as "civil duty", "patriotism", "honor and morality", "honesty and conscience", absolutely necessary in the period of formation of self-development and self-consciousness of the nation .

Problems of the essence and role of deontology in vocational education are devoted to many scientific studies of domestic and foreign scientists. Among them should be noted O. M. Bandurku [1], M.P.Vasiliev [2], V.D. Gusarev [3], St. Darwell [4], O. F. Skakun [5], R.W. Howard [6], and many others. However, despite the depth and scope of the research conducted, their results do not always meet the requirements of the present. This is due to the fact that deontology is currently developing in the form of separate, weakly interconnected scientific areas focused mainly on satisfying the needs of individual, very significant spheres of professional activity in the form of medical, pedagogical, and legal deontology. Because of absence the general theoretical base, it is difficult to imagine the further successful development of vocational education in the modern changing world.

**The purpose** of this publication is to draw attention to the need to create a unified theoretical basis for the application of deontology in the complex and responsible process of forming the professional competence of specialists on the basis of integration of achievements in its separate areas that have developed lately.

## 1. Deontological component of professional training of specialists

At present, the basis of professional training lies in the competence approach, which arose in the middle of the last century. Its origins were such outstanding person as J. Raven [7], A. Schelten [8], F. Delamare [9], J.L. Hayes [10], W. Hutmacher [11] and others.

The goal of the competency approach is to ensure liberalization of higher professional education and mobility of labor resources. To do this, it was necessary to abandon the traditional process of forming a student's knowledge, teachings and skills and give him something more. Such a campaign was unusual and not always clear in the post-Soviet space. This gave rise to numerous discussions regarding the essence and role of the concept of "competence" in the educational space.

After the adoption of the Law of Ukraine "On Higher Education", these discussions were reduced, but did not stop at all [7]. In the Law of Ukraine "On Higher Education" (2018) competence - is a dynamic combination of knowledge, skills and practical experience, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities. We would add also the personal psychophysical qualities necessary for effective professional activity. Then competence can be imagined as a triad consisting of awareness, perception of the system of values that exists in the profession and the abilities that are necessary for the pursuit of professional activity. At the same time, awareness means not just possession of a constant set of certain knowledge, but, conversely, a free orientation not only in the profession, as such, but also in the professional world with all its social, mental and other characteristics.

Here we deliberately use the term "awareness" instead of the expected "knowledge". It must reflect that knowledge is inexhaustible, they can not be obtained in full in a higher education institution. The notion of "awareness" should encourage the future specialist to self-seek knowledge, self-development, which is so urgently needed in a dynamic and rapid professional world. The perception of the system of values means not compulsory agreement with them, but a deep, spiritual perception in all their integrity. The concept of "perception" here does not make sense of sensual, but deeply spiritual perception, understanding, comprehension, deeply spiritual agreement.

Under abilities we understand certain psycho-physiological properties of a person, but those which are under him control, can self-regulate and improve themselves. The notion of "ability" should be defined as a certain set of natural inclinations to perform certain professional activities.

When it comes to the deontological component of competence, awareness becomes narrower to a holistic view of norms and rules, rights and responsibilities, risks and responsibilities, threats and methods for eliminating and preventing them. As far as perceptions and abilities are concerned, they are directly related to the problem of due and being.

Not less active discussion was the discussion of the composition of basic competencies. This is due to the fact that the Bologna Declaration (1999) [12] provides greater freedom in defining their properties and composition to national organizations.

Strangely enough, the deontological component has not yet been reflected in the system of key competences proclaimed in the Bologna Declaration of 1999, as well as in the further development of the European Education Foundation (EFF) and national committees.

It should be noted that in the Bologna Declaration (1999) there is generally no mention of social orientation and ethics, and only in the Prague Communiqué (2001) somehow reflected the social aspect of the Bologna process. The text of the communiqué recognizes that the integral nature of the competences implies the presence in their structure of not only cognitive, but also socio-personal component. As a result of an incomprehensible and strange situation, the core competencies still do not include a sense of duty. Instead, as the core competencies are called responsibility and citizenship, it is difficult to accept. After all, citizenship does not cover all types and forms of duty. In fact, the sense of duty in modern conditions is the most important component of competence. In our time, the problem of forming responsibility and feeling of responsibility in the professional consciousness of a competent person has become especially relevant. The fact is that the establishment of democracy and freedom in Ukraine is associated with considerable difficulties. At the same time, in the context of the revaluation of moral values and the changing paradigm of education, the problem of the formation of professional consciousness and professional responsibility as components of competence becomes one of the priorities.

However, we can not confuse the concept of professional responsibility and professional duty. Professional responsibility is something that is imposed on a specialist from the outside, something that carries sanctions on the part of institutional norms and law. Duty is a moral category based on internal feelings and self-imprisonment, proceeding from the awareness of a specific personality of certain moral values and orienting the person to achieve socially and individually meaningful results. Of course, the responsibility is internally and naturally associated with responsibility. But if the duty is to understand and practically implement the requirements of professional morality in a particular situation, then responsibility is determined from the standpoint of law and law.

But civic duty is a more general notion than a professional one. The fact is that there are such professional areas in which the problem of duty is formulated somewhat differently and is particularly acute. These are, firstly, those areas of professional activity in which normative regulation does not cover all the diversity of situations that may arise where morality and compassion are intended to supplement the norms institutionalized by the profession. First of all, it is medical and social workers, representatives of individual pedagogical and legal professions. Secondly, these are professions where there is a high risk of professional deformation, which limits the rights and freedoms of citizens.

These are law enforcement officers and special services. Finally, these are the specialties or temporary states of people, when the performance of professional duties is connected with the necessity to risk health, and sometimes even life: servicemen, rescuers, representatives of law enforcement agencies and special services. It is for them that the rules of morality, moral convictions and the sense of responsibility for the safety of each individual, especially the society and the state as a whole, are especially professional, and, accordingly, constitute an important part of competence as an integral characteristic of the individual.

Deontology as a science and a discipline occupies a central place in the field of professional activity. However, depending on the type and content of professional activity, the proportion of formally regulated due is different. Obviously, the greater the social significance of the results of professional activity and the greater the impact of professional activity on the fate of specific people, the security and welfare of society, the greater the competence of the professional should be formed on the basis of deontological principles. In modern deontology prevailing principles based on the imperatives of I. Kant. However, guided only by the rigorous logic of I. Kant, it is impossible in the modern conditions to build an effective system of deontological education. Deontology, based on the ideas of Kant, puts forward quite strict requirements for the personality. Although this does not mean that the proper behavior of a professional, which is regulated not only by law but also by deontology, is sometimes a heavy burden for him. It is also possible that the proper behavior not only results but also the process brings a person's satisfaction. This is possible when the interests of the person's duty and inclination coincide, in other words, they correspond to the system of internal values of a specialist.

Deontological competence is a personality trait of a specialist, which enables him to interact productively with the internal (professional) and external (social) environment due to the presence of professionally important deontological qualities, aimed at successful personal and professional activities. It is characterized by the presence of a specialist knowledge system that reflects the content of intellectual, ideological and moral values. The structure of deontological competence is based on moral and ethical settings, guidelines of the socio-professional environment and includes motivational, creative, cognitive and reflexive components.

This theme has become especially relevant in connection with changes taking place in all spheres of socio-political and state life of Ukraine. The strategic objectives of the state policy in the field of education of those who have chosen their profession of serving duty, are again put forward on one of the leading places. This process should be evaluated as naturally necessary and productive. The history of pedagogy shows that it was precisely in the transitional periods of social change that new pedagogical ideas and new pedagogical concepts emerged and were developed.

Deontology, like most sciences, is a combination of the general, that is, what remains unchanged, invariant for the whole set of phenomena studied by this science, and special, that is, something that is characteristic only for certain sets of these phenomena and the one that distinguishes these totals from the rest. However, modern deontology develops in the direction of studying a special, characteristic of narrow, well-defined professional societies: medical workers, lawyers, certain categories of educators, police, and military.

Therefore, the deontological approach, focused on a new vision of goals and assessment of educational outcomes, sets forth its requirements for other components of the educational process - its content, pedagogical technologies and methods of control.

The specificity of the understanding of professional duty is essential. Unlike moral duty, professional duties are perceived by experts not as something given by God, but as an internal need, a deep belief in the need for certain behavior in the process of professional action. The category "professional duty" expresses professional duties of a specialist in relation to society, colleagues, colleagues, clients, professional and social environment, and reflects the internal necessity, adherence to a certain line of professional behavior, which is dictated, first of all, external to the person specialist interests . Understanding professional duty does not arise immediately. It is associated with such concepts as "professional maturity" and "professional competence" that arise in the process of education and self-education of a specialist, acquiring properties of subjectivity [13; 14].

The duty is naturally linked internally with responsibility. If the specialist's duty is to understand and practically implement professional requirements in a concrete situation, then his responsibility is determined from the standpoint of the norm and the right. The essence of duty includes two aspects: objective and subjective. The objective aspect of the duty is the content of specific requirements arising from the specifics of the role played by an individual in a society, including from his profession. Objectivity in this case denotes independence from the wishes of the individual. The subjective aspect of the duty is the awareness of the individual of the demands of society, as well as the internal willingness and conscious need for them to be fulfilled. This aspect of duty depends on the person, his personality. It shows the general level of moral development of personality. Duty as a moral need for a person in different people has a different level of development. One fulfills the requirements of professional duty, for fear of punishment. The other does not violate the requirement of duty because he wants to achieve promotion or reward. Third, because fulfillment of duty is its internal need, which causes it internal moral satisfaction. According to I. Kant, an act connected with the performance of duty is more important than the situation in which it is carried out, because the act of a certain person is the basis for the actions of other people who involuntarily see a model for him [15]. It is essential that in today's society, duty is increasingly perceived not as a feat, self-denial, asceticism or self-sacrifice, but as an awareness of its social significance, as the inner need of man.

Particular attention should be paid to the differentiation of the concepts of "due" and "responsibilities", which is very important from the perspective of the educational process organization. We are invited to define the due as an intricately subtle, sublime substance, which transforms the perception of the value picture of the world in solving a particular person's problem in a particular situation. The duties give rise to sanctions, due to the awakening of conscience. A consciousness of the due belong to all without exception people. The realities of life, the defects of education, situationally lead to the deformation of this feeling [9; 97; 161; 182; 221; 306 et al.]. Especially dangerous professional deformation. This, first of all, concerns the professions acquired in higher education institutions, declared in the new Law of Ukraine "On Higher Education" of July 1, 2014 as higher education institutions with specific educational conditions. Thus, for the first time, we have come to the conclusion that general deontology provisions can be applied not only when it comes to the relationship between individuals, but also when it comes to personality and its behavior in emergency situations.

The active nature of morality manifests itself directly in duty. It not only provides a clear design of ideas and goals, but also awakens, requires their achievement. Because of the specifics of the organization of activities in the field of security, the moral relations in them are regulated by the rules of law in more detail than in other areas. The moral content of the duty is reinforced by the legal requirements that have the force of law. Through the moral basis of duty reveal professional qualities: conscientiousness, diligence, rational initiative, dedication and courage, dignity and honor. At the same time, one should not forget that the task of education is the training of a professional whose activities in which the concept of duty, proper conduct and responsibility occupy a leading position, without giving way to the interests of a personal career, and sometimes even his own health and even life. Power structures and law enforcement realize such a type of activity, which requires their employees the appropriate volitional, psychological and moral qualities. The specifics of the professional activity of the employees of the special services, law enforcement bodies are due to the fact that they are constantly on the verge between good and evil. It is they who are becoming a barrier that is exposed to the onslaught of aggressiveness and must resist it.

In connection with the above, we present the main concepts that are in organic communication with the deontological approach in education: deontological nurture - the process of systematic and purposeful interaction between the teacher and the learner, whose purpose is to form a student's proper professional and social behavior in the mind of the student; deontological thinking of a specialist - the ability to analyze their actions and deeds of others from the standpoint of professional duty and morals, to see motives, to predict behavior in possible situations; deontological qualities of a specialist - a set of components of an individual that ensures its steady professional behavior in accordance with the professional duty and requirements of public morality; deontological consciousness of a specialist - reflection of reality on the basis of subjective, free and selfless spiritual motivation, based on respect for professional and social morality.

However, the issues of duty and good behavior, which are very important for many professions, are still beyond the reach of the world's educational community. In the theoretical constructs of the leading experts in the field of a competent approach in education on issues of duty, proper behavior, legal and deontological literacy, attention is not emphasized. Further consideration of processes of formation of deontological competence is connected with the ideas of using ontology and synergetics in education.

## 2. Ontological essence of the deontological competence phenomenon

Ontology has always been perceived as a science of reality  and being. The being is only one side of the "due and being" dyad that interests us. But without analyzing "being", it is impossible to form the concept of "due" in the professional community, where a high moral duty to the state and society becomes the main value and main condition for the existence of a professional who has set himself the goal of protecting the rights and freedoms of an individual and the state. In the modern world, society has come to understand that each person lives simultaneously in several worlds: the world of the profession, the world of the family, the world of hobbies - this is an incomplete list of such worlds.

"The image of the World" is, according to AN Leontiev [417], a holistic system of man's representations about himself, about the world and his activities in it. That is why one of the most important problems of becoming a professional is the formation of the image of the world, which manifests itself at the person-individual level and defines all possible ways of interaction of man with the outside world.

In our view, the image of the World can be defined not as a system of knowledge, but as a system of representations and beliefs that result from socialization, acquisition of culture and education, and, at the same time, based on personal qualities that have a psycho-physiological nature. Therefore, each of us has its own image of the World, a picture of the world that has many gaps, inaccuracies, and illusions. The purpose of the education system is to identify, supplement and correct these gaps and inaccuracies.

Modern ontology is an instrument of system analysis, which ensures the creation of a holistic notion of a set of concepts that characterize a particular subject field. Ontology gives an opportunity to get a clear description of certain views on the World, from the point of view of specific interests. This description consists of concepts and terms and rules for the use of these concepts and terms limiting their meaning within a particular sphere.

The application of the ontological approach for the presentation of competences is proposed by G. Paquette [17]. In his work, he formulated definitions that allow developing and substantiating ontologies that give more accurate meaning to the concept of competence. Therefore, in our understanding, the task of a holistic pedagogical process is to form a coherent understanding of the structure of the professional world in which they will have to realize their own livelihoods in the future. This, in our opinion, should ensure the formation of a deontological component of competence in the system of higher education of Ukraine.

Therefore, at the present stage, a special structural and ontological approach should be created and applied. The central idea of the structural and ontological approach should be the structure of interconnected concepts of duty and proper behavior taking into account humanitarian values and subject knowledge of a specialist.

A key feature of such an approach is that it enables to present knowledge about the essence and phenomena of the Professional World so that they become suitable for life (including for self-improvement) of the future specialist in the real world.

As was shown above, the concept of "Ontology" and "World" (material or ideal) are closely linked. A holistic view of the professional world forms the professional competence of a specialist. The structural and ontological approach serves to overcome the gap between the traditions of higher education and the requirements of the professional environment. The introduction of the notion of "professional world" or "world of the profession" was a tool that ensures the integrity of future professionals' perceptions of the values of professional activity. It is the concept of the "world of the profession" that has allowed us to introduce the concept of "awareness", "perception" and "ability". The concept of "perception" here has the meaning of deeply spiritual perception, understanding, comprehension, comprehension, deeply spiritual agreement. The notion of "ability" here should be defined as a certain set of natural instincts and inclinations to perform certain professional activities.

## 3. Synergetic approach as a methodological basis for the formation of deontological competence

The ontological approach describes well the essences and their interrelations in the material world, but is not well suited for describing the processes in it. Synergetics begins where there is a fluctuation of the set of components of a complex system. Such a complex system is a person. In the consciousness of the person there are constant, usually small, changes in the motives and values that govern its behavior. At a certain moment, under the influence of external or internal attractors there is a one-time, avalanche-like change in the system of motives and values, which dramatically changes the behavior of the individual and can be interpreted as an act of self-improvement. This is based on a synergetic idea in pedagogy. The educator should be interested in the system of motives and values of the student, to imagine it at least in general terms and to create adequate attractors. This reveals an individual approach to the processes of education. To a greater extent, the phenomenon is manifested in groups associated with joint activities, which are professional collectives, especially teams of deontological type. There is an even more complex structure of the general system of values and motives, it is even more subject to fluctuations, even more it is prone to the phenomena of bifurcation. This requires an even higher degree of professionalism from educators.

In the synergetic sense, education is the self-organization of man as a holistic, orderly system. The significance of synergetics for the education system is that it studies the patterns of self-development and the self-organization of complex systems that are in a state of instability. At one time, one of the parents of cybernetics, N. Wiener tried to develop a model of learning that functions on the principles of self-organization [18].

In order to apply the synergetic principles to the processes taking place in education, it is necessary to determine whether it can be regarded as an open, non-equilibrium, nonlinear system capable of self-regulation and self-improvement. The proof that the modern pedagogical process is open is that, in modern conditions, the object of educational activity is open to perception not only and not so much the influences of the pedagogical environment, but also of society, of the mass media, of the Internet, of the micro-group in which it rotates, family and other ill-predicted factors. The system of education can be considered open also because it is open to innovations in the modern world. Getting rid of ideological dogma, she became open to the perception of new ideas, methods and means. As a result, the content of education is constantly changing, the process of information exchange between the subjects of the educational process and the external environment constantly takes place.

Nonlinearity in pedagogical systems is manifested as a way of changes occurring in them. Synergetic systems are characterized by a nonlinear, nonmonotonic, spin-like character of change. In particular, KD Ushinsky recalls: "... there are such phenomena, when a strong spiritual shock, an extraordinary impulse of spirit, high inspiration - one blow destroys harmful inclinations and hardened habits, as if washing, burning all the previous history of man by their flames to start a new, under the new flag "[19].

It is through the openness and nonlinearity that the pedagogical process becomes non-equilibrium. Non-equilibrium, instability is one of the central concepts of synergetics. Non-equilibrium in the pedagogical process is manifested in the fact that in it, under the influence of openness, there are relations of alternative, uncertainty, doubt and fluctuations. Non-equilibrium, as a manifestation of the synergetic properties of the educational process is that the situation in this process is constantly changing. The state of nonequilibrium, the unstable nonlinear environment for pedagogical systems means the presence of constant uncertainty and the possibility of choice, the ability to which should be considered vital quality of a person in critical situations, abnormal conditions of existence and survival.

Inequality, instability motivate participants of the pedagogical process to meditate, stimulate the development of moral-volitional qualities, which are necessary for the deontological competence formation. Synergetics operates with such concepts as dissipation, bifurcation, attractors. The notion of dissipation is borrowed from thermodynamics, in which dissipative systems are called as capable of dispersing the efforts made from the outside, to withstand them. Such systems tend to preserve the previous state. Unfortunately, in the pedagogy the concept of "dissipation" did not receive enough attention.

At the same time, it is quite obvious that the student is a typical dissipative system. Dissipation in pedagogy should be understood as the ability of an individual to counteract external influences on his own system of values and motives. Dissipative personality is determined by her self-esteem, is a characteristic of the level of self-consciousness of the individual, the stability of her personal orientations and, at the same time, such negative qualities as conservatism, reaction, lethargy.

Bifurcation in synergy is a one-step, avalanche-like change in the parameters of a complex system under the influence of the coincidence of weak fluctuations of the parameters of its constituent parts. The bifurcation point represents a critical point around which the behavior of the system becomes unstable, that is, it chooses one of the variants of behavior. In pedagogy, the point of bifurcation can be considered the moment of personal choice of value orientations. The task of the teacher in this sense is bringing the individual to the point of bifurcation and creating the conditions for making them a right independent decision. This is the very phenomenon of self-organization. Bifurcation appears in education at critical moments of uncertainty, in the stage of choice of behavior, decision-making. It is then that there are alternative branches of a plurality of possibilities.

In synergetics, the attractor is considered as the presence of relatively stable possible states, on which the processes of evolution independently go out in open nonlinear, nonequilibrium environments . In the philosophical sense, it enables one to speak about some definiteness of the future, that is, the future state of the system, which "attracts, organizes, forms, changes" its current state, which is characterized by fluctuations and chaos.

The concept of attractor in synergetics is one of the central ideas and borrowed from thermodynamics. From synergetics, it is now gradually transformed into  post-nonclassical pedagogy. In thermodynamics under the attractor, they understand the phase state, to which the dissipative system tends. So most substances in nature pass through a number of phase states: gas - liquid - solid. That is, the phase state of the "solid" is the attractor, to which, in different trajectories, inevitably comes every substance that is in a closed system.

Such an understanding made it possible for a number of research-educators to identify the concept of attractor  as a purpose. Thus, V.A.Rabosh states: "the involvement of a student and a teacher in synchronism means subordination to the general purpose, culminating in the formation of the intellectual  attractor as a certain dynamically stable state of the system" [20]. Another well-known authority in the field of applying synergetic ideas in pedagogy, I. Melik-Haykazyan, notes: "... the goal should be understood as the output of the attractor, which provides for the further steady development of the entire system" [21]. Thus, in pedagogy there is an attempt to identify the attractor with a certain stable, stable state, which can be linked both to the emergence and consolidation of new knowledge, and to the formation of a new system of values in the representation in consciousness of those who are taught.

Synergetics does not answer the question whether the attractor is the end point of each system's development. Synergetics focuses on chaos, neglecting the presence of causal relationships. Synergetics claims that the effect of the attractor is to determine the future state of the dissipative system. Synergetics claims that in nature there is something that in a certain mysterious way affects chaos, directing the chaotic trajectory of motion of the unbalanced system to a certain goal. At the same time, it is considered that the attractor exists in itself, the movement into the attractor zone occurs as a manifestation of chaos, and this phenomenon is a fact of self-organization. The fact is that synergetics, when it takes care of physical processes, focuses on chaos, idealizes it. Attraction by an attractors really exists, but it is explained by the diversity of internal and external causes, the existence of which synergetics do not notice or deliberately ignored. In traditional mathematical physics, this approach made it possible to formalize the processes of studying very complex physical systems.

Pedagogy of such formalization can not afford. Therefore, it seems  that the definition of the attractor as the state of the system or as a goal of the pedagogical process is rather incomplete. More productive, in our opinion, is the identification of attractors with samples, ideals to which the person aspires. The perception of ideals, the desire for samples - the inherent property of each person. But, unlike thermodynamics, in pedagogy attractors do not appear spontaneously. They arise against the background of the collective unconscious, under the influence of the media, the family, the environment. They must purposefully create teachers and help students set the path for them. It is in this context that there is an individual approach in the process of forming deontological competence.

Thus, in the pedagogy attractors are the samples, ideals that society, state, profession requires, and the task of the teacher is clearly, brightly, motivated and reasonably to outline them for future specialists, to create trajectories of approaching them taking into account the dissipative nature of those who study . The synergetic system in the understanding of physicists itself goes to the attractor. In the pedagogy the task is not to wait for the exit to the attractor, but instead actively contribute to the formation of attractors in the minds of future specialists and ways of approaching them. Attractors in our case should be understood as ideals, models whose achievement is the task of the educational process. It should be noted that imitation of certain samples is an inherent property of every young person. It is important to only create the appropriate motives in the system of social and professional competences of the deontological type, to offer the future specialist the appropriate trajectories, for the creation of which are needed effective pedagogical conditions and appropriate didactic means. It is in this manifested synergetic essence of the modern educational process. Everyone could repeatedly observe the phenomena of nonlinear changes in their own consciousness. It happens that, listening to good wishes, instructions and teachings, a person gets tired and ceases to perceive them. But it also happens that the insight suddenly comes, there comes an understanding of what previously seemed incomprehensible, impossible, unacceptable.

Then a new understanding emerges, new values are born, new forms and behaviors are created. The merit of synergetics is that it first discovered these inherent properties of the subjects and made a bet on the use of these immanent properties. In the behavior of man as an object of nature, there are elements of nonlinearity. The objectives of the educational process - to promote positive nonlinear phenomena and to prevent the emergence of negative. The main problem is how small resonant influences are directed a person to a favorable path of development, how to overcome chaos, that is, unorganized and spontaneous aspirations of participants in the educational process. At the same time, instability, as has been shown above, is not always an evil that should be fought against. Instability is able, in accordance with the laws of synergetics, to act as a condition for dynamic self-development, which occurs through the destruction, the withdrawal of non-viable forms and the establishment of new ones.

Deontological self-regulation is based on the conflict between Duty and Being. A person who acts on the basis of deontological principles, ideally should behave in accordance with imperative rules, not taking into account the consequences of their own actions. In reality, this is not quite so, because in the process of establishing rules inevitably take into account the results of their application. But these rules are based on the perception of higher values, the formation of which is the result of historical development and universal experience of mankind. The deontological approach frees a person from the need to evaluate and reassess the effects of actions in critical moments and in everyday behavior. But only higher and immutable values can be the basis of deontological rules. After all, Being constantly pours out our task, the solution of which provokes us to deviate from the observance of higher values and the rules It create. Deontological norms include the requirements of disciplinary statutes and normative documents that determine the forms of behavior and communication of future specialists. Deontological norms are imperative, are fixed in official documents and are provided with administrative and regulatory sanctions. They, unlike ethics, do not give the right to choose, are imperative and binding. That is why a person needs deontological self-regulation, and it requires constant deontological self-improvement.

Thus, deontological self-regulation is a pre-conscious and pre-organized influence of the subject on his own behavior, based on a timely understood and accepted system of deontological values. Deontological self-improvement is a process carried out by the subject himself in the direction of revising, refinement and replenishment of the system of deontological values, in advance understood and accepted by them.

The basis of deontological self-regulation and self-improvement, in our opinion, should be put:

- activating influence of the motivational sphere, which generates purposeful deontological, that is, based on the sense of responsibility and responsibility, activity of the subject;

- organic integrity and structural unity of the system of deontological values;

- functional connection of the emotional-volitional sphere of consciousness and the sphere of rational mental activity of the subject, aimed at the implementation of forms of deontological behavior.

In accordance with the ideas of synergy in the process of approaching attractors there comes a so-called bifurcation transition to a state that is radically different from the previous one. At the point of bifurcation there is a sharp change in the nature of the synergetic process, its spatio-temporal organization, is manifested radical qualitative change in the object of synergistic influence. The point of bifurcation is thus the point of maximum sensitivity of the system to external and internal influences. In the vicinity of the bifurcation point, the non-equilibrium system is particularly sensitive to minor fluctuations, disturbances and perturbations of one or another parameter. In the immediate vicinity of the bifurcation point, a non-equilibrium physical system, in the words of I.Prygozhin, seems to be "oscillating" before choosing one of the possible ways of development. In this case, a small fluctuation can serve as the beginning of evolution in an entirely new direction, which will dramatically change the behavior of the system. Thus, the small disturbance applied to the system from the outside can lead to the emergence of a new organizational order. In synergy, such a phenomenon was called "order through chaos" [22].

Answering the question of what is the mechanism of choosing a complex dissipative system for one or another path of development from many possible, synergetics prefers randomness, since macroscopic control is not able to predict the path beyond which the further evolution of the system will occur. In pedagogy, this idea was further developed. Pedagogy is looking for and already finds tools that allow to manage bifurcation processes.

It may be useful to accept activity-synergetic model, which can be represented as a series of stages. The main feature of this model, which distinguishes it from synergistic models in thermodynamics, lies in the fact that the phenomena of instability, fluctuations in it are created artificially, at the right moment, by the efforts of educators in order to encourage the future specialist to make the necessary decision, for the implementation of the act of self-organization and improvement. At the same time, the first stage is to identify existing pedagogical problems of education and formulation of the tasks of forming the deontological self-consciousness of a person in professional activity. At this stage, the problem is diagnosed, all communicative gaps in the ontological sense are revealed at the level of higher ideals, moral values, culture and law. This stage is socio-historically determined.

The second stage consists in identifying the internal moral values and motives of the individual and determining its dissipativeness, that is, the ability to withstand pedagogical influences. Teachers often have to face stubbornness, secrecy, distrust of their pupils. This is their strength of will. Here an individual approach is especially needed. But the stronger the will, the stronger the ability to maintain their inner convictions, the more useful the educational result.

The third stage is an analysis of possible ways of creating a zone of attractors for those who study, taking into account the system of their moral values and dissipation. At this stage, it is necessary to find for the pupil some positive examples clear to him, reasonable arguments that the teacher will need in the next stages.

The fourth stage of the implementation of the proposed model ensures that the system of internal values and motives of the individual is brought into a nonequilibrium state. In essence, it consists in casting doubt on the former motives, negative and unnecessary values of the individual. The teacher should be able to create doubts about the negative references in the soul of the learner and to offer him new benchmarks and values by resorting to higher ideals and categories: patriotism, national consciousness, professional honor, justice, conscience, etc. Career and other considerations may be involved. In the synergistic sense, it forms the way of approaching attractors.

At the fifth stage of the implementation of the model, one should put the subject before an independent choice, the result of which is the act of self-regulation, self-improvement. The act of self-improvement in this case consists in a one-time avalanche-like change in the system of values and related motives, the emergence of new values, the change of old priorities. In synergistic terminology this corresponds to the appearance of a special phenomenon - bifurcation. But in the anthropomorphic system, the choice of solution remains the same subject. He takes the decision independently . The decision he takes on his own and the fact that he consciously accepts new values the stability of the principles he adopted depends on.

The last component and an important link of the activity-synergetic model of the formation of deontological competence of specialists is the further pedagogical support of the process, which is carried out through monitoring. Monitoring is particularly important in connection with the dynamics of social and socio-political life in the modern world. The monitoring process analyzes changes in legislation, technology, media behavior, cultural programs. Along with external factors, the behavior of the objects of deontological education itself is analyzed. Particular attention is paid to the identification of negative factors: internal disorder, professional deformation.

The formation of a model of educational process based on synergetic views reveals a new understanding of the problem of improving the education system in higher education institutions. The basis of the synergistic approach is to take into account the natural properties, the degree of internal development of the individual.

The current state of this approach makes it possible to explore the learning process based on the "non-imposing" of the top managers of influences. Instead, the use of moderate and objective influences is proposed, taking into account the internal dynamics, dissipative nature of the object of education.

**Conclusions.**

The theoretical research of the scientific problem, which consists in the search and substantiation of perspective methods of forming the deontological competence of specialists, is carried out. On the basis of terminological analysis and operationalization of concepts, the concept-terminology base has been improved, pedagogical interpretations of the basic concepts of synergetics have been proposed. In the process of research, competency, ontological and synergistic approaches have been used.

Competency approach focuses on the formation, the competences that provide the ability to succeed in a dynamically changing world, of those who learn. The implementation of the competence approach involves the integration of the processes of education and training that promotes the formation of a competent person capable of successful socialization in a society competitive in the labor market, but at the same time spiritual, cultural and tolerant. An ontological approach considers the process of education as a way of being. The essence of this approach is the pedagogical support of personality forces, creative potential and individual abilities of the person at all stages of his personality and professional formation. This approach ensures the introduction of a person into professional and cultural space, assists her in choosing personally significant spiritual, moral and professional values, and provides for the construction of appropriate models of professional behavior, programs and projects of present and future life.

The synergetic approach is based on the application of a set of ideas, concepts and methods that are associated with the processes of self-organization in open, non-equilibrium, nonlinear systems. The activity-synergetic model of formation of deontological competence of specialists is proposed, which is based on the ideas of self-organization, self-perfection of personality, openness, non-equilibrium and nonlinearity of pedagogical process. The study does not exhaust all the problems of forming the deontological competence of specialists. But it determines the prospects for further development of the methodology of deontological training of specialists of state and non-state structures, which becomes especially relevant in connection with the problems of ensuring security, protecting the interests of the state and citizens.

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## CIVIC EDUCATION IN THE U. S. COLLEGES AND UNIVERSITIES: THEORY AND PRACTICE

*Abstract. The article highlights the theory and practice of civic education as an integral part of the U. S. general education and a central concept in the American educational philosophy. Through the analysis of the U. S. higher education institutions curricula, it has been found that civic education involves: civic studies courses; courses on moral and ethical development; diversity courses; service learning. It is noted that American civic education of undergraduates encompasses: the acquisition of knowledge about the United States of America, including the history of the country as a whole and the formation of the U. S. government in particular; values, principles and goals of American democracy; the role of U. S. citizens in the enhancement of democracy; development of other world societies and their relations with the USA, as well as the principles of coexistence of different cultures within the United States. It contributes to acquiring practical experience of socially significant activities, civic values, methods and techniques of effective interaction with other people. It is emphasized that the U. S. education for citizenship promotes the formation of students' spiritual and moral values, independent critical thinking and responsible attitude towards activities in all spheres of life. Pedagogic techniques across disciplines (problem-based learning, experiential learning, etc.) are highlighted in view of their effectiveness in cultivating civic virtues in undergraduate students.*

### Introduction.

Today the intensification of information flows and globalization of the world reflect the crisis of the classical pedagogic paradigm which manifests itself in the spread of universal knowledge. The dynamic development of contemporary pedagogical science is characterized by the search for effective approaches to organizing the learning process which puts priority on educating autonomous, critically thinking, competent, creative and proactive citizens with a sense of duty and social responsibility, who are able to quickly adapt to the challenges of modern world.

Thus, educating active and responsible citizens with a high self-esteem, dignity, and willingness to fulfill their civil duties requires a comprehensive approach in the conditions of modernization of the domestic system of education.

Dramatic changes in the Ukrainian society, its integration into the European community, the need for innovative economic development in the conditions of protection of state sovereignty and territorial integrity of our state have put new issues to higher education in the country. It is logical that the solutions to these issues are the processes of reforming higher education, especially its civic component. And recently the Ukrainian Government has approved of the Concept for the Development of Civic Education in the country [15], which stipulates the identification of value orientations, tasks and specific approaches to civic education, a description of the system of civic education, as well as its regulatory framework. In the document in question, civic education is viewed as learning of civics based on national and universal values and cultivating civic virtues in young people. Its main strategic directions are as follows: citizenship education, in particular in terms of understanding and ability to exercise their own constitutional rights and responsibilities; civic engagement which strengthens students' ability to take an active part in public life and use the opportunities to influence decision-making processes on the global, national, community scales [15].

The Concept for the Development of Civic Education in Ukraine stresses the need to create favorable conditions for the formation civil competencies in young people in all spheres of their lives and at all levels of education:

– understanding of their own civic identity, national identity, ethnic and cultural identities, respect for other cultures and ethnic groups;

– ability to cherish Ukrainian traditions and spiritual values, possess the relevant knowledge, skills and abilities, share European values, the ability to realize their potential in the modern society;

– understanding of the importance of national memory, the peculiarities of its influence on socio-political processes;

– knowledge of the principles of democracy and the ability to apply them in everyday life; understanding and perception of the value of human rights and freedoms, ability to uphold their rights and the rights of others;

– understanding and acceptance of the principles of equality and non-discrimination, tolerance, social justice, integrity, ability to implement them in their own behavior patterns, the ability to prevent and resolve conflicts;

– knowledge and understanding of the state system, principles and ways of forming the state policy in all spheres of public life at the national, regional and local levels;

– knowledge of the mechanisms of participation in socio-political and public life and the ability to apply them together with decision-making at the local, regional and national

levels; a responsible attitude towards their civil rights and obligations related to participation in social and political life;

– ability to formulate and reasonably defend their own position, respecting distinctive opinions / positions, if they do not violate the rights and dignity of others;

– ability to critically analyze information, consider the many sides of the issue, make informed decisions;

– ability to social communication, solidarity and ability to cooperate, and to form groups to address communities of different levels, in particular through volunteering activity [15].

Civic competences are a tool for expanding the capabilities of every citizen's personality development in society, stimulating their motivation, autonomy and responsibility. This will allow citizens in Ukraine to better understand their role in the conditions of democracy, to respect their rights and responsibilities, to improve their ability to participate actively in social and political processes, and also consciously act in defense and establishment of democracy [15].

As Peterson states, nowadays, there has been a "renewed sense of interest in civic education across a number of nations in the last two decades" [32, p. 2]. And the above mentioned concept for the development of civic education in Ukraine fully confirms that Peterson's thought. This interest in civic education is driven by a concern in Western democracies that political knowledge and civic awareness are on the decline at present time when young people are in dire need of political consciousness and active engagement in order to deal with the growing complexities of contemporary society, a more complex system of government in particular [32]. Changes in the functions of government are accelerating the need to educate proactive citizens. For example, according to Salamon [38], the U. S. government used to deliver public services directly to citizens through a hierarchy of governmental agencies. But during the last several decades that model has been transformed into a complex market type collaborative system sharing authority with various nongovernmental public agencies [38, p. 8]. Such transformation has put the U. S. citizens at the center of the governance of the country. They are supposed to be the professionals who serve in the public, private, and nonprofit spheres; actively participate in the political process; and receive services. Citizens ultimately own their government [39, p. 530]. Therefore, it is of paramount importance for every citizen to be well informed, and engaged in civic activities and democratic processes. As Mathews puts it, "the most fundamental challenge that institutions of higher education face is to reestablish their public mandate" [28, p. 39].

As far as Ukraine is concerned, in today's conditions of enhancing the democratic principles of the Ukrainian state governance and the integration of the domestic higher education into the world educational environment, an urgent problem of critical study of the accumulated foreign experience in civic education, and the search for ways of its use in the system of higher education of Ukraine is emerging.

In particular, the experience of the United States as a country with a well-organized democratic society, where students of higher education institutions are preparing for conscious social activity and responsible activities for the benefit of the community and the country at large, appears to be beneficial to the theory and practice of the domestic higher education. The appeal to the American educational experience is also explained by the fact that it is the United States of America as a powerful law-governed state that is a reliable guarantee of individual rights and freedoms, along with civil responsibility, based on the strong foundations of civic education. Additionally, interest in the U. S. higher education is due to its high authority in the world educational environment, its well-known humanistic orientation, and its constant enhancement in content and teaching provisions.

## 1. Theoretical frameworks of civic education in the U. S. colleges and universities

The theoretical analysis of the U. S. pedagogical sources on civic education [8; 10; 13; 16; 21; 29; 34; 38] has shown that education for citizenship is the central concept in the pedagogical philosophy of the United States of America: it is the basis of the country's political democracy and the students' proficiency in civics, as well as intellectual and democratic traditions, which links the modern era with the history of the U. S. state forming.

Students in the USA receive civic education both in secondary schools and in higher education institutions. Colleges and universities are meant to provide the students with a higher level of civic knowledge that digs deeper into the practice of civic engagement. Such college (or university) civic education is of paramount importance. On the one hand, it informs young people who have just reached voting age and are assuming the rights, responsibilities, and established civic behavior of adult citizens. On the other hand, it "increasingly offers a strong focus on soft skills to help students adapt to changing circumstances, learn through experience, work with others, and grow as leaders. Colleges are emphasizing soft skills like communication, customer service, and self-motivation in core academic offerings to help graduates succeed in their future roles" [45, p.7].

Active participation in community life is inextricably linked with forming patriotic feelings and beliefs in American students that are expressed in: respect for their community and the American people as a whole; pride in the cultural, economic, scientific and technical achievements of the USA; socially significant activities aimed at the benefit of their community and the country at large; sympathy for the sufferings of compatriots who need humanitarian aid due to one or another natural disaster; taking care of the future of the country. As noted by the Professor of American Democracy at the University of Notre Dame (South Bend, Indiana), the chairperson of the political science department and thefounding director of the Rooney Center for Democracy Studies in the USA Campbell, higher education institutions should organize their educational activities in such a way as to cultivate civic virtues in students, ensuring their active participation in the community life [6, p. 200].

The scholar also argues that "the impact of education – the most usual and individual of all the usual individual-level suspects – has a social dimension. Indeed, the link between education and participation is best understood with reference to education as a sorting mechanism within social networks" [9, p. 46].

According to the collective thought of the U. S. educators in the civics [10], students as competent and responsible citizens must: 1) be informed and thoughtful (they are supposed to have a grasp and an appreciation of history and the fundamental processes of American democracy, an understanding and awareness of public and community issues, an ability to obtain information when needed, a capacity to think critically, and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives; 2) participate in their communities (to contribute to public service; work together to overcome problems; and pursue an array of cultural, social, political, and religious interests and beliefs); 3) act politically (young people should have the skills, knowledge, and commitment needed to accomplish public purposes – for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting); 4) possess moral and civic virtues (young people are concerned for the rights and welfare of others, socially responsible, willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to contribute personally to civic and political action; strike a reasonable balance between their own interests and the common good) [10, p. 11].

The list of civic virtues effective cultivation of which takes place in the course of the general education of undergraduate students is presented by Kazamias on the basis of his analysis of the works of the American educators Nussbaum and Noddings: Character, Citizenship, Patriotism, Cosmopolitan Identity, Care, Tolerance, Empathy, Justice, Responsibility, Friendship, and Critical Thinking. The author is convinced that in the complex, these virtues are factors of internal motivation for humanistically oriented life [23, p. 1107].

Yeager considers students' active civic engagement is one of the most important tasks of the general component of higher education, which, through its very content, promotes the interconnection of students' participation in social activities with the educational process [50, p. 32]. The U. S. educationalists hold the view that "civic engagement and liberal education opens lines of inquiry that promise new pedagogies, ones that place the student and learner as an agent and author of learning and knowledge" [11, p. 111]. Based on the study of the work of the American educators [6; 8; 10; 29; 37; 50] and the analysis of general education curricula in the U. S. higher education institutions (Virginia Polytechnic Institute and State University (http://www.vt.edu), California Polytechnic State University, Cal Poly Pomona (http://www.cpp.edu/), University of Illinois (http://illinois.edu/), Pennsylvania State University (http://www.psu.edu), University of Nevada (https://www.unlv.edu), Harvard University (http://www.harvard.edu), Yale

University (https://www.yale.edu), Princeton University (www.princeton.edu), University of Pennsylvania (http://www.upenn.edu), American University (http://american.edu/), Brown University (http://www.brown.edu)), Germanna Community College (www.germanna.edu), St. John Fisher College (https://www.sjfc.edu) we have found that the civic education as a capstone of civics and an integral part of the undergraduate general education in all the institutions under study embraces: 1) civic studies courses; 2) courses on moral and ethical development; 3) diversity courses; 4) service learning.

As an example, let us consider the general education curriculum at Harvard University. At this higher education institution civic studies courses (knowledge area "United States in the World") from contemporary, historical, and/or analytic perspectives focus on: the civil life of the American nation; the domestic and foreign policy of the USA; the U. S. government; the American political system; values, principles and goals of the American democracy; the role of U. S. citizens in the development of democracy. These courses are as follows: "Race, Ethnicity, and Immigration: From Obama to Trump"; "Forced to be Free: Americans as Occupiers and Nation-Builders"; "American Health Care Policy"; "American Society and Public Policy"; "The World's Religions in Multicultural America: Case Studies in Religious Pluralism", etc.). Courses in the area "The United States in the World" also provide students with critical tools to understand the social, cultural, political, legal, or economic issues confronted by the United States in a global context examine [20].

Another area of knowledge at Harvard University contributing to the civic education of undergraduate students is "Societies of the World". There are many topics of wide practical and intellectual interest that courses of this subject sphere explore, including immigration policy, ethnic identity and statehood, religion and government, global markets, constitutionalism. Courses in "Societies of the World" (e. g. "Conditional Equality: The Case of the Jews of Europe in Modern Times"; "Is Globalization Good or Bad for World Health?"; "The British Empire; Islam and Politics in the Modern Middle East"; "The Caribbean Crucible: Colonialism, Capitalism and Post-Colonial Misdevelopment in the Region", etc.) relate the material studied to the kinds of social, cultural, political, legal, linguistic, or economic issues students might encounter in a global context [20].

Appropriately, the U. S. educationalists argue that "civic learning does not consist of facts or stories alone, as dramatic and inspiring as they may be. It must also be an education in the duties that we owe to one another and to the future of the country" [10, p.11]. Moral and ethical courses contribute to (self)perfection of students in their moral behavior, which involves the ability to: moral perception (understanding that there are situations requiring moral action that may have consequences for others); moral and ethical judgment (judgment about what should be done in a particular situation); making a moral decision (involves consideration of various alternatives in the light of possible consequences for themselves and others); moral action (embracing the will and abilities necessary for the implementation of the decision) [36].

It should be noted that moral education, being a component of civic education in the U. S. colleges and universities, penetrates into all spheres of the educational process. According to the American scholars [13; 34], moral education presupposes conscious efforts to help others acquire knowledge, skills, attitudes and values that ensure the significance and constructiveness of their socio-cultural life. Pointing up the topicality of the of moral and ethical issues, the Canadian researcher of the higher education Readings considers the participants of the educational process not as subjects, but as distinctive personalities of *Me* and *You*, interconnected by a number of obligations and commitments, among which ethical honesty and responsibility occupy a leading place [35, p. 290–299]. The scholar stressed that the university is primarily a commitment place and an arena of moral and ethical practices, and only then it provides students with acquiring knowledge, and independence and autonomy in their judgements [35, p. 243].

Let's look at the examples of moral and ethical courses in the practice of higher education institutions in the United States. Thus, according to the curriculum of general education, the students at Harvard must take one course from the knowledge area "Ethical Reasoning" (e. g. "Brains, Identity, and Moral Agency"; "Ignorance, Lies, Hogwash, and Humbug"; "The Conduct of Life in Western and Eastern Philosophy"; "Evolving Morality: From Primordial Soup to Superintelligent Machines"; "Sex and Ethical Reasoning", etc.). Courses in the "Ethical Reasoning" area should: teach how to reason about moral and political beliefs and practices, and how to deliberate and assess claims about ethical issues; examine competing conceptions and theories of ethical concepts such as the good life, obligation, rights, justice, and liberty; teach how to assess and weigh the reasons for and against adopting these various conceptions and theories; apply these conceptions and theories to concrete ethical dilemmas of the sort students will encounter in their lives, such as those that arise in medicine, law, business, politics, and daily life; and where appropriate, acquaint students with value systems different from their own, such as those of different religions or different historical periods and those expressed in different languages, or with empirical studies of moral life [20].

The area "Ethical Thought and Moral Values" in the system of general education of undergraduates at Princeton University is designed to engage students in disciplined reflection on human conduct, character and ways of life. Through inquiry into questions of ethics and morality as presented in works from one or more cultural traditions, these courses help students to discern, understand and appreciate ethical issues and to articulate, assess and defend moral judgments in an informed and thoughtful way. In general, this plane focuses on the content of the basic ethical theories of mankind, as well as on the study of the essence of the personal concepts of the students: good and evil, moral norm, freedom and responsibility, honor and dignity, conscience and responsibility, suffering and compassion, altruism and tolerance [33].

From the point of view of the practical implementation of the provisions of the basic ethical theories, the course on humility developed by a well-known American journalist and lecturer at Yale University Brooks [5], seems to be quite effective in our opinion. This course focuses on students' reviewing their own priorities and cultivating moral qualities and virtues. The course materials form the basis of the book "The Road to Character" by Brooks, where he shows character education strategies on the examples of life stories of prominent historical figures for whom self-knowledge and perseverance have become a means of embodying fundamental social change (e. g. George C. Marshall, a public and military figure, the initiator of the Marshall Plan; Dwight Eisenhower, 34-th President of the United States; Frances Perkins, the first woman appointed to the U. S. Cabinet; George Elliot, an English writer; Augustine, a Christian theologian and church figure, the founder of the Christian philosophy of history; Samuel Johnson, an English critic, lexicographer and poet of the Enlightenment; Michel de Montaigne, a French philosopher, essayist-moralist of the Renaissance).

According to the author [5], ethics is a very practical thing. It allows young people to form an adequate view on life, identify personal values, find oneself in life and realize their potential. The most important part of life, according to, is the matter of personal responsibility and moral choice: to be brave or timid, honest or false, compassionate or silly, loyal or treacherous. Brooks explains his appeal to history by the need for assimilation of the conceptual apparatus of morality and the tools of its application that have been developed for centuries and passed on from generation to generation and got to our inheritance from previous generations. It is a practical heritage that is similar to the acquisition of the ability to speak a particular language, and modern people must exploit it to develop their own moral qualities and civic virtues that together contribute to the creation of the spiritual atmosphere in society. Brooks in teaching the course on humility rely on the following statements: people live for spiritual perfection; the path to character begins with an understanding of one's own human nature and is cultivated in the process of internal confrontation of weaknesses and virtues; humility as the greatest virtue which means having a precise idea of people's own nature and their place in the world [5].

Curriculum on the cultural diversity study in the system of general education of American students is aimed at creating the educational environment characterized by mutual exchange of cross-cultural experiences and harmony of relations between representatives of different cultures. The diversity courses contribute to the socio-cultural identification of every student's personality and the cultivation of respect for members of other groups and the recognition of the value of their cultures [4; 27; 40].

The American education researcher and professor at the University of California at Los Angeles Howard [22] quite appropriately states teachers must understand that students-representatives of different cultures often bring to the audience an assimilated cultural capital that is often quite different from the basic norms and ideals of the American of

society. ...Therefore, in order to successfully cultivate worthy citizens, as well as to effectively involve students in learning activities, teachers should build such an educational process that is culturally relevant and socially meaningful to all students [22, p. 197].

Designing diversity courses, teachers of higher education institutions take into account: facts from the history of bias, discrimination and injustice; information about the life, culture, native land of minority representatives in the USA; contribution of representatives of other nations and different ethnic groups to the everyday, scientific, cultural, social, economic, political, etc. areas of life to American society and the world as a whole [12]. Thus, at the University of Pennsylvania one of the key objectives facilitating general education curriculum touches upon global learning: the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Students should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives [31].

Another example is Illinois University where the knowledge area "Cultural Studies" offers students courses on Non-Western / Western Cultures, and the U. S. Minorities Cultures [46]. While we have found that at the American University [1] a new 3-credit "Diversity and Equity" course, has been designed to be offered as a habit of mind course or as a free elective. It attends to the issues of power, privilege and inequality that are embedded in social, cultural or economic hierarchies, including (but not limited to) those around race, ethnicity, class, ability, gender, and sexuality. This requirement aims to:

– highlight the faculty expertise in the areas above mentioned;

– describe patterns of thought or practices of historically marginalized peoples;

– examine how legacies or experiences of oppression and responses to them shape contemporary realities or conditions;

– analyze how structural inequalities shape social categories of human difference and how these constructions influence inequalities;

– evaluate and reflect on values, policies, or practices needed to develop a more equitable society [1].

Therefore, providing civic learning through the variety of courses is a broad social responsibility, which involves community leaders, and public officials. As Sleeter [42] argues, the key element in civic education at large is the accumulation of students' social capital. Social capital as a set of social relationships and relationships between people built on trust, interaction and cooperation [14, p. 102] is of particular importance for the integrated cultivation of civil virtues. In order to accumulate social capital, the American educators turn to service learning which enables students to become active, critical thinking participants in solving any community issues in general and problems arising in students' lives [16, p. 13].

Service learning provides students with an opportunity to watch how their actions change the world and themselves developing relationships between people and promoting the understanding and recognition of similar and distinctive features of each other. At the same time, students get used to finding the urgent needs of their community, which prompts them to realize their potentialand the possibilities of their own influence [14, p. 13].

In general, in the U. S. higher education institutions service learning is aimed at: the practical application of the acquired knowledge, the development of understanding of democratic principles in the country, and the ability to collaborate with different segments of the community, the formation of citizenship, personal moral and ethical qualities, responsibility, self-worth and also establishing links of higher education institutions with the community [48, p. 25). In addition, service learning ensures cultivating spirituality in students [26, p. 9], which takes place, firstly, due to the feeling of the interconnection between all involved in one way or another in this process (students, teachers, community members); secondly, in the course of (self)reflexive activities ("what kind of personality am I", "which way of life is acceptable to me", etc.), both in terms of academic results and self-knowledge [3, p. 40–41].

All in all, service learning, being a key element in the general education of undergraduate students in the USA and based on the integration of knowledge, contributes to the students' well-rounded personality development through forming: critical thinking and ability to effectively solve problems; moral and ethical qualities; intercultural literacy; basic cultural values with the orientation of yong people's lives not only to their own well-being, but also to the welfare of all members of the community; leadership [25, p. 4–8].

Regarding practical implementation in the educational process, service learning is grounded on the following key principles: 1) the principle of students' active engagement in the socially significant activities; 2) the principle of reflection as a purposeful analysis and assessment of the experience gained in accordance with educational goals; 3) the principle of interaction; 4) the principle of openness and publicity of the learning outcomes [21].

Except for service learning, we would like to share a few more pedagogical techniques (e. g. problem-based learning, experiential learning, etc.) and teaching ideas borrowed from the experience of the U. S. educators.

## 2. U. S. civic education pedagogical practices

With the view to developing students' civic virtues Vanover [47], Assistant Professor of History at Germanna Community College in Locust Grove, Virginia, has encouraged educators to take a closer look at humanities in the system of general education. The U. S. scholar argues that no other traditional area of study has encountered a tougher existential challenge than the humanities. Additionally, in the humanities courses (in English, history and other humanities disciplines) have traditionally held a peculiar place at developing students' desirable soft skills (also known as transferable skills) and civic responsibility, which is necessary in different spheres of their lives [47].

The U. S. Philosopher and the current Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago Nussbaum stresses the importance of studying humanities "in order to promote a climate of responsible and watchful stewardship and a culture of creative innovation" [30, p. 10]. According to Nussbaum, as today's world is driven by the insatiable economic gain education must promote the cultivation of individuals – proactive citizens – who possess "the faculties of thought and imagination that make us human and make our relationships rich human relationships, rather than relationships of mere use and manipulation" [30, p. 6]. This philosopher's view is supported with the fact that historically, the humanities have been central to education because they have been seen as essential for creating competent democratic citizens: "complete citizens who can think for themselves, criticize tradition, and understand the significance of another person's sufferings and achievements" [30, p. 2].

Considering the application of the theory in practice, let's provide an example. In teaching the humanities courses Vanover [47] suggests turning to political and social interpretations of art to assess the students' competency of social and cultural understanding. The designed assessment focused on the learning unit on modernism, with *Guernica* by Pablo Picasso as the primary source and written information provided by the humanities faculty on some historical contextualization of the artwork. As part of the exam, students were given these materials and assigned to reflect in a written prompt on how understanding the context of the artwork affected their perceptions of its cultural influence. They were also asked to reflect on if the political message they interpreted from the piece of art had any relevance to more recent social or political events. As it turned out, responses to the prompt ranged from themes such as human sex trafficking to global terrorism or the conflict in Syria. In fact, the students responded to the civic virtues incorporated in the humanities courses [47].

In their teaching practice, Vanover and his collegues at Germanna Community College have been infusing problem-based learning into the classroom instruction across all the humanities courses on the regular basis. For instance, two survey courses in the U. S. history were chosen as a part of the first wave of courses to incorporate problem solving in civic learning. Vanover and his colleagues developed a semester collaborative project for their students to fulfill. Each group of students was assigned with a problem in a real-world scenario. The task was as follows: the board of directors at the fictional Spotswood Museum has asked students to design new gallery exhibits, selecting relevant artifacts, organizing the museum in a way that tells a story about America. The gallery should be reflective of five major historical themes, or historical issues, the group has selected. Students were actively concerned with sharing ideas and team-working to complete that problem-based assignment. Each group presented their gallery as the part of a semester exam and every student was supposed to write a two-page reflection addressing their own learning experience in the project [47].

It is obvious, that communication – oral and written – is a key, vital foundation of students' academic, professional, and social experiences, including education of responsible citizens of the world in socio-cultural context. By and large, communication skills pervade all dimensions of personality development of the U. S. students [18, p. 73]. It is explained by the fact that the USA has one of the most advanced traditions of students' communicative training which involves mastering the art of writing and proclaiming not only public speeches, but also essays of various socio-cultural themes. At the same time, students study classical political and legal texts closely linked to the high democratic culture of the American society, and read and discuss classical works from various fields of knowledge" [19, p. 29]. With the aim of developing students as engaged citizens, in the U. S. universities and colleges there are open discussions on various social problems and the issue of democracy as "a mechanism for decision making among people who have a shared existence in space and time" [44, p. 46]. Through the process of self-evaluation after discussions, students can make an assessment of their strengths and weaknesses within personal ("Do I have meaningful personal relationships?"), intercultural ("Do I understand, respect and adapt to people from culturally diverse backgrounds?"), and intellectual ("Do I analyze and evaluate the meaning of multiple and complex messages in an ever-changing world?") situations [17, p. 4].

As far as experiential learning is concerned in developing students' civic virtues, Vanover [47] has shared with us his experience in his U. S. History course. The educator gave his students the task to make an amateur documentary on the basis of their research and collaborative team work. On the grounds of the Fredericksburg and Spotsylvania National Military Park, a group of thirty students spent ten weeks researching local civil war history, monuments, and memorials and produced a footage (time of duration – about ninety minutes). Students worked in small groups researching and collaborating on a series of assignments: visits to the four major battlefields in the area; research on how Northerners and Southerners dealt with the Fourth of July through analyzing articles in the press during the war; making up a short script that focused on the events and monuments that had caught their attention the most during their visits to the battlefields and other sites; discussions on how those experiences informed their opinions on the national debate about the monuments, etc.

Thus, each group could gain the experience of filming on location and all of the challenges that came with that process. For the end-of-the-course exam, students were asked to reflect on and respond on camera to a series of three poignant questions about their experience and the significance of the civil war in American history. Then the students and Vanover edited the footage down to a thirty-minute documentary film complete with each student's reflection [47]. As for civic engagement students' learning outcomes, they were measured across multiple assignments that led to the final documentary content, so Vanover was able to associate specific outcomes for certain assignments. In general, in the civic learning students are assessed in the following:

1) Diversity of Communities and Cultures (students use a growing understanding of diversity and cultural differences and skills needed to work within diverse communities and cultures to solve community issues);

2) Application of Knowledge (students test experiences in the community against knowledge gained through academic work and apply course content to community issues in order to achieve solutions to civic issues);

3) Civic Identity and Commitment (students increase their awareness and concern about the needs in the community and have the motivation to make a positive difference);

4) Communication (students tailor communication strategies to effectively express, listen, and adapt to others in order to incorporate an understanding of their audience's diverse needs, establish relationships, and collaborate with others);

5) Civic Action and Reflection (Students demonstrate initiative in a collaboratively planned and reciprocally beneficial project that add values to their community partner and meet individual, group, and community needs);

6) Civic Contexts/Structures (students understand a problem, generate solutions, evaluate final outcomes, and reflect on academic, professional, and civic learning) [2; 43].

The documentary film on the significance of the civil war in American history made by Vanover's students was presented to the public (the students, their families and friends, and public in general) on Germanna Community College's History Day event. Public support for the film was overwhelming and the students were able to attend to discuss their experience. While some in the audience did not necessarily agree with all of the students' interpretations and opinions, there was an honest sense of mutual respect in their questions and comments [47].

The U. S. scholars focus on the fact that now is the time for higher education to be both responsible and responsive to society at large, a voice of what is good and worthy within current economic, political, social, and cultural contexts. Today's higher education is supposed to reinvest in longstanding commitments to collaborate with society in preparing students to become effective citizens. It is emphasized that civic values development promotes and supports the American ideal of civic equality, ensuring every citizen, regardless of their origin, instruments that help them become a full participant and creator of public life. Civic education in the course of general education in the U. S. higher education institutions instills in students the essential values of democracy embodied with a high sense of responsibility and active engagement in issues of the society and community as well. This typy of education bridging classroom activities with the community prepares students to carry out their roles as citizens. Civic learning gets students ready for work in a challenging economic environment with developing the critical and creative skills (known as soft skills) they will need to build a new and more vibrant democratic society. And the U. S. colleges and universities do not only educate students for responsible citizenship but also act as leaders in their local and global communities.

**Conclusions.**

In view of the above, we can conclude that It has been found that civic education is a central concept in the US educational philosophy, serving as the basis for the country's political democracy and the individual autonomy of each student, as well as intellectual and democratic traditions, linking the modern era with the history of the emergence of the U.S. state. This process encompasses not only knowledge, skills and abilities, but also the acquired practical experience of socially significant activities, values attributed to the personality behavior model, methods and techniques of effective interaction with other people. Civic education in U. S. higher education institutions embraces, firstly, the acquisition of knowledge about the United States of America, including the history of the country as a whole and the formation of the U. S. government in particular; values, principles and goals of American democracy; the role of U. S. citizens in the enhancement of democracy; development of other world societies and their relations with the USA, as well as the principles of coexistence of different cultures within the United States; secondly, the development of critical thinking, which is essential for effective civic engagement. Civic education of the U. S. undergraduate students through various civic education pedagogical practices in higher education institutions presupposes the dialogic nature of education; the relationships of mutual respect and trust as well as active interaction between teachers, community members and students; openness and ties of higher education institutions with the community. The effectiveness of the American civic learning in the conditions of the development of modern society is determined by the readiness of students as members of the democratic society for conscious activity and independent responsible activities for the benefit of the community, which enables them to set and solve tasks that have no analogues in the experience of past generations.

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## STUDYING AUTHOR'S IDIOLECT – A LINGUOSTYLISTIC ASPECT

***Abstract**. The work is dedicated to studying P. Süskind's idiolect based on his prose. The author of the publication has devised a structure of a philological paradigm approach towards defining the notions of idiolect and individual style, giving them an own definition. The given research also highlights stylistic features of author's prose, proves the usage of dominant linguostylistic means on both lexical-semantic and syntactic levels of the text. A connection has been made between Süskind's idiolect and the common manner of writing used by the postmodern age writers, which results in such stylistics' means as hyperbolization, syntactical constructions with homogenous parts of the sentence and occasionalisms. The ability of certain speech elements to amalgamate into a stylistic entity has been also noted.*

### Introduction.

Individual style grows from a national language and is one of the features of nation's spirit. It is one's mother tongue that becomes a revelation helping an author to understand oneself as a creator, to grasp the world around him; it all emerges through the language one is using. Besides, modern linguostylistics, much impacted by postmodernism, features new tendencies in understanding and defining the traditional stylistic means and figurative linguistic means. Therefore it is no wonder that modern masters of pen such as P. Süskind are getting more attention of both domestic and foreign researchers. Various aspects of previous researches of Süskind's style prove the necessity of a more integrated approach towards the author's work.

Süskind's postmodern texts have been many times researched by domestic and foreign scientists, for instance, the figurativity (Adams, 2004; Donahue, 1992:36-43); psychological basis (Frizen, 1994), literature studies' analysis (Ishimbaeva, 2005; Frolov, 1997; Zatonsky, 1996; Zverev, 2001) etc. Although traditionally the author's name was mentioned in connection with literature studies' and its categories, as the linguostylistic analysis gets more and more developed, the studies of author's style must be widened, as an opportunity emerges to study Süskind's texts structure considering linguistic and extra linguistic factors. The main body of the analyzed works – newspaper and magazine articles, most part of which are within the field of literature studies and are culturologically inclined. Domestic analysts first paid attention to scientific approach of the writer's style in the 1990es, when Süskind's second book "The Perfumer" raised a large commotion around the author's work. The most prolific researches were created by Nikitina; Pesterova; Anikeeva.

# 1. Relevance of the study.

The relevance of the topic is defined firstly by its correspondence with the general directions of modern linguostylistics towards integration of traditional and innovative approaches toward the analysis of figurative means of language, secondly by the place Süskind's postmodern texts have for the further development of world's culture. Finally, the analysis of Süskind's idiolect allows us to define specific features of the author's speech portrait, thus recreating his linguistic vision of the world.

# 2. References review.

Numerous researchers have analyzed the idiolects of certain authors synthesizing various disciplines: linguostylistics (Galperin, 2006), cognitive linguistics (Turner, 1996: 113-131, Lackoff, 1998: 202-249) and literature studies. Such an interdisciplinary approach towards Süskind's prose and its specifics is good for complex interpretation of the text due to simultaneous analysis of both verbal and conceptual aspects.

The history of the individual style and its studies can be divided into several stages. The first belongs to the ancient period, where in the writings of ancient philosophers and orators the beginnings of the style studying took place. However, firstly, there was no transparent, theoretical substantiation of the individual creative style in ancient science, and, secondly, the researches in this direction was primarily in the sphere of speeches and rhetoric. Of course, it is important to consider the ancient period the cradle of the very first concept "individual style", but the first theoretical achievements, which were formalized in works and researches, originate from the XVIII century, from the second stage of the scientific development of author's style. It is of great importance to the given work to consider the present stage, where the basic terminology of the individual style, idiostyle and idiolect was laid.

The study highlights the relation between the notions of idiolect, idiostyle, individual style and stylistic manner. Despite various approaches as of yet we do not have unanimity in defining main features of an idiolect, as well as in definition of one in general. The paradigm of research has shifted. The object-centric approach used to be the leading one, but modern linguostylistics concentrates on anthropocentric approach, ergo, the individual style of the author. One of the modern researchers, who is supporting this point of view is Perelomova, 2010. The relevance of this research is also called by the necessity of complex analysis of idiolect as one of the human evolutions process – both in diachronic aspect and a synchronic one, finding out more about the status of grammar and vocabulary in the German postmodern literature of the late XX – early XXI centuries.

# 3. Methodology and materials.

The methodology emerges from the aim and tasks of the study and is based on a complex approach towards Süskind's prose heritage. A complex analysis has been chosen to study the texts in order to consider both stylistical and morphological aspects and examine the author's vocabulary.

Transformational and components' analysis has made it possible to reveal grammatical modifications of words, collocations, sentences, and their semantical or grammatical compatibility. Quantitative analysis was involved in proving the typicality and other tendencies in the writer's work. Context analysis led to a conclusion concerning distinctive features of postmodern writing through complex analysis of its lexical, semantical, stylistical and syntactical aspects. Complex analysis of a fictional text reveals a system of figurative means which embody the thinking of a certain writer. This is the ground rule of linguostylistic analysis. While performing it, one must study the entire system of language and stylistical means used to create a system of fictional images in a certain text. Besides, strictly necessary for this research are basic principles of individual style research within the linguostylistics, which includes first of all works in the field of text stylistics and development of language personality theory (Vinogradov, 1959; Brandes, 1988; Gasparov, 1985; Solganik, 2001; Budagov, 2003; Liverski, 1982; Spillner, 1974 etc.).

According to these scientists one should distinguish between individual and formal factors of the writer's style. Thus to the individual factors refer mental peculiarities, year, occupation, etc., and to formal ones – a language system, an epoch, or even a short interval of time, nation, the social group to which the writer belongs, the language situation, etc. It is emphasized that each of these factors causes the creation of a special style, which in different texts, in different authors manifests itself with varying intensity.

The author's choice of lexical units in the text depends on several factors. The most important are the following: the specifics of the language structure and author's relation to the objects in the surrounding reality. The variety of objects and their relations determine the importance of naming these objects, properties and relationships between them. However, each language has a specific range of lexical means to describe the outside world. Finally, the choice of a certain lexical unit among those that characterize our reality strongly depends on the author's attitude.

The study considers the notions "individual style" and "idiostyle" as same, and considers the term "idiolect" to be slightly narrower than the previous two and being more distinctive and defined. Idiostyle concerns the whole creative heritage, thus featuring stricter hierarchy and wider structure than an idiolect. So idiostyle is a wider notion meaning the entirety of an author's means of expression, whereas only the most important and distinctive means of an idiostyle make it to the idiolect. As a conclusion to the notion given above, we shall define idiolect as a language used by an individual; thus being a mix of professional, social, territorial, psychophysiological, ethical and other peculiarities that characterize the speech of any individual.

In order to perform an analysis of the author's idiolect one must use a certain set of constructions on various language levels (which in our case is a set of lexical and grammatical items), allowing us to show the complexity of the text's composition and verbal organization.

We want to highlight such elements of author's language means as repetitions, homogenous parts of sentences and specific derivation as the ones most often to appear as a token of Süskind's individual manner of writing. They constitute the sense density of his idiolect. In turn, the named elements act as constructions compatible with one another. The task is not just to find these stylistic means out, to describe their basic features, but also to define the specifics of interaction between such entities within the writer's idiolect, mark their functional connections and interferences. Such deliberate organization of these elements will help underline the emotional background of the text, its aesthetic side.

One undoubtedly mustn't forget the aspect of Süskind's narrative techniques analyzed from postmodern text construction principles (Zverev, 2001; Zatonsky, 1996). These scientists have to a certain extent described basic principles of Süskind's methodology: hyperbolization, nonselection, permutation as interchangeability of the parts of a text, distortion and indefiniteness. The same principles were marked by an American researcher Hassan (1987:159-165) who developed the most concise, as we see it, classification of postmodern writing features and text construction principles.

Non-lineal structure is clearly visible in Süskind's texts when it comes to various repetitions. Due to this the fictional text is understood as a vast space where the process of sense formation takes place as intermittent action. Here's an abstract from one of his texts, "Of Love and Death":

*Und die Toren sterben Platon zufolge nicht nach dem Schönen und Guten und der göttlichen Glückseligkeit, weil sie mit sich selbst zufrieden sind. Und auch die Weisen sterben nicht danach, weil  sie ja all dies schon besitzen. Nur jene, die dazwischen sind, in der Mitte zwischen Toren und Weisen, du und ich also und die andern, die hier im Stau stehen und geduldig auf das  nächste Grün warten (...)* (Süskind, 2006:16).

The author compares the "foolish" and the "clever" by pointing out their similarities through repetitions. According to Süskind, only those in between die, those, who do not belong to either of the abovementioned categories. The ironic modality of the sentence is reached via contextual synonyms "Toren" and "Weisen". The author treats himself as the one in between, the one who also dies. The author's musings act as a background for the non-linear narrative.

Literary thinking is characterized by repetitions, listings, argumentation means etc. One can also add verbal excessiveness and various linguistic anomalies. Verbal excessiveness gives an opportunity to describe the same objects from different points of view with the help of a collage, montage and fragmentation. The linguistic anomalies, in their turn, indicate the transformation of the narrative and the world, which results in excessive usage of hyperbolization. Apart from that we can mark the particularly often usage of words creating sensor-perceptive semantic field: hearing, vision, reading, olfactory, tactile etc. One can find enough proof by reading Süskind's "The Perfumer" (1994) or his short story "Literature Amnesia" (2005).

However, we should make it clear that although technically Süskind is a representative of a postmodern period, he does not go to extremes, like carnivalization and mockery of reality. His irony is more veiled, and his narration is full of hints and allusions. That is what makes elements of postmodern writing in his work so unique and one-of-a-kind.

We can point out several basic components one must consider while analyzing the style of P. Süskind. We consider these components to be crucial to form the idea of this writer's idiolect:

1. Historical and territorial realities depicted by the author in a way for the reader to emotionally feel the narrative (as demonstrated in the abstract from "The Perfumer"):

*Im achtzehnten Jahrhundert lebte in Frankreich ein Mann, der zu genialen und abscheulichen Gestalten nicht arme Epoche gehörte. (...) Er hieß Jean-Baptiste Grenouille, und wenn sein Name im Gegensatz zu den Namen anderer genialer Scheusale, wie etwa de Sades, Saint-Justs, Fouches, Bonapartes usw., heute in Vergessenheit geraten ist, (...) weil sich sein Genie auf ein Gebiet beschränkte (...)* (Süskind, 1994:5).

*(...) His name was Jean-Baptiste Grenouille, and if his name-in contrast to the names of other gifted abominations, de Sade's, for instance, or Saint-Just's, Fbuche's, Bonaparte's, etc (...).*

The author's speech is soaked with various historical realities, but they are given to the reader in a manner where he perceives the situation without going too deep into the details of a certain historical era, as if one was observing it from afar. Despite the actual place of action and exact dating of events, "The Perfumer" is not a historical novel. According to Zatonsky, the action of many postmodern texts takes place during certain historical period while not being actually historical (Zatonsky, 1996:36). Historical background is something of a curtain masking the true intent of a writer.

2. Intense hyperbolization of speech. So, according to "The Perfumer":

*Zur der Zeit, von der wir reden, herrschte in den Städten ein für uns moderne Menschen kaum vorstellbarer **Gestank**. Es **stanken** die Straßen nach **Mist**, es **stanken** die Hinterhöfe nach **Urin**, es **stanken** die Treppenhäuser nach **fauligem Holz** und nach **Rattendreck**, die Küchen nach **verdorbenem Kohl** und **Hammelfett** (...)*(Süskind, 1994:5).

As short as the abstract is, the author still managed to put in all the possible disgusting kinds of stench and items. Using hyperbolization as a stylistic tool Süskind prepares the reader to the fact that there is nothing positive further in the text to be found. In this case we are dealing with synesthesia – a perception phenomenon when the impression corresponding to a certain irritator is accompanied with additional information, perceived by other senses. The author is able to give the metaphors and associations an embodiment, such visualization of an image is a tool impacting the perception of a reader.

3. The topics of his work – death, genius, madness, erotic, beauty etc, are illustrated in this abstract:

*Sie wollte nur noch, dass der Schmerz aufhörte, sie wollte die eklige Geburt so rasch als möglich hinter sich bringen. Es war ihre fünfte. Alle vorhergehenden hatte sie hier an der Fischbude absolviert, und alle waren Totgeburten oder Halbtotgeburten gewesen, denn das blutige Fleisch, das da herauskam, unterschied sich nicht viel von dem Fischgekröse, das da schon lag…* (Süskind, 1994:7-8).

*She only wanted the pain to stop; she wanted to put this revolting birth behind her as quickly as possible. It was her fifth. She had affected all the others here at the fish booth, and all had been stillbirths or semi-stillbirths, for the bloody meat that had emerged had not differed greatly from the fish guts that lay there already…*

As we see, the author manages to depict the most dreadful things, which bears the associative disgust, repulsion and awe – the strongest feelings known to man. That is exactly why the speech of characters, as well as the author's speech, is rich with hyperboles, repetitions and hints.

Derivative models of P. Süskind are to be analyzed from the complex analysis point of view:

1. First one should mark the creation of new words by word combination, featuring more than one stem in a word.

2. Affixed derivation (with the help of prefixes or suffixes) is also a typical derivation tool.

3. Another characteristic feature is the word formation by holophrasis, while combining it with other derivation techniques. P. Süskind's holophrasis can be orthographically formed with a dash or by creating a composite word featuring several stems and certain phraseology. The highlighting of a holophrasis is explained by the correspondence of this structure to almost all formal signs of a word, so quite often these are considered to be connected to the writer's occasionalisms.

Typical derivation techniques for P. Süskind are stem composition and compounding with the help of prefixes and prefixoids bearing the connotation of enhancement: Erz -, Über-, Super-. The author's derivation is also visible in shaping the connotative evaluation of a sentence. It can be either positive - sometimes even too positive, - or deliberately low, negative. It can be seen in the following sentences:

*Die schwarze Smokingseide **glänzt**, die Nackenwülste **glänzen**, die Brillanten **funkeln*** (Süskind, 1997: 80);

*Da herrscht die **grausame Hierarchie** des Könnens, die **fürchterliche Hierarchie** der einmal getroffenen Entscheidung* (Süskind, 1997:59).

The first example has a high connotative evaluation reached with the help of contextual synonyms *glänzen*, *funkeln (shine, sparkle)*, the second one has a negative

connotation    formed    the    same    way:    *die    grausame    Hierarchie (the cruel hierarchy)* and *die fürchterliche Hierarchie (the terrible hierarchy)*.

With the help of derivation a simple word can be enhanced in meaning and made more precise without similarity of reference – *Muschel – Vermuschelung*  etc.

For instance, in the "Double-Bass" novel we meet the word «*scheißfreundlich*» (Süskind, 1997:42), which is simultaneously a neologism, an oxymoron and a compound word.  The most similar meaning in English would be – *to be nice as a pie*. Such derivative technique is common for P. Süskind, and it can be explained by means of language sparing, as well as a desire for emotional evaluation of certain objects and processes.

The short story that depicts the peculiarities of Sueskind's derivation most brightly is the "Maitre Moussard's Will". Let us observe a number of words featuring the same stem the author took from one and the same word „*Muschel*" (*shell*):

*Muscheln, Muschelgestein, Muschelstand* (Süskind, 1997:50)*, Muschelkalk, Muschelfunden* (Süskind, 1997:53)*, muschelartig, Vermuschelung* (Süskind, 1997:54)*, muschelig, Muschelsubstanz* (Süskind, 1997:55)*, Steinmuscheln, Muschelbildung, Muschelsteinschicht* (Süskind, 1997:56)*, Muschelwesen* (Süskind, 1997:59)*, Muschelkrankheit* (Süskind, 1997:68)*.

The main protagonist maître Moussard has found the meaning of his life in the process he called *Vermuschelung*. Shells become the center of his universe, so no wonder Süskind uses so many words derived from the same stem *Muschel*.

An equally big amount of derivation examples can be found in "The Perfumer":

*Bald roch er nicht mehr bloß Holz, sondern Holzsorten, Ahornholz, Eichenholz, Kiefernholz, Ulmenholz, Birnbaumholz, altes, junges, morsches, modriges, moosiges Holz, ja sogar einzelne Holzscheite, Holzsplitter und Holzbrösel…*(Süskind, 1994:7-33).

The definitive relation between the first and the second components of the compound can bring different connotative hues. For instance, the word "Holz" means "lumber", so the first component indicates the material the object was created with, and the object is signed by a different component. The author uses derivation to create a more realistic image of lumber smells in all its diversity.

One must also note that in order to create humor modality P. Süskind uses words created from the quotations taken out of classical German literature. The first lines of the essay "Of Love and Death" the reader finds occasionalism «*Ich-weiß-nicht-was-soll-es-bedeuten*» (Süskind, 2006:7), a noun in neuter created from the first verse of Heinrich Heine's "Lorelei". Such reminiscence to the titan of German literature cannot remain unnoticed and Süskind himself demonstrates the predilection towards intertextual motives, which he tends to rebuild in his own special manner according to his own desires. Studying texts and their dialogical interaction as an example of intertextuality allows us to understand intertextuality as a global category of text analysis.

P. Süskind uses word compounding as one of his tools to create expressive background for his characters, their speech, as well as to create humor or ironic modality.

It is typical for Süskind's idiolect to create a large amount of new words, usage of which makes communicative situations more natural, and the speech of the characters – more expressive.

One of the adjectives we can find in "The Double-Bass" is *musikentwicklungsgeschichtlich* (Süskind, 1997:8). This word unites the notions of "music" "process of its development" and its "history". Altogether, the reader understands the meaning of the word, however, it is not to be found in any of the dictionaries, should one want to take a look. This new word was created by the author in order to unite in one nominative word the most important notions.

Studying the occasional derivation in P. Süskind's texts we are also studying the special aspect of language – its creative aspect. Such derivation is not oriented on the existing rules, but on the potential linguistic opportunities and the capability of an author to use them in his speech. Occasionalism is a demonstration of sorts, proving language can be so much more when you create new words.

Since context is the space that generates a new word, a crucial aspect in our study is a level of dependence of word's meaning and the context itself.

Occasionalisms bear a contradiction between the fact and the language standards. They display by special forms the direct implication of language in certain situations. The fact that the occasionalisms emerge is a fact of speech, not linguistics. For instance:

> *Wer wie er die eigene Geburt im Abfall überlebt hatte, ließ sich nicht mehr so leicht aus der Welt* **bugsieren** (Süskind, 1994:27).

The word *bugsieren* (*take in tow*) does exist in the dictionaries of German language, but it was P. Süskind who gave it a new meaning – *to die, to pass away*. So the author gives the lexeme a new, contextual meaning with a practical implication in the communicative situation.

An obligatory expressivity is a distinctive feature for occasional words. The degree of "occasionality" and respectively the expression levels of various occasionalisms vary: the less formal and semantic irregularities, the less expressive (and occasional) the word is, and vice versa:

> *Und dann krümmte er sich wie von einem Krampf zusammengezogen und murmelte mindestens ein dutzendmal das Wort>***Storax***<vor sich hin: >>***Storaxstoraxstoraxstorax*** ...<<*(Süskind, 1994:94).

The occasionalism in the abstract is characterized with irregularity, non-correspondence with the standards, thus comes the high level of expressivity. Another important feature of occasionalisms is the fact that they belong to the author, and that is the ground principle for such classification of a lexeme.

Reality is always perceived subjectively, its cognition is always accompanied with an evaluation of the object in question. Adjectives as they are help display writer's subjective reality, demonstrating the author's individual choice and depicting his language map of reality.

Following that, we should also mark another tool of language gradation, namely Süskind's usage of superlative forms of adjectives. P. Süskind uses superlative when he wants to point out the superior quality or position of one item in comparison with the other items. It also features a certain extent of hyperbolization of quality in comparison with the standard one for such an item.

Next to the usual superlatives the author uses those he creates himself:

*existentiell allerwichtigste Angelegenheit* (Süskind, 2006:21)*;*

*eine der wichtigsten, gelegentlich drängendsten, ja lebensnotwendigsten Tätigkeiten* (Süskind, 2006:21)*;*

*der einfältigste Redner*(Süskind, 2006:21)*;*

*die weiseste der Frauen* (Süskind, 2006:11)*;*

*mit dümmlichsten Inhalts* (Süskind, 2006:11)*;*

*die obszönste Geste der Welt* (Süskind, 2006:17)*.*

Given examples illustrate the author's predilection toward depiction of subjects and events intensifying their qualities, enhancing the character's speech with emotional evaluation and excessiveness. Admittedly, Süskind's special derivation and unusual collocations and compounds gain him double epatage and intensified speech. Superlative contributes to the extended emotional background of sentences, and joining the occasionalisms and neologisms the expressive side of the author's creativity really impresses with its diversity and intensity.

There are two special things about Süskind's prose: dynamic plot and special figurative speech of the author. The verb according to its sense is used to create the dynamics. Accumulation of synonymic homogenous predicates embodies an emotional background of any action, for example, in "The Perfumer":

*Er zögerte einen Moment, blickte sich um, ob ihn auch niemand beobachte, hob den Korb empor, senkte seine dicke Nase hinein* (Süskind, 1994:21)*.*

The author uses homogenous predicates quite often, making the formation of action image more vivid and dynamic:

*Manchmal möchte ich ihn am liebsten* **zerschmeißen. Zersägen. Zerhacken. Zerkleinern und zermahlen und zerstäuben** *und in einem Holzvergaserwagen (...) verfahren!* (Süskind, 1997:49)*.*

The given abstract also features a gradation of sense due to the repetitive usage of the German prefix zer-. It should be noted that this usage of homogenous parts of sentence with repetitive morphemic composition is a tool Süskind uses very often and in the majority of his stories.

## 4. Results.

The results of this research can be depicted in the following statements:

Süskind's idiolect as the main tool of language map of the writer's world is defined by a syncretic complex of lexical, semantic, syntactic and stylistic peculiarities. Individual style of the author concerns the whole creative heritage and as such is more systematical and hierarchical than the idiolect. The individual style is understood as the entirety of author's language means, whereas the idiolect only features the most prominent of them. Idiolect, as follows, is understood as individual speech pattern, way of using language means formed by the mix of professional, social, territorial, psychophysiological and ethical specifics of any individual's speech.

Süskind's figurative speech is a synthesis of the following basic principles of postmodernism writing: non-linear narratives, word play, double coding, intertextuality, irrationality contributing to the effect of hyperbolization and excessiveness.

Lexical components of Süskind's idiolect are an aesthetically efficient combination of occasional vocabulary and hyperbolization means, plus metaphors and means of emotional expressions.

Emotional background of P. Süskind's texts is achieved by two basic means: superlative adjectives and hyperbola. Each of these means characterizes a certain event or item, displaying the emotional state of the author or his character. Basic function of these tools is of course the impact on the readers, which is partially gained by context.

On a syntax level Süskind uses homogenous parts of sentences; sometimes their sizes reach several passages, whereas the large number of repetitions of various types (anaphoric, epiphoric, metaphors, parallelisms etc.) creates the original rhythm of author's narrative. Thanks to this the writer in his own emotional and expressive way is able to describe whatever he needs according to the situational context.

Modern linguostylistics activates the research of writer's works through a separate text or a series of texts in their linguistic unity, where the picture of the people's world interacts with an individual picture of the given author.

The main elements of postmodernism were identified and the specifics of their implementation were determined in the works of the writer: the cult of the independent personality; propensity to archaic, myth, collective unconscious; the desire to combine truth (sometimes polar opposite); vision of everyday real life as a theater of the absurd; the use of a word-play to emphasize the abnormality, the fiction, the unnaturalness of life; intentional bizarre interweaving of various stories of the narrative (high classical and sentimental or roughly naturalistic and fairy-tale); a combination of many traditional genre varieties; borrowings, echoes are observed not only on the plot-compositional, but also on the figurative, linguistic levels; irony and parody. The listed features are connected with the perception of the author's worldview and contribute to the design of his specific style.

Complex and multilevel ideas are embodied in sentences with homogeneous members that sometimes grow to several paragraphs and a large number of repetitions of various types create the original rhythm of author's prose. In P. P. Süskind's linguistic picture, the situation and the scope of reality are reduced to an excessive "desire", "passion", and constant contradictions expressed in the conventional way. Due to this, the writer reacts emotionally and expressively to a certain state of affairs, marked in a situational context.

## Conclusions.

Süskind's idiolect must be studied by a step-by-step analysis including quantitative, distributive, differential, contextual, diachronic types of analysis enabling a complex approach towards the author's idiolect on lexical, semantic, syntactic and stylistical levels.

The trichotomy of individual style – idiolect – idiostyle is gaining creative development, being a problem on the agenda of modern linguostylistics. Namely the top of the agenda is given to the relation between the latter two of these notions, because they are the means to observe the process of linguistic world map formation.

As a result of the analysis of two novels and a number of short stories of the prominent German prosaic we defined basic lexical and grammatical peculiarities of his idiolect, such as: repetitions, listings, homogenous parts of sentences, superlatives, neologisms, hyperbolization of language resulting in excessive usage of hyperbolae etc.

Postmodern writing techniques play a significant role in the writer's stories and novels, combined with stylistic means they are characterized by non-linear structure of the narrative, double coding, intertextuality and irrationality. Various functional tools of Süskind's narrative contributes to the effect of excessiveness, which is typical for postmodern writings, which in their turn are a product of a postindustrial era, the era of collapse of integral ideology, collapse of philosophical, economic and political systems. Complex analysis of various figurative means confirms the evolution of the writer's style from his first book "The Double-Bass" to his essay "Of Love and Death". As time went by, the beginnings of his lexical and grammatical usage of abovementioned means became more frequent and fluent. It proves the final formation of the writer's world map, also proving Süskind's allegiance to the postmodern literature.

Typical lexical and semantical means for Süskind are derivation models, occasionalisms etc. Description of a massive amount of occasionalisms in the author's work led to the definition of productivity for certain derivative types, define the previously undescribed formants, models and ways of derivation, find out more about the reasons caused by linguistic and extralinguistic factors. Among these are holophrastic constructs with a distinctive intertextual subtext and occasionalisms derived from the same stem bearing metaphorical load.

Repetitions are the writer's most distinguished tool. Repetitions are for Süskind a way to express author's modality and pragmatic aspect of the text.

The scale of studies concerning the author's individual style should be enhanced, as there emerges a possibility to study the structure of P. Süskind's texts considering both linguistic and extralinguistic factors of text sense formation. Besides, Süskind as a playwright has not been studied thoroughly before, which makes a great prospect within the field of linguostylistics and text interpretation.   The main purpose and aim of the given study was achieved, namely:Systematization of the scientific approaches to the definition of the concepts of "individual style" and "idiolect"; Development of a comprehensive methodology for research; Justification of the connection between author's manner of writing and the postmodern techniques; Revealing of the peculiarities of author's style on lexical and syntactical levels. The practical significance of the obtained results is due to the possibility of their use in theoretical courses on the stylistics of the German language (sections "Stylistic analysis of the text", "Lexical stylistics" and "Syntactic stylistics"), interpretation of the text (sections "Actualization of the linguistic units of the lexical (syntactic) levels in the prose text "), in special courses on philological analysis of the text and when writing scientific and educational works of various qualification levels.

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## COMBINING OF MOODLE PLATFORM ELEMENTS WITH EXTRA-PLATFORM RESOURCES IN DISTANT TEACHING OF CREATIVE AND PRACTICAL SUBJECTS (ON THE EXAMPLE OF THE COURSE ADAPTATION FOR "JOURNALISTIC SPECIALITY (PHOTO JOURNALISM)")

*Abstract. The article is dedicated to the demarcation of the transformation specificity of creative and practical subjects into distant teaching in higher educational establishment. The particularities of the course didactic elements usage on the Moodle platform and on extra-platform resources were studied on example of the course "Journalistic Speciality (Photo Journalism)" which was located on the website of distant learning of Luhansk Taras Shevchenko National University. Academic subjects of such type aim to form students' practical skills and, thus, are based on imitation as a method of teaching which is hard to realize during distant teaching of an academic subject. The formation of necessity of creative seeing and self-realization within the academic subject is also important. Taking into consideration specific situation caused by the events in Luhansk region it was particularly important to create psychological comfort and minimize stress situations connected to the absence of direct contact with a teacher and groupmates during the studying process. The aim of this research is to trace out the specificity of usage of the Moodle platform and extra-platform resources in distant teaching of creative and practical academic subjects to the students of humanities; to lighten gained experience in search of optimal for distant learning forms and methods of teaching for provision of high educational result and psychological comfort of students. The author uses such methods of research as analysis of educational and methodological literature, programmes, manuals and methodological recommendation, available programme means and a platform for distant learning; approbation of chosen methodology in the conditions of distant learning in evacuated university; questionnaires and interviews with the students who took part in studying of the academic subject, working out and statistical analysis of the results; progress monitoring of students' educational activity, observation and evaluation of their extra-learning creative activity. The search of didactical forms and methods was made while taking into consideration the aim and the subject matter of the academic course and technical facilities for communication during teaching of creative and practical academic course "Journalistic Speciality (Photo Journalism)" for the students of 4 academic groups of specialities "Journalism" and for master students of speciality "Media communications" in 2014 – 2016 years. Monitoring of students' educational activity and analysis of questionnaire results have shown that many students consider the Moodle platform elements more suitable for studying of theoretical materials, while creative tasks they prefer to fulfil on extra-platform specialized resources, for example, in open theme social nets. The usage of both basic methodological forms of work and interactive and playing technologies (web-quests, glogs, and comics) realized due to combination of the Moodle elements and outside internet resources assisted to better mastering of learning material and helped to those students who faced distant learning for the first time to adapt quicker to the particularities of the distant learning platform Moodle and to lighten their integration into student community. The choice of platform and extra-platform educational resources allowed to meet psychological, educational, professional needs of the students and encouraged them to creative self-realization in open information space.*

**Introduction.**

Technological evolution and global internetization of the world caused significant changes in society, which, logically, influenced the necessity of renewal of professional training standards. Nowadays every individual functions in quickly updating, globalized and digitalized informational space, has access to the whole data array generated during the previous years, and as a result the ability of constant autonomous self-perfection is spotlighted in professional development because it allows to synchronize personal skills with epoch demands. At the same time development of informational communicative systems defines modern person's psychological particularities of world perception, typical features of his or her learning activity – "yearning for energy saving, comfort and quick access to resources, wish to get information or service «here and now»" [18, p. 14]. That is why it is natural that system of higher education in order to meet social demands in highly qualified, capable of self-development professionals is forced to bump into search and formation of new, more effective teaching forms and methods. One of these forms is distant learning which "gives the opportunity to create systems of mass constant learning and self-education" [9, p. 147].

Democratic nature and accessibility of educational resources regardless of geographical and social particularities made distant learning able "to react in a flexible way to needs and demands of the society and to provide the realization of constitutional right for education" [9, p. 147]. In Luhansk Taras Shevchenko National University implementation of distant forms of teaching started in 2002. With this purpose at first the laboratory of distant learning was created, which later was re-organized into a sector of distant learning of the department of management of educational process quality planning. At first, distant courses played a role as an additional element in general process of education for students of different specialities. This was appropriate on the this stage of implementation and development of distant learning in Ukraine because, in opinion of M. A. Umryk, "taking into consideration financial, organizational and psychological moments... in the nearest future we can talk mostly about organically mixed traditional and distant learning in which all advantages of the first and of the second are harmoniously joined" [19, p. 4].

But in 2014 the necessity to re-orient the most of the academic courses into distant form of teaching appeared. Luhansk Taras Shevchenko National University was forcibly evacuated from Luhansk to Starobil's'k that is why distant learning became the only possible form of organization of teaching for many specialities. Pedagogical staff had to adapt quickly all the existing methodological groundwork in teaching to the specificity of computerized learning process in distant form, because "an observational study was conducted to analyze whether effective instructional strategies found in the face-to-face environment could be used in the distance learning environment" with some adaptations [7, p. 181].

During this re-organization deep transformations took place in distant format in case of creative and practical courses. Because of that fact that in them the possibility of direct communication between students and teachers is extremely important, the search of optimal forms of communication per internet was entrust to "a mentor-consultant who should coordinate the process of cognition" [6, p. 3]. Teaching of creative and practical academic subjects often requires direct contact between a teacher and a student. Thus, it is traced out that in the process of learning of such academic courses as "Photo Journalism" or "Journalistic Speciality" it is necessary to use such method of teaching as imitation because a student has to orient on demonstrated teacher's skills and to form his own skills while repeating pedagogue's actions. In addition to ensuring the actual studying of the material through distant learning, it was also urgent to create a psychologically comfortable environment for the students' educational and, most importantly, creative activity. So, we aimed at facilitating and consolidating learning groups by means of distant learning, at increasing learning motivation of the students who suddenly found themselves under quite stressful conditions due to the general situation in the region.

According to our hypothesis, it was possible to solve these tasks with the help of usage of non-platform means of learning (social networks, web-quests and interactive poster-glogs) in conjunction with the basic resources of the Moodle platform.

**The aim** of this research is to study the specificity of usage of the Moodle platform and extra-platform resources in distant teaching of creative and practical academic subjects to the students of humanities (on the example of the course "Journalistic Speciality (Photo Journalism)" for students of specialities "Journalism" and for master students of speciality "Media communications") and to highlight our gained experience in the search of forms and methods which would suit the distant teaching system and would provide high educational results and psychological comfort of students.

**The object** of the research is academic course "Journalistic Speciality (Photo Journalism)" which was located on the website of distant learning of Luhansk Taras Shevchenko National University. **The subject** is the particularities of distant teaching of photo journalism for the students of specialities "Journalism" and "Media communications".

**Analysis of recent researches and publications.** Specificity of methodological organisation of distant professional education was a subject of studies done by several domestic and foreign researchers. In particular, V. Bykov [3], P. Stefanenko [16], P. Yutsiavichene [21] paid attention to the conceptual basics of distant education, its main particularities such as flexibility, modularity, parallelism, profitability, asynchrony and the special status of a teacher and a student, to the principles of constructing a modular learning. While working out our educational subject we take into consideration specificity of distant course projecting and requirements to it which were defined by V. Bykov [3], V. Kukharenko, O. Rybalko & N. Syrotenko [8] in particular, development in the aspect of work and emphasis on skills formation, integration of technical and non-technical skills, individual practice, etc.

We also rely on the basic model of distant education proposed by P. Stefanenko, its place in general didactic system and main forms of educational process organisation and on developed by the scholar ways of improvement through the individualization of educational process [16]. Ye. Polat in her studies warned against the attempts of "just mechanically transfer developed traditional academic subjects into electronic version and sending them per email to the users" [15]. This proved the topicality of our methodological search in the process of adaptation of full-time academic course to distant teaching. We also based our research results of the principles of teaching traced out by Ye. Polat, M. Moiseieva & A. Petrov, e. g., co-working and project method and necessity of entrance test in order to identify students' level of grounding [14]. Yu. Borysovska, O. Kozlova & O. Lysenko, paying attention to the particularities of distant teaching of academic subjects in natural sciences, proposed different forms of work with information and of students' knowledge evaluation, defined functionality of used software elements in the studying process. In our pedagogical experiment we based on their idea that "the material which one cannot master on one's own should be … supplemented with multimedia elements that must take into consideration the experience of the teacher teaching this subject" [2, p. 22].

Sh. Amonashvili [1], S. Lysenkova, V. Shatalov & Volkov I. [10] were analyzing principles of cooperation pedagogy and the problem of support of the learners in the process of mastering of educational material through co-working; we this this is especially suitable for creative and practical academic subjects. But distant teaching of creative and practical academic subjects in a higher educational establishments and search for optimal educational methodological strategies of forming students' creative competence through the means of specialized educational platforms and extra-platform internet resources still should be researched deeply. In the process of learning of creative and practical academic subjects in the foreground one can see the necessity to find optimal ways of transmitting of practical experience from a teacher to students through the means of distant learning and formation of students' motivation for creativity; but certain methodological examples of successful solution for such tasks are still missing.

**Methods of research.** While looking for some optimal strategy for distant teaching of creative and practical academic course "Journalistic Speciality (Photo Journalism)" for the students of specialities "Journalism" and for master students of speciality "Media communications" we used such methods and modes as analysis of educational methodological literature, programmes, tutorials and methodological recommendations, available programming means and platforms for distant learning; observation of educational process in higher educational establishment; testing of chosen methodology under the conditions of distant learning in evacuated university; surveys and questionnaires of the students who studied the material distantly, processing and statistical analysis of the results; monitoring of the successfulness of students' educational activity, observation and evaluation of their creative extraeducational activity.

The teaching of the academic subject took place in 2014 – 2016. 4 academic groups were involved (the students of specialities "Journalism" and master students of speciality "Media communications"), in general number of 36 students. The monitoring of chosen educational means included the set of actions.

Firstly, we conducted the entrance control of students' knowledge and skills through the oral test and analysis of their own photos created taken before the academic course, and also through estimation of their general interest in photography as creative activity.

Secondly, in order to track the effectiveness and comfort of the selected methodical techniques and to adjust the strategy of training, short questionnaires were conducted after the development of the topics. Simultaneously there was a qualitative and a quantitative assessment of the success of the homework connected to learning of theory and development of creative skills.

Thirdly, at the end of the course, evaluation of both the mastering of the theoretical material (by testing) and of the photo-portfolio of each student took place, their further creative self-realization was tracked.

## 1. Standard Moodle platform educational elements in the teaching of creative and practical subjects

Distant learning aiming to provide optimal results of educational activity means usage of specialized distant learning platform that is "software intended for organization of distant internet-education which allows automatizing of the process of creation and getting of knowledge un the system of distant learning" [12, p. 9]. It gives access to educational resources, has to guarantee "possessing of equal rights in presence in the net for all the participants of educational process (for a teacher, for a student, for an educational establishment)" [17, p. 39], allows locate specialized electronic educational and methodological complexes with possibility of quick editing and checking of the materials.

The choice of the optimal platform for distance learning is extremely important because "to make studying at distance more complete, various computer tools may be used : tools for browsing and searching the web, but also tools for communication (email, forums, distribution lists), planning activities, note-taking, modeling of concepts, etc. For distant students, who may have varied expertise with computers, the learning curve might be too steep. Also since most of them study asynchronously, they find themselves quite isolated not only to use the environment, but more importantly to organize their activity in this new world" [5, p. 364].

Luhansk Taras Shevchenko National University uses the platform with open code – Moodle, which is now leading in Ukraine according to number of usage in educational establishments, as mentioned Taranenko [18, p. 15]. Its advantage is "open source, is built on a sound educational philosophy, and has a huge community that supports and develops it. It can compete with the big commercial systems in terms of feature sets and is easy to extend" [4, p. 4].

Though, in the process of teaching of creative and practical academic course where the necessity not only to transfer theoretical knowledge to students but, on the first place, to form practical skills for creation of quality creative materials is of great importance, usage of the Moodle platform gained some specific features. In particular, in the process of transformation into distant form of the course "Photo Journalism", in which students have to gain practical experience of creation of photos in different genres, to master different photo equipment, to learn methods and principles of photography with natural and artificial light and under different conditions, we were looking for optimal ways of transmitting of practical experience from a teacher to students through the means of distant learning. Such creative and practical academic subject required direct communication of a teacher with academic group in order to demonstrate main settings of a camera and also usage of specific equipment, but it was obvious that didactical means of the Moodle platform were not able to provide full and synchronous contact. Especially it was important for conducting practical sessions which were based on development of particular skills in mastering photo equipment.

The general conditions of studies, in which students and teachers of Luhansk Taras Shevchenko National University found themselves, also influenced particularities of this platform usage. It was also necessary to take into account the general conditions of studying, in which students and teachers evacuated from the Luhansk Taras Shevchenko National University found themselves that imposed specific requirements for the usage of educational elements including purely technical ones. Difficulties were represented by the technical limitations of some students who were unable to use high-quality photographic equipment and stable internet connection. We also note that in a certain period, it was generally dangerous to engage in street photography in uncontrolled Ukrainian cities, and this should have been taken into account when creating the course tasks. The necessity to take into account this fact also influenced the choice of the best didactic forms of learning offered by Moodle.

In teaching of creative and practical academic course "Journalistic Speciality (Photo Journalism)" according to the recommendations of the department of management of educational process quality planning we used such standard course elements as "Lecture", "Task", "Forum", "Test". The element "Lecture" appeared to be the best for presenting theoretical information about the historical development of photojournalism, shooting conditions, structure of a camera, laws of frame compositional organization, and modern genres of photojournalism, which are the main content parts of the academic course.

While writing the text of the lectures, we tried to maintain a balance between text and illustrative parts in order to make them as comprehensible and understandable as possible, as well as to ensure their technical accessibility. Thus, some lectures, which because of the particularities of the academic subject and of the topics contained big number of illustrations, were accompanied with a file in format of .ppt (presentation) or .pdf (lecture text with illustrations).

Because not all the students had stable internet connection it was easier for them to download illustrative material as a separate file and not depend on stability of internet connection during processing of the material on the website of distant learning. Because of these reasons we were using as an illustrative element only single glogs (in a form of interactive posters) and comics images because they are more dependent on students' technical resources. The "Task" element allowed organizing and control of the practical activity of students during the mastering of the course "Journalistic Speciality (Photo Journalism)". This part of the course, in particular, allowed easy mastering of such "problematic" for the learning (distant in space and time), but very important topics as studying of the settings for the camera for natural light and composition laws.

Because the teacher and the students were separated in space, this made it impossible to quickly assess the light conditions of photography and adjust the exposure settings. Thus, it was problematic to repeat the frame with the corrected settings while preserving the original shooting conditions. It was also necessary to take into account the requirements of the safety of several students in the non-controlled territory of Ukraine. So, taking into consideration all above mentioned particularities, the "Task" element of the distant learning course on the Moodle platform was the most optimal because it allowed each student to send shot footage and subsequently receive a teacher's answer to analyse the disadvantages and advantages of a photo. The students had to make their own conclusions about what camera settings should be used during shooting. The Moodle platform element "Forum" allowed the usage of synchronous teaching methods and arranging of a workshop on photography with artificial lighting (due to its more stable nature and ease of reproduction of light conditions). Thus, every student at the forum, located within the curriculum on the website of distant education, described created light conditions, indicated selected settings of the available photographic equipment and showed photos. Having received a feedback from the teacher and other students, he or she was able to argue the appropriateness of the decision taken or re-capture the photo. The "Test" element was useful in carrying out modular final evaluation.These elements of the Moodle platform became the first and the basic ones for the development of the course "Journalistic Speciality (Photo Journalism)" for students and master students.

## 2. Combined educational elements and their role in shaping of students' motivation and consolidation

However, the surveys conducted by us (in the form of questionnaires with closed and open questions) and the analysis of students' educational activities (qualitative and quantitative indicators of their performance in different tasks) showed that there is an urgent need to pay more attention to the educational motivation of students and to the comfort of such educational process.

Several factors should have been taken into consideration. In particular, the fact that some students studying "Journalistic Speciality" did not have the experience of distant learning (and in general, studying at the university because this academic course was studied during the first year in the first year of evacuation of the higher educational establishment), which affected their motivation sphere, as well as the ability to work with the distant platform and to distribute time for tasks fulfilment. So, in the survey for students, which was conducted after the first 3 – 4 topics, a part of the respondents mentioned that "it is difficult to study the discipline distantly" (almost 40% of the respondents), "it is difficult to distribute time for study" (22% of the respondents), "it is difficult to understand how to apply the gained knowledge in practice" (almost 30% of the respondents, mostly junior students).

It was also important that a significant part of the students, who were mastering the course, were territorially distant not only from the teacher bat also from each other; this condition made their common creative and educational activities more complicated. 28% of junior students mentioned that it was "difficult for them to build mutual understanding with the groupmates" , the students complained about the psychological discomfort of the quick change in the format of education, the lack of habitual daily direct communication with groupmates and teachers. Such discomfort was also reinforced by the general anxiety of the situation. Monitoring of students' educational activity at this stage showed that about 10% did not handle the tasks at all, and almost 40% performed them at a low level.

Therefore, it was decided to use additional non-standard forms of work on the Moodle platform (besides with used basic ones), as well as to search for some extra-platform resources. Thus, In order to create supportive psychological atmosphere during course learning, to raise interest in academic course and to activate students' creative and investigative activity the teacher offered web-quest in one or the studied topics on the basis of element of distant learning called "Wiki".  The task for the quest was placed with open access on the created website, and there we also placed links for internet resources with the information necessary for passing the quest in the theory of compositional frame construction. The accomplished task students had to put together in the element "Wiki".

In the opinion of the researchers, "communication with a computer, which is less emotional than communication with a teacher in a classroom, becomes a cause of emotional psychic discomfort, of psychological stress" [6, p. 62], that is why we decided in order to resist to this to conduct the quest in a form of game according to the motifs of one popular literature work. This also allowed younger students to get acquainted with each other distantly, to integrate them into a student community (some tasks were fulfilled by young students and master students together). The book series about Harry Potter was selected as a plot for the educational quest. This step contributed to the psychological relief of the students, revealed their common interests, and, in addition to the discussion about proposed educational tasks, initiated a literature discussion.

As scholars note, "social constructionism is based on the idea that people learn best when they are engaged in a social process of constructing knowledge through the act of constructing an artifact for others... The process of negotiating meaning and utilizing shared artifacts is a process of constructing knowledge. We are not blank slates when we enter the learning process" [4, p. 4-5]. Element of distant academic course "Wiki" appeared to be optimal for team work on the tasks of web-quest because of its interactive nature, allowed to orient the students not to reproduction of gained during the course knowledge but to impel them search autonomously, to analyze and generalize aggregated information. Emotional involvement into process of studying was also strengthened by constant interaction with classmates during the fulfillment of the task, by information exchange with players from other teams and change of roles, and transition from passive perception of information to active creator position.

The effectiveness of this chosen form of teaching was proved with the fact that only 9% of all students completed the tasks at a low level. In addition, in the final test, students gave correct answers to 96% of the questions which were processed during the quest (while in topics presented on the Moodle platform through the element "Lecture" this figure was only 72%). It should be mentioned that that in full-time teaching of the academic course such form of work as web-quest was not used, so transformation of the academic subject into format of distant learning allowed broadening arsenal of methods and techniques.

On the Moodle platform in order to give some illustrative examples we also placed several glogs and comics images created with the help of third-party internet resources. In particular, we were using StoryboardThat.com resource to create a comic book that clearly explains to the students the basic requirements for working with the course, as well as Glogster.com for creating interactive posters that would structure the theoretical information for its better mastering. During the survey, 72% of the students mentioned that they were more comfortable with interactive posters than usual presentations. However, we have deliberately used only a few glogs, because they are dependent on the technical resources available to the students.

### 3. Usage of extra-platform resources in the process of distant education

We must also admit that for teaching of creative and practical academic subject "Journalistic Speciality (Photo Journalism)" we decided not only limit ourselves with educational methodological and communicative resources of Moodle platform. As additional space we have chosen social nets, in particular specialized in topics and types of content (Flickr, Instagram) because all students had accounts in social nets and communicate there so they knew nets' functional set well.

According to H. Mozhayeva & A. Fashchenko, "intelligibility of ideology and interface of social nets of the majority of internet audience allows to save time, skipping the stage pupils' adaptation to the new communicative space which allows to build informal communication between a teacher and students" [11].

Such particularities of communication in social nets as well as higher ease, simple organization and control of synchronous communication, wide possibilities and convenient instrumental set for grouping of educational process participants into dialogues and communities, and also habitualness of such communication for students allowed forming more comfortable conditions for group work and active discussion about creative works.

In the survey which we conducted, the majority of the students (84%) answered that fulfilment of the tasks based on collective discussion and consulting with the teacher is more convenient in social networks, and communication through the element "Forum" and private messages on the Moodle platform 75% of the respondents considered more formal, that is why the involvement in commenting on the creative work of the colleagues was lower. This confirmed our observations. Only 60% of students and master student participated in commenting on photo works through the "Forum" element, while in specialized social networks more than 85% took part, with the discussion there being more active, indeed less formal.

Thus, learning of academic subject "Journalistic Speciality (Photo Journalism)" stipulated course task – creation by the students of their own photo project. Each day they had to make pictures, chose the most interesting ones and publish them online on their account on Flickr, and also they had to comment pictures of their classmates and other net users. Necessity to make pictures every day and publish them in open access for others became a incentive for development of each student, allowed to skip "reticence" in a close round of classmates and "to share the achievements with the whole world" [13, p. 153] that is an important factor of development. The students also followed some profile communities in photo journalism ("Ukrainian Flickr", "Street photo", etc.).

Realization of this project on the basis of Flickr net allowed deepening the students into modern photo journalistic process, and gave the, a possibility to gain and analyze multiplicity of their photo works evaluations. On the basis of discussions with the colleagues the students had a possibility to form their own technical, aesthetical and ethical norms of photo journalism, gained guidelines for creative work. There was an exchange of knowledge and skills not only between a teacher and students, a student and other students but also between a student and strange users- amateur in photo, in the frame of one communicative space which corresponds to current connectionistic approach to the organization of educational process in the conditions of mosaic informational paradigm [20] as Vlasenko said. Because for works of photo journalism (as well as for any other mass media materials) it is extremely important to get a reception and feedback from an audience, withdrawal of students' creative educational activity out of locked Moodle platform seemed to appropriate. Realized in Flickr net possibility to get comments and «likes» from other registered participants became one more (besides teacher's critical remarks) measure mean for the quality of educational task fulfillment because students could trace which photo gathered more positive comments, analyze the reasons for popularity or failure.

We monitored the qualitative and quantitative performance of students in social networks. In particular, the creative work in student's own blog-portfolio was assessed, the activity of commenting on groupmates' work and third-party photographers and the argumentation in the discussions were evaluated, which would be a proof of the students' deep understanding of the technical and aesthetic principles of creating a photo.

In the final survey, more than 80% of the students mentioned that they would like to work in the field of photography in the future. It should be mentioned that besides improving the quality of photos in creative blogs in comparison with the data provided during the entrance test, the indicator of efficiency and suitability of usage of third-party resources in distant learning is shown by the fact that about 40% of students placed in their photo blogs in social media works which they created outside of the course, and 65% of students continued to post in their creative blogs after finishing the study of discipline.

Another indicator of the growth of students' motivation is that in the final questionnaire, more than 85% of students mentioned their interest in photography for future activity, while only about 25% were interested in photojournalism during the entrance test. Also, at the moment of the entrance test only 11% created some photos for journalistic purposes.

**Conclusions.**

To sum up, in the distant teaching of creative and practical academic courses, in particular photojournalism, the usage of the resources of the Moodle distant learning platform and specialized social networks gave an opportunity to increase motivation for students' creativity, to create a more comfortable learning environment, to remove or reduce psychological discomfort from the lack of permanent direct contact with a teacher and groupmates. The usage of interactive and game technologies (in particular, web-quests, glogs, comics), along with the basic methodological forms, helped those students who faced distant learning for the first time to adapt more quickly to the features of the Moodle distant learning platform and to intensify their learning and extra-curricular communication with teammates, to integrate into the student community.

Exiting the closed educational environment and application of the opportunities of specialized social networks has led to students' deeper understanding of the technical grounds and the ethical and aesthetic principles of photojournalism; this allowed them to receive and analyse the unbiased reaction from the audience to their works.

Thus, the combination of platform and extra-platform educational resources has yielded positive results, optimally satisfying the psychological, educational, professional needs of students, pushed them to creative self-realization in an open informational environment, formed professional competencies and interest in photojournalism as creative activity. Usage of social nets (specialized as well as general) in distant learning of creative and practical academic subjects aiming to adapt synchronous forms of teaching, extremely important for gaining practical skills, is worth further research.

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## WAYS OF IMPROVING THE MANAGEMENT OF CIVIC EDUCATION OF THE STUDENTS OF HIGHER EDUCATIONAL ESTABLISHMENTS

*Abstract. The article deals with the ways of improving the management of civic education of students at higher educational establishments. The article presents theoretical analysis of the research on this issue. Social and pedagogical prerequisites of civic education were singled out in the context of the Bologna process. The ways of improving the management of civic education of students were substantiated and the structural components of this process were distinguished in the present research paper. According to the results of the conducted research, the authors suggested practical recommendations as to the management of civic education of students that can be applied in the practical work of higher education establishments.*

**Introduction**.

Establishment of a democratic society in Ukraine predetermines the need to re-organize the civic education of students in higher educational institutions. The changes, that are taking place in the content and structure of higher education, have deep roots and need the solution of the problems in educating dedicated citizens with active life philosophy.

In the context of the above-mentioned issues the educational tasks of higher school drastically need new reinterpretation. Strategic goals of the civic education of student youth are changing, whose conceptual principles were defined in the number of regulatory documents: "State national program "Education: Ukraine of XXI century", "Principles of the national education of student youth", "National doctrine of the education development of Ukraine in the XXI century", "Principles of civic education of the personality in the conditions of the development of the Ukrainian state", "Principles of national and patriotic education of youth"., "State target social program "The Youth of Ukraine". Along with training highly competitive specialists, higher school should promote the formation of civic values, improve the level of citizenship.

In a large scope of scientific papers (O. Alekseieva, V. Bezrodna, H. Dmytrenko, V. Dubrovskyi, P. Ihnatenko, Yu. Ishchenk, S. Riabov et al.) dealing with the issues of the establishment of the civic society, the emphasis is paid to the education of a citizen as important condition of society's development and functioning. One of the effective ways to solve this problem lies in a comprehensive and purposeful problem-solving in the management of training in a higher educational institution, in particular, educational process.

Scientific ideas and principles of management theory provide a solid theoretical background for studying this issue. In particular, management of educational systems at different levels is developed in the works of V.Alfimov, L.Danylenko, H. Yelnikova, L. Kalinina, V. Luhovyi, V. Oliinyk, V. Pikelna, T. Sorochan, Ye. Khrykov, education of schoolchildren was the focus in the research of the following scholars: V. Bondar, B. Kobzar, Yu. Konarzhevskyi, V. Kryzhko, V. Maslova, N. Ostroverkhova, M. Portnov, P. Khudominskyi. However, analysis of scientific literature in pedagogics showed that such an important educational aspect as management of civic education of students of higher school wasn't the subject matter of specific scientific research. Scientific substantiation of the content, methods, and forms of management of civic education of students and corresponding organizational and pedagogical support were left unattended by researchers. Moreover, there are unresolved contradictions between the need of the state on the way of creating civil society in Ukraine in dedicated civic-minded citizens with active life philosophy and low level of civic culture of the students of higher schools; between modern requirements to the organization of civic education of students of higher education institutions and insufficient development of theoretical and methodological principles of management of educational process; between the necessity to improve the quality of management in all structural subdivisions of higher educational establishment and the absence of the management system of this educational process.

Therefore, insufficient theoretical development of the stated problem, its social and practical importance caused the necessity to develop the system of efficient management of civic education of students in the establishments of higher education and its organizational and pedagogical support, which entailed the choice of the subject matter of the article: "**Ways of improving the management of civic education of the students of higher educational establishments**"

**The aim** of the research lies in substantiating the ways for improving the management of civic education of students of a higher educational institution on the basis of generalized theoretical principles.

**The object** of the research is the process of civic education of students of higher educational establishments.

## 1. Substantiation of the ways of improving the management of civic education of students of higher educational establishments

There is no denying the fact that the educational system of Ukraine is now undergoing reformation. At the current stage of civilization development, the education obviously turns into a strategic basis for the development of a personality, society, nation and state, becomes the fact of their future. It is the way of reproduction and accumulation of intellectual and spiritual potential of a nation, education of a patriot and a citizen, and effective factor of society modernization. At the current stage the role of higher school in educating a citizen is enhancing, its social functions are widening, its tasks become more complicated and the level of responsibility for the quality of education of highly dedicated professional and citizen with active life philosophy is increasing.

In "Concepts of national education" [1] and in a number of other regulatory documents of higher school the civic education of student youth is defined as the mainstream, whose task is to cultivate respect to human rights and fundamental freedoms of a person and a citizen; educating respect to the Constitution, Laws of Ukraine, state symbols of Ukraine, educating civic commitment to Ukraine, society; formation of political and legal culture of a personality; engagement of student youth in charity activities and development of volunteering, etc. It should be emphasized that it is in the institutions of higher education where students' attempts are made to distinguish themselves as personalities in society, being its part. The results of ascertaining experiment proved that the education of highly dedicated citizens requires a constructive solution and providing the necessary theoretical and practical support to the subjects of management. Insufficient level of student civic education can be explained by the low efficiency of management of this process. Under these conditions this process needs upgrading.

At the beginning of the experiment, it was presumed that the efficiency of managing civic education of students at higher education institutions would considerably increase under condition that substantiated ways of improving educational process were introduced. These ways should take into account the social and pedagogical prerequisites of civic education of student youth; imply the analysis and development of educational process on the basis of many-factor evaluation of management level of civic education of students; provide correlation of content, forms and methods of educational work on civic education of students; imply implementation of goal-oriented program on the management of civic education of students as the means of improving its efficiency. Creation of the management system of civic education of student youth, the relations between a student and a teacher were seen as relations between the object of management and managing tool, which enabled to apply the methods of management theory, according to L. Rastryhin [2]. Introduction of these ways of managing civic education of students in the practice of higher educational institutions will promote the efficiency of management activity of the subjects and formation of a citizen of the Ukrainian state, active follower of national traditions, representative of Ukrainian elite, civic-minded personality with high level of civic culture.

Organization of civic education of students of higher educational institutions in accordance with the management system of this process will remove the manifestations of incoherence and sporadic character of the overall process of education and as a result, will promote improving the quality of civic education of students of a higher school.

We find the ideas of those scholars who present the system of management of student education as the complex of managerial tasks relevant to our approach. This complex includes the following tasks:  forecasting, modeling, defining the structure, preparation for the implementation of the education system, results analysis, correction. Scholars qualify the goal, content and means of education, teachers, students as structural components. They have been working on the creation of the educational system that will allow a person to find the answer to the complicated questions in life, successfully achieve individual and social goals [3].

While creating the ways for the management of civic education of students we proceed from the assumption that management is a system that consists of interrelated structural and functional components, subordinate to one goal. The goal is the vision of the prospect, clearly formulated as the desired state,  that can be achieved at a certain moment; realization and understanding of the goal by all co-workers, that mobilizes energy and creates high moral spirit. The main property of the system is its integrity.

The idea expressed by A. Prokopenko is of great importance for our research, who states that the tasks of management are considered to be defined in case when the goal is determined and the choice of criteria of the management quality are substantiated [4, p. 24]. The viewpoint of V. Alfimov is relevant to our research, who distinguishes four sub-structures in the system of creative personality: psychophysiological, cognitive, motivational, relations (personality features) [5]. When creating the management system of civic education of students it should be taken into account that nowadays a teacher performs another role in the educational process. A teacher is no longer an imposing instructor, a single source of information and its interpreter. Therefore, the goal to introduce presented management system in the practices of higher education establishments lies in improving the level of management of the subjects in the whole subordinate vertical and as a result in improving the level of civic education of students.

The ways of improving the management of civic education of the students of higher education institution include three components: conceptual, processual and evaluative. Components of the management process were taken as the basis, such as goal-setting, that includes coordination of the goals of all management subjects and taking into account an actual situation in the process of forecasting, programming; purposefulness through the organization of the activity of the performers under optimal distribution of functions and responsibilities, coordination and regulation of their interaction; goal-achievement: control over obtained result through the establishing feedback, analysis and conclusion on the efficiency of management.

Conceptual component is the first onein the management of civic education of students of higher educational establishment. In the dictionary of the Ukrainian language the term "conception" is interpreted as the system of proofs of a certain statement, system of views of a phenomenon, world outlook, convictions, and it is translated from Latin as the system of views, understanding of phenomena, processes or single, determining intention and design, main idea of any work or scientific work. In this context, conceptual component reveals the tasks, content, approaches, regularities, principles and functions of the managerial process of civic education.

Key tasks in managing civic education process of students consist in studying an actual state of management; introducing the management system and corresponding organizational and pedagogical support, uniting employees by a common goal (improving the level of civic education of students); in providing close relationship of training and education; in creating the atmosphere, favorable for civic education of students and self-actualization of the participants of educational process; in providing their stimulation.

Management of civic education of students determines the content of the preparation of employees and students, necessary to realize the essence of the management of civic education of students; implies the necessity to define specific functions of management and provide the head of the institution with proper mechanisms of managerial activity in the process of educating students. The management system of civic education of students is built on the integration of systemic, humanistic and activity approaches. These approaches are interdependent, as they allow to regulate the sub-systems of educational process according to the results of the diagnostics. The main thing in education is independent and creative efforts of a personality. This system doesn't restrict teachers in the choice of their own variant of its application, gives the possibility to unite administrators, teachers, students in active team.

We find appropriate the substantiation by I. Kuchynska, who states that the approaches to the education of citizenry at different stages of country's history depend on "specific social and historical conditions, the state of the society and its ideology" [6, p. 40]. Management requires unified approaches and considerations in the process of civic education of students. However, there is danger of their formal application under the use of a defined group of approaches in the management of civic education of students. In this regard we emphasize the importance of a person-centered approach that should become a new paradigm of internal management of educational establishment. Implementation of this approach in the education will promote the creation of psychological and pedagogical mechanism of motivation, will provide the formation of a favourable social and psychological atmosphere in a work team. The philosophy of person-centrism in the context of the national idea V. Kremen considers as "the main means in the awareness of a person's essence" [7, p. 10].

We should note that a higher educational establishment is an open social and pedagogical system, and therefore a systemic approach is highly important for our research, which implies the formation of holistic vision of reality when each object is regarded as a system. Though managers use situational approach in their practices more often, that implies a combination of approaches depending on a current situation, we consider the statement about the use of systemic approach valuable, because it allows to take into account the situation, present relations and administrative possibilities. That is why having chosen the education of a dedicated citizen with active life philosophy as a goal, we should note that civic education is by no means a single direction of the education in a higher educational institution. Civic education of students in higher educational establishments covers all directions of educational work.

According to the system approach to the organization of the process of civic education of students it is important to distinguish structural components in the system of management of this process aimed at achieving desired results. System approach to the management of education implies deep understanding of general goal and tasks of education, that are regulated by state official documents; implementation of the main principles of education; a comprehensive study of a personality; determining specific tasks of educational work at an educational establishment; planned interaction of the sources of organized influence (family, pedagogical staff, students, community); defining priority directions of educational work, application of the optimal methods and forms of education; creating the conditions for the efficiency of educational work, qualified management of the system, analysis of the results (moral values, views, outlook, social engagement of a person). In the conception of T. Il'ina there is a notion "system-structural approach", that lies in the fact that, "at first a structural analysis is carried out and then system consideration of the object" [8, p. 7]. Researching the role and importance of system approach in education, L. Novikova considers the education as pedagogically rational management of the development process of a person as a personality and a subject, valuable for the system of management of civic education of student youth.

To apply a system approach to the organization of the managerial activity in higher educational establishments with the reflection of the essence of civic education is a necessary but insufficient condition of the effective management of civic education of youth. We should emphasize the importance of the application of humanistic approach to the management of civic education of students. In the reformation of educational process there is a necessity to re-focus on a person, to create opportunities to everyone to become oneself. Of great interest is the idea of L. Karamushka about humanistic approach, he notes that managerial activity has a "dual" subject matter of labor, that is the head of the institution should be simultaneously the head of the pedagogical staff and excellent specialist who directly implements humanistic approaches into the educational process [10]. Exactly in this way the subjects of management should plan, coordinate, control this process and continuously improve their own level of civic training in the process of civic education of students.

Application of the activity approach provides coordination of the subjects of management as equal partners in the process of implementation of the developed system. This approach consists in the fact, that activity and practical component of civic education characterizes each student in a unique and special way. In the process of management of civic education the teachers of higher educational institutions encourage students to act, to show initiative, to actively participate in the community life, to be socially active citizens.

## 2. Principles and methods of management of civic education of students of higher educational institutions

Determination of the management principles of civic education of students is of great importance. V. Krayevskyi distinguishes the principles as one of the key structural components of a systemic vision about the connection of pedagogical science and practice [11]. Contemporary scientists have different approaches to determining the principles of managing educational establishment, namely: H. Yelnikova underlines scientific justification principle, systemic principle and principle of social determination, democratization [12]; V. Bondar emphasizes the scientific justification principle, planning, objectivity, active balance, information connection, subordination, friendliness, constructiveness, retrospection [13]; A. Zhyhadlo spotlights the systemic principles, corporatism, integration, purposefulness, alternative, dynamics and others [14]. Introduction and rational combined application of socio-political, organizational-managerial, and functional principles is an important prerequisite of the efficient work. The principles of activation of community members and partnership rank first among other principles. When defining the essence of the concept "management principles" we rested on the idea, expressed by Ye. Khrykov [15]. Under the principles of management the scientist understands fundamental principles, initial requirements to its implementation. The researcher states that list of principles for management of the educational establishment covers about thirty items and only seven (relation to life, democratic centralism, team-spirit, single authority, scientific justification, planning, control, main chain) are mentioned by the most authors.

Principles of management are the most important for our research, such as consistency with a plan, optimal structure, feedback, diversity of subsystems, integrity of management functions. Above-mentioned principles were taken as a basis for creating the system of management of civic education of students of higher educational institution. Higher school should persistently shape and develop in students the abilities for self-realization and self-development. Systemic and complex approach to the formation of future specialists should change the incidental character of civic education.

Of great importance is the fact that the essence of managerial activity in educational establishment lies in transferring the principles of pedagogics, psychology, advanced experience into the practices of the operation of educational institutions for the effective organization of management of civic education of students.

Therefore, we agree with the scientist, that management will be effective, if it is implemented on the basis of scientifically substantiated plan; scientifically planned content of the activity in the managerial cycle is implemented better; it is provided with a sufficient amount of information about the decisions made in a managerial cycle; the level of diversity of subsystems of an educational institutions is better provided; the integrity of all management functions is provided in each managerial cycle.

Functions of management should be seen not as their random choice, but as an integrated system of regulation of the activity of the subject, aimed at the achievement of a specific purpose. O.Tereshchenko determines in the structure of management the following functions: forecasting, planning, organization, control, pedagogical analysis, coordination and regulation, that make up managerial activity [16, p. 53]. These functions simultaneously determine the sequence of stages of managerial activity and present a certain algorithm of management. The function of result evaluation in the universal management cycle illustrates a  cognition formula: from a live observation to abstract thinking, and then to practice, which, is the criterion of the truth.

It should be noted that management functions in educational systems are profoundly and thoroughly researched by scholars. H. Yelnikova generalized management functions, outlined by other authors: forecasting, organization, instruction, coordination, control, planning, decision, operational influence, motivation, pedagogical analysis, regulation, structuring, programming, connection, guidance. Having analyzed them, the scholar singled out the sequence of management functions: motivation, goal statement, planning, organization, control, regulation, result evaluation. General management functions have a cross-cutting character. The author divides them into main (principal) and cyclic-localized, namely:

-main functions: function of information support, processing of information, establishing communication links, guidance;

-cyclic-localized functions: goal setting and forecasting, planning and programming, motivation and organization, control and regulation [17, p. 75-81].

The choice of management methods of educational establishment is provided within the scope of the research. These methods are divided by scientists into general, specific and partial. We take as a basis the classification of management methods by H. Yelnikova, who specified partial methods as to the specific character of the civic education of students of higher educational institutions [17, p. 81-88]. Enumerated methods of management were used in accordance with job descriptions of management subjects. Traditional means of management of education don't lose their relevance: instructions, orders, coordination of actions, control, stimulation. Methods of education are scientifically based general ways of pedagogical-purposeful subject-to subject interaction of all participants of educational process, aimed at the achievement of educational goal.

A. Aleksiuk considers the methods as the way of interrelated practical activity of teachers and students [18].

Taking into account practical experience of a teacher, N. Shchurkova suggests the following groups of educational methods: persuasion (influence on the minds and views of students), exercises (influence on the behavior of students, organization of students activity, stimulation of its positive motives), self-evaluation (the help is provided for self-analysis and self-evaluation of a student) [19].

Concept "forms of education organization" determines the external side of this process. Efficiency of the mentioned process in higher school is determined by the orientation of the educational process in general to a great extent. In higher educational establishments the priority role among other methods and forms of civic education belongs to the interactive methods,  based on a democratic style of interaction and focused on an independent search for truth, fostering the formation of critical thinking, initiative, and creativity. Role-playing games, public speaking, social and psychological trainings, intellectual auctions, brain-storming, etc. belong to these methods. Besides these methods, it is reasonable to use traditional ones, such as conversations, discussions, lectures, different activities using books, periodicals, independent reviewing, etc. Lozova V., Trotsko H. note that it is reasonable to use a variety of methods in the educational process, though their application acquired certain  peculiarities nowadays, that require a quality-innovative and individual introduction [20].

### 3.  The system of extra-curriculum forms of organization of educational process

We share the opinion of scientists, who give preference to extra-curriculum forms of organization of educational process (civic organizations, clubs, additional courses, interest groups, sports clubs) and include a number of activities, that provide the management of civic education of students after classes, into the integrated target-oriented program. Unlike professional training, education has no clear formal criteria that define its social importance and the necessity for a higher educational institution. The authors suggest the classification of active methods of extra-curriculum activity, namely: case methods, discussion, reflection, search, association, analytical, games that were reflected in the integrated target-oriented program of management of civic education of students, developed by the authors.

To effective methods belong: methodological conference-training "With thoughts about the future"; public speaking "My right to be traditional" (defense of implemented projects); meetings of initiative groups, practical activity of senior students and their participation in business role-playing games and trainings for the first-year students; round-table discussions; running events on civic education at the regional level; cooperation with regional and all-Ukrainian civic organizations; summing up the results of the whole educational period: systemic analysis of events, aimed at the formation of the civic education of students during schooling; press-conference "Civic education at higher school: achievements and prospects" and others.

An important idea for the our research is the idea, expressed by I. Bekh, who defines as perspective such forms of cooperation in the system "teacher-student", that activate and stimulate the initiative, and manifest in setting educational tasks by the student themselves with expanding the scopes of their personal improvement, strengthening their values [21]. We agree with the opinion of the scholar, that involvement of students to the bodies of student self-governance, civic youth organizations, organizing committees of different events promotes the formation of citizenship. No one activity can last long when it is imposed. Personal qualities are formed in the process of direct participation in educational events. Organization of the efficient student self-governance plays an important role in the formation of life values. In this case it is not reasonable to reject the events and activities that became traditional. Revision of priorities in the preparation of celebrations, events, competitions, and contests is considered to be relevant.

Since young people are influenced to a greater extent by the opinions of their peers and friends, student self-governance in civic education is one of the main aspects; in the process of civic education student self-governance holds a prominent place and encompasses all spheres of a university life: educational, training, scientific research, sports and recreation, everyday life, pastime, leisure activities, participation in social and civic life and it functions at all levels (academic group, faculty, institute, university, etc.).

Self-governance plays one of the most important roles in the formation of decision-making. Therefore, the social activity of a student of a higher educational establishment is implemented through such a democratic institution as an extensive system of student self-governance. Organization of management of civic education of students is implemented as a system of interrelated events and activities, that create favorable conditions for the education of a dedicated citizen with active life philosophy. That particular result can be evaluated and corresponding conclusions will be made.

We think that civic-mindedness cannot be a natural quality of a personality, as any personal quality is the result of socialization, influence of macro- and micro environment. Personality is formed spontaneously as well as under the influence of purposeful activity of the state, family, community, pedagogical staff, public associations, etc. Therefore, the ways of improving the management of civic education were substantiated to provide the efficiency of civic education. They include: realizing by the teachers their tasks, comprehensive use of civic educational potential of all subjects, simulating the elements of civil society in the educational institution; involvement of students into values-targeted activity and stimulating the self-governance of students. The main component of the educational process of students is to create a favourable pedagogical climate in the educational institution. To create an optimal pedagogical climate it is necessary to take into consideration such factors as maturity level to perceive courses, disciplines, programs; necessity in the course according to the new requirements and social needs; readiness to direct all efforts to the new types of work; level of motivation to education (high, low,

positive, negative, neutral, active, passive); the character of subjective expectations of a student; realistic need in the given information; benefits, that give the subject of education the opportunities to acquire certain information; be ready to reject existing stereotypes.

The idea, expressed by of S. Berdnikova is valuable for our research, who determines the ways to improve the process of civic education of students: to create of a democratic environment in the group; to provide the functioning of civic awareness of a personality; to use active and interactive methods of education, aimed at the development of creativity, initiative, self-dependence and critical thinking; cross-cutting of the ideas of citizenship and democracy in the system of the life of the group [22].

Management activity of the participants of civic education is aimed at educating a highly dedicated citizens, it is based on the understanding of a contemporary educational establishment as open social system, in which civic education is carried out. In the implementation of the mentioned management system of civic education, the subjects are required to have a broad outlook and deep thinking, built on the "vision field" of the activity as to the creating the environment favourable for the implementation of this process. Along with purposeful management activity, when implementing the process of civic education of a student, all necessary conditions are created for the professional self-improvement of the participants of civic education, their self-improvement, self-realization, subjects of management master certain managerial qualities, plan their own direction of educational work according to their duties, needs, and abilities. As the researcher S. Yurchenko states, the efficiency of the management of education in educational institutions improves provided that the organizational structure is scientifically based and provides the interaction and interdependence of all chains of management. The first level in the structure of management of education in the institutions of higher education is provided by rector and vice-rectors. They perform managerial activity: they provide the choice and selection of personnel, perform inner control, provide assistance in the organization of teaching, training and education, manage the work with parents, etc. The second level is performed by directors, deans, heads of the departments, who take decisions according to the delegated responsibilities. The third level of management is implemented by teachers and employees. The fourth level of management is represented by the heads of public organizations, student leaders, and parents. They all serve as management subjects in the process of civic education of students at certain stages of management [23]. We share the opinion of S. Yurchenko as to four levels of management structure.

The subject in the process of management is any participant of civic education of students, who under the influence of purposeful management will gradually move to self-management and self-education. The idea of H. Yelnikova sounds quite persuasive, that it is necessary to analyze the structure, aims and tasks at the level of the institution, conditions of the organization of educational process, as well as "to monitor how a teacher realizes national goals, studies individual needs, motives, etc." [24, p. 148].

Therefore, at the beginning of the academic year, integrated and target-oriented program implies the correction of the concept of civic education in higher educational establishments. A continuous process of purposeful influence on the system is the management, which is provided by a constant exchange of information. Management of civic education of students of a higher educational establishment is "management sub-structure" in the system of management of education. The authors agree with the conceptual principles as to scientific background of the development of management in the educational establishment, that is highlighted in the research paper of H. Yelnikova and they were taken as a basis in the system of management of civic education of students developed by the authors. Organization of managerial sub-structure, according to the opinion of the scientist, has two stages: establishing the order of subordinate and coordinated relations of management subjects according to their performance functions, determining the order and frequency of direct and reverse relation among the subjects of management [24, p. 62-64]. We should take into consideration that in managerial sub-system we distinguish two structural levels of strategic and tactic management, which include rectorate, deans, heads of the departments and teaching staff. In our opinion, this list should be supplemented by student leaders and their associations. According to the opinion of I. Bekh, personality-centered education, the ideas of humanization, democratization of life of an educational establishment as key issues of the transformation of a contemporary education substantially change the organization and implementation of educational process. Student as the subject of education, development of his or her personal qualities, formation of individual life style and responsible attitude to the community, society, to oneself should be in the center of attention. It is achieved provided that there is a friendly attitude of the subjects of management to students [25].

During the process of managing civic education student leaders should display organizational and managerial qualities. Student self-governance, which is carried out according to the article 38 of the Law of Ukraine "About higher education", is an integral part of managerial structure. According to S. Lapshyna, this makes the issue of leadership relevant: "Each business needs its own leader. Managerial mechanism is implemented through the leaders. They used to say that a leader should come to everyone. Nowadays they think in a different way: to come to a right person and the right person will come to everyone. Right people are leaders, that occupy key positions in the system. It is important, that they should not only appointed by the order, but enjoy the recognition of the majority, they should be exceptionally talented, have an authority" [26].

Important structural component of management of civic education of students are subjects of this activity, whose interaction and interrelation provide the efficiency of the managerial process. O. Akimenko and I. Andrukh note that "the most effective form of interaction in psychology is subject-to-object relation" [27, p. 93]. There is a direct relationship among the subjects of management and their main job functions.

As to the latter we should emphasize that some management subjects can have partially duplicate functions, but this reduplication will rather have an enhancing character. Subordination requirements exclude total reduplication of functions. However, there is expanding of these functions depending on the position and the goals of the manager of a certain division. We consider sensible the idea by T. Sorochan, who notes that "a clear definition of authorities and tasks of every employee is more effective than encouragement and punishment" [28]. Let us take a closer look at the functions of subjects of management of civic education of students, taking into account the outlined methods of managing this process. Job functions of a rector (director) include: analysis, motivation, control, regulation, monitoring, and all these functions are strategic. The objects of management of the second horizontal should plan the corresponding process, control its organization and inform executors about managerial decision and control their fulfillment. The main job functions of the dean (head of the department) are similar to the functions of the vice-rector (director) but the most important of them are regulation, obtaining and control of managerial information. Job functions of the manager of this level cannot be called regulatory.

The functions of the teachers and employees are more extended, they should not only obtain managerial information but also provide organizational and methodological complex of civic education. Among the subjects of management of civic education of students are student leaders, the heads of public organizations, parents. Functional duties of the subjects of management of the last horizontal can be defined as executing functions, because they directly participate in the community life of the institution, and this participation is regulated by higher subjects of management. Their functional duties include obtaining managerial information, organization of own projects and their implementation.

Redistribution of functions, replacement of executives, provision of additional information or equipment are possible. Management of civic education of students of higher school is important at all levels of subordination vertical. Determined job functions of the subjects of management provide the efficiency of each component of civic education of students. As the level of civic education increases gradually and according to a plan as a result of different approaches, therefore it is reasonable to consider the management of this process stage by stage. Interrelation of management stages will provide gradual modernization of the educational process in a higher education institution in order to improve the efficiency of management of civic education of students. Hence, in order to optimize the civic education of students of higher educational establishment the ways of improvement of management of this process were substantiated.

**Conclusions.**

Theoretical analysis of scientific research showed that in the contemporary pedagogical literature no clear understanding of the concepts "civic-mindedness", "civic education", "management of civic education" has emerged so far. The analysis of the definitions allowed to reveal the essence of the concept "civic education of students" and define it as an integrated

quality of a personality, that is characterized by the complex of quite stable, formed, socially important properties, that reflect the system of his or her attitudes to society, community, oneself, and manifests in the active participation in social activity. The concept "management of civic education of students of higher educational establishments" is defined as an activity of management sub-system aimed at the creation of the conditions of effective functioning and development of educational process of higher educational establishment and provides its transition into an absolutely new state in order to improve the level of civic education of students.

Social and pedagogical prerequisites of civic education were distinguished, namely, the establishment of civic society in Ukraine as an independent democratic state requires the creation of optimal conditions at different institution levels for the management of educational process aimed at the formation of civic-mindedness as a leading feature of a personality, able to become an active subject of a social, political and legal activities, to participate in the government of the state, in solving the tasks of the national and local levels,  to realize oneself as a citizen with full rights in Ukraine;  the integration of education to the global educational system implies modernization of management of education of students of higher educational establishments in the context of requirements of Bologna process with the aim of transition from authoritarian to mobile, open and democratic system of management; mobilization of social-economic and social-cultural resources in the modern Ukrainian society that influence the national system of education and serve as an effective factor of the development of civic culture of student youth, that requires essential reformation of managerial processes in education. According to the results of the conducted research the practical recommendations for the managing the process of civic education of students were developed. The results of the research can be used in the practice of higher educational institutions.

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# THE LINGUA-POETICS OF A GERMAN WOMEN'S NOVEL: THE PSYCHOLINGUISTIC AND THE GENDER-RELATED APPROACHES

*Abstract. The article under study is dedicated to researching the distinguishing features of the lingua-poetics belonging to a most popular genre of the mass-literature in Germany – the women's emancipated (post-canonical) novel based on employment of the methods of the psycho-linguistic analysis of its structure and language in the context of exposure of the gender-related characteristics of its main characters whose certain traits ascribed to "femininity" and "masculinity" are portrayed by specific language means. Under the lingua-poetics we understand rather a wide approach to studying the respective text which envisages viewing the latter in the context of particular genre-based literature traditions under which it was created as well as certain requirements related to its compositional structure and the linguistic means used therein. In their effort to single out the notions of "women's literature" as a cultural phenomenon which tends to display certain peculiarities of the female conceptualization of the perception of the world in its diversity – and the notion of the "women's novel" as the reflection of the female perception, understanding and also interpretation of the commonly-publicized sole segment of the perception of the world, – the authors tend to be focused on the psycho-linguistic and the gender-related analysis of German novels of the 20ieth century, in particular that one written by Hera Lind. Thus, the comparative and the benchmark analyses of a good ten of her novels has helped ascertain the irrelevancy of the geographic factor as well as the high importance of the temporal factor in the lingua-poetics of a German women's novel. It has been ascertained that a German women's post-canonical novel is not a fairy-tale, but rather an emancipated epic narration featuring elements of direct speech, a dialogue and drama which reflect the existing state of things by means of the autobiographic method, that is depiction of a woman's personal life experience. Its chronotope tends to comprise certain details pertaining to the contemporary place and space which, in its turn, tends to create the reality effect of the scenes depicted. However, despite all the success of the female emancipation, the new heroine has proved to be appealing to new addressees as she was unable to fully abandon the old gender-related stereotypes: the belief that "without a strong male support" the happiness of a "frail female" is impossible, – remains the main narrative of the post-canonical novel, the guarantee of its massive popularity and the commercial success.*

**Introduction.**

The latest decades have seen an increasing linguists' interest in studying the gender-related aspect in a language, the focus of attention of which is being placed upon certain cultural, social and linguistic factors which determine the social perception of a role of men and women, the stereotypical judgements in regards to male or female traits and their status in the society. Despite the fact, that the gender-related phenomenon is not treated as a linguistic category, – its essence may nevertheless be revealed by means of analysis of the language structures which explains the importance of the linguistic competence for studying the cultural gender-related representation.

Thus, the gender-related approach to studying of linguistic phenomena tends to substantiate the need for studying the new semantic elements which, in their turn, have proved to establish the dependence of actualization of a categorical significance on the particular gender of the object of the research in question as each individual tends to express himself or herself in his or her own way as explained by the individual diversity of the speech behavior of a human. Such diversities are believed to be primarily determined by certain psychological and cultural factors as realization of the semantic component of each phrase said, – tends to be dependent on the individual factor. That can be explained by the fact that a speaker tends to restrict the language by his/her own choice of words and by the particular linguistic means used for the purpose of self-expression.

Besides, the social manifestation of the gender-related identity is proved to be actualized during formation of the essence of masculinity and femininity for each particular person as well as during formation of the individual gender-related behavior and the establishment of individual patterns of the social interaction within the cultural environment. Thus, as a consequence, in the process of "molding" of the gender-related identity the role of the language begins to take shape. Being an objective social phenomenon, a language tends to display features pertinent to a gender-related identity by means of certain verbal symbols as well as specific form and its perception in each particular historic period.

It is also important to note that particularly the post-modernistic transformations of the social perceptions have largely impacted the linguistic representation of the gender-related correlation which has generally given birth to revision of the respective vocabulary previously used as well as to formation of terminology of the gender-related linguistics, the latter studying the issues of interaction between a language and a gender, the peculiarities of male and female typical speech behavior at various linguistic levels (phonetical, morphological, semantical and syntactical), the varieties of verbal stereotypes in the perception of men and women. Thus, a particular trend of the gender-related linguistics is related to studying the essence of depiction of the gender-related identity found in literature discourse, the peculiarities of its realization by means of written prose, systematization of the feminine and masculine characters and the linguistic stylistic ways of their presentation.

Taking into consideration the fact that the monographic psycho-linguistic research of the "women's literature" both on the national and the international levels are almost fully absent, – the research of the distinguishing features of the lingua-poetics of a women's novel as "a piece of fiction written by a female, about females and for females" (Buchan, 2001: 82) appears to be well-substantiated and promising in the context of the goals and functioning of psycho-linguistics and gender-related linguistics.

The topicality of the research under study has proved to be determined by a series of factors:

– the advancement of women's creativity in literature as opposed to the necessity of identification of the peculiarities of the "women's prose";

– the absence of scientific works dedicated to the lingua-poetic analysis of both particular pieces of fiction and the entire genres which contain their own target groups – age, social, gender-related, – and the critical need for filling this particular gap.

Thus, the Objective of this article is elucidation of the basic lingua-poetical features of the post-canonical German women's romance novel in the context of its interaction with the gender-related aspect of its creation and reception. The said objective has dictated completion of the following tasks:

1. Exposure of the peculiarities pertinent to the description of the feminine gender-related features and traits as displayed by the linguistic means of a contemporary post-canonical German women's romance novel.

2. Demonstration of the social and cultural conditions of establishment and development of the post-canonical German romance novel, the peculiarities of its structure and the language used;

## 1. Methodological concept of researching the "women's prose"

The rapid development of "feminology" as a science which tends to  substantiate the social, economic, political and spiritual role of a woman in the modern society reflecting the objective regularities of her existence, the actual capabilities and the place in the social development, – has made a significant impact upon the actualization of certain philosophical-methodological issues related not only to the general language studies and philology alone but also to the theory of the world's literature, the literature critique and poetics (Zherebkina, 2000).

That impact has largely been enabled by a series of fundamental research carried out in the following spheres:

– psycho-linguistics  (L. Kalmykova,   A. Leontiev,   C. Osgood,   O. Selivanova, D. Slobin, S. Erwin-Tripp) which, on the one hand, renders research of a language and the reflection of humans of all genders in it in the context of specification which evaluation is attributed to men and women and in which semantic fields they most distinctly manifest themselves; on the other hand – it tends to study the similarities and diversities of the male

and the female associations, the gender-related particular development of a human's linguistic aptitude, the speech and communicative behavior of men and women with the aim of exposure of the latter's typical strategies and tactics, particular choice of vocabulary and syntactic units, ways of their success achievement in communication, the description of the essence of speech rendered by particularly men or women;

– the gender-related linguistics (O. Goroschko, A. Kirilina, R. Lakoff), which is focused on exposure of the "asymmetries within the language system that oppose themselves to women", which have been defined as "language sexism", reveal certain patriarchic stereotypes that tend to impose a particular mindset upon language speakers which has proved to allocate a secondary social role to women and ascribe primarily negative traits to women; it also studies which images of a woman are established in a language, in which semantic fields women are presented, which connotations tend to match this perception;

– the feministic linguistics (E. Bueken, L. Irigarey, Y. Kristeva, L. Pusch, E. Cixous, S. Tremel-Plaz), which tends to substantiate the andro-centrism of a language and the vulnerability of a woman's image as represented by relevant language means and tends to prove the existence of the "anti-feminine asymmetry" within the language system on the basis of a hypothesis of a linguistic relativity: thus, a language is not deemed only as a product of the society development, but also as a means of formation of its mentality and thinking, – which sets forward the need for revision of the established patriarchic linguistic norms;

– lingua-culturology (N. Arutyunova, V. Vorobyov, V. Karasik, V. Krasnykh, U. Stepanov, V. Teliy), which tends to reveal the general and specific features pertinent to the formation of the gender-related phenomenon in its dependence on a particular language and culture of a given society, making it possible to ascertain the degree of andro-centrism of different languages and cultures and also reveal relevant female personalities who, in varying measure, have proved to influence the cultural and linguistic process.

Under lingua-poetics we understand quite a wide philological approach to studying fiction or prose, which envisages its systemic analysis in the context of genre-related traditions in literature under which it was created as well as the requirements set in regards to its compositional structure and the choice of relevant linguistic means.

The methodic of the research under study containing a complex structure, constitutes a synthesis of widely-used methods in psycho-linguistics and lingua-poetics, among the major ones we have:

– distinguished the method of discourse analysis as well as the method of context-interpretation analysis – both serving the purpose of revealing the main thematic narrative;

– the method of narrative analysis – for the identification of semantic fields whilst the characters and the chronotope are described;

– the method of stylistic analysis aimed at exposure of the related, high-frequency stylistic means;

– the functional method which has made it possible to determine the cause-and-effect links between the quantitative accumulation of linguistic units and their textual function;

– the inductive-deductive descriptive method which has enabled generalization as a result of observation of particular facts;

– the comparative method which ensures the final collation of diverse types of the texts studied;

– the structural methodic of distributive analysis which has helped determine the connection between the one that denotes and the one that is denoted, which, in its turn, has enabled singling out the group of permanent epithets, attributed to particular characters.

**Table 1. The framework of study of the given research are 10 novels written by Hera Lind**

| Publisher: Fischer Taschenbuch Verlag / Frankfurt am Main | | | |
|---|---|---|---|
| Index | Title | Year Published | Size in pages |
| L-1 | Ein Mann für jede Tonart | 1989 | 288 |
| L-2 | Frau zu sein bedarf es wenig | 1992 | 272 |
| L-3 | Die Zauberfrau | 1995 | 524 |
| L-4 | Das Superweib | 1996 | 400 |
| L-5 | Das Weibernest | 1997 | 368 |
| L-6 | Der gemietete Mann | 1999 | 448 |
| Publisher: Ullstein Taschenbuch Verlag | | | |
| L-7 | Mord an Bord | 2001 | 423 |
| L-8 | Hochglanz Weiber | 2002 | 448 |
| L-9 | Der Doppelte Lothar | 2004 | 456 |
| L-10 | Karlas Umweg | 2005 | 442 |

## 2. Frauenliteratur leicht as the innovational genre of the German women's novel

The victorious advancement of feminism, the novelty and rebellion permeating its ideas have been reflected in all spheres of social life and, most importantly, have impacted the self-esteem of a woman, have enabled women to revise their role in the family, at work, in politics, in culture and in literature, in particular. Thus, besides the romance and other canonical novels that were being still largely published in Germany, a new type of novel emerged which introduced a new type of a heroine displaying strength, strong will, independent from circumstances and the men in her life: husband, father, brother. Instead the young maiden who would patiently await her beloved Hero, who would safeguard her from any hardships of life (compare.: «*Die Träume ‹…› die Frauen vor dem Feminismus fesselten: Schönheit, Erfolg, womit auch immer, im Mittelpunkt stehen, Kinder, Sicherheit mit Mr. Right…*» (Rutschky, 2004: 41), a self-sufficient female stepped in *postfeministische*

*Frau* [ibid], who would not choose to expect help or support from her fiancé. That new type of the heroine – *das neue Frauenbild* – had been introduced into the German romance novels by authors of a new generation – Eva Heller, Gabi Hauptmann, Hera Lind, these names actually have given birth to a particular trend in German women's prose – *Frauenliteratur leicht* [Эл-8].

In particular, Gabi Hauptmann used to build the framework of her novels on the counter-positioning of a strong woman to a weak man, with the respective antonymic separation of the evaluative epithets involved (compare the titles of her books: *Suche impotenten Mann zum Leben; Nur ein toter Mann ist ein guter Mann; Eine handvolle Männlichkeit usw.*). Eva Heller used to introduce an elaborate multi-pinnacle composition (*Beim nächsten Mann wird alles anders*), and, finally, Hera Lind came up with creation of the "Super Woman" (*Das Superweib)*, which swiftly invaded the "women's prose" in 1987 with the introduction of her novel «A Man to Each Taste" (*Ein Mann für jede Tonart)* in 1987. Since then, both novels still remain among bestsellers.

It is essential that the new wave of development of German women's novels is connected with Hera Lind as she was particularly the one to introduce the term *Superweib*, which until the 90ies had been replaced by its English equivalent *Superwoman*. As a matter of fact, the writer used to introduce into her novels the easily-recognized time indictors and also transformed the main heroine which eventually entailed alteration of the entire structure of the novel as well as the language used therein.

Thus, Hera Lind's heroine is presented as an unmarried woman who pursues the initial steps of her career path. As a rule, the heroine is presented as a showbiz actress, writer, singer. She would be presented as dreaming of a successful career and would find the resources to pursue and accomplish her goal, – which is strongly opposed to the previously-established stereotype of a young maiden who would perceive marriage as the only way of self-realization. On the contrary, the new heroine appeared as a magnetically-attractive, artistically gifted person who would continuously be striving for self-realization and independence. The birth of children and marriage with their father tend to be perceived by her as shackles constraining her freedom and she, therefore, seemed to find compromise in the newly-built life model: *Der Wechsel von dem Modell einer lebenslangen Ehe zu einem Modell der serialen Monogamie bringt in besonderer Weise zum Ausdruck, dass die Menschen heute ihr Bedürfnis nach Intimität anders als früher befriedigen* (Fthenakis, 2004: 10]. In general, the heroines of the romance novels, published by the end of the 20ieth century, tend to display an alternate attitude to marriage. The heroine would describe herself as "a single woman enjoying her professional career" *eine Solofrau, frönt mit Begeisterung allen Lastern einer berufstätigen Junggesellin* (L-1, 74). Thus, marriage is considered as feasible, however, not compulsory. Its main purpose is reaching that comfort of life which would help facilitate her professional development yet not restrict the role of women by solely the house chores: *nie eine Hausfrauchen sein*! (L-2, 269).

Therefore, marriage has lost its significance for emancipated women, embodied in Hera Lind's novels so that the readers would repeatedly be reminded of that fact by her heroines themselves. For instance, one of her heroines was described as writing her own first book which she named "Happy Without Marriage"– *Emanzenbuch „Ehelos glücklich"* (L-6, 270), whereas another heroine would perpetually strive to prove it to herself as well to others that she was truly independent and holding modern views: *„die emanzipierte, jungdynamische Alleinlebende im fortgeschrittenen Stadium ihrer Selbstverwirklichung herauskehrt ‹…› du bist doch emanzipiert ‹…› dass ich eine richtige Emanze bin"* (L-1, 32; 256; 257).

The liberty of views and behavior attained by the heroine would inevitably and primarily tell on her sexual life, figure and general image. In addition, generally, male protagonists of the 1st half of the 20ieth century had been presented as a true knight displaying bravery and manners, the embodiment of all dreams of the heroine, the unusual combination of romanticism and reliability – had completely been ousted from the romance novels of the end of the 20ieth century. The virtues of the former protagonists, which had earlier been embodied in a single person, – in the modern romance would already be displayed by numerous male characters.

The virtues of the former protagonist were already displayed by different men in the new romance novels; therefore, some of them were characterized by the author as much too pragmatic, denying the existence of love and bringing it to the sexual relations whereas other male characters were described as overly-excited yet infantile and would therefore have to be guided by their woman. That "only one, destined for the whole lifetime" who had earlier been dreamed about and eventually met by the Cinderella of the canonical romance novels, – disappeared from the life of the contemporary heroines. Having gained the liberty of choice and decisions and treating herself as the one equal to men, the new heroine would feel somewhat bewildered "why only men had the right to have a life like that"– *überhaupt nicht einsieht, wieso sich nur Männer ein solches Leben erlauben* (L-6, 165) – and the heroine would quite easily get involved in variably long intimate relations with various partners, normally sequentially but occasionally even simultaneously.

The presence of several men in the life of the heroine would inevitably introduce into the romance novel the factor of comparison. In the canonical romance novel, the heroine's father, brother or a senior male relative would be subject to her comparison; however, in the post-canonical romance novel the heroine's partners were already compared according to a particular scale of values and merits so that the heroine's partners would inevitably fail to match her expectations.

Hence the heroine would not anymore await the knight on horseback of a white horse – *kein edler Ritter mit seinem Spitzentüchlein* (L-2, 206), so that the heroine would choose to follow her own track instead: she would take care of herself, her looks and attractiveness by applying cosmetics: *Bin ich etwa nicht attraktiv genug?* – (L-3, 64) The heroine would be characterized as being always rational, pragmatic and "feeling no uncontrollable mind-

blowing passion" (Helwerth & Schwarz, 1995: 182), although the heroine could never be accused of being downright mercantile. She would accept her partner's assistance as offered – both career-related and in the everyday matters, but would perpetually get convinced in her partner's inconsistency: *Alles blieb wieder an mir hängen* (L-6, 23), whilst all of the other women of her circle – friends, relatives would exercise solidarity and support to their men, which eventually would lead to the slogan "Men fall in love yet remain with their spouse" – *Die Männer lieben, aber mit Frauen leben* (L-2, 360).

The inter-personal relations within female environment have also proved to be in the focus of interest also in canonical romance novels. They used to develop as idyllic when it was about mothers or sisters and also antagonistic when it was about malevolent acts of the villainess. The post-canonical romance novel has in fact transformed both types of relations as mentioned above. Thus, antagonism would therein be caused not by the competition over the same man, in which the active side would always exercise ill-will and hostility thus condemned by the author and subsequently by the readers whereas the passive side due to the patience and kindness exercised would gain the coveted prize – the male hero, thus entailing the tears of happiness both with the protagonists and the readers of the romance novel in question. On the contrary, the antagonism exercised by the modern heroines would already appear as a professional competition or struggle implying gaining a better job position, better wages, future career advancement. In most extremal cases it would already entail a moral or even physical elimination of the counterpart thus capturing the said rival's position which, surprisingly, would not be in any way condemned by the author (L-6).

An absolutely new trend of development of relations with colleagues at workplace which earlier had never been depicted – would emerge. In the canonical trivial novel there had simply been no description of it. In the new type of novel, however, there would already appear the so-called *Karrierefrauen*, who were described as combining the job with the family life or were otherwise fully engrossed in their work-related activities. That new type of characters would not discuss the personal life of one another but would rather choose professional or neutral topics of conversation (L-1 – L-6). Henceforth, new speech patterns of the novel's characters were found– terminological, official-businesslike, general scientific vocabulary.

At the first sight, the heroine's positive relations would still be preserved with her senior relatives who would still persist in moralizing attempting to draw her attention to the ultimate importance of the feminine attractiveness and the need for keeping up her appearance attractive: *Kind, mach dich mal hübsch, das putzt ‹…› Kind, du wirst nie eine Dame* (L-3, 133). However, in the advice given to the heroine by her aunt (neighbor, her fiance's mother) we may well detect hints at the heroine's new lifestyle which caused the friendly pieces of advice given: *Warum musstest du wieder die Nacht zum Tage machen. Guck mal in den Spiegel. Wie du wieder aussiehst! Ringe unter den Augen, Flecken im Gesicht. (Sind das etwa Knutschflecken?) Und die HAARE! Kind, du musst dringend zum*

*Friseur* [ibid]. Thus, Aunt Lily, being concerned about the appearance of her niece in the same way as her predecessors in the canonical romance novels, however, unlike the latter, would seem to take the heroine's new lifestyle for granted – the nights filled with passion, kiss marks. The women who were giving advice (Aunt Lily – L-1; L-2; Alma Winkel – L-4; Mutti Gretta – L-3) – appeared as distinct links between the canonical romance and the new, emancipated women's romance novels: the ageing women described therein also seemed to understand the essence of a contemporary woman's lifestyle, although still trying to preserve the image of the old perceptions and stereotypes.

The novelty of the post-canonical novels is presented by the discussions over the issues of pregnancy and giving birth to children. Thus, the unmarried naïve maiden of the beginning of the 20ieth century used to cherish dreams of becoming a mother of a bunch of charming children. On the contrary, the pragmatic heroine of the end of the 20ieth century would have to get over the issue of giving birth to an unplanned child. Her pregnancy, as a rule, would be unexpected and undesired, would take the heroine aback now that she had serious doubts who of her partners had particularly been the real cause of it (L-1 – L-4). The birth of a child, as a rule, implies marriage to his/her father. However, the marriage itself as well as children are treated in the emancipated romance novels in a different way: marriage is not believed to last forever so that heroines tend to periodically get divorced (L-4 – L-6). Several children would be born in different marriages so that a permanent maid would appear in the family (L-4 – L-6), whose role could also be performed by a relative (L-1 – L-3).

In general, all the collisions included in the plot of the said novels and related to the establishment of fatherhood, getting married, relationship in a family – have been presented therein from the point of view of the established social stereotypes and the morale of the end of the 20ieth century. In this sense, the post-canonical romance novel may be named as realistic – it tends to reflect the social situation which comprises both readers and writers who prefer this new trend so that the novels issued tend to reflect the spirit of the time. For instance, in the novels written by Hera Lind we may also trace certain auto-biographical motifs: Heralind Wartenberg – the author of a series of romance novels, a talk-show moderator, singer, the divorced mother of four children, had shared different aspects and periods of her personal life in her novels. One of her heroines, – *Franziska* had even chosen a pseudonym for herself – *Franka Zis*, similar to Hera Lind herself, who had split her own name *Heralind* into two parts – *Hera Lind*.

The artistic heritage of Hera Lind displays also innovations in the compositional-linguistic framework of her novels: the change of image of the heroine has entailed alteration of the central conflict of the novel, positioning of the characters, elaboration of each of them and also the change of the structure of the narration, the quantitative increase and qualitative diversity of the detail types, the complexity of the syntax and the vocabulary used.

Being remote from reality, the undetermined in time heroines of the canonical romance novels have also proved to be quite impersonalized in their own dialogs. The speech patterns displayed by a character are absent in the post-canonical romance novels. The emancipated (post-canonical) romance novel and Hera Lind being its typical representative tend to introduce the inner speech as well as the indirect speech rendered by the heroine as well as the first person narration (L-1 – L-8). The latter has proved to entail a significant modification of the system of presentation of various viewpoints – the narrative perspective, the adjustment of the narration to the norms of colloquial speech, the subjectivity and biased judgements of the events, the intensification of the effect of reality of the "probable world" created and presented by the author.

Thus, a post-canonical romance novel presents itself not anymore as an unreal, locally and temporarily independent narration, but rather as a recognized portrayal of the real–life environment. The critique therefore suggests separation of it from the canonical romance novel, naming them "antipodes" and acknowledging the non-typical of the canonical romance novel's autobiographic form of narration based on "a private, personal experience of a woman" (Heilbrunn, 1979: 112). In addition, emphasizing the metamorphosis of the structure and the language of the new type of romance novel in question, all scholars tend to recognize the undisputable impact of the feminism: "the reflection in the text of the feministic perception in the specifically female-like form, where the heroine possesses good looks, is smart and successful (*schön, intelligent und erfolgreich*), whereas the hero is presented as big-sized and sexually-appealing (*groß und erotisch*) (Thiel, 1991: 26). It is also noteworthy, that the epithets like *intelligent, gebildet, vernunftbegabt*, which are used to describe the mental aptitudes and the educational level and being totally absent in canonical romance novels, tend to emerge in post-canonical romance novels thus reflecting the new preferences of the female gender-related identity. The heroines therein tend to be especially proud of their independence and progressiveness. Compare: *die emanzipierte, jungdynamische Alleinlebende im fortgeschrittenen Stadium ihrer Selbstverwirklichung heraus*kehrt (L-1, 32); *bin Ich wirklich so eine Scheinemanze?* (L-7, 13); *ausgesprechtes Emanzipationbewußtsein* (L-4, 82); *du hattest ja nein sagen können. Wo du doch emanzipiert bist?* (L-3, 227).

Another issue elucidated in the post-canonical romance novels is children. Whilst in the naïve dreams of the former heroines "those angels" had to imminently round up the family bliss and happiness. However, it looks to be quite the opposite as related to the emancipated heroine who appears to be in a habit of defending her own right to be independent yet eventually bumps into the inequality created by nature – she must be impregnated and give birth to a baby, go through the experience inaccessible for men thus philo-genetically placing each gender in different positions. The birth of a child for all heroines of the post-canonical romance novels stands for ample or partial loss of independence to the benefit of the father of a child, or the nurse, doctors. The contemporary heroine strives to preserve both her professional/ financial/ social independence and appeal and also the children who need to be

raised in a family. Can that be possible to achieve? It has turned out to be quite unlikely. Even being in the role of mother of three kids on a vacation and freed from having to attend to her professional duties, the heroine, who was called by her beloved husband "a Lioness" *Löwenfrau*, still experienced a need for male help and had to admit that fact in despair: *anscheinend war ich ohne Mann kein bisschen lebensfähig* [L-5, 64], although prior to that confession she had been dreaming of the time when she would be able of demonstrating her own independence and proficiency in her career to everybody around: *Drei Wochen Urlaub lagen vor uns. In dieser herrlichen, paradiesischen Gegend. ‹…› Ich hatte es so gewollt – Ich wollte wissen, ob ich ihne Enno klarkommen würde. Und ich war mir ganz sicher, dass genau dies der Fall sein würde* (ibid, 7).

Another heroine, portrayed as suffering from a performance failure at her concert and also having missed her train, would call in despair for the previously-neglected male: *Als ich den roten BMW sah ‹…›, warm und trocken und einladend, da fing ich an zu weinen. Klaus stellte den Koffer auf den Rücksitz, umarmte mich fest und verfrachtete mich in die lederne Nussschale. Legte mir eine Decke über die Knie und setzte sich hinters Steuer. Ich weinte bis zur Autobahnauffahrt* (L-4, 194).

The "at-home" life of the heroine would also change. The new heroine would turn out to lack homelike habits: she was not taught how to cook – *weder kochen konnte noch irgend etwas von stilvollen Abendessen verstand* (L-1, 59); the well-to-do everyday life of the local provincials would irritate her – *keine zwei Tage und Nächte hier aushalten* (ibid, 150); being accustomed to wearing stilettos and elegant suede, she would be at a loss what she had to be wearing while walking out with a baby buggy – *man sonst nicht zu dem Modell passte* (L-6, 277). And, most importantly, she herself would feel that despite being so very much self-sufficient and independent, she would all the same need someone to defend her and provide to her his strong and warm shoulder: *Warum kümmerte sich der Drückeberger nicht um die Mutter seines Kindes?* (L-5, 278); *er legte den Arm um mich, alle Welt konnte sehen, welch harmonisches, glückliches junges Paar wir waren.* [ibid, 82]. Hence, despite emancipation, everything would go back to its traditional form: *Eigentlich bin ich eine Emanze, aber ich tue so, als wäre ich keine* (L-1, 20). Therefore, the heroine, being totally a modern and progressive woman, would nevertheless suffer and feel despair over her numerous predecessors who had been featuring in the first wave of women's romance novels.

The vulnerability of women particularly in the centennial traditions of marriage and family, the authority and advantages of men has been narrated in post-canonical romance novels by means, alternate to those used in the canonical romance novels – therein no obvious acknowledgement of the eternal gender-related stereotypes can be traced, quite the contrary: *Karrierefrauen* although being considerably encouraged, yet the idea of the harmonious and balanced image of a woman has been proclaimed ,which would be impossible to achieve without a family and children, being in their turn, a serious obstacle for the heroine's career aspirations (Gavrilitsa, 1998: 132).

Having not abandoned her function of the human reproduction, the heroine had to accept those responsibilities which had been performed exclusively by men 50 years earlier – that, making her a Superwoman, in Hera Lind's own words. The issue of non-identity of the sex and the gender, the complexity of formation of the latter has been presented in a post-canonical romance novel as reflecting certain collisions: quite unpleasant, caricature-like characteristics and descriptions of women surrounding the heroine and, unlike her, being totally engrossed in their everyday house chores and focused solely on their children (L-3 – L-7) or progressive „emancipė" who have forgotten their femininity, being also shabbily dressed: *gestriegelte Karrierefrau mit dem weichgespülten Pferdeschwanz und dem Pelzesatz auf dem Schnürschuhen* (L-4, 244); *den Eindruck einer braven Sekretärin, völlig pep- und witzlos irgendwie* (L-5, 157). The extremes which the women displaying the old or the new gender-related stereotypes are likely to fall into were thus called upon to create a favorable background for the heroine, the latter combining genuine feminity with the effects of female emancipation.

### Conclusions.

The rapid development of "feminology" as a science which tends to  substantiate the social, economic, political and spiritual role of a woman in the modern society reflecting the objective regularities of her existence, the actual capabilities and the place in the social development, – has made a significant impact upon the actualization of certain philosophical-methodological issues related not only to the general language studies and philology alone but also to the theory of the world's literature, the literature critique and poetics. Under lingua-poetics we understand quite a wide philological approach to studying fiction or prose, which envisages its systemic analysis in the context of genre-related traditions in literature under which it was created as well as the requirements set in regards to its compositional structure and the choice of relevant linguistic means.

On the basis of the psycholinguistic and the gender-related analysis of the novels written by Hera Lind we have attempted to demonstrate that one of the major trends of the gender-related lingua-poetics is exposure of the distinguishing features and peculiarities of the "women's prose" which has emerged under conditions imposed by the masculine written tradition both in the sphere of literature as well as its critique.

Thus, we have managed to ascertain that for the first time the canon of romance novel representing a fairy-tale has been undermined by certain changes related to the development of feminism of the latest two decades of the 20ieth century when in the post-modernistic woman's prose a new emancipated type of woman has replaced the naïve, wistful, simple type of a woman. The new heroine has thus been presented as a woman over thirty years of age already possessing tangible life and sexual experience, she appears as financially independent and pursuing her professional career and advancement of her social status (*Nie eine Hausfrauchen sein*; *There is no interest within the four walls of your home).*

The heroine, although not possessing divine beauty, would nevertheless compensate for it with the skillfully selected and applied cosmetics and attire It has been ascertained that the chronotope of the newly-created post-canonical German romance novels tends to comprise the primary details of a contemporary geographical place: real street names, railroad stations, towns and villages, restaurants, department stores, magazines, fashion designers, pop-stars and political leaders – all that has been employed in order to create the reality effect during the depiction of events in the novels in question. Nevertheless, despite all the success achieved due to the advancement of the female emancipation, the new heroine was not fully able of abandoning the old gender-related stereotypes: the narrative that a woman's happiness without the strong men's support cannot be achieved, - remains the primary belief in post-canonical romance novels, the staple of its popularity and commercial success.

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## LEGEND OF THE UKRAINIAN AUDIOVISUAL DIRECTING AND CINEMA PEDAGOGICS VOLODYMYR GORPENKO

*Abstract. In this chapter of the collective monograph investigational creative. scientific and pedagogical activity of legend of the Ukrainian audiovisual directing and cinema pedagogics, stage-director of the cinema and television, scientist in area of the cinema, pedagogue of the CRT arts, Doctor of Study of Art, Professor, Professor of Department of direction of television of the Kyiv National I.K. Karpenko-Kary Theatre, Cinema and Television University, Professor of Department of operator trade of Faculty of the Cinema and Television of the Kyiv National University of Culture and Arts, Professor of Department of cinema and TV arts of the Kyiv University of Culture, chief the Department of cinema and TV arts of the Kyiv University of Culture, Academician of Academy of Higher School Volodymyr Grygorovich Gorpenko. In this chapter of the collective monograph, we investigate the Institute of Screen Arts named after Ivan Mykolaichuk as a main mediapedagogical project of the Volodymyr G. Gorpenko. He was the chancellor in this educational establishment, created by him, for ten years. The author of this chapter of the collective monograph analised the basic pedagogical means and methods of studing of the specialists of the audiovisual art and production in the Institute of Screen Arts named after Ivan Mykolaichuk.*

### Introduction.

Problem formulation. The significance of this research is based on the need to study the creative, scientific and pedagogical activity of the leading representatives of Ukrainian culture and science, including Ukrainian film and TV director, film expert, screen arts specialist, Doctor of Arts, holder of two degrees in: "Theory and History of Culture", "Cinema Arts, Television", the only Doctor of Arts in Ukraine with a degree in "Cinema Arts, Television", Professor, academician of the Higher School Academy, a member of the National Union of Cinematographers of Ukraine, legend of the Ukrainian audiovisual directing and cinema pedagogics Volodymyr Grygorovich Gorpenko (was born 3.07.1941, v. Bulgaki, Zhytomyr reg., Ukraine), who created and headed a private institution of higher education Institute of Screen Arts (ISA) named after Ivan Mykolaichuk where being in a team of single-mindes he brought all the media-pedagogical ideas to life.

Analysis of recent research and publications. Scientific, creative and media pedagogic activity of the famous Ukrainian film and television director, film critic, teacher of screen arts, Doctor of Arts, Professor, academician of the Higher School Academy, member of the National Union of Cinematographers of Ukraine Volodymyr Grygorovich Gorpenko had such teachers as I. Zubavina [23], I. Zhuravel [22], O. Bezruchko [1–6; 25–31] et al. However, regarding the scale of his contribution into the Ukrainian screen arts pedagogy and film studies, the new studies are really important.

The scientific tasks of this chapter of the collective monograph are to study of personal life, the creative, scientific and media pedagogic activity of Ukrainian film and TV director, the Doctor of Study of Art, Professor V.G. Gorpenko; description of his coming into the cinematography; analysis of the reasons why V. Gorpenko rejected the work on the feature film "Nina" with O. Shvachko; to describe the situation formed in times of work over the film after the same name novel by brothers Strugatsky science fiction novel "Hard to be a God"; recollection of the film director work by V. Gorpenko on Ukrainian television: to analyze his basic pedagogical receptions and methods of studing of specialists of the CRT arts; to reconstruct his creative activity in Ukrainian screen arts as the stage-director at the Kyiv Studio for Feature Films named after O.P. Dovzhenko and TV channels; to give a full list of his main scientific books on the theory and the methodology of film directing; to investigate the Institute of Screen Arts named after Ivan Mykolaichuk as an experiment in the Ukrainian audiovisual art and production: to describe creating this educational establishment of the famous Ukrainian teacher of CRT arts, stage-director of cinema and television, scientist in the area of the cinema and TV, Doctor of Study of Art, Professor, academician of Academy of higher school Volodymyr Grygorovych Gorpenko; to analyze basic pedagogical receptions and methods of studing of the specialists of the CRT arts in the Institute of Screen Arts named after Ivan Mykolaichuk; to give the reasons of closing of this media pedagogical project.

The purpose of this chapter of the collective monograph. Based on the problem, the objective of this research is to investigate and analyze the life path, the scientific, pedagogical and the creative activity in audiovisual art and production of the famous Ukrainian film and TV director, actor, a teacher of screen, Doctor of Arts, Professor, academician of the Higher School Academy, a full member (academician) of the Higher School Academy Volodymyr Grygorovich Gorpenko. To study and analyze the history of creation, the specificity of the functioning and the reasons of the closing of the Institute of Screen Arts named after Ivan Mykolaichuk.

## 1. Creative activity of Ukrainian film and TV director V. Gorpenko

Volodymyr Gorpenko started his creative career as an actor. After he had graduated from school, during one theater season since September 1958 until 1959, he worked as a supportive actor at the Zhytomyr Ukrainian Music and Drama Theatre.

On June 27, 1959 Volodymyr Gorpenko entered the Actor Faculty of Karpenko-Kary State Institute of Theatre Art. Being on the third year of study, he asked if he could attend lectures on film direction by the leading theatre teacher, supporter of Les Kurbas Mychailo Polievktovich Verkhatsky, who appealed the principal I. Chabanenko with a request to transfer the student to the newly opened film faculty. Gorpenko was invited to the principal, who raised his head, looked at him and said nothing.

After he got back after holidays on February 27, 1962 he saw an order about his transfer to the workshop by V. Ivchenko. The student asked indignantly Verkhatsky: "Why did you do that with me?"

The wise professor answered as follows: "What can I do if your path goes in that direction?" [20]

Having looked at the timetable, Gorpenko went to the film studio, where he met one of the founders of the film faculty, the well-known Ukrainian theatre and film director, honored artist of the USR (1960), laureate of Taras Shevchenko state prize of USR (1967) Viktor Ilarionovich Ivchenko (09.11.1912, Bogodukhiv, Kharkiv reg. – 05.09.1972, Kyiv).

The master asked: "Who are you?"

Gorpenko answered: "Your student".

Ivchenko, his head down, said nothing. Within half a year relations of the master and the student, who entered the course on film direction without master's preliminary approval, were not easy – Viktor Ivchenko had a stern temper… However, his educational gift and human integrity multiplied by literally fatherly good nature quickly got the better. The talented young man soon became a legitimate student of the first joint film direction and acting course. The master and his student never regretted this step. Gorpenko devoted to his teacher the article "Lessons gained on the way. To the 70th anniversary of V. Ivchenko" [21], remembered him warmly at all Ivchenko and his students' commemoration meetings [20].

After graduating the first in Ukraine joint Ivchenko workshop of directors of feature films and film actors the newly founded film faculty of Karpenko-Kary State Institute of Theatre Art (now – Institute of Screen Arts of Kyiv National I. K. Karpenko-Kary Theatre, Cinema and Television University) V. Gorpenko defended his thesis by short TV film "Two deaths".

After that, Volodymyr Gorpenko attained an honorary creative work referral to the Dovzhenko Kyiv Feature Film Studio (now – National Studio of Feature Films named after O.P. Dovzhenko). A young film director allowed no compromises: if art quality of the feature film was not satisfactory for him, he could reject the work. Therefore, Gorpenko in 1970 understood that the joint work on film "Nina" with Oleksii Philimonovich Schwachko (18.1.1901, v. Chepilky Cherkassy reg. – 28.3.1988, Kyiv) was going to be archaic. That is why he went to the head of film studio and rejected from his first film where he was a producer. That was a very brave step as Schwachko was one of the oldest Ukrainian

directors who directed "Martin Borulya" (1953, together with G. Yura), "Earth" (1954, together with A. Buchma), "Kids of Sun" (1956), "Bloody Sunrise" (1956), "Morale of Miss Dulska" (1957, together with L. Varpakhovsky), "Rackets shall never start" (1954, together with A. Timoshinin), "Spies" (1968, together with I. Samborsky). Instead of Volodymyr Gorpenko with Oleksii Schwachko on his last feature film "Nina" worked Vitaly Kondratov.

Gorpenko proved his professional competency – he was assigned an independent director of the film "Laurels". He was awarded with a diploma for the best director work at the Film Festival in Zhdaniv (now – Mariupol) (1973).

In 1979 Volodymyr Gorpenko as producer together with Mykhailo Reznikovich shot a two series TV film "Rain in an unfamiliar city" (132 minutes) after the novel by Daniil Granin, who also wrote the screenplay. In this film played well known Ukranian and Soviet actors: Hennadij Frolov, Lyudmyla Zayceva, Mykola Penkov, Rajyisa Kurkina, Valentyna Ananjuna, Mykola Rushkovskiy, Lyudmyla Chinchevaya, Heorhij Kishko and other Operator of this film was Naum Sluckiy, artist-producer Victor Mygulko, composer – Mikael Taryverdiev.

According to the plot of this film, engineer Chizhegov came on a business trip to the small country town, where he was acquainted with Kira. Between not young people warm feelings emerged.

Volodymyr Gorpenko in 1980 was a film director of the seven series TV feature film (490 minutes) "Courage", the producer was Boris Ivanovich Savchenko. The film under the screenplay by Oleksandr Shlepyanov was about the construction of the city Komsomolks-on-Amur in 1932. In this film played actors: Volodymyr Antonik, Natalya Andreychenko, Olena Drapeko, Oleksandr Galibibn, Oleksandr Kavalerov, Valeriy Ivchenko.

In the next 1981 Gorpenko worked as a film director on the broadband feature film "Yaroslav Mudry" (156 minutes), producer of which was a laureate of the state prize of USSR (1978), honored artist (1981) Grygory Romanovich Kokhan (23.06.1931, v. Bortkov, Lviv reg. – 3.01.2014, Kyiv). In this historical film the time of son of prince Volodymyr – Yaroslav, nicknamed Yaroslav the Wise is described. The struggle against external and internal enemies evolved parallel with the plotline of prince's love to the ordinary girl Lubava. In this film played well known Ukranian and Soviet actors: Yurij Muravjckiy, Petro Velyaminov, Lyudmyla Smorodina, Kostyantyn Stepankov, Oleg Drach, Leonid Filatov, Mykola Beliy, Mykola Babenko, Vsevolod Gavrilov, Boris Stavickiy, Olga Belyavska, Andrii Kharytonov, Mykola Grynko, Vaclav Dvorzheckiy. The authors of scenario were Pavlo Zagrebelniy, Mykhailo Veprinskiy, Grygory Kokhan; by an operator Felix Gilevich; artists-producers are Viktor and Larysa Zhilko; a composer is Yevhenij Stankovich. Film "Yaroslav Mudry" in 1982 was awarded with a prize and a diploma from the jury for the historical films at the All Union Film Festival in Tallinn.

That was the only work by V. Gorpenko with G. Kokhan – in 1984, they worked on four series TV feature film "Acceleration" after the novel by Pavlo Zagrebelny "Boost". The film is constructed as a retrospective of the recollections of the major character of the film – a head of science research institute, scientist-cyberneticist Petro Karnal about his military youth and life partners, the reason to which became a meeting with a journalist Anastasia. In this film played famous actors: Petro Velyaminov, Igor Yankovskiy, Rostislav Yankovskiy, Volodymy Yankovskiy, Farida Myminova, Nelli Pshenna, Vadim Ledogorov, Oleg Vavilov, Mykola Rushkovskiy, Mykola Zadniprovskiy, Natalya Panchik, Serhij Varchuk, Mykola Grynko, Oleksandr Bystrushkin, Katerina Krupennikova. The authors of scenario were Pavlo Zagrebelniy, Mychailo Reznikovich, Grygory Kokhan; operators Felix Gilevich, Arkadiy Pershin; artists-producer Yurij Myller, a composer is Yevhenij Stankovich.

In 1984 Volodymyr Gorpenko was forced to accept the role of the director of the feature film "Your Peaceful Sky", having replaced on this position one of the first Ukrainian film directors, a graduate of Kyiv State Institute of Cinematography (1935) Isak Petrovich Shmaruk (22.08.1910 – 02.08.1986), who was taken to hospital with infarct just before the start of shooting  process. When Volodymyr Gorpenko was requested to overtake the film, he had only one condition – not to change the shooting group. The film was shot without any changes in actors cast and shooting group. In this film played well known Ukranian and Soviet actors: Emmanuil Vitorgan, Lyudmyla Yaroshenko, Kostyantin Stepankov, Vasyl Korzun, Mykola Dupak, Valeriy Cvetkov, Badry Kakabadze, Serhij Pidgorniy, Oleksandr Movchan, Hennadij Bolotov, Masha Slidovker, Mykola Gudz and  Volodymyr Gorpenko.

According to the plot of this in terms of those times "defence film", the engineer Mykhailo Samarin, a head of construction bureau, was assigned a difficult task – to accelerate the works on the creation of air-defence missile system "Zaslon", that was intended to stand against the new American first strike weapon bomber "Blow". Author of screenplay was Oleksandr Bilayev, operator Oleksij Prokopenko, artist-producer Heorhij Prokopec, composer Mark Fradkin, text of songs of Robert Rozhdestvenskiy.

After the beginning of "restructuring" in the USSR filmmakers attained a possibility to make joint projects not only with experts of the Soviet regime. So, in 1988–1989 Volodymyr Gorpenko worked with the German director Piter Fleischman on the film based on the science fiction novel of the same name by brothers Strugatsky "Hard to be a God".

In this problematic fellowship much had to be done by Volodymyr Gorpenko, because before him a film director Oleg Borisovich Fialko (was born 28.6.1946, Druzhkivka, Donetsk reg.) rejected this work. That was unordinary but quite useful experience. About the peculiarities of the work on this project V. Gorpenko told the author of the research in the interview.

One of the authors of the screenplay and producer from the German part Piter Fleischman brought with him fully developed screenplay, exposure sheet, etc. Having

looked through the material, Gorpenko noted that 450 meters are odd – there were special experts invited who overworked plot lines with the help of computer. Gorpenko was as well in doubt as to the decorations schemes, made by German artists. Afterwards Ukrainian artists were invited who in very tight schedule made sketches and constructed on the Yalta film set fantastic decorations for the film. It is a pleasure to note the fact that their sketches are saved in Hollywood as an example of wonderful work.

Finally, they managed to reapprove actors, make changes in the screenplay. But, as it turned up in the first shooting day, the vision of the film by Peter Fleischman could not guarantee the high quality in the opinion of both Gorpenko and the major actor playing the role of Rumata, Hollywood star Bill Peterson. Gorpenko remembers his words: "I'm not such a big star to play in a bad film". V. Gorpenko in front of Radinfilm and Bill Peterson in front of British insurance company raised a question on changing Peter Fleischman. Shooting was stopped, a representative of the company Completion Bond, who had exclusive legal rights to change producers, also came to the conclusion that the change is necessary. …Though to remove Fleischman from producing was a difficult thing because of skilfully written contract what made the procedure impossible.

After two weeks of idle time, Peter Fleischman having paid to the company a huge penalty, stayed not only production director but producer as well and at that invited art director J. Gofman. In protest, Volodymyr Gorpenko and Bill Peterson rejected to take part in work on the film [15].

In this joint project of FRG and USSR played well known German and Soviet actors: Edvard Zentara, Oleksandr Philippenko, Ann Gotye, Krystina Kayfman, Andrii Boltnev, P'er Klimenty, Kh'ygo Kvester, Verner Khercog, Mykhailo Glyz`kiy, Elgudzha Burduli, Angelika Tomas, Lev Perfilov, Illya Ivanov, Mychailo Kramar, Regimantas Adomaytis, Brygit Dol`, Томаs Shyukke, Markus Orf, Arnis Licitis, Yurij Nesheretniy, Ivan Gerasevich, Vadim Kaporikov, Nina Iliyna, Vyacheslav Ganenko, Hennadij Khrapunkov, Oleg Isaev, Serhij Oziraniy, Hennadij Ivanov.

A group of artists worked over the screenplay: Piter Fleischman, Jean-Claude Karer, Dal Orlpov, Bert Vaynshenker, Valentyna Rydvanova. In this film there were a few operators: Pavel Lebeshev, Claus Myuller-Laye, Ezhi Gostik, Oleksii Zolotarev, Oleksandr Shigaev, Thomas Maykh. Oksana Medvid and Serhij Khotymskiy were artists-producers, and Yrgen Fritc – composer.

Simultaneously with his active engagement in cinematography V. Gorpenko worked as well on Ukrainian TV – amidst the 90s he shot a triptych of video films "Who are we?", which was broadcasted by the National Television Company of Ukraine during many years in the program of celebrations on occasion of Independence day of Ukraine. The author of the article, a student of Kyiv State Institute of Theatre at that time, played an episodic role in it. Triptych was acknowledged as best video film of the All Ukrainian festival of television programs "Ukraine – wonderful wonder".

During all his creative career V. Gorpenko was dedicated to the art paradigm of his teacher V. Ivchenko, who was sure, that each film must be an invention: "This is possibly only under one condition: when the new film and the new role is undertaken by the artist...The notion of an artist" includes a lot of constituent parts: talent, own vision of the world, integrity of artistic positions, genteelness of ideas, fine executive skills... That is why I will always repeat to my students:

– Coming up to the shooting set is a great responsibility in front of people" [24, p. 22].

## 2. The scientific and pedagogical activity of the Ukrainian stage-director of the cinema and television V.G. Gorpenko

First, V. Gorpenko studied in the workshop of theater actors and directors of M.P. Verhatsky, then in the first Ukrainian Workshop for film directors of V.I. Ivchenko at the Department of Cinematography in the Kyiv State Institute of Theatrical Art (KSITA) named after I.K. Karpenko-Kary (now – Kyiv National I. K. Karpenko-Kary Theatre, Cinema and Television University).

As V.G. Gorpenko recalled at the memory evening dedicated to V.I. Ivchenko, after final exams the teacher called him on the home phone at a quarter past midnight and asked if Gorpenko would be so kind to come to him. Viktor Illaronovych Ivchenko was wearing a sportive suit. He apologized for the late invitation and offered his former student to accompany him tomorrow, at ten AM, in the Kyiv State Institute of Theatrical Art selection committee [20].

That's how the teaching career of the future outstanding Ukrainian pedagogue, Doctor of Study of Art, Professor Volodymyr Grygorovych Gorpenko started. By the way, it was rather fruitful because he wrote three dozen books on the theory and practice of cinematography, he made plenty of presentations at scientific workshops and conferences and, most importantly, he trained many students in the area of screen arts.

While studying at the graduate department of the All-Union State Institute of Cinematography (V.G.I.K. now – the All-Russian State University of Cinematography named after S.A. Gerasimov) Volodymyr Gorpenko worked as a senior lecturer at the Department of Film and Television Directing in Kyiv State Institute of Theatrical Art named after I.K. Karpenko-Kary.

In 1963–2002, V.G. Gorpenko worked as a film director at the Kyiv Studio for Feature Films named after O.P. Dovzhenko (now – Kyiv National Studio of Feature Films named after O.P. Dovzhenko), where he shot films "Laura" (1972; award for his directorial debut of the Republic Film Festival, Zhdaniv (now – Mariypil), 1973), "Rain in a Strange City" (1979, TV show, 2 series, co-author), "Your Peaceful Skies" (1984), video films "Who are We?" (1995, the trilogy; the best movie of the All-Ukrainian Film Festival, Ivano-Frankivsk, 1996), "Chernigiv" (1997, Grand Prix of the International Film Festival "Wind of Wanderings", Kyiv, 1998), run a number of TV projects.

Beside his creative activities, V.G. Gorpenko studied the screen arts theory deeply. He is the author of 30 books on film and television directing, for example,  "Plastic Film" (1984), "Fundamentals of Editing" (1992), "Color":  textbook, 4 volumes (1995) [16–17], "The Epic and the Dramatic" (1995).  "Architectonics of a Film": 5 volumes, 7 books, (2000) [7–13], "Audiovisual Culture" (2002), "Editing" (2003), "Methods of a Journalist's Work in a Frame" (2003), etc. He has been studying the theory and the methodology of film directing for many years, and publishing his studies in specialized scientific magazines: "Necessity of change of methodological principles of preparation of creative specialists for the cinema and television" (2000) [19], "Methodological problems of modern Cinema and TV school" (2002) [18], etc.

V.G. Gorpenko combined his creative and scientific work with the job of a lecturer of creative disciplines at the Department of Film and Television in the KSITA named after I.K. Karpenko-Kary. After passing the second pedagogue's work in creative workshops of film directors Viktor Illarionovych Ivchenko – Volodymyr Zakharievych Dovgan, Timofiy Vasilyevych Levchuk, V.G. Gorpenko became the leading course lecturer, and master prepared several famous television directors on his own.

The responsible positon of a dean in the most difficult years for the Department of Film and Television of KSITA named after I.K. Karpenko-Kary (1994–2000) was held just by Volodymyr Grygorovich Gorpenko. For many decades, V.G. Gorpenko has successfully preparing experts for film and television in the leading Ukrainian universities of the corresponding profile: Kyiv National University of Theatre, Film, and Television named after I.K. Karpenko-Kary, the Institute of Professional Development for Employees of Press, Television and Radio Broadcasting of Ukraine, Kyiv University of Culture, Kyiv National University of Culture and Arts, Lugansk State Institute of Culture, Kyiv National Academy of Leading Staff of Culture and Arts of Ukraine, Institute of television, cinema and theater of the Kyiv International University, etc. [14].

The responsible position of a dean in the most difficult years for the Department of Film and Television of Kyiv State Institute of Theatrical Art named after I.K. Karpenko-Karyi (1994–2000) was held just by Volodymyr Grygorovych Gorpenko.

It's impossible to neglect his participation in the first edition of a new (for the Film Department) specialty "Sound Engineering". After the closure of the Kyiv State Institute of Film Engineers (KSIFE), specialists in this film branch were prepared only in polytechnic institutes with the corresponding technical direction, and therefore, the opening of this specialty became a vivid confirmation of the Ukrainian film pedagogy heredity.

At the Chair of Television of the Film Department of Kyiv State Institute of Theatrical Art named after I.K. Karpenko-Karyi, V.G. Gorpenko headed the methodological foundations of learning the art of sound engineering. And as a reward for pedagogues – the student E. Solomykin received the diploma of the International Festival "Golden Knight" with the words "For the sound philosophy" for his work in sound engineering.

When V. Gorpenko was a head, the Department of Film and Television of Kyiv State Institute of Theatrical Art named after I.K. Karpenko-Karyiifirst prepared graduates with major in "TV reporter" directed by V. Tereshchenko, T. Tsymbal, and the others [15].

All this time, he wanted to create his own Institute of Screen Arts in which he could implement all developments in media, "For 40 years of teaching and directing, especially when I was a dean at the Film Department of Kyiv State Institute of Theatrical Art named after I.K. Karpenko-Karyi, I and my colleagues agreed that we should radically change the very system of training of creative specialties.

It's an illusion that art can be taught, as has been done for many years already, through the so-called "regimentation".

Experience demonstrated that it is better to learn through practical experience – to film, play, invent, and, after having done this, to look for and to obtain answers to a question, to acquire lacking knowledge and skills" [22, p. 28].

That is why in 2005 V.G. Gorpenko created and headed a private institution of higher education Institute of Screen Arts (ISA) named after Ivan Mykolaichuk, where he, in a team of like-minded pedagogues, was bringing all ideas to media.

Let's analyze the reasons of the realization of this experiment by Volodymyr Gorpenko in Ukrainian pedagogics of the CRT arts, audiovisual art and production. The private institution of higher education Institute of Screen Arts (ISA) named after Ivan Mykolaichuk. Institute of Screen Arts received a license for four specialties – "Cinema, TV Art", "Theatrical Arts", "Practical Psychology" and "Social Work". The diversity of occupations which may be received after graduating from this institution of higher education is stunning: seventeen. The main are: film, television, theater and entertainment events directors; theater and cinema; cinema and TV operators; photographers, writers and theatrical playwrights; sound engineers, producers, stuntmen, etc.

They also developed a system of pre-university training of future film and TV makers – the Screen Arts Gymnasium was functioning. It was meant for boys and girls from the fifth to the eleventh grade, it had training courses Doors Open Days were held from time to time, and the Screen Arts College was open.

In his pedagogical offspring, V.G. Gorpenko developed a clear and comprehensive training system which excluded chaos and chance. The student within this system should be creative, to grow every day, to visit all lectures and seminars, and not to act as in the Soviet system, "from session to session". Experienced Institute of Screen Arts pedagogues help students to observe and implement their own experiences, joys and sorrows, and then bring them to the screen.

The famous Ukrainian media pedagogue Gorpenko considers that the guarantee of professionalism, which he brings to his students is the skill to perceive the others' pain as your own, and only after that, "general culture, taste and a wish to learn, to do something that brings joy from the TV screens or the stage" [22, p. 28].

The maestro was always involved in scientific and methodical work: he prepared programs of training courses for Bachelors and Masters with major in "Cinema Art" in particular, "Methodology of teaching professional subjects of sound and visual arts", "Voice of modern TV culture", etc.; prepared scientific and methodical discipline complexes: "History of directing theater, film and television", "Fundamentals of TV journalism"; taught "History of directing theater, film and television", "Film Directing: Introduction into the profession", "Film and TV directing", "Editing", "Expressive means of sound and visual arts", "Fundamentals of TV journalism", etc.

Many Ukrainian media pedagogues were surprised by the absence of "History of Cinema" in Institute of Screen Arts. In explaining this situation, V. Gorpenko believed that students don't have to learn simply the film date, actors' names and titles. The best variant for them would be to learn and to understand changes that have occurred in directing at different periods of film and TV development. That is why the program developed together with like-minded friends V. Kisin, V. Chubasov, is called "History of theater, film and television directing", and not "History of Ukrainian cinema" or, for example, "The history of the Soviet cinema".

Students of V.G. Gorpenko first learned, as we have already said, how to comprehend life, later they studied history, the professional discipline. An important element for students is not only speaking out on the screen, but also to be able to defend their own views concerning art.

This postulate is similar to the pedagogical paradigm of V.I. Ivchenko, who liked creative pursuits and never showed students the way of thinking, destroying their own initiative of the authority. On the other hand, he enjoyed joint search with students, finding the right creative solution after numerous attempts [20].

The reward for V.I. Ivchenko was a moment of his student's enlightenment, when a person found his own image interpretation [21]. A creative credo, which he was committed to and always tried to instill in his students, was an attempt to find their own path in art and life: "Originality is the thing which distinguishes the real artist from a craftsman" [24, p. 21].

V.G. Gorpenko thought that very effective for studies is the total mastery of related professions by students of all specialties. For example, first-year film and TV directors in Institute of Screen Arts learned to work with the camera, operators-to-be learned to communicate with actors, photographers studied the particularities of linguistics.

Each first-year student could take one of the half dozen cameras, film something which moves him, then sit at the editing PC to edit his first on-screen work. Such creativity is a need, not a coercion consequently, it's extremely fruitful and useful for the one's self-confidence.

It should be noted that the method of mastering related disciplines by first-year students offered by V.G. Gorpenko, puts on the first place the ability to understand their

own preferences and, most importantly, to choose their own creative job. It's no secret that in the traditional education system, many graduates felt disappointed in their profession after practical work in production and, at best, changed the specialization of the operator, for example, to the director, and at worst case – gave up the creative activities.

Although, according to Volodymyr Gorpenko, he will be satisfied even if his students just make great parents [15]. This pedagogical doctrine is identical to that one of Oleksandr Dovzhenko, who noted that it was unimportant, what kind of creative professions his students choose – the most important is to ensure that they will make good people.

The method of teaching the first-year students related disciplines widened the students' horizons and, last but not least, helped future graduates to understand their colleagues in creative teams better.

Students of the Institute of Screen Arts named after I. Mykolaichuk practice at various film studios, television stations in Ukraine – the First National, "Glas", STB, TRK "Kyiv", Kyiv, Odessa and Yalta film studios, etc. The combination of theory with practice opened opportunities to students of V.G. Gorpenko. The media pedagogue has repeatedly said in an interview: "Concerning the employment, let me recall: for all the years of pedagogy, students of Viktor Kisin, Vadim Chubasov and Volodymyr Gorpenko found the doors open to all studios. Continuing the tradition of people who are no longer with us, confessing their high standards, relying on the advanced skills of experts of the highest level, we are confident that our students will always praise their mentors by their works" [22, p. 28–29].

As a result of Ukrainian higher education system reform in 2015, around eighty institutes were closed. Thus, after ten years of successful operation has stopped working Institute of Screen Arts (ISA) named after Ivan Mykolaichuk.

This educational establishment actively functioned only ten educational years. It is nevertheless possible to consider that Institute of Screen Arts named after Ivan Mykolaichuk brought in a certain contribution to development of the Ukrainian audiovisual art and productions and pedagogics of the CRT arts.

Now V.G. Gorpenko directs the Department of cinema and TV arts of the Kyiv University of Culture, he is a Professor of Department of direction of television of the Kyiv National I.K. Karpenko-Kary Theatre, Cinema and Television University, Professor of Department of operator trade of Faculty of the Cinema and Television of the Kyiv National University of Culture and Arts, Professor of Department of cinema and TV arts of the Kyiv University of Culture.

The teacher continues to live in his students' works, and Volodymyr Grygorovich Gorpenko prepared many talented, young, bright artists. Their success in the sound and visual arts and production in Ukraine and abroad is the best result of the teacher's work.

**Conclusions.**

Summarizing the above said we can note that the set scientific targets are reached: personal life and career of Ukrainian film and TV director V. Gorpenko is studied; his coming into the cinematography is described; the reasons why V. Gorpenko rejected the work on the feature film "Nina" with O. Shvachko are analysed; the situation formed in times of work over the film after the same name novel by brothers Strugatsky science fiction novel "Hard to be a God" is described; the film director work of V. Gorpenko at Ukrainian television is recollected; the scientific and media pedagogic activity of the Doctor of Study of Art, Professor V.G. Gorpenko is studied; his basic pedagogical receptions and methods of studing of specialists of the CRT arts are analysed; his creative activity in Ukrainian screen arts as the stage-director at the Kyiv Studio for Feature Films named after O.P. Dovzhenko and TV channels is reconstructed; the full list of his main scientific books on the theory and the methodology of film directing is recollected; the Institute of Screen Arts named after Ivan Mykolaichuk as an experiment in the Ukrainian audiovisual art and production was investigated; the creation of this educational establishment of V. Gorpenko was described; the basic pedagogical receptions and methods of studing of the specialists of the CRT arts in the Institute of Screen Arts named after Ivan Mykolaichuk are analysed; the reason of closing this mediapedagogical project is recollected.

Nevertheless, the **perspectives of scientific** researches remains great as V. Gorpenko continues to still actively work in the audio-visual art and production and education of screen arts of Ukraine.

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## PEDAGOGICAL BASIS OF TUTOR'S PRACTICES IN STUDENTS' MORAL EDUCATION

***Abstract****. Tutoring system of education, that has its origin in the British universities of Cambridge and Oxford, attracts great attention nowadays in Uktaine. This system is successfully used in the modern educational institutions of England, the USA, Japan, Germany, France, Finland, and others. The problem of spiritual and moral upbringing of the younger generation by tutors in modern science has been the least studied. Meanwhile, the moral value of such system of education is the most important. The accumulated achievements of students' moral education in the pedagogical theory and practice of the world's leading countries, in particular in England, can serve as a compelling reason for the realization of the corresponding tasks of moral education in Ukraine.*

### Introduction.

Mankind has a very important task to educate a personality capable of independent and informed choice, with a well-formed and healthy outlook, a firm spiritual and moral position. The reason for this is the spread of technocracy, lack of spirituality and instability of life, the destruction of moral standards, the humanistic crisis, which is particularly affecting the least adapted part of society - young people. The solution to this problem will ensure the high development of the individual.

Ukrainian Educational institutions carry out the transition from the educational-disciplinary model of the pedagogical process organization to the model of person-centred developing, in which each young person is a creative individuality. Student's Moral education in the process of education is an important task posed by modern educational institutions.

The problem of morality has a great history, from antiquity to our time. Questions of moral education were of interest for such philosophers as Pythagoras, Plato, Aristotle, Socrates, Blessed Augustine, I. Kant, Descartes. The problem of upbringing a moral person is considered in the works of philosophers (A. Drobnitsky, A. Losev, V. Plakhov, L. Sokhan, A. Titarenko, etc.); psychologists (G. Ball, I. Bech, L. Bozhovich, N. Vlasova, V. Demidenko, V. Dodonov, A. Kononko, I. Krasnobayev, A. Maslou, K. Rogers, E. Fromm, S. Jacobson, etc.), educators (V. Bilousova, O. Bogdanova, A. Boyko, E. Ilyin, B. Kobzar, A. Kyrychuk, V. Kuz, A. Makarenko, I. Marienko, C. Chorna, etc.).

The personality of the teacher plays an important role in the spiritual and moral education of students, whose spiritual and moral level allows to educate a man of worth.

Accordingly, there is a need to find a new specialist who will be able to build an individual educational program and contribute to the formation of a competent, free, initiative, responsible person.

According to many scientists (A. Zotkin, T. Kovaleva, I. Proskurivska, G. Cawelti, R. J. Marzano), the experience of British teachers in the organization of tutor's support deserves great attention. The analysis of scientific and pedagogical literature shows that significant contributions to the development of the problem of scientific understanding of tutoring have been made by such foreign researchers as: V.I. Allen, P.Ashwin, A. A. Barbariga, A. Bell, E. Gordon, J. M. Ziman, R. Lane Fox, H.Mayr-Harting, W.G. Moore, D. R. Olson, T. Tapper, D.Palfreyman, D.Rayan, D. C. Rheinheimer, T. M. Kovaleva, Ye. B. Kolosova, P.G. Shchedrovitsky, G.A. Yastrebova, as well as Ukrainian scientists: A. M. Boyko, N. M. Demyanenko, T.O. Lukina, MO Golubeva, AM Zhulkivska, I.E. Semenenko, O.P. Litovka and others.

Despite the fact that the scientists have done some work on studying the pedagogical potential of England and its innovative experience in the field of improving the quality of education, the impact of tutoring on the moral education of students has not been studied yet. However, the spiritual and moral level of teaching is the most difficult and complex and tutor must take over the responsibility for this and don't forget that the danger of harming the student is very high.

## 1. Theoretical Foundations of Tutor Practices in the System of Moral Education of England

In 1999, upon the initiative of the Bologna University, the process of integrating science and education and defining Ukraine's course towards the European Educational Area, led to a radical change in Ukrainian educational priorities. The growing interest in the idea of individualization and openness of education highlights the tutoring system of education, the use of which serves as the most effective way to solve the problem of improving the quality of education.

Tutoring, borrowed from the British education, is an innovative element in Education System in Ukraine. The current need for tutoring is conditioned by the introduction of National Education Standards, the main principles of which are set out in the Law of Ukraine "About Higher Education" [19], on the basis of which students are given the opportunity to build individual educational routes. Obviously the foreign experience of tutoring is useful, but taking into account educational potential and features of social and cultural reality of Ukraine. The British scientist V. Allen notes that the term "tutor" derived from the Latin "tueri" and originally carried the meaning "to protect, to guard and to care for" [1]. In Ukrainian language, various translations of the term "tutor" can be found - from the word "teacher" to "mentor". However, all these options do not convey the exact meaning of this concept.

Hence, the calque of the English word "tutor" is widely used in Ukraine. Tutoring has some deep historical roots, even as far back as ancient times.

Tutoring originated and evolved through the group activities of people. Group activity was the only condition for the survival of primitive people, so the phenomenon of tutoring was formed due to the contradiction between the needs in organizing group activities of people and the distinction of their individual abilities. In the process of civilization, the lives of people constantly changed, new professions appeared and a longer period of training was required in order to identify individuals capable of specific, more complex professional activities than previous generations. Thus, tutoring was formed during the life of almost all generations of mankind.

Ancient Greek civilization presented the world a lot of wonderful philosophers, whose concept had invaluable thoughts of tutoring. Aristotle raised the tutor to the highest level in society. He set up in Athens his own school, The Lyceum where wrote his conversations with his students. Plato regarded education as the most important foundation of human life. Socrates thought tutor was a person who stayed on the verge of ideas and had to awaken the powerful spiritual forces of the student. It is known that the conversations of Socrates as a method of philosophizing Maieutike were based on the fact that the dialectical argument leads to truth through thoughtful tutor's questions. This led to the disclosure of the student's potential and helped "self-generation" of the truth in his mind. Thus, Socrates, together with other philosophers, took on the role of tutors for young people who had significant leadership abilities. Their students, in turn, continued the tradition of their teachers and became tutors for others.

The development of the medieval city gave rise to tutoring in craft specialties in the form of relations "master – student". The tutor took a talented student and revealed to him all the secrets of his art.

The practice of tutoring continued in the Renaissance. In Italy, the tutors who tried to harmoniously educate their tutees were respected by everybody. Traditionally, such an approach was observed in the upbringing of future governors. For example, humanist Guarino of Verona was a model for imitation. He initiated the practical application of tutor's knowledge, which led the phenomenon beyond the bounds of the theory.

For Jean-Jacques Rousseau, tutor is a person who teaches children only one craft - life. Rousseau said: "We are born deprived of everything - we need help; we are born senseless - we need intelligence. All that we do not have at birth, and without which we can not do, becoming adults, is given to us through education" [16].

Thus, from the time of antiquity, much attention has been paid to the role of tutor in preparing the younger generation for one or another activity. The main instrument of tutoring was their own life experience and exemplary moral behavior, and the main task of the tutor was the awakening of powerful spiritual forces of the tutee. So being tutor at all times is a great honor and responsibility. The content of tutoring is constantly evolving, and

its process takes place in any sphere - social, religious or professional, but the requirements for the tutor's personality are unchanged; at any time, he or she must be wise, experienced and moral. The tutor gives guidance to his tutee; there is a positive emotional connection in such relationships that manifests itself in respect and trust.

Tutoring as a historical form of university guidance is closely linked to the history of European universities of the XII century and comes from the UK. The English university did not care at all that all students listened to the same courses. The students had to decide for themselves which professors and what subjects they would listen to. Each professor read and commented on his book. Therefore, students from some colleges could be, for example, listeners of lectures by professors from other colleges. The university put forward its requirements only at the final examinations. Thus, the student had to choose the way of getting the knowledge for obtaining a degree. So tutor helped him.

Since the indisputable university value of that time was the freedom of teaching and learning, the tutor acted as a mediator between a free professor and a free student. The value of freedom was closely related to the value of the individual, and the tutor's task was to combine in practice personal meaning with academic ideals. The process of self-education was the main process of obtaining university knowledge, and tutoring initially served as a support to this process of self-education. At the end of the XVI century the tutor became a central figure in university education. By the XVII century the scope of the activities of the tutor expanded: increasingly important began to acquire not only educational but also upbringing functions. Tutor advised the student which lectures and practical classes were best to attend, how to plan their work, to prepare for university exams. Totors became the closest adviser to the students and assistant in all their difficulties.

In the 17th century, the tutoring system was officially recognized as part of the English university system, gradually replacing the professorial (German) model. From 1700 to 1850, there were no public courses and departments at British universities at all. Only tutors studied students for an examination. At the end of the XIX century free departments (private lectures) and collegial lectures appeared at universities but students still had the right to choose professors and courses [3].

In the early twenty-first century England, as before, was a world-renowned center for teaching and research. English colleges and universities have a large number of students from around the world now. The largest international scientific symposiums are held and the most authoritative scientific books are published there. Paul Ashwin is convinced that the tutoring system at the universities of Oxford and Cambridge has had a significant impact on the education and training system not only in British universities but also abroad [2].

Jasper Rose & John M. Ziman argued that Oxford and Cambridge are the most famous universities in the English-speaking world because of their special and unique methods of foming brilliant intelligence and filling the heads with knowledge and wisdom [7].

David Palfreyman & Ted Tapper are confident that the tutoring system in Oxford and Cambridge contributed to the further development of group work in English-speaking universities and became their visiting card [12].

There are many ways to define the terms "tutor", "tutoring", "tutoring system". Traditionally, the tutoring system is the regular meetings of one or two students with a tutor during the course of study. Tutorials are conducted by lecturers (not professors), postgraduate students, as well as non-university practitioners. Tutor helps student to develop their ability to think, make a choice and critically analyze the facts. Tutor track student's progressis and form of a personality as a specialist. The best tutors achieve this significant success.

For the English, tutor is a psychologist, a lawyer, a friend and a counselor at the same time. W.G. Moore in his book "The tutorial system and its future" [10] wrote that tutor didn't give information to students, but encouraged them to actively think over ways of evaluating information and establishing links between different elements of information. According to Moore, when students think independently, the purpose of learning may change.

David Rheinheimer's research showes that, when used effectively, tutoring can have a significant positive impact on high risk students. The scientist proves that tutoring has an effective influence on success in higher education. Tutors encourage and facilitate students to seek help early, often, and, subsequently, empower them to take control of their education [15; 18].

In our opinion, tutoring is a special kind of pedagogical support - the support of the process of individualization in an open education. Turor develops and implements student's individual educational program and, if necessary, assistance and support. It is very important for a tutor that a student himself understands his potential, mission, purpose in life. Tutor takes care that the pupil will be able to reveal comprehensively himself and use his full potential. He helps the student to learn how to achieve his own goals. He wants to direct his tutee to freedom and independence, teaches to act effectively and successfully, to expand the need for good deeds, to awaken responsibility for other people, to teach to be indifferent to evil and injustice. Emotional comfort, cooperation, creativity accompany the whole process of tutor's support.

## 2. The Role of Tutor in Moral Education in Colleges and Universities of England

Moral education of the younger generation at all times was on the first place in the system of education. Life, the political situation in society, the level of its economic development has changed, but moral education remains the indispensable priority in the educational process.

Ancient Roman philosopher Seneca wrote: "Learn first of all the good rules of morality, and then wisdom, because without the first it is difficult to learn the latter".

The problem of moral education takes an exceptional place among all the problems of educational institutions, because it has the most important task -to form a system of human attitudes toward the world and self-honesty. Formation of a system of attitudes, adequate to the norms of morality - is the purpose, the subject of special care for educators and the final result of moral education. Moral education in colleges and universities in England is a multifaceted, purposeful, systematic process of interaction between educators and students, which ensures the formation of a person's moral consciousness, tolerant attitude to others, the ability to establish human relationships between people, to create goodness and beauty in life through the attribution of value orientations.

Tutor plays particularly important role in the spiritual and moral education of students in colleges and universities of England, whose spiritual and moral level allows educating a worthy person. Tutor is responsible for the formation of humanness in students, for creation a culture of moral relations, communication, in spite of social woes. Therefore, in the system of moral relations in the pedagogical environment, tutor and students interaction plays an important role, based on mutual understanding and mutual respect, tutor's respectful attitude towards the traditions of the group, support of the dignity of each tutee. Tutor must form universal human standards for humanistic ideals: goodness, understanding, mercy, confidence in opportunities and help to realize that moral values form the basis of law and order. By communicating, organizing disputes, discussions with students, tutor promotes understanding of the essence of morals, values and ideals, ethical norms of behavior. John Locke - a famous English philosopher and physician of the XVII century, widely regarded as one of the most influential of Enlightenment thinkers - said that the tutor's the main job is to develop good breeding. Breeding is not taught from books, but by good examples. So the tutor must himself be well-bred. Tutor must also develop the potential, form the character and construct the mind and body in love and respect for knowledge.

Tutor is an image of the educator in the broad sense of this concept, which leads in ways of wisdom. The special attention of the tutor is focused not on the achievement of success in learning, but on the education of the moral qualities of students. "The competencies of moral reasoning, including moral characters, interpersonal relationships, problem solving, empathy, and caring, should be discussed and investigated among tutors and tutees" [5]. Tutor's moral education of students solves three main tasks:

–    formation in students moral consciousness, understanding of the essence of morality, principles and norms of human behavior in general and the tutor in particular; the conviction of the need for daily fulfillment of these social requirements;

–    taking into account effective, strong moral feelings, encouraging useful things and actions, refraining from harmful acts, damage to society;

– developing the ability to behave in different situations in full compliance with the requirements of morality.

Traditional sources of moral education are:

– Patriotism, which includes such values: love for Ukraine; love for all people; love for their "little homeland".

– Social solidarity - freedom of personal and national; trust in people, the state; justice; mercy; kindness; honor; honesty; dignity.

– Citizenship - the legal state; civil society; debt to the Nativeland, older generations, family; law and order; peace throughout the world; freedom of conscience and religion.

– Family - love and loyalty; health; abundance; care for the elder and the younger.

– Work and creativity - creativity and creation; purposefulness and perseverance; industry; thrift.

– Science - knowledge; scientific picture of the world; ecological consciousness.

– Religions - the notion of faith, spirituality, religious life of man and society, religious picture of the world.

– Art and literature: beauty; harmony; the spiritual world of man; moral choice; meaning of life; aesthetic development.

– Nature - life; native land; nature reserve; Earth.

– Humanity - peace in the world; variety of cultures and peoples; progress of mankind; international cooperation.

The list of sources of morality is exemplary, because every person, family, society determines for themselves the ways of forming moral values. Tutor sees, hears, feels, and understands the values of each tutee. His duty is to show the individual path of each person, the tools for the knowledge formation. The interaction between the tutor and the students contributes to the formation of positive features of character, moral qualities only if the tutor encourages students to a positive internal attitude and stimulates their own desire for self-improvement. Tutors in the work with the tutees use a variety of methods and techniques of moral education, which are aimed at forming the consciousness of the individual, his social behavior and positive motivation to action. The most meaningful and applied methods of verbal-emotional influence: a story, explanation, ethical conversation, a method of visual and practical influence - an example and others.

The conversation, as one of the main methods of tutoring, is based on coaching principles - on the basis of open questions. Such a conversation makes the tutee think of himself. Tutor must be able to listen carefully and create trusting relationships, avoiding the directivity. The dialogue is based on a common looking for solutions in which the participants of the dialogue can express their assumptions and defend their own point of view on an equal footing. The communication should be organized so that the participants feel their success and intellectual autonomy.

In general, the tutoring conversation should have not only educational but also emotional effects, in order to further make it possible to conduct an in-depth analysis of the educational situation of each student. Henry Mayr-Harting [9] insists that the tutorial is, discussing the student's own work. The function of the tutorial is to educate people who are able to survive and adapt to rapid changes, and to adjust their mental abilities to new changes. There is a conviction that the Oxford tutoring is similar to the Socratic method of education and upbringing. Tutor affects the tutee by means of question. Students must adapt to this, be able to defend their beliefs. The questioning method reduces the tutor's function in the immediate educational process and increases the role of the student in his own development. A student learns to think through attempts to get out of the "web of questions". In other words, the function of questioning is to select those parts of an argument that are incoherent or incomprehensible. The student is led through the ritual of self-criticism, which destroys his arguments, and he realizes the error, feels it emotionally, as if it is transformed mentally. Of course, not all tutors are so experienced or choose this method as the main strategy [14].

Robin Lane Fox also mentions the use of the Socratic method of questioning at tutorials. He writes about his first tutor who used the Socratic dialogues, in which Socrates "leads his young pupil obliquely by questions until the pupil's confusions and contradictions are exposed". "Socrates tends to focus on one pupil at a time, taking him individually through a path which exposes his mistakes" [8].

Group tutorials, as well as individual tutor conversations, are aimed at the implementation of individual educational programs for students with similar cognitive interests. During tutorials tutor simultaneously performs several types of work: motivational, communicative and reflexive. The motivational work of the tutor is to determine the level of students' motivation for the development of their cognitive interest; in the ratio of different expectations of tutors, their priorities and goals in the construction of their individual educational programs. The communicative work of the tutor is aimed at providing feedback in the group and its effectiveness, ability to conduct dialogues. A collaborative work of students and tutor is very important for the effective tutorial, as well as the interaction of tutors with each other. The reflexive activity of the tutor is aimed at ensuring understanding in the group, timely organization of constructive criticism and the search for a collective solution.

Practical examples, the possibility of self-reflection and representation of a new object reinforce the motivation to study. In this case, observation the outside world and self-observation are effective. Tutor draws students'attention to the behavior of people, teaches them to analyze the consequences of actions, to find the right one. Positive and negative examples help to keep tutees from the wrong act, forms the concept of spirituality, morality and culture.

Tutor uses an essay to motivate tutees to gain critical thinking skills. Students in the essay express their own thoughts on different topics: the meaning of life, moral values, purpose, attitude towards others, etc. Henry Meyr-Harting considered the essay an exercise for self-consciousness, because in letters, students can see the reflection of themselves [9]. Essay is a unique way to achieve self-awareness. After writing the essay, the student brings his work to the tutor. He should limit his presentation to five theses, not to read the essay literally. Tutors do not always read the students' work in advance and can use only the oral presentation of the student's work as the basis for the conversation [12].

Oral presentation of essay is a primary part of intellectual communication that allows the student to socialize and integrate in society. When students present their essays, they act as a teacher. Acting as teachers, students learn to think. David Olson speaks to support the oral presentation of an essay: "Writing has difficulty communicating prosodic features, such as rising intonation, volume, voice, quality and ironic tone. Such intentions as sincerity, seriousness and commitment are poorly represented in script" [11]. When students present their own essays orally, some of these problems disappear. The seriousness of the student's explanations, sincerity, and interest in their arguments are more visible in a written essay combined with an oral presentation. Having doubts in the well-known ideas, the tutor may ask more questions to dispel doubts about the authenticity of the essay. A student can also self-understand the level of his own argumentation. The tutor's interview with the tutee is aimed at developing the student's ability to defend own point of view. D.Sabri [17] tried to find out students' and tutors' attitude to the role of essay. Students and tutors agreed that essay helps to improve the ability of students to argue their own thoughts. They identified a good essay in general terms as concise, precise, containing critically acclaimed arguments that include private interpretation and demonstrate the independence of the mind. Tutors improve the students' argumentation skills in a certain field of knowledge, train self-absorption and the ability to get good arguments. The Socratic method is the most well-known example of argumentation through questioning in critical discussions.

The process of forming the moral culture in student youth is an important and difficult direction in the process of university specialists training. The higher level of moral culture in future specialist is, the higher its social significance for society. Tutoring is a complex of forms, means, methods and principles that stimulate the moral development of a studen. The main task of education is the formation of the general and professional culture of students, their understanding of the history of civilization, the elevation of spiritual needs, the attachment to the ethical norms of communication, as well as awareness of their place in the system of culture, self-development and moral consciousness. Tutor actively promotes self-development and self-education of tutees, the ability and readiness for the development of the system of social roles. The educational process of the interaction between the tutor and the tutee must be aimed at creation conditions for the formation of cultural and moral, spiritual values of the individual.

English tutoring meets requirement of metacognitive education, the purpose of which is to teach students to think not only independently but also self-consciously. Great amount of reading and writing, taking on the role of a teacher, active participation in critical discussions that include self-absorption, self-examination, self-correction, mental flexibility train self-awareness. Through reading and writing, discussing and revising, reformulating arguments, cautiously and gradually, week by week, year after year, most English students learn to think on their own.

Every person has to live according to the rules of morality, but sometimes he or she can not determine which actions are right and noble in certain circumstances, so must follow the instructions of a wise tutor. Doret J. de Ruyter & Siebren Miedema in the book "Moral Education and Development" entrusts responsibility for the moral development of the individual to the tutor. In order to provide valuable advice to tutees, the tutor must be a noble person. However, being noble does not simply mean intellectual and practical wisdom, it also implies the presence of high moral qualities and these qualities, according to the scientists, can best be rebuilt in the term "special care and interest". A kind person cares about the welfare of others and cares about their happiness, and an honest man cares about honest business, fidelity to the ideals. Such "cares' do not only provoke a tendency to act in a certain way, but make them feel and show certain emotions such as compassion, respect, indignation, suffering, relief, admiration, and appreciation. When reacting to the behavior of the tutee, the tutor must not reward good deeds or conflict with the bad ones, but show all sorts of feelings and emotions in words and deeds. If the student acts according to the rules of morality, the tutor responds with positive feelings and emotions, showing fun, admiration, relief, pride. And if the tutee does not act nobly, or even immoral, the tutor shows negative feelings and emotions, such as nervousness, shame, sadness, disappointment. These positive and negative feelings are a manifestation of care and will serve as incentives for support and punishment. Tutor' care can be manifested in actions and responses and provide a good relationship of love and trust between the tutor and the tutee, directing the student towards imitation of these actions and reactions [6].

### 3.  Using the English Experience of Tutor's Practices in Moral Education of Students in Ukrainian Universities

Reform in the system of higher education of Ukraine is a prerequisite for the establishment of positive changes in the life of higher educational institutions, their autonomy, mobility of teachers, the fight against corruption, etc. on the path to the world educational space. However, in order to become its full participant, first of all, our country must make modifications in the moral principles of science and higher education.

Insufficient level of culture, loss of spiritual and moral values affects the spiritual, emotional, informational and physical health of a person. Understanding tasks, purposes is the basis for a decent human existence. In this regard, it is necessary to consider moral education as the basis for the education and upbringing of youth.

Today's system of higher education does not adequately meet the requirements of preserving and developing the intellectual and moral potential of youth. It is still weakly focused on self-realization and self-development of the individuals. Every person must learn to think, make decisions independently and act consciously on the basis of motives analysis. Such work creates a solid foundation for the formation of the moral behavior of youth in all circumstances, since the student's age is a period of active development of the cultural and moral structures of the individual. Academician Ivan Bekh is convinced that "educators should make efforts to bring up a new generation that will believe in intelligent life, truth, goodness, justice, and will be convinced that the progress of mankind depends on the constant development of morality in every person" [4].

Morality is associated with social responsibility, which reflects positive thinking, emotional stability, human actions for the benefit of themselves and the outside world. Therefore, in recent years, moral education has become one of the priority areas in the activities of educational institutions of all types. But, unfortunately, many programs and methods of moral education are not aimed at the fact that the student realizes the need for moral self-improvement. Analysis of psychological and pedagogical literature shows that tutor's support is innovative in the work of moral education. Modern institutions of higher education need educators with other spiritual world who think in the context of values and meanings of human life and culture.

The basis of moral and value priorities of the personality are norms of behavior, moral principles, ideals, moral attitude to relatives, as well as strangers, motivational sphere of consciousness and other universal human qualities. In order to gain the most important pedagogical goal - the education of the "person of the future", the tutor must find ways to develop universal values such as goodness, truth, faith, hope, love and beauty. The aim of the tutor's educational influence is to develop the student's ability to evaluate oneself from different perspectives, to develop an active life position, which increases the responsibility to the environment, improves the ability to make decisions, coordinate them with the actions of others, avoid conflict situations.

There are different approaches to the organization of tutor activities in educational institutions. However, the direction of educational work on the formation of a system of moral values of the personality of the tutees is common.

The leading role in the formation of the student's moral qualities belongs to the dialogical type of communication between the tutor and the tutee, based on close relationships. Such relationships imply the unconditional acceptance one another, the recognition of individual uniqueness and the positive attitude. The dialogue creates an atmosphere of openness, sincerity only in the case when it is based on trust. Such relationships will promote interpenetration, mutual understanding and personal enrichment.

Good relationship between the tutor and the student is very important and depends on the pedagogical qualities of the tutor. We offer a set of personal qualities important for the profession of tutor:

– Openness. Every tutor must be interested in students' lives, ask questions about education, relationships at the university and at home, demonstrate openness, tell about own problems and views to make students feel their value.

– Energetic. In order to establish a good relationship, the tutor must be an energetic person, with great enthusiasm, successful, always in a good mood, encouraging students to feel better and to succeed.

– Adaptability. The tutor must be able to adapt to any situation depending on the students' needs and their particular difficulties. The tutor must not be afraid to create a new plan of action that will be better adapted to each new situation.

– Sociability. Tutors must be able to communicate with students "in their language" using a variety of metaphors and comparisons that relate to their own preferences, talents and experiences.

– Patience. Tutors must wait patiently until the student fully understands what he is trying to convey. Tutor's patience encourages the student to relax, listen, think and study.

The set of qualities forms tutor's authority. A personal example of a tutor is a powerful factor of moral influence. Tutor is a model for imitation and his or her own life experience shows an example of a higher level of spiritual and moral development, presenting the system of moral values and thus helping students to understand and develop certain spiritual and moral qualities. Students during their communication with the tutor evaluate their own autonomy, personal qualities, behavior, life position, attitude to work, readiness to help, etc. Thus, the tutor, accumulating social values and ideals, is their amplifier in tutees' consciousness.

Tutors contribute to the personal, educational and professional growth of the student, spreading the knowledge they have gained through years of experience. Successful tutors are always ready to help, patient, enjoy the authority, have a number of positive personality traits. Tutors have a number of responsibilities, including: treat students with love and care, give them the right to develop as individuals;build relationships so that they meet the spiritual and moral demands of students; provide recommendations based on education and development needs; assistance to the tutees in obtaining appropriate expert advice for self-development; creation of an educational environment that supports the acceptance of risks and innovations and encourages the students to expand their abilities; active listening and use of silence as an instrument; induce independent steps, to make choices and to be responsible for the decisions made; provide the necessary feedback, for example, related to personal experience.

The tutor must put the tutee on an equal footing for the realization of the tasks of moral education. It is determined by the ethical nature of their interaction and manifested in respect for the identity of the student, in the adoption of personality and the development of subjectivity. Of course, the tutor must have knowledge of the spiritual and moral sphere. Only when the tutor is the model bearer of moral laws, the spiritual and moral sphere will be perceived by the tutee as worthy.

Without tutor's perception of the student as an equal partner tutoring technology is impossible. The main mechanism of the formation of subject-subject relations, is the professional and personal qualities of a tutor: the ability to collaborate; the ability to analyze, compare and design professional actions in accordance with the latest educational goals, to plan professional activities, to scientifically substantiate the forms and methods of organizing the educational process in accordance with the modern needs of society; respect; objectivity in the evaluation; awareness of the necessity of pedagogy of the environment, possession of pedagogical technique and educational technologies; readiness to build pedagogical communication on the basis of diversification of joint activities and taking into account students' interests; the desire for self-education.

We are sure, that tutor's support will help to form the most important qualities of contemporary Ukrainian society, such as: spirituality, indifference to the fate of Motherland, care for nature and ecology, professional competence, determination, persistence in achieving the goal, civic responsibility, care for others.

## Conclusions.

Moral education is one of the most important directions of the comprehensive development of personality. Today, in conditions of socio-political, economic changes, rapid development of scientific and technological progress, its tasks has been updated. There is a need to revive the spiritual and moral atmosphere for our country.

Unfortunately, nowadays the educational process is more focused on the development of intellectual abilities than on culture and morality. Through the mass media, via the Internet, because of false pedagogical requirements, the younger generation is preparing for selfish life, but not for improving spiritual and moral world, and confirming the common good. However, the external development of the individual must be accompanied by its spiritual and moral rebirth.

We are obliged to think what we are investing in the souls of our youth. Thus, the most important task of Ukrainian society is worthy education of the younger generation on the basis of moral, national and patriotic values. In this context, the cultural and educational branch of our country should be guided by the principle of "from a reasonable person to a spiritual person" and foresee the development and establishment of the spiritual world of man.

Two institutes play a major role in the process of moral education of the individual. The first is the family where the child's character is formed. Moral relations formed in the family, impose a reflection on the whole life, form an attitude to society, love for their native land, people, culture and language, cultivate a benevolent and friendly attitude towards people, conscious discipline, responsible and thrifty attitude to work and its results, intransigence to the immoral actions of people. The second is an educational institution whose purpose is to transfer knowledge and cultural traditions, to teach development and to increase cultural heritage. All participants in the educational process should be aware of the need for close cooperation.

In our opinion, tutoring in Ukraine should become a system of formation of an individual educational path for a student. Values of individualization, self-determination, meaningful attitude to own life, future, prospects are realized in tutor's work. Tutur's support is aimed at broadening the student's horizons, his or her ability to self-determination, the development of a subjective attitude toward own progress and success.

Tutor as a subject of moral education is a so-called conductor on the path of spiritual and moral development of student youth. Presenting high moral values, the tutors point out the direction of tutees' own spiritual development and induce changes in behavior. Tutor, influencing students' minds and souls, must follow the commandments clearly: "Do not harm", because the tutee should be treated with respect and understanding.

Tutor is the director of the unique life of the individual, its organizer and coach. Tutor fills the lives of young people with events and "trials of forces", in which constantly new cultural experiences are acquired, the image of the future is shaped, personal meaning is created and individuality is preserved. Tutor forms a valuable attitude to life, provides a stable, harmonious transformation of a person, which includes raising a sense of responsibility for their thoughts and actions, and assists in the assimilation of the spiritual values accumulated by mankind; creates a positive emotional atmosphere, friendliness in communicating with others, understanding and sincerity, respect for themselves and the surrounding world.

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## CORRELATION OF MODERN SPANISH GRAMMATICAL RULES AND USAGE

***Abstract***. *In recent times due to the disclosure of new means of communication, Internet in the first place, quicker changes in the grammatical norm are noticed. Teachers of foreign languages must emphasize their attention on changes of the use. Didactic interest to sound and affective language is noted, but there is an abundance of non-normative phenomena. Most teachers note and accept the liberalization of the norm, its democratization, the approach of the written norm to the oral norm. Some changes in use are accepted, others not. The Grammar of the Royal Spanish Academy is very conservative, because the regionalist Spain is a whole set of dialects; and the dialects are contrary to the Castilian literary norm. Keeping the standard almost intact, the RAE supports in this way the linguistic and also political unit of the country, prescribing the rules of the correct use of Spanish. But in recent times there is a certain change in the grammar studies that no longer prescribe the correct and normative, but describe what is used. They fixed not only the literary norm, but also the oral one, and represent an impressive step forward, but that for now we cannot consider enough.*

### Introduction.

Language, as an entity in the whole of culture, works within certain rules, thus implementing patterns of normative behavior of all members of the linguistic community, including users of this unique tool of human communication and knowledge of the world. But the greatest concern for the state of language and its purity is that of linguists and grammatical norm is that of grammarians. The functioning of language in society has a double character: it manifests itself in the confrontation between standardization and liquidation of all established barriers. And destroy them can any language user. The current attitude towards the norm has led to the fact that it is normative to violate the norm [2, 18].

In Spain with all its minority languages, so many dialects the problem is presented as more serious, since the dialects are contrary to the literary norm. It is well known that the Castilian dialect as a result of the famous Reconquista became a standard language in Spain and synonymous with Spanish. Mastering Spanish and speak Spanish is mandatory, according to the Spanish Constitution. But the regionalist policy of the authorities of Spain leads to the people of the autonomies prefers to speak in their Valencian, Galician, and Andalusian, Aragonese and other languages and dialects.

It turns out that the task of preserving the rules of Spanish is to defend the unity of the country. The problem of the Spanish norm acquires a social and political character. If the norm is forcibly imposed, this can lead to an attempt to level the socially differentiating role of language, even though the concern for the preservation of the purity of the language is aimed at maintaining its social function. Purposes and tasks of this monograph are multiple: determine the notion of the descriptive and prescriptive norm; determine how the linguistic norm is implemented in its prescriptive function, the correlation between the norm and the usage, the social importance acquired by linguistic norms or deviations from them; establish groups of linguistic phenomena that correlate with the norm and usage; emphasize attention on the need to correlate grammatical error with phenomena of frequent use, but not yet approved by the norm; emphasize attention to the need to equip those who study Spanish as a foreign language with adequate didactic material to keep abreast of changes that the norm suffers and the particularities of the usage of Spanish.

## 1. Grammar rules, norm and usage

There are so many scientific studies that deal with problems of the language system, its norm and usage [2; 6; 8; 9; 10; 11].

In Spain the rules of the use of Spanish are under the supervision of the Grammar of the Royal Academy of Spanish language - RAE (Real Academia Española), which accepts with difficulty the alterations in the usage of Spanish. That does not mean that the Academy does not accept them in general. Some changes was fixed about 10 years ago, but preferably related to the phenomena that are not very important in modern Spanish language, for example, eliminated such letters as *ll* and *ch* of the alphabet; or accepted the Spanish adopted option of neologisms *mánayer*, *pircin*, s*mokin* and their English etymological variants in quotes "*pircing*", "*smoking*", etc. It deals with the fixation of the changes in the orthographic and lexicological norm first of all, but not grammar norm.

Recently the Spanish Grammar of the RAE appeared under the redaction of Emilio Alarcos Llorac [1] and the Descriptive Grammar of modern Spanish of the RAE [7], Pan-Hispanic dictionary of doubts of the RAE [14], in which we noticed a fundamental change: the linguistic phenomena are described, not dictated and prescribed as it did before.

The word "norm" comes from the Latin "rule" and establishes the range of permissible limits in a language. It plays an important role, both in the culture in general, and in the language. The standards provide clarity and understanding of the language for a broad linguistic community and allow learning a language [11]. The person who dominates the normative rules is characterized as a cultured, literate and competent person.

The problem of the definition of linguistic norm is of the utmost importance, since its resolution provides an opportunity for the understanding of the basic laws of the development of the language and allows seeing the perspectives of the evolution of certain linguistic phenomena.

The system of the language or its structure according to E.Coseriu finds its realization in the norm and in the usage. The standard includes traditional achievements that are more accepted by society and, to a certain extent, recognized as correct and obligatory. The norm is considered as a guarantor of the unity and stability of literary language [6].

Usage, as well as the standard, is also based on certain system capabilities. However, it may not coincide with the standard. The use always contains a certain number of unaccepted and even incorrect realizations, although some of them, however, can be quite stable. The usual phenomena in the language are practically not controlled by anyone, and their correlation with the norm is different and can be evaluated positively and negatively. There are usual phenomena that in the long run lead to changes in the norm and are acceptable. Other phenomena are rejected. One can also talk about other groups of usual phenomena that are outside the norm. So N.B. Bogdanova underlines much negativity that appears in the perception of scientific reports and publications, made in the material of everyday speech, which is far from the literary samples. Internet sites (forums, blogs) are full of indignant lyrics by native speakers, tired of the pressure of aggressive use. It is about the resistance of the speakers themselves, who have an idea of the standard and the culture of speech [4].

"Is it aggression, or is it simply an evolution of language? Resist or accept and humiliate? "[5, p.26], - these questions are asked by the linguist and she concludes that, at the given moment, her duty of the scientists is to contemplate and fix.

The attitude of Spanish society towards the norm of language has changed; it is tolerant to the violation of the norm at any level of the language. In the modern linguistic society the deviation from the norm is considered as a new norm.

The opposition "prescriptivism against descriptivism" is expressed in the most paradoxical way: on the one hand, everything is allowed in the language, on the other, in the field of vocabulary there are strict restrictions [3].

Of course, the language system offers many options for its realization and the speaker has the opportunity to choose the most appropriate form. Linguistic variability is considered as one of the fundamental features of the language system and its realization possibility is based on the combination of internal and external factors of language development. Among internal factors, they mention the law of analogy and the law of saving energy, which is also the language.

 Among the causes of external nature are often called contacts with other languages, influences of dialects, socially differentiated languages. Variation is actively used in linguistic media to create social, professional and age differences. The sources of changes in the normative rules may be different: oral language, local talks, professional and youth jargon, other languages. In this second case we can talk about the codified and uncodified rule [10]. The difficulty in determining the norm in Hispanic linguistics lies in the special fragmentation of the Spanish language into regional variants. It is claimed that the Spanish language as a whole is a "complex of dialects" ("complejo de dialectos") [13, p. 14].

In recent years, linguistics has given primary importance to the Spanish language in live, to the sound system. Linguists have increased their interest in the problems of colloquial speech and the study of linguistic facts that are at the edge of the literary norm. It is the fluctuations of use that cause the changes in the rules of the language. Nowadays voices are often heard in favor of a reasonable tolerance, which is explained by a trend towards the democratization of culture, and this leads to changes in the sphere of verbal communication, to the simplification and penetration of the units of language spoken in other linguistic styles. According to N.M. Firsova the use of language tools that have an informal tone of communication becomes normative [8, 7].

After having analyzed the changes in the norm, we highlight three groups of phenomena: 1) to the limit between normative and non-normative: *"dos diás por (*más correcto *en ) la semana"*;  2) out of the norm, but that are accepted by the use: *"entrar en (*correcto *a)"*; 3) speech errors and serious faults:  *"como si está (*correcto *estuviera)"*.

The phenomena that the linguistic-cultural community considers as a permissible deviation from the norm V. G. Gak calls them "the threshold of acceptability" [9, p. 15] and V. A. Itskóvich calls them "the gray zone" [10, p.105]. Many scientists claim, that it is sometimes difficult to differentiate normative from non-normative grammatical forms, acceptable from unacceptable grammatical forms and hence the problem of grammatical error.

The RAE, in the interpretation of the norm, distinguishes: 1) description of grammatical phenomena without special notes; 2) description of those phenomena that maintain the existing norm and those that establish this norm; 3) cases of unstable use. According to "New grammar of the Spanish language" (NGE: Nueva Gramática Española”): "There has always existed in the academic treatise a certain tension between theory and norm, or between description and prescription" (*"ha existido siempre en el tratado académico cierta tensión entre teoría y norma, o entre description y* prescripción*"* [13, 40]. The most focused on the setting of the norm is, in our view "Pan-Hispanic Dictionary of Doubts" (*"Diccionario panhispánico de dudas"*) of the year 2005 [14].

On the other hand, grammar is oriented largely towards the description of various language phenomena that do not have a normative orientation: "Parallel to how the pan-Hispanic Dictionary of doubts places greater emphasis on the norm, the New grammar emphasizes the various relevant factors in the description [...] in the Grammar, a large number of issues that lack a slope need to be addressed strictly normative " *("De manera paralela a como el Diccionario panhispánico de dudas pone mayor énfasis en la norma, la Nueva gramática acentúa los diversos factores pertinentes en la descripción [...] en la Gramática han de abordarse un gran número de cuestiones que carecen de una vertiente estrictamente normativa")* [13, 42].

The use reflects the functioning of the language in speech [6, 175]. It is also worth remembering what Bally has said about oral versus written language: oral is dynamic, seeks immediate communication, adapts twists and words unconsciously to the "feedback" offered

to each speaker gestures and attitude of his interlocutor, abuses the ellipsis, is tinged with affective resources: hyperboles, diminutives, interjections and equivalent phrases, etc. This is why the oral language is usually incorrect: it leaves some sentences short, does not respond much to the agreement, repeats, distorts, emphasizes with the intensity of the voice, the slowness, and the pauses and also with gestures and body movements [2, 110].

The classification of the standard can be done on different logical bases. On the one hand we can highlight two variants of the standard: the one that prescribes and the other one that describes. Most Spanish grammars prescribe, in other words dictate the rules, only in the last descriptive grammar of Emilio Alarcos Llorach the transcendental change towards the description is noted, it is based on usage [1].

In the process of normalization of the Spanish language the Academy undoubtedly plays the leading role, but this fact slows the development of the language by rejecting all the achievements that are not normative. Any deviation from the standard prescribed by the Academy is considered "incorrect" (*"incorrecta"),* "uncultured" (*"inculta").* The recognition of the polycentric nature of the Spanish language by the Academy became the most important principle to determine the language standard: "It is not possible to present the Spanish of a country or a community as a pan-Hispanic language model " *("No es posible presentar el español de un país o de una comunidad como modelo panhispánico de lengua")* [13, p. 41].

In the text of the NGE we can distinguish the following notes: "is always used" (*"se usa siempre"),* "is almost always used" (*"se usa casi siempre"),* "today tends to be considered" (*"hoy tiende a considerarse"),* "is registered" (*"se registra"),* "can be used" (*"pueden usarse"),* "in most cases" (*"en la mayor parte de los casos"),* "construction is acceptable"( *"es aceptable la construcción"),* "the language rejects" (*"la lengua rechaza"),"* it is recommended to avoid" (*"se recomienda evitar",),"* the correct forms are"( *"las formas correctas son"*)…[13]. These recommendations attest to the current attenuation of the directive function of the standard.

## 2. New usages and Spanish grammar

It is well known that the lexical system of languages easily loses and forms and also borrows their units from other languages while the changes in grammar occur rarely and very slowly and often entail a shift in the entire grammatical system of language. However, recently, under the influence of the development of new technologies, changes in the pace of life, large migration processes, and as a result, an increase in interest and demand for learning foreign languages, improving methods of teaching foreign languages, the pace of grammar transformation has accelerated. The Spanish language is included in the top three more demanded to learn foreign languages, including English and Chinese, leaving behind such languages as German, Italian and French, for example.

At the same time, Spanish, like other Romance languages, is a young language that is in the process of perfection. First of all, it concerns the system of Spanish tenses, inherited from Latin in a far from imperfect form. In the system of Spanish tenses there is a significant imbalance towards the perfect tenses. This unbalanced system like all unbalanced systems need balancing, which leads to the disappearance of certain temporary forms of the Spanish language, such as Pretérito Anterior de Indicativo, which duplicated the Plusquamperfecto de Indicativo. The system of Spanish tenses did not form analytical times like Continuous tenses in English due to the loss of the Present Participle of the Active Voice during the transition from Latin to Spanish. We will further return to analyze the Present Participle status in Spanish, comparing its evolution and functioning with the Spanish Gerund. Now our focus is on the fact of the formation and in the present moment a very wide use of a big number of syntactic constructions with Gerund (*estar+ gerundio*, *ir+ gerundio*, *venir + gerundio*; *andar + gerundio*; *seguir + gerundio*, etc.), similar to the construction to *be + Gerund* (I'm doing; He was thinking about it) of the English language, which became the basis for the formation of English Continuous Tenses. At our opinion, the reason for no formation of continuous tenses in the Spanish language was precisely the too large number of analytical constructions formed with Spanish Gerund and not only one.

The use of the above-mentioned gerundial constructions in speech, which began in the 16th century, is becoming more and more frequent. This is completely explained by their analytical nature. The use of such structures confirms a high level of proficiency in a foreign language. All the grammarians recognize such use of Spanish Gerund as regulatory. This cannot be said about the so-called attributive usage of Gerund.

Most scholars, including authors of academic grammar publications, do not recognize this use of the Spanish Gerund. However, in this function today the gerund is used so widely that Spanish grammarians do not dare to consider it unacceptable and erroneous. Such usage of Spanish Gerund is called undesirable by the latest generation of grammarians of descriptive direction of philological scientific research.

The use of Spanish Gerund in attributive function is the well-publicized phenomena in usage, which is not error, but which does not accept the RAE, which always labeled it as incorrect or for being a Gallicism, or for being adverb by its function, and not adjective next to the subjective (Compare: *Vi a los indios cruzar la plaza con los ponchos chorreando agua* - I saw the Indians crossing the square with *the ponchos dripping water*).

At the same time one of the central squares of Granada is called *Niños luchando* (Children fighting), and one *ninot indultat* (in the Valencian dialect *a pardon figure*) in the museum of Las Fallas in Valencia is called "*Una abuela durmiendo al niño*" (The grandmother sleeping the child). This attributive use of Spanish Gerund was liked by Ramón del Valle Inclán, an author of a culture of envy, who was very much criticized for this by Spanish grammarians.

They said he was heavily influenced by the French language when he was teaching at the Sorbonne University: in French, it is so easy to confuse the Present Participle and Gerund due to the fuzzy pronunciation of the endings.

The Spanish Gerund in its attributive function covers the lack of the Active Present Participle in Spanish (not all Spanish verbs have such form). Being the dynamic form Gerund expresses the quality at the same time, which justifies it substantivization *el / la doctorando (-a).* These words already appear in the documents; they are mentioned in the thematic vocabulary of High school (Escuela superior) in the preparation manuals for the examination of Spanish as a foreign language (DELE), level C1 professional.

No less interesting is also the "grammatical fate" of the Spanish Present Participle of Active Voice. Spanish grammarians almost "recorded it death", limiting the number of 14-18 verbs that can form it. However, this form is found today at every step, especially abounding in advertising texts: *galletitas crujientes*, *crema antiarrugas hidratante*, *asegura una piel resistente*, *ácido láctico hidratante*, *antioxidante*, *calmante*, *agente re-hidratante*, *reafirmante* y *emoliente*, *crema cicatrizante* etc. (crunchy cookies, anti-wrinkle moisturizing cream, ensures a resistant skin, lactic acid moisturizing, antioxidant, soothing, re-moisturizing agent, firming and emollient, healing cream etc.)

It seems that the active participle of the present tense acquires a new life in Spanish language and it is possible that in the near future, the specialists in Spanish philology will start talking about the fact that in Spanish exists a category of the present participle (one can speak of such category only if practically every verb with minimum of exceptions can form this form -author).  It should be noted that the described problems of the Spanish gerund and present participles seem insignificant compared with the unsolved riddle of the Spanish Subjuntivo (Subjunctive Mood). Mysterious Subjuntivo presents significant didactic difficulties. One can find hot discussions of teachers of Spanish as a foreign language (ELE – español como lengua extranjera) on Internet forums.

This is due to the fact that they all are looking for only one explanation for all use cases of Subjuntivo, but it seems that such does not exist. Spanish Subjuntivo has a very wide and varied use in modern Spanish. It cannot be reduced to a single formula. Didactically, it is impossible to teach it in a short time. With this form, one can express the will, order, doubt, desire, to give an assessment of something as good or bad, etc. However, it is very important in the understanding of Spanish Subjuntivo that it can express all these meanings only with the support of other forms of language. Its name comes from the Latin verb *subyungere*, which means *to depend.*  Its use may depend on modal adverbs of the Spanish language such as *posiblemente*, *probablemente*, *tal vez*, *acaso*, *a lo mejor*, etc., on use of some conjunctions such as *como si*, *cual si, para que ,* etc., some interjections like *ojalá*,  on the dictum verb in the main sentence *deseo que vengas*, on intonation in the non-dependent sentence, where the forms of  Subjuntivo function as imperative form *No me lo digas*!, in  both parts of conditional sentences *Si supiera, no hubiera venido*.

Spanish grammars prescribe a large number of rules for its use, sometimes mandatory non-alterative. However, these cases present no particular difficulty for Spanish language learners: learn the rule and apply it. Problems arise when the use of Subjunctive Spanish form is considered as alternative, sometimes meaningful, sometimes, unfortunately, difficult to understand and, therefore, difficult to be explained. Some teachers even call it a "factory defect" of the Spanish grammar system (un defecto de fábrica).

Consider the following examples. An example of an alternative and meaningful choice between the forms Subjuntivo and Indicativo are relative sentences in which after conjunctions que, el /la que, el/la cual is used Indicative, if the object is known (tema) and Subjuntivo, if the object is unknown (rema). Compare: Voy buscando *al* interprete que *domina* el chino / Voy buscando a *un* interprete, que *domine* el chino (I´m looking for the interpreter *who knows* the Chinese; I´m looking for an interpreter *who would know* the Chinese). In the first sentence the speaking author knows about the presence of a knowledgeable Chinese interpreter and need him. In the second sentence he hasn´t an information about the Chinese interpreter in possess but he need him. Alternative use of definite and indefinite articles el/un (the/an) confirms the logical choice of one or another modal form, which alternative use in similar situation can be considered as meaningful.

If we analyze the case of alternative use of Sunjuntivo/Indicativo in the sentences with temporal subordination, the situation will be opposed. Subjunctive forms in these sentences are used only if the action of the verb of the clause follows the action of the verb of the main clause: Cuando *llegues,* ya *estaré durmiendo.* (When you arrive I will be sleeping). As one can see in the English translation the form of Spanish Subjuntivo was replaced be Indicative form. And it is logical, because if we substitute Presente de Subjuntivo by Presente o Futuro de Indicatitivo (estrictly prohibited by Spanish grammar rules), nothing changes: Cuando *llegas/llegarás*, ya estaré durmiendo. In such circumstances in Italian the future tense is used: quando verrai, vado a dormire, - and it is logical. The same we can say about the prohibition of Spanish and English grammar rules regarding the use of Futuro de Indicativo (Future of Indicative mood) after conjunction si (if) in the conditional sentences: Si tú llegas no voy a esperarte (If you come I will not wait for you). At my opinion such prohibition may be considered as illogical.

And, without any doubts, we have even more problems if the rules for using Spanish grammar are violated, what happens today quite often. These are serious errors that violate the norm, for example the use of the Presente de Indicativo (Present of Indicative) verb forms after the Spanish conjunctions *como si* , *cual si* in modern Spanish language: "El la está mirando como si *quiere hablar con ella* (Correct: "*como si quisiera hablar con ella":)* "He is looking at her as if he wants to talk." The Spanish grammar rule allows only two grammatical tenses to be used after these conjunctions: Preterito Imperfecto and Plusquamperfecto de Subjuntivo (both Subjunctive, not Indicative tenses).

In many such cases, to avoid long explanations, teachers confine themselves to the following statement: "Aquí, porque sí" (Here yes, because yes!). But in this case, students, and especially adult students, begin to argue and demand clarification. Glue the tag "so is the only way" is difficult in the adult audience.

And here comes the moment of truth: each one of the teachers, based on his more or less lengthy teaching experience, the practice of communicating with colleagues in hot forums, long reflections on the causal nature of linguistic phenomena, on determining the information awareness of participants in communication about new /not new knowledge, etc., etc., runs the risk of overloading his student. He put him in the way of discussion that seems condemned to eternity and to the waste of energies. But at the same time it stimulates the student to think and little by little, step by step, to master the miracle of human nature, which represents in our case the temporary system of the Spanish language.

And here I would like to focus your attention on the problem of concordance of tenses in Spanish language. We cannot miss the fact that Spanish grammars, including the royal grammar, draw attention to the fact that the rules for coordinating tenses exist; they are pretty strict rules, although some mitigation of them is noted in the follow-up time. For example, today it is considered normative the use in subordinate clause of Present or Future Indefinite forms after the verb in Past tense in the main clause: ***Ellos comunicaron*** que la boda ***tendrá*** lugar el 18 de abril (They reported that the wedding will take place on April 18). Previously, only the use of forms of Potencial (***tendría lugar***) firstly was considered normative.

While giving lectures on Spanish grammar at the University of Granada (Spain) for students of Spanish philology, native speaking and non-native speaking of Spanish, I ask the audience a question about whether there are actually rules for concordance of tenses in Spanish, and I received the following answer. Native Spanish speaking students said that there were no such rules, while foreign students of Spanish language insist that they have learned them in the process of their preparation for DELE exam (Examination to get the Diploma of level of domination of Spanish language: Level A1, A2, B1, B2, C1, C2).

This means that foreign students have already used and mastered (even in a passive form) the methods of teaching foreign languages. And this is their great advantage. Without knowing methods of teaching Spanish, a Hispanic philologist deliberately deprives himself of another opportunity to realize their selves as teachers and another opportunity to earn a living in these difficult economic times.

They would need to dominate the methods of teaching and we must emphasize that today, the perfection of teaching foreign languages is on agenda.  New methods of teaching foreign languages that transform and put in order the presentation of grammatical material.

If we analyze all mentioned before about modal forms use, there is a feeling that the mystery of Spanish Subjuntivo will never be solved, its use will never be described and systematized and it will always be difficult to learn it.

Nevertheless, we must appreciate a big work of Spanish didactics in the last two decades, especially of teachers of Spanish as foreign language. And if you don't find answers to every question about all the grammatical difficulties of the Spanish language, including Subjuntivo, they will be greatly facilitated thanks to the development of new teaching technics, methodical progress and thanks to publishing the innovative textbooks for mastering Spanish grammar in use.

I would like to list the recent issues of active grammar textbooks to your attention: Ven, Ven Nuevo, Vente (edición Edelsa); Abanico.B2, El ventilador.C1, Rápido, rápido. A1-B1 (edición Difusión); Prisma, Nevo Prisma, El cronómetro (edición Edinumen); Español 2000, Español en marcha (edicíon SGEL); Sueña (edición Anaya).

The new role of the methods of teaching foreign languages, at my mind, consists in a certain simplification in the choice of the correct modal form when varying Subjuntivo / Indicativo. Maria Moliner in her Diccionario de uso del español [12] allowed this variation of moods and considered it meaningful after *pienso que* : *pienso que él venga/viene* (I think he arrives). But all modern uzus-oriented Spanish grammars postulate the use of indicative forms after *pienso que* and forms of Subjuntivo after *no pienso que él venga*, thus clearly securing the lack of variation and as a result, facilitating the process of teaching.

Another example of changes in grammar due to outside interference are changes in the means of expressing the grammatical category of the genus in Spanish. As is well known, Spanish, unlike English, is a generic language. It preserves the division of nouns into male and female, motivated only for living beings (category of gender – author).

After joining the European Union, European institutions fighting for human rights, accused Spain of discriminating women on the basis of language. The fact is that in the Spanish language the masculine genus is dominant. If among many women there is only one man, it is necessary to use a pronoun of the masculine to denote them *ellos* (not *ellas*), or nouns and adjectives in masculine *guapos latinos* (not *guapas latinas*).

Discrimination was also considered the fact that in the treatment of a woman as *Señora* or Señorita her dependence on a man is viewed. The choice of a vocative does not depend on age, but on whether the woman was married, which could potentially lead to the occurrence of delicate communicative situations, since a very old woman who has never been married should be called *Señorita*.

In legal documents you can also find the linguistic dependence of a woman on a man: El Señor Ramón Hidalgo y *su mujer* Doña Elvira […] (Mr. Ramón Hidalgo and his wife Doña Elvira [...]).

Since the beginning of the new millennium and especially in the last decade, Spanish linguistic institutions have been looking for ways to solve the problem and eliminate discrimination of women on the basis of language. The Spanish woman today is no longer a housewife; she has penetrated almost all areas of human activity that used to traditionally belong exclusively to men. Police woman, woman soldiers appeared.

Call a woman *policía* meant to confuse her with the police institute itself. That is why appeared *un*/*una agente* de policía putting on the article the function of designation of gender.  One can mark the use of two possibilities for una  *mujer soldado* **(**less often *una mujer soldada***)***, la presidente* (less often *la presidenta***)***, la decana* (less often *la decano*), *la sastre* (less often *la sastra*), etc. As we see, the rule has softened, and we do not observe the fixation of only one option as correct. It is possible, that such fixation of a single option will still occur in the future.

Whatever it was, certain results were achieved. But it is still unresolved the problem of vocative, addressing a woman. Spaniards did not follow the path of France, where they preferred to leave only one appeal to Madame, removing Mademoiselle. She was just born and she is already Madame.

Spaniards did not find anything similar to what British can be proud of, by proposing Mize to relieve the linguistic dependence of a woman on a man. Maybe Spaniards need to borrow this word from English and solve the problem. After all, so many words are borrowed today in Spanish from English?

Spanish women today strive to be linguistically independent of men, so that there are options such as *la portavoza* (the woman spokesperson). It should not be considered correct, since the word *portavoza*  is a complex word derived from a verb *portar* and noun *voz*, which in itself is a feminine noun in Spanish. Spanish grammarians consider that is sufficient the feminine article, but *las portvoces* insist in *portavozas*. Who knows, maybe their wish will be satisfied in a future.

It is necessary to recognize that the category of genus in Spanish is undergoing significant changes under the influence of extra linguistic factor

Many of the innovations in our monograph, concerning the grammatical system of the Spanish language, are reflected in descriptive grammars, such as, for example, the Descriptive grammar of the Spanish language. This is certainly a very positive fact. However, all those who use such grammars note that it is extremely inconvenient to use them, - they are too cumbersome and do not take on the resolution of doubtful situations. They just describe.

My favorite teacher Alejandro Nitsevich used to say: *Cada maestrito con su librito* (Every little teacher with his little book), meaning not a book in the literal sense of the word, but the practice of teaching, own observations of the language, interaction with students and colleagues in the teaching workshop.

Many of them abandon "perpetual voyages on the oceans of descriptive grammars" (Gramática descriptiva del español moderno has 5270 pages!), preferring seminars and conferences of the school of teaching skills that many of Administrations of Spanish Comunidades (Regions) generously offer us today.

**Conclusions.**

In our attempt to analyze the normative changes in modern Spanish we limit ourselves to highlighting a certain change in the direction of the grammatical and didactic studies of the literary norm to the spoken norm, of the directive norm that prescribes the norm that it describes. The study gives us the possibility to subdivide the changes of the grammatical norm into three groups: the phenomena that are within the traditional norm; those who are on the edge of the norm; those that are errors of speech.

The backlog of grammatical publications from the fixation of the usage phenomena as normative on the example of the use of Gerund in the attributive function (the Spanish grammarians call it incorrect), in the modern codified professional university norm, where it even substantiates: el / la doctorando (-a) (doctoral student), is used in the documents and thematic words to the Higher Education section in the textbook for preparing for the exam on the Spanish as a Foreign Language (DELE). The phenomena that are at the edge of the norm, but already very much in use, deserve special attention because of the problem of grammatical error. Avoid these phenomena in the tests, correct them and lower the grade or accept their use as correct, today the teachers decide according to their own opinion. And it is not enough.

It has been pointed out the need to revise the attitude towards a deviation from the norm and to a grammatical mistake, especially in the case of the phenomena in respect of which scientists haven't reached agreement yet. In connection with the testing of knowledge (introductory tests for universities, introductory tests for the magistracy, university disciplines tests), there may be misunderstandings about the corrected errors.

There is a need to determine which deviations are considered false, which are already normalized, and especially those that are bounded by the norm.

The attention is focused on the question of how to correlate that are not norm yet, but commonly used linguistic phenomena, with mistake.

It is noted that recently, in teaching Spanish as a foreign language, the emphasis has moved from written speech to oral, more affective and expressive, but where deviations from the norm are even more. One of the reasons is the usage of the Internet. The language is realized today, first of all, as one of the means of communication.

It is noted that a large number of scientists recently noted the convergence of literary norms with spoken language, the growth of the variability of linguistic means within the norm, its greater democratization and liberalization, mitigation of the norm by mitigating its prescriptive function, which in modern Spanish grammar is designated as "se recomienda evitar" (recommended not to use). Attention is drawn to the fact that the situation with the grammatical norm in Spain is further complicated by the fact that it is a country formed of regions, each one of which speaks its own language or dialect, which does not contribute to consolidating a single norm in the country. On the defense of the unity of the linguistic norm there is a very conservative Grammar of the Spanish Royal Academy. Although in its last editions attention is focused on polycentrism of the Spanish linguistic norm.

Out of our attention is the problem of the social inferiority that can arise between the one who does not dominate the norm and those who are fighting for the purity of the language. It would be of interest to determine the attitude of the linguistic community towards the linguistic regulation and so-called "aggressive use", dedicates itself with more details to the study of the codified and non-codified Spanish norm, and dedicates itself to the study of the polycentrism of the pan-Hispanic norm.

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## THEORETICAL UNDERPINNING OF SOCIAL AND PEDGOGICAL SUPPORT OF RURAL STUDENT YOUTH IN THE EXTRACURRICULAR ACTIVITIES

*Abstract. The urgency of the problem stated in the article is caused by the need of social pedagogical support of rural youth in social adaptation on the basis of extracurricular activities. The aim of the article is to determine the pedagogical support components of rural youth in social adaptation. Social pedagogical support is essentially concerned with well-being, learning and growth. It is underpinned by the idea that each person has inherent potential, is valuable, resourceful and can make a meaningful contribution to their wider community if we find ways of including them, especially in adaptation of rural students. Social pedagogical support therefore aims to connect each person to society, with society supporting its most disadvantaged members and each individual taking responsibility for wider society. It aims to create the conditions in which each person can grow and become both more independence and integrated. In this article we will discuss the main problems 1) the development of one of the topical categories of modern socio-pedagogical theory and practice - socio-pedagogical support; 2) research of student youth as an object of educational and, in particular, social and pedagogical activity; 3) the study of the socio-pedagogical potential of extracurricular activities of students in institutions of higher education. The article presents a review of scientific literature and research data which can be applied for improving of social pedagogical support of rural youth in social adaptation on the basis of extracurricular activities in order to help students.*

**Introduction.**

The problem of social and pedagogical support of rural student youth in the extracurricular activities is a complex, comprehensive, actual for the modern socio-pedagogical theory and practice, and for pedagogy of higher education. The research of various aspects of this problem was carried out in sociology, psychology, pedagogy, in particular such a component as social pedagogy, and other branches of knowledge. The urgency of the problem does not lose and at a new stage in the development of socio-pedagogical knowledge within the concept of social work.

By expounding the various aspects of the problem under study, which have been covered in domestic and foreign studies of the last epoch, we will proceed from the understanding that the problem has a complex nature that generates a large variety of points of view for its disclosure and research conducted in several scientific fields.

The purpose of the article – methodologically arguing the feasibility of non-auditing activities with students, conducted at universities. Task - analyze the process of adaptation of rural student youth to the conditions of study at universities; to substantiate the role of non-auditing activities of students in the process of forming the views of rural student youth and value orientations; determine the general principles of non-auditing activity. Research methods - analysis of literary sources, theoretical substantiation of problems of rural student youth,conceptualization of ideas of non-auditing activity.

## 1. Presenting main material.

Analyzing the following directions, we will identify the key ones: 1) the development of one of the topical categories of modern socio-pedagogical theory and practice - socio-pedagogical support; 2) research of student youth as an object of educational and, in particular, social and pedagogical activity; 3) the study of the socio-pedagogical potential of extracurricular activities of students in institutions of higher education.

*The first problem area* is the results of a multidisciplinary scientific search for researchers that provide substantiation of one of the most urgent categories of socio-pedagogical theory and practice today - social and pedagogical support.

We note that the rise of interest to the study of support phenomenon in the sphere of socio-pedagogical aspect has been observed since the early 90's of the twentieth century, although the ground for understanding this socio-pedagogical phenomenon was the development of foreign scholars - recognized leading figures in the field of sociology and social psychology, which were carried out in the first - second half of the century.

These are, in particular, sociological theories such as the theory of exchange George C. Homans, according to which the exchange of various activities is a fundamental basis of social relations, and people interact with each other on the basis of an analysis of their own experience, seeking or avoiding potential rewards or punishments, the theory of basic needs and target needs, motivation for growth and self-actualization of personality, was substantiated by Maslow. Important for the development of socio-pedagogical support problems were also the position of social psychology, in particular the theory of "I" -concept of K. Rogers, which provided an explanation of the process of knowledge of reality from the phenomenological position, and, respectively, understanding human behavior in terms of its subjective perception  of  social phenomena, as well as the ideas of E. Erickson and E. Fromm concerning the sociocultural conditionality of development, an explanation of one or another strategy of finding a person of his own "I" as a reaction to certain living conditions [5].  The development of these ideas and theories provided the scientific grounds for understanding the concept of "socio-pedagogical support" as supporting social interaction and the disclosure of this phenomenon in the pragmatic aspect, which became the basis for developing various support strategies within the concepts of social and pedagogical work with an individual case, a target group, foster and patronizing families, community work, etc.

In this sense, socio-pedagogical support is seen by scholars as a way to streamline access to resources in the living world.

It should also be emphasized that the development of the problems of socio-pedagogical support took place in the context of general conceptual approaches to the definition of the essence of social pedagogy as a science. Among such approaches one of the oldest is explained by Adolph Diesterweg [7], an understanding of social pedagogy and all its categories as aspects of pedagogical assistance in certain social conditions. Traditional is also: developed by K. Mager [5] a view on social pedagogy as a social support of education; proposed by Paul Natorp [7] subject of social pedagogy - social conditions of education and educational conditions of social life, etc. We emphasize that Paul Natorp [6] in his works provided the social care teacher with the role of intermediary, whose main function was to coordinate the influence of social institutions of society on the child in order to socially and pedagogically support the process of its education as a leading way to overcome social conflicts and society development.

On the domestic issues, the problems that became the basis for the further development of issues of socio-pedagogical support, was mentioned in the studies of scientists of the Soviet era in the context of the development of paedological, psychological, socio-philosophical and socio-biological problems (A. Asmolov, G. Bevz , L. Vygotsky [3], O. Leontiev [7], A. Luria [3], A. Oleskin [7], E. Panov [2], Y. Pljusin [5], L. Fesenkova [4], etc.).

The ideas of the activity approach to social development of man, as well as the concept of social interaction as the natural basis for the development of the individual's psyche, have been substantiated by the researchers, formed the basis for further development of the national socio-pedagogical knowledge, in general, and the ideas of social and pedagogical support, in particular.

Extending the first direction of development of the matter concerned, we will emphasize that the teachers were actively involved in the understanding of the phenomenon of support. According to Y. Strelkova, the concept of "support" itself was introduced into pedagogy relatively recently by N.Krylov and was developed in the 90's of the twentieth century, in works of other researchers who see it as a professional activity of teachers in secondary schools, aimed at helping children to solve their problems [4]. Moreover, according to an analysis of scientific works (T. Anokhin, O. Arsentiev , A. Berezin, O. Gazman , I. Dementieva , I. Dubrovin [ 6], A. Ivanov [7], N. Ivanova [6], O. Kodatenko [7], I. Kotova [2], A. Liders [8], N. Mikhailova, L. Petrovskaya ), E. Shiyanov [3], T. Schulga [8], S. Yusfin etc.).

The views of contemporary educators on the essence of the investigated category, which were rather diverse, combines the idea of support as encouragement, creation of conditions and directly assisting the personality of a minor or a young person for the maximum realization of potential opportunities in specific educational environment.

Understanding the need to strengthen strategies and tools for encouraging the development of the individual by means of pedagogical means, developed in the course of research on the problem of optimizing the educational process (V. Bespalko , T. Seleukov, V. Serikov), caused an aggravation of scientific interest in the concept of "Pedagogical support". The investigated concept was studied in the writings of representatives of the humanistic direction in pedagogy. In pedagogical studies of E. Alexandrova [2], Sh. Amonashvili [6], V. Bedhkhanova [17], E. Bondarevskaya [2], M. Gubanova [4], N. Gundireva [5], G. Davydova [5], T. Deinichenko [6], I. Evgrafova [6], M. Yerkhova [1], N. Krylovaya [4], M. Magomedova [6], N. Mikhailova [13], T. Strokovy [ 5], N. Shkurkova [5], S. Yusfin [7] as in theoretical as in practical-methodological aspects of studied main and processual basis of pedagogical support in the work of lecturers, teachers, class leaders and other specialists of the educational sphere. Almost simultaneously with the notion of "pedagogical support" also appears  the concepts of "social support", "psychological and pedagogical support", "medical-psychological and pedagogical support", as well as "social and pedagogical support".

Social support is defined in the writings of scientists (Kolyadenko [8], L.Shumna [7]) in different ways, as a system of measures for subjects of social and pedagogical work, aimed at solving the problems of people in difficult living conditions by providing them assistance or necessary types of social services; the form of state care about its citizens; a system of measures aimed at creating conditions that ensure the social security of people, etc.

In social pedagogy, the phenomenon of support begins to be actively developed from the beginning of the period of the revival of this science at the end of the twentieth century. In the writings of domestic and foreign scientists - social teachers (L. Aksenova [1], T. Alekseenko, O. Bezpalko [5], S. Baler [4], N. Galaguzov, I. Zvereva [8], A.Kapskaya, A.Mudrik [4], G. Postolyuk [4], V. Serikov [4], S. Kharchenko [7], Y. Kholostova [8], and others.)  the semantic and pedagogical content of the concept of "socio-pedagogical support" is open out in the context of more developed in science concepts of "support", "pedagogical support", "social support". The Small Encyclopedia of Social Pedagogy, edited by I. Zvereva, states that among the priority tasks of social-pedagogical activity there is the task of "providing social, psychological, pedagogical support and personal assistance" [1]. Basic problems, between different types of support, is that you can support only that is already exist, that is already available, but doesn't developed enough, that's why support is carried out with the notion of existing problems and with the goal of giving preventive and immediate assistance for finding out the solutions in order to help person to develop, self-improve and to get life affirming. [7].

Now, thanks to the development of researchers, the concept of "socio-pedagogical support" has firmly entered the reference literature [15] and socio-pedagogical scientific discourse, this phenomenon was consolidated in the theoretical field of socio-pedagogical science and its specificity in relation to the above-mentioned related concepts.

In the scientific works of the last decade (S. Baler [4], N. Zaveriko [7], Z. Kyyana [8], T. Lyakh [1], I. Makarenko [1], R. Malinoshevsky [1], Zh. Petrochko [3], G. Postolyuk [1], A. Skrypnyk [3], I. Trubavina, N. Chernukha [2], etc.) specificity of social and pedagogical support in relation to pedagogical and social was found due to refinement of its functional borders, divergence study in their functional aim and its application. According to the interpretation of scholars (I. Dementiev [7], L. Lipsky [5], L. Oliferenko [8], T. Schulga [4]), the specificity of socio-pedagogical support is determined by its consideration as a special type of socio-pedagogical activity, aimed at providing social-pedagogical assistance to children. The difference and affinity of the above-mentioned concepts is outlined in the latest monograph by T. Alekseyenko, Yu. Zhdanovich, R. Malinoshevsky, and others. "Socio-pedagogical support for children and young people" [6]. According to the authors, the category "support" reflects the value content of modern philosophy of education, aimed at humanizing the educational space and supporting the child in the educational space and its immediate surroundings as a unique and self-sufficient person. Moreover, common between the various types of support is only what is already available but not yet developed is possible to support, so support is always carried out in the light of existing problems and in order to provide preventive and operational assistance in their solution, in order to promote the development of the personality, self-development and self-determination [7].

Based on the results of carried out analysis and agreement with the opinion of R. Malinoshevsky, we note that socio-pedagogical support as an object of scientific research is not a completely new category, since it was explicitly or implicitly promoted by almost all basic researches made in the context of socio-pedagogical problems; together with this, in substantiating this concept, "there remains a certain field of uncertainty, which generates the problems of the theoretical, and, consequently, applied nature" [1]. According to T. Alekseyenko, in the modern scientific literature the concept of "socio-pedagogical support" is gaining increasing acceptance and dissemination in determining the purposeful professional activity of a social teacher / social worker in creating favorable conditions for individuals in their self-determination and in finding their potentials [ 7].

Indeed, in recent decades, the problem of social and pedagogical support for various categories of population has become actual. So, among the intelligence of the new era, we note the research of the problem of social and pedagogical support for people with disabilities and their families (T. Alekseenko [3], O. Bashta, T. Lyakh [5], N. Zaveriko, R. Kravchenko [3], A. Malier [3], E. Mastjukova [2], O. Polishchuk [5], O. Rasskazova [5], T. Soloviov , V. Teslenko. Socio-pedagogical support for people with disabilities and families raising children with disabilities is considered in the aspect of overcoming difficulties in a difficult life situation; inducing clients to active self-help; promotion of personal development, self-realization in society; assistance to people of the specified social category in order to achieve and stabilize the optimal degree of participation in social interactions; creating for such people the opportunity to organize their lives in a society in a convenient way, and so on.

Special investigations also appeared on solving the problems of pedagogical and socio-pedagogical support of children of different age and social categories, including students with special educational needs, in the process of social formation and personality development in educational institutions (N. Burikina , O. Kodatenko [5], N. Sergeeva [8], etc.). In the writings of researchers revealed other facets of the problem. Thus, V. Stinska studied socio-pedagogical support for childhood and motherhood, in particular in the historical aspect. Researches of social-pedagogical support of elderly people were worked by Y. Lysenko, T. Kolenichenko , social-pedagogical support for forced displaced children was under focus of attention by Y. Zhdanovich. Separate aspect of scientific research is the problem of support is the appeal to foreign practices and experience of social and educational support. Thus, O. Pryshlyak analyzed the socio-pedagogical support of children and youth in the Federal Republic of Germany . The research of pedagogical support of the social initiative of youth in Ukraine (A. Danilova ) is also relevant. In general, reveal the level of open problem on the first direction, we can notice the well studied phenomena of social-pedagogical support as one of actual categories of modern socio-pedagogical youth support, not so much, that is the evidence of problem actuality that is studied.

*The second research area* combines  scientist researches' dedicated to the study of student youth as an object of educational and, in particular, socio-pedagogical activities.

The isolation of students as a special socio-psychological group, the specifics of which is determined by the age, is associated with psychological and psycho-pedagogical developments of the second half of the twentieth century. (B. Ananiev [7], A. Bodalov , D. Dvoryashin , N. Paysakhov , O. Stepanov, etc.). On the basis of the data obtained, the researchers concluded that the student's age is the time of the most complex structuring of intelligence, in addition, this process takes place rather individually and variably, depending on many as internal as well as external factors. Significant developments in the study of students as a special social group marked by high mobility were carried out in sociology and social philosophy, in particular in the writings of M. Blinov [2], Y. Vyshnevsky [3], M. Holovaty [4], Y. Volkov, V. Dobrenkov, F. Kadaryi, I. Savchenko, V. Shapovalov [2]; studies by G. Zborivsky [7], S. Ikonnikova [7], S. Invanka [7], I. Ilyinsky [8], L. Kogan [4], V. Lisovsky [11], Y. Lyazina [4], V. Papushina [5], V. Popova [8], Y. Rosenberg [4], R. Farkhutdinova [3], T. Cherkasova [1], and others. Numerous sociological studies are devoted to highlighting the pressing problems of social development of young people in a transforming society, as well as the specific problems of students as one of the specific groups of youth, in particular the works of A. Bagututdinov [1], S. Bykov, E. Vasilieva , A. Gabiani , J. M. Gilyazetdinova , B. Govaco , A. Grishko , N.Gulyukina , M.Dzugkova , L. Korobova , A. Kurlova , V. Popov , F. Khairullin , and others. Problems of students youth were studied in pedagogical science too, by such scientists as (N. Zaharova ,  I. Zazun , M. Perepelitsa , O. Petrunko , T. Titarenko  etc.), were made researches according to the social and pedagogical problems of modern students, among which healthy way of life, life position formation, rising of political activity, etc.  Special Special attention is paid to the issues of youth leisure organization.

Among contemporary socio-pedagogical researches should be noted the doctoral dissertation N. Maksymovskoy, devoted to the substantiation of the theoretical and methodological foundations of social-pedagogical activity with student youth in the field of leisure.

During researches of second direction we cannot leave without attention the O. Bezpalko monography, where was defined the part of society as socializing factor to the development and social growth of children and students, was defined the meaning of social-pedagogical work with youth at the territorial public government. From the position of service approach is characterized socio-pedagogical work of institutions and organizations of social infrastructure for children and student youth, defined content and types of social services included in them. Described work experience of socio-pedagogical organizations with children and student youth in separate territorial public government [8].

Some traditions are accumulated in science, in particular, in social and pedagogical, and in the issues of studying the problems of youth living in rural areas, is laid down in the works of G. Grachev [6], I. Zvereva [7], S. Ivanenkova , Zh , Ivanova [5], N.Illinsky [8], A.Kapskaya [5], Y. Koltunova [7], A.Kotov [9], A. Murzin [5], A. Ryzhanova [4], and others. The topicality of the research of the problems of young rural inhabitants is evidenced by the numerous publications that appeared recently in modern periodicals (O. Belkin-Kovalchuk, S. Korolyuk , S.Kubitsky , O.Opanasenko , I. Panchenko , S. Paschenko , etc.). The research analysis proves the science recognition of leading impact of social and pedagogical activity on rural youth. In particular, O. Opanasenko in the article "The sphere of activity of social teacher in rural areas" reveals the main problems of rural society and, accordingly, the problems of rural youth, the main functions of providing social services and the application of social technologies such as diagnosis, prevention, community organization, assigned to a social teacher [7]. In the same way, I. Panchenko, developing the concept of rural society, sees it as a cumulative educational potential of all its subjects: family, personality, rural community, cultural and social institutions, mass media, traditions that can be used in socio-pedagogical activity, while the lack of socio-pedagogical influences on the development of a young person in a rural environment can lead to spiritual and physical degradation [2]. Issues of social and pedagogical activity in rural areas were investigated by M. Guryanova [5], O. Lapo [6], and others. From the point of view of socio-pedagogical knowledge, the interest of domestic researchers (O. Vasilenko, I. Kornienko, and Y. Pachkovsky [6]) causes student youth, in particular, a rural one who comes to the city for study in higher education institutions, since the process adaptation and integration into the environment of the institution of higher education of rural student youth, which may affect various socio-pedagogical processes, such as the processes of self-affirmation in the group, the process of self-knowledge, as well as success and perception of the educational material. It is noted that rural students adapt to urban conditions may be accompanied by discomfort and frustration, they may feel insecure, alienated from their classmates, anxiety [8].

However, despite a certain number of scientific researches of the second direction devoted to studying the problems of youth, including youth from rural areas, as an object of educational and, in particular, socio-pedagogical activities, summing up the state of development of the problem can be noted insufficient level of its development of some aspects from our view of the problem.

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# THE EPISTEMOLOGICAL ORIENTATION OF METHOLOGY OF THE SOCIAL REALITY STUDY

***Abstract****. The authors stressed that the transformation includes components of modernization, post-modernization, traditional retreat. Such combination of seemingly incompatible processes without category "transformation of society" would have looked eclectic, mechanistic if the transformation would be considered regardless of globalization. According to the authors, the changes taking place in the modern world, the modern socio-cultural situation, require a modern man's mobility and an adequate response to modern requirements of society, put it before the need to revise traditional goals and landmarks. In the work, the authors show that in the pedagogical sense, this means that the main result of education should not be a system of knowledge, skills and skills by itself, but a set of modern key competences in the intellectual, social, legal, communicative, informational spheres. The authors proceed from the fact that the paradigm of intersubjective understanding and communication comes to replace the old paradigm today. The focus of today's research has shifted from cognitive-instrumental to communicative rationality. The authors note that the feature of modern social knowledge, which sets the new paradigm, is that it is carried out through an analysis of what representations indirectly the most cognitive attitude to social phenomena, accompanied by a profound rethinking of the communicative nature of social reality, changes in the social and communicative sphere.*

## Introduction.

Transformational processes taking place in modern Ukrainian society have extended all spheres of human activity, getting inside his mind, everyday life, beliefs, breaking the morality, ideals, interests, needs and finally the whole system of values. In their work authors show that the term "transformation" is not just a synonym for "development", "change", "transformation", "modernization" and others, but an independent philosophical category of social development theory that describes the special state of society in which there are qualitative changes of the social bonds form, types and ways to develop. The course of development of sociological knowledge and its methodology shows, that gradually, from century to century, not only the object of cognition, but also subject of cognition, as well as its methodological toolkit naturally change in the process of accumulation of knowledge and improvement of the methodology.

The need to move to a new social ontology linked not only with dissemination of post-non-classical ideas. Precondition for such a transition were developed at previous periods of science and social knowledge development. Multifactority and multivariateness of modern science, when every investigated system has many development options, one of which is realized, forces researchers to abandon representations of absolute truth and build probabilistic models. Recently, the concepts of virtual reality and, at the same time, the idea of virtualization of society are being developed intensively.

Comprehension of many cultural phenomena related to the philosophy of the process, since reality, including the natural world, and the human sphere, has a dynamic character, appearing from the past (and preserving it) and moving into a new future. One of the phenomena that cannot be removed from deterministic laws is the concept of "event". The event allows you to deal with meaningful fragments of human life. It may be or may not be.

Finding ways to build a new ontology of social reality, going beyond the existing stereotypes, reveals the problem of linking the process of improving the quality of education with its substantive forms of implementation. An analysis of the role of communicative rationality in "social design" offers a new way of understanding existing educational practices and opens up new ranges of opportunities.

## 1. Phenomenological guidance of social reality study

The appeal to the concept of social reality can be observed as one of the trends of modern research methodological level. The phenomenological problem of social reality as a subject of scientific research is moving to the foreground when there is a need to justify a broader methodological vision of society. Among foreign philosophers and sociologists the interests in it show the representatives of phenomenological sociology (P. Berger, T. Lukman, P. Bourdieu); phenomenological hermeneutics (P. Ricker); communicative philosophy (K.O.Apel; Y.Habermas); pragmatism (R. Rorty, J. Rawls) and others.

Certain aspects of social reality were brought to the lite in the Ukrainian socio-philosophical literature. Among them, in particular:comprehension of value-normative reality (T.O. Alekseyev, V.P. Andryushchenko, I.V. Bychko, Y. R. Bornshtein, N.A. Busova, M.S. Dmitrieva, A.M. Yermolenko, A.I. Kavalerov, K.K. Zhol, V.V. Ilyin, I.G. Misik, V.P. Plavich, M.V. Popovich, O.P. Punchchenko, M.I. Romanenko, Zh. Zh. Tokovenko, O.V. Halapsis, S.V. Shevtsov, V.V. Skoda and others).

The objective of understanding the conditions under which it became possible to move from understanding the outside world as set of things to looking at the world as at the reality, due to evolution of meaning and importance of the concept of reality in modern times philosophy and science, when the reality from physical "turned into" multi-layered, then the upper layer – social reality – has acquired the status of boundary or real reality thanks to the modern evaluation of the language role in shaping the world picture.

The emergence of the very idea of social order in 21$^{st}$-century science can be considered as the first significant step in this direction. In classical paradigm society is presented as an objective standardized reality that "wins out over" nature and individuals, and excludes accidents, unpredictability and irrevocability.

Inclusion of the individual into society became possible through the formation of a person as a social entity. The individual, thus, was reduced to an individualized social one. The turn to the individual became apparent with the emergence of phenomenology, which, focusing on the human world of life, transitions to a subjective social ontology. At the end of XIX - beg. XX century the individual being of man becomes the "center of gravity" of different directions of philosophy ("philosophy of life", hermeneutics, existentialism, personalism), under the influence of which new and transformed classical social theories. The logical schemes of positivism are contrasted with intuitive ways of understanding life, through which a person becomes the subject of life, the creator of cultural and historical reality (F. Nietzsche, V. Dilthey, A. Bergson, R. Simmel, O. Spengler and others). M. Heidegger, developing phenomenological settings, develops a "fundamental ontology", which raises questions about the ontological status of the individual, the historicism of human existence. J.-P. Sartre creates a "phenomenological ontology", revealing the intentions of subjectivity and subjective choice, defending the responsibility of man for his actions.

Modern difficulty  with a problem of development of social reality are partly attributable to the limited knowledge and cognition, in which harmonized and abstract pictures are dominating. Epistemological approach to recording the specifying enlightening situation as some part of total cognitive process takes into account the diversity of perspectives, alternative methodological techniques, reveals the hidden preconditions, social grounds, opportunities and impact of the way out of this dilemma, compares it to a well-known historical precedents. Thus, the principle of concreteness is the need to accurately account for the conditions in which the object of knowledge is located, and the allocation of the main, essential properties, connections, tendencies of its development. It can be concluded that as knowledge grows subjectivity, it loses its significance. A more complete understanding of the subjective completeness of knowledge is possible through the prism of the notion of cognitive cognitive process. The principle of concreteness should be considered not only as an indication of the specificity and versatility of the object, but also as a statement about the completion of knowledge and knowledge of the forms of activity and communication of subjects in the context of society, culture.

The scale of the phenomenon of  virtuality in social and individual life allows us to talk about the "virtualization" of society and encourages researchers to develop a new, enriched understanding of social reality in its relation to virtual reality. The process of replacing the real space with computers as a locus of social reproduction of the virtual space A. Bull calls virtualization [12, p. 18].

The model of "social virtualization" M. Paetau is based on the N. Luman`s theory, in which the society is defined as a communication system. M. Paetau interprets the emergence of Internet as a result of new forms of communication for autopoiesis "use" by society. Alongside traditional forms – "real" interaction and organization, computer communication makes a contribution to sociality production.

The common vision of phenomenon of reality substitution with imagers allows us to form on its basis a holistic socio-philosophical approach: the social reality virtualization is a logical historical sociality development phase, connected with sophistication and globalization of communicative ties and relations. The main characteristic of this phase can be considered the transition to dominance of cultural and symbolic, not tied up directly to materially-physical side of existence, forms and means of sociality support and reproducing. Basically, virtual reality technology diffusion occurs as a cyber-prosthetics, designed to compensate the lack of social reality with the help of computer simulation.

In the post-modern era the essence of the person alienated not in social, but in virtual reality. In this case, we are talking not only about so-called cyberpunks – people for whom immersion in computer simulation worlds and "vagrancy" in the Internet have become the meaning of life, although exactly cyberspace is basic metaphor for suggested concept. In any kind of virtual reality person deals not with thing (which is located) but with simulation (which is depicted). The post-modern man, immersed in social reality, perceives it seriously as a natural given, in which he had to live. As opposed to him "post-modern man, - writes D.V. Ivanov, - passionately "lives" in it, realizing its convention, manageability of its parameters and possibility to enter it" [6, p.76].

Perhaps, phenomenology is a most adequate philosophical method for disclosing the essence of virtual reality, because the virtual reality creation is a process that repeats in essence the basic procedures of psychological and transcendental reduction. For phenomenology, substantive idea is an idea, in which space and validity are not transcendental in some mystical sense kind of thing inside it: exactly phenomenal space, phenomenal space-time reality is transcendental. A special, specific link between the phenomenological method and the functioning of virtual reality lies in those phenomenologically-constitutive mechanisms and the transcendental-eidetic level of reality replication transform from the immanent characteristic of subjectivity into something external towards the subject. The mechanism that creates the principles of perception of reality is imposed out the subject and we are able to observe how it defines these perceptions.

The well-known philosopher M.S. Dmitrieva by analyzing the mechanism of innovations in XXI century science, defines that the methodological reflection on the situation of the innovation emergence covered in this situation the presence, the involvement, the inclusion of subject that learns as the one who discovers this innovation, as the one who creates its sense. A subject that learns is not an observer from the outside, it is turned into knowledge, it presence and operates in situations of search and approval of innovations. Thus, human dimension is approved in cognitive activity [5, p.6].

Another variety of virtual reality is a network virtual reality in the form of interactive medium, which is a communicative space of the future. Researchers of virtual reality problem indicate the reality in itself both natural and social can be lined up on the principle of realities, stacked like matryoshka dolls [9, p. 155]. For example, a State can be considered as virtual object that exist in its own virtual reality, which framework consists of laws and decisions, accepted by authorities, and this framework can be changer by the State as it wants. However, laws of the State are not virtual for economic subjects, they are objective and blinding. Continuing in analogy, it should be noted that the economic subject creates its own virtual environment which will be objective for its employees and units. There is a peculiar hierarchy of realities that are genetically related and create diversity [9, c. 59].

The cause of a postmodern society virtualization is an objective need for the transition of information and communication technologies to a new quality level, as well as the inherent need in creativity for man, in creating a new reality of such worlds, in relation to which it would be demiurge.

In conditions of many complementary forms of knowledge the subject needs enablers of excessive semantic surplus reduction. In addition to the flexible structure of the text, a "text machine", which allows you to remain the large volumes of information and manage it and to facilitate the process of producing texts, is needed. Hypertext is the main form of "organization" on the Internet, it is described as decentralization in Landau, as a semblance of Delos's "rhizomes" as a "revolution" in research, as something that gives unlimited power to manipulate symbols, texts and images. Therefore, hypertext, as a way of communication and knowledge organization, includes just the knowledge (text), computer and software. This greatly complicates the description of the hypertext, it slips out and cannot be determined. The Internet user thus lives and communicates in terms of inclusion in the hypertext space.

"Ranking in one way or another other people on the Internet (represented by a set of texts) and doing this purposefully or occasionally, in particular ranking the potential communication partners or those with whom the contacting is undesirable, every person creates his own fragment of social virtual reality. And creates… in the form of hypertext: sets of texts that display specific people, placed in the imaginary space and are connected to each other by significant relationships" [13, p.p. 36-38].

A special place in virtual community analyze, as we have said, takes phenomenological sociology, which is based on perceptions that express the coincidence of the method of constituting the phenomenal and transcendental reality of the subject in its absolute intersubjective quality and the way of virtual building with help of computer simulation of the human consciousness functions and its objectification in a multidimensional space, which contains information arrays of practically infinite depths that are self-replicating.

In the area of virtual reality sociological research there is a situation very similar to the situation in the area of philosophical analysis, which gave rise to phenomenology. Therefore, the most adequate methods of research and interpretation are phenomenological - not only because it is an environment created by the action of the artificially reconstituted and reusable reinforced ability of human consciousness to constrict the worlds. The use of phenomenological sociology, unlike the rest of concepts, is based on considering a person as person simultaneously living in many realities the origins of which are connected with herself. This means that we can assume the existence of infinitely many series of reality, each of which possesses the equitable and unique available existence. Similarly to the common philosophical approach to phenomenology, its social paradigm recognizes natural setting as the primary - the world of sensory organs, common sense, physical realities.

Significant relevance and using subtlety of the social research phenomenological methodology lies in the fact that precisely this methodology is focused on qualitative differentiation of the sign continuum which is constituted by human creation: the world of scientific discourse, the world of mythology, the world of animism, religion, ideal representations and so on. Therefore, the phenomenological methodology, which has already has a solid experience of the genesis research of human realities and their intersubjective status, is most adapted to the development of the virtual world. However, on the other hand, the application of this methodology is confronted with the paradox: exactly the emotional processing of the virtual reality continuum, its ability to recreate the sensor equivalent of the abstract and textual structures, as well as the sensory interpretation of the text, infinitely increases and reproduces the supreme reality space of the "archetype" in many dimensions, that is, transforms the totality of semantic spaces of culture into the field of natural setting. As a result, the phenomenological interpretation "turns inside out - archetypal presentations are dictated by the everyday life of the computer networks"[10, c. 12], which study is the first task of the new virtual sociology. In order to solve this problem, the traditional research methods that are left beyond the essence, from the correlates of which the living world of a virtual person constitutes. In this way, it can see the Other in the body of the Other text created from the booty of the text.

A person can watch the Other in its very essence - the nature of intersubjectivity can consist of the most fine material of the other ideal worlds visualization. He may even fall in love with the Other, watching in its natural setting its highest levels of idealized reality and reaching the level of intersubjective being as a value. A subject in the electronic age can no longer be described in the paradigm of classical philosophy and for the description of the subjective position in the cyberland context of the modern state, new terms are proposed, for example, "technostate of reason" (B. Sterling) or "terminal (finite) identity "(W. Burroughs). Terminal identity is an unmistakably dual union, in which we find the end of the subject, and the new subjectivity constructed behind the computer or television screen [3, p.177].

Probably it is too early to consider the belief meanings transcendental intersubjectivity as the predetermined content of a new type of social and communicative action. In action, it may turn out to be partial, and maybe it will not be at all. A person need a new, still unknown type of culture to access the new virtual world - the ability not only to have the network consciousness totality as a natural setting, eliminating the usual versions of everyday life, but also to transcendental contact ("transcendenceto" of K. Jaspers) with the consciousness of the Other.

In this plan, the approval of I.G. Mysik is relevant that modern ontology comprehends existence through the human presence in it, the unity of the world and man, its naturalness and transcendentality, sociality, subjectivity and intersubjectivity, which cannot be separated from the de facto situation of a person in the world - temporality. Proceeding from the phenomenological given of the Other in the ontological structures of human existence, when I am impossible without the Other, I rely on the condition of the Other and through it, it can be concluded that intersubjectivity space of common experience is formed in a single semantic horizon, the condition and conclusion method of which is also the temporality that holds the "division" of the world into "puzzles" of meaning [8, p.115].

Thus, the traditions of psychoanalysis and phenomenology can be considered paradigm-forming for the development of an actual methodology for the subjectivity analysis, which is adequate to the modern socio-cultural situation, that takes into account and leverage the figure of the subject.

## 2. Communication composition of ontology of educational reality

In today's philosophy, ontology began to be understood and interpreted in so many ways and to apply the name of "ontology" to various fields (various "disciplinary" ontologies, for example, social ontology, ontology of consciousness, language, and mathematics) that the meaning of this concept was blurred. It is this "blurriness" that makes sense to this philosophical problem. Educational reality, as a specific component of social reflection, contained and contains in its structure and progressive and regressive paradigms of its development.

To reveal the internal nature of education is possible only through the prism of a communicative act, in which there is a translation of the latest for the subject of learning theoretical ideas about the nature and patterns of development of natural and social reality, as well as the assimilation of the last of these knowledge. Education also appears as a process of forming the outlook of the subject, and as a specific type of spiritual activity of society, and as a level of knowledge, skills, abilities and certain skills based on them. Education manifests itself as a social value independent of its utilitarian utility, which suggests the universal significance of education as a social process in the system of spiritual production.

Education, possessing rich content, is valuable in nature, out of time in the spiritual manifestation of human potential of its potential and at the same time unfolding in a concrete cultural-historical context.

In the concept of "education" expressed boundary orientation knowledge of a certain era that Education, possessing rich content, is valuable in nature, out of time in the spiritual manifestation of human potential of its potential and at the same time unfolding in a concrete cultural-historical context. In the notion of "education" the boundary orientation of knowledge of a certain age is expressed, which makes it possible to characterize it as the ultimate and at the same time a unique type of theorizing.

A.A. Guseinov links the establishment of education, first of all, with the establishment in the system of social relations of a verbal relations new form - writing [4, p. 8]. Its establishment was related to the development of human intellectual activity, an increase in the role of logical thinking.

Analysis of creation at different levels of education development allows us to allocate general and special in its content. First of all, general here is the fact that all civilizations of the past and modern world have acted and act as an information process, that is, they produce information about both natural reality and the various spheres of society being in the course of cognition and public practice. Special is the methodology of knowledge transfer and assessment of their understanding and learning. About the dialectic of general and special in the content of education reflect the facts of the paradigmatic settings changes in its content. The logical grounds for their change are the constant process of knowledge increasing and developing; and ways to improve human practice during the objective reality knowledge process, and the methodology of the new knowledge transmission in the system of subjects-subjective relations in the educational process and so on.

The quality of education, as its internal certainty, definitely reflected the changes in content and purpose in different historical paradigms. In philosophy, quality reflects the persistent relationship between the components of an object, which characterizes its specificity that makes it possible to distinguish one object from another. It is thanks to the quality each object exists and conceived as something separated from other objects. Today, in the context of the information and telecommunication paradigm, the quality of education is expressed by the fundamental learning of the student-subject the content of information and communication technologies as a determining system of knowledge, and, of course, the use of telecommunication means of knowledge updating.

The establishment of information and communication technologies transforms the face of the entire education system. This is due to the fact that today the new ways of information reporting to the subject of education are being widely introduced in education. This has not only expanded the area of distance education as a complex of educational services. Information technologies acted as the basis for the formation of a common educational space.

To answer the challenge of information technologies, the education philosophy should take care of its ontological support. In the new information and telecommunication paradigm the relationship of information and communication became the foundation for explaining the essence of communicative rationality. The epistemological value of post-neo-classical rationality was the concept of communicative rationality. And all the main epistemological values of the process reveal their meaning precisely in the prism of their rational comprehension. In education, the content of communicative rationality is most clearly revealed. The presence and substantiation of the support of subject-subjective relations in the educational process give the right to claim that through this system of relations the essence of this type of communication is revealed.

An example of ontological work in pedagogical practice is "social design", which offers a new way of existing educational practices understanding and opens up new ranges of possibilities. Rationalization of knowledge by its nature is intentional, since it is always the concentration of the subject over "something", with the help of a certain methodology. This is a creative search for truth. In the educational process, the solution of this problem is the communicative connection of its subjects, but this connection is the deepest reflection of communicative rationality.

According to J. Garbermas, the paradigm is not the attitude of the private subject to something in the objective world that can be represented and what can be manipulated, but the interpersonal attitude, in which subjects ready to communicate and to action are entering if they turn in the environment of a natural language, use cultural-devoted interpretations and at the same time turn to something objective, common for them social and in accordance with the subjective world "[11, p. 58].

The content of education is realized in communication in the form of discussion, polemics, dispute and, most importantly, dialogue. Outside their education cannot function because they act as universal forms of transfer and acquisition of knowledge. If the discussion does not always have a pronounced militant during the discussion, then the etymology of the word "controversy" comes from the Greek "polemus" - the war. The dispute in the broadest sense is a controversy that arose after an interestingly formulated problem. The main concept in this triad is the discussion, as one of the forms of knowledge in the process of finding the truth. She teaches the subject of learning to think deeply, freely, creatively.

Dialogue in education is not just a form of acquiring knowledge through broadcast information, it is not a process of passive knowledge accumulation, and it is an interactive form of finding the truth. "Knowledge - as M.K. Mamardashvili pointed out - is transplanted from head to head by virtue of a single simple ontological circumstance: nobody can understand anything instead of another, he has to understand it himself… And this act of understanding ... has to do or not to do, that is, knowledge is not pumped into another's head, as a liquid would be pumped into such a vacuum "[7, p. 12].

Thus, in the educational process, as in the form of communication of the subjects of this process, in the course of the truth development, the priority belongs to dialogue as value form in which the epistemological aspect of education is the most clearly revealed. The referring and the establishment to communication as to communicative factors – this is the condition of communicative rationality being, it expresses the holistic nature of the subject-subjective relations in education.

**3. Dialogical character of communicative rationality in the structural education field**

Any educational paradigm had its own problem field and semantic emphasis. This is confirmed by the educational practice of society. Focus on the achievement of the spiritual and moral effect in the process of education, when immersion in the tradition is done, first of all, in order to identify the compensatory opportunities, that affect the emotional-sensory sphere of the student's consciousness, is gaining popularity, as a rule, during the era of society crisis, doubts in the correctness of its ideals and values. But as soon as the crisis overcomes and society clearly formulates the goals and objectives of further development, the social order for creation and constructive and creative attitude to reality demonstrated itself in education. In these conditions, the answers to the question, of how and with the help of which means and methods the dominant tasks of society have to be solved, become valuable.

Formation of the 21st century person's personal culture includes the communicative competence as the most important component. Not coincidentally that researchers' attention is increasingly drawn to the problems of communication (A.A. Bondalev, A.A. Leontiev, M.K. Mamardashvili, and many others). The research of education as a socio-cultural phenomenon is devoted to the works of I.P. Andrushchenko, E.N. Gusinsky and J.M. Turchaninova, I.A. Zyazyuna, G.L. Ilyina, L.A. Mikeshin, J.A. Ogorodnikova, A.P. Ogurtsova, O.P. Punchchenko, V.M. Rosina, N.R. Sidorova, V.D. Shadrikova, P.P. Shchedrovitsky, N.V. Shchigoleva and many others. In Western philosophy, you can see the works of J. Bruner, M. Weber, B.L. Wulfson, G.G. Gadamer, G.G. Hoffmann, E. Durkheim, G. E. Zborivsky, G. Simmel, F. G. Columbus, Cornel Poppy, P.P. Singh, P. Sorokin, V. Frankl, M. Fouco, M. Schiller and others.

In the general context of the educational process, the functions of objective and normative knowledge are not always clearly delineated, since the representation of objective knowledge is associated with a regulatory function, which task includes not only the software of objective knowledge, but also the rationale for the problem field, not only the specific subject and its semantic emphasis, but in a more global sense, the entire educational reality. Of course, the structure of the education problem field includes such components, as the deployment of its methodological toolkit for the analysis of the content; comprehension and disclosure of such epistemological values, the essence and form of communicative rationality in education, beyond which this socio-cultural phenomenon is inconceivable; the support of the content of education functions, the discovery of language as a value-semiotic channel of the educational system.

Of course, education, synthesizing in its categorical structures the spiritual and moral experience of many generations and paradigms of its development, is intended to the basis of the integration and coherence of all branches of knowledge to provide a breakthrough from the crisis formed in the society development. In the orbit of an education problem field includes the problem of its quality analyzing. In determining the education quality we have to proceed from the philosophical quality understanding. Philosophical approach to understanding the quality reveals it as an explicit expression of what is implicitly inherent in education. And because in the information and telecommunication education paradigm a new structure-content and organizational systems of training of specialists are laid down (and this is the highest goal of the educational system), the quality of education is expressed by the fundamental knowledge of information and communication technologies content by the student-subject as a determinant of knowledge systems, as a methodological rod of the education convergence, as well as the ability to widely use telecommunication systems to continually update their knowledge capacity.

Communication in education is the core of subjective-subject relations, in which the functions and the methodology of education are implemented, as well as takes place the main task of education - information and practical training of a specialist. Information, which has a special functional value and self-sufficient value in this process, acts, in essence, as the basis of the communication process, by which the interpersonal world of personality is formed. The world of education is the world in which the subject of learning lives. In it, he acquires the knowledge that the trainees subject translate after selection and analyzing the necessary information about recognizable problem. But the world of the education subject is interdisubject since it is revealed as "the world of culture, because from the very beginning, everyday life as a learning process appears to us as a semantic universe, a set of meanings that we must interpret in order to find resistance in this world, come to an agreement with it "[1, p. 103].

Undoubtedly, the uniqueness of education is connected with the fact that through it we not only learn the world, but transform it to find support in it, and to correlate our relations with it, which today are extremely necessary to overcome a number of negative global problems of modern times. The world of the subject of learning is interdisubject because it is revealed as " the world of culture, because from the very beginning, everyday life as a learning process appears to us as a semantic universe, a set of meanings that we must interpret in order to find resistance in this world, come to an agreement with it "[1, p. 105].

The special status of social communication manifests itself in science and education, where it appears as a purposeful process of production and transmission of information. Information (from the Latin "awareness, explanation, exposition") "is often understood as a set of information collected by the subject of knowledge, somehow presented, sometimes already processed systematized information about the phenomena and processes of the surrounding reality" [2, p.8].

Such interpretation of information takes into account the specifics of communication interaction in education. Here the information is considered as the content side of the communication, which leads from the external social world to the person. In this hypostasis it is both a mean and a measure of the ordering of processes that make up the content of education, the extent of its organization, it meet their their certainty. The preconditions of communication are laid in the problem field of education, semantic accents, in modernizing its value-purpose facilities.

In the educational act reveals the meaning and purpose of communicative intention, without which any forms of communication - no dispute, no dialogue, no discussion - in principle, impossible. In unity, communication and information serve as the initial methodological foundations for searching and engaging in the truth, but they have already found meaning. In social sciences, and especially in philosophy and pedagogy, there are opportunities for the development of new forms of learning, based on the ideas of rationality (here rationality is understood as improving the quality of learning at the expanse of best practices increase), informatization, democratization, humanizing and humanization.

Information and telecommunication technologies allow to converge the educational process as a school of material and spiritual cultures dialogue, put their central idea the forming a specialist of high culture. Implementation of information and telecommunications accelerates the creation of a single information space, provides access of different specialties representatives to information resources of civilization. Success in the development of education is associated with fundamentally new principles of interaction in its infrastructure, which are developed on the basis of information and telecommunication technologies and act as a methodological basis for the introduction of these technologies into education. The rationality expresses the substantive and substantive-structural characteristic of its educational process, fixing simultaneously not only the fact of its occurrence, but also the concrete way of its existence. Rationalization of knowledge by its nature is intentional, since it is always the concentration of the subject over "something", with the help of a certain methodology. This is a creative search for truth. In the educational process, the solution of this problem is the communicative connection of its subjects, but this connection is a profound reflection of communicative rationality.

Instead of the old paradigm today comes the paradigm of intersubjective understanding and communication. Today, "the focus of research has shifted, -says J. Garbermas, - from cognitive-instrumental to communicative rationality. Y. Gabermas substantiates the essence of communicative rationality, notes that it has its own structure. Y. Gabermas described it as follows: "When a speaker speaks of something in the everyday context, he relates not only to something that exists in the objective world, … but also to something in the social world ... and to something in its own subjective world "[9, p. 198].

Communicative rationality is purposefully focused on finding the truth through a system of mutual understanding. The content of education is realized in communication in the form of discussion, polemics, controversy and, most importantly, dialogue.

Outside their formation cannot function because they act as universal forms of transfer and learning. If the discussion does not always have a pronounced militant character during the discussion, the etymology of the word "polemics" comes from the Greek "polemus" - the war. The controversy in the broad sense - is a polemic that arose after an interestingly formulated problem, and a discussion in connection with one or another new task. The controversy is a characteristic feature of communication in everyday life. The main concept in this triad is the discussion, as one of the forms of learning in the process of finding the truth. She teaches the subject of learning to think deeply, freely, creatively. The specificity of the dialogue in education is connected, first of all, with the search for the truth learning by the subject.

### Conclusions.

Informativeness is the core of a dialogue that reveals the intersubjective world of personality, the system of his personal knowledge and abilities to use them in finding the truth. Dialogue as a form of finding the truth is the moments of enlightenment of its participants, aimed at the line of the formulated problem, and in dialogue work both our rationality and our intuition. Dialogue is a form of expression and a way of realizing of our needs. It manifests itself in a communicative worldview, it embodies the aspiration for integrity, creation and understanding.

Thus, in the educational process as forms of subjects communication of this process in the course of the truth comprehension, the dialogue belongs as a value form, in which the epistemological aspect of education is most clearly revealed. Direction and setting on communication as communicative factors - are a conditions of being communicative rationality, it expresses the coherent nature of subjective-subjective relations in education, literature, acquisition of knowledge.

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# THE SPECIFIC FEATURES OF THE PRE-TRIAL INVESTIGATION DISCOURSE AS A TYPE OF THE LEGAL DISCOURSE

**Abstract**. *This article deals with the analysis of the discourse from the point of view of its social practice. It highlights the characteristic features of the legal discourse as the status-oriented type of communication and its main classifications. The paper addresses the issues of pre-trial investigation (interrogation) discourse as one of the types of the legal (institutional) discourse specifying its peculiarities. We also consider the characteristic features of the participants' roles with their main aims in mind. The paper deals with the main structural elements of interrogation and its varieties. The ways of interrogation optimizing are specified. Relevant examples and writing resources are also provided.*

## Introduction.

The problems of institutional discourse is in the focus of attention of the modern linguistics due to the constant and growing interest of modern linguists to the study of its various types. Ukrainian and foreign linguists study types of discourses of various social institutes. In the recent years a considerable amount of valuable work has been done on the matter by both Ukrainian and foreign linguists: A.N. Baranov [2], M.D. Golev [14], T.V. Dubrovskaya [9-11], V.V. Zaitseva [50], L.A. Kolesnikova [19, 20], T. A . Skuratovskaya [38], M. Coulthard [7], S. Harris [15], G. Heydon [16], E.A. Schegloff [35, 36], R.W. Shuy [37], and others. These issues were repeatedly raised by lawyers, though they concentrate their attention on legal and linguistic approach (N. A. Lyubimov [25], L. V. Pravikova [32], A. Soldatova [40], Yu.F. Pradid [31] and others). The scholars generally agree that this type of discourse is the text of law in dynamics, in its interpretation and explanation, in other words, it is the application of law. The reference to some scholars [19, c. 4] would have indeed been a basis for better comprehension of the constitutive features of legal discourse, that are determined by the specific features of legal professional thinking resulting in its interactivity, targeting, addressing, intentionality, argumentation, terminology, pragmatism, informativeness.

Though many aspects of the above mentioned issues have been debated, modern scholars are concerned with the problem of the legal discourse definition. To bring further light on various its aspects it is necessary to face the problem taking into account the close connection of this discourse type with other discourses, variety of legal genres, both oral and written forms of legal texts. We shall dwell upon the problem to bring further light on its various aspects taking into consideration the possible number and diversity of participants, as well as other features of this sphere of communication.

## 1. The constitutive features of the legal discourse as a status oriented communication.  Interrogation as a type of the legal (institutional) discourse.

Recent works of modern linguists give definite information and provide clear views upon the legal discourse. Our conception of the legal discourse is based upon the ideas proposed both by Ukrainian, and foreign authors (N. E. Koval [22], M.O. Lyubimov [25], I.V. Palashevskaya [29], B. Danet [8], Y. Maley [ 27], E. Mattila [28], S. Šarčevic [33], M. Tiersma [43], A. Trosborg [45], A. Varo, B. Hughes [49] and others).

We consider the legal discourse to be a certain conceptual and semiotic space, which forms a set of principles, creates and reproduces legal values that are integrated with the key concept of the "law".  At the time we must approach the issue from the other viewpoint and define the legal discourse as specific communicative situations. Such an approach to the legal discourse makes it possible to investigate the process of the development of communicative situations that result in creating, interpreting, application of oral and written legal texts. All the available data show the asymmetry of status and communicative roles, ritualized linguistic means, the connection of communicants with the legal sphere, a set of invariant communicative strategies. Recent works have a direct bearing on the classification of the genres of the legal discourse. This problem has been dealt with in the investigations of a number of authors  and for the discussion of evidence it must be suffice here to refer to the following scholars: Krapivkina, Nemiliv [23], Danet [8], Maley [27], Mattila [28], Šarčevic [33], Tiersma [43, pp. 139-141], Varo, A. Enrique, & Brian Hughes [49, p. 102]. The classification by various criteria must necessarily precede and form the groundwork for analysis.

From the above mentioned classifications, it follows that by the criterion of belonging to certain legal institutes or according to the type of communicative situation where the text of interrogation is used, the interrogation is differentiated as a genre of the discourse of pre-trial investigation; according to the functional criterion, it is mainly a descriptive genre with elements of the prescription; in terms of other functions, it is a hybrid genre as it implements both an informative and argumentative functions. By the status of the participants of communication, interrogation is the implementation of an investigator's power according to set scenarios of strategic and role behaviour.

According to the formalism level, both as oral and written form of presentation, the genre of interrogation is considered to be a consulting oral constructed genre. The discourse of pre-trial investigation, that the following study is concerned with, is a type of legal discourse and a kind of institutional communication. The issue of linguistic consideration and the study of the peculiarities of discourse of court sessions originate from the early years of linguistics. The object of its exploration is the description of the communicative peculiarities of litigations. Scholars give us very definite information on studying of the discourse of court sessions, the specifics and functions of judicial discourse, speech strategies in a lawyer's discourse, means of speech influence and arguments (T.V. Dubrovskaya [9], N.E. Koval [22]; A.A. Soldatova [40, pp. 163-166], Kobzeva [18], Feshchenko [12]).

There is vast literature on the problems of legal discourse and judicial discourse as one of its types, they were widely discussed in linguistic works. While pre-trial discourse, its participants, the peculiarities of their communicative behaviour, coordination or inconsistency of interactive scenarios during the course of the interrogation discourse, have not been the object to linguistic research, apart from discussions in specialized legal studies. A number of studies exist concerning legal and judicial discourse, there is almost no research on oral spontaneous communication in the legal discourse, namely, in the discourse of pre-trial investigation. The discourse at pre-trial investigation is a separate type of the legal discourse and interrogation is a necessary part of any criminal investigation. At the final stage it is implemented in the written form in the interrogation transcripts and recordings. While at the initial stage of the pre-trial investigation, interrogation is an oral dialogical type of the discourse. It is worth analyzing precisely interrogation as a type of the legal discourse to define both invariant characteristics of this genre, and the varieties of the pre-trial investigation discourse by the status of the persons under interrogation.

We must briefly look at the constitutive features of the pre-trial investigation discourse and trace in brief outline on which of them constitute the genre invariance (of a separate subtype of pre-judicial legal discourse). Some of the common and constitutive features are: the main institutional goal and its sub-goals; status and roles the participants of interrogation; the type of social and institutional relations between them as hierarchical, direct, formal and regulated; the usage of typical lingual means to avoid direct pressure on an interrogated person; specific pragmatic and linguistic features based on legal norms and scenarios of the discourse of pre-trial investigation, the peculiarities of the place and time of interrogation; institutional form of interrogation which is the dialogical communication combined with a "directed narrative".

According to the legal studies [30], the main purpose of communication at the pre-trial stage is to obtain the information necessary to investigate the case from various sources, such as interrogation of witnesses, suspects, victims. In this work, account should be taken of the following facts: the main goal of the discourse of pre-trial interrogation results in several sub-goals that can shape the interrogation structure with various possible scenarios. The sub-goals may comprise such interrogator's tasks, as getting maximum possible data on the case and its circumstances, getting a confession, checking the truthfulness of information, making an interrogated person tell the truth. In the structure of an interrogation we can distinguish several stages: the initial, the main and the final one. At the initial stage, an investigator prepares for interrogation in advance, collects all possible information about an interrogated person and the details of a crime. He plans the interview, studies all the data, prepares a list of issues, outlines the tactics of conversation. The investigator at the preliminary stage of the interrogation is to give general information on the interview procedure, clarify in some set formulae to an interrogated person their rights and obligations, and warn of criminal responsibility if they refuse to testify or give false testimony:

1. This is going to be a taped interview in reference to Report #95-29158. The interview is being conducted with Bonnie Portolano...P 0 R TO L A N 0...a paramedic for Sunstar Ambulance. Today's date is 4/2/96. Present during the interview is myself (Det. Ron Sudler) and Bonnie Portolano. [44].

2.

| | |
|---|---|
| NARRATIVE: | Today is February 17, 1997. We are at X, Texas, and we are conducting an interview with Dell, how do you pronounce your last name? |
| Ms. Liebreich: | Liebreich. |
| Det. Carrasquillo: | Liebreich. |
| Ms. Liebreich: | Liebreich. |
| Det. Carrasquillo: | Dell, for identification purposes, could you please spell full name, your date of birth, social security number and address. |
| Ms. Liebreich: | Okay. D E L L L I E B R E I C H. My date of birth is X/29. Social Security Number is X. |
| Det. Carrasquillo: | And your address? |
| Ms. Liebreich: | Ah, X, Texas.. |
| Det. Carrasquillo: | And home phone number, please. Ms. Liebreich:. X |
| Det. Carrasquillo: | And it is now 6:30 Dallas Time. I'm going to pause this for a moment, I want to show you some documents and then we'll come back on tape. [44]. |

3. **Pepe:** You are entitled to speak to a solicitor at any time Mr Smith, day or night.
**Smith:** I don't need a solicitor.
**Pepe:** Well, I've got to give you the right Michael, it's free of charge and it is your entitlement.
**Smith:** Well, I don't think this is going to get very much further, so I don't think ...
**Pepe:** Ok, are you happy to be interviewed without a solicitor at this present moment in time?
**Smith:** Why not, yes, course I am.
**Pepe:** There is no other person in the room. The date is the 8th August 1992. It is a Saturday. The time by my watch is 5 minutes past 3.
**Smith:** Well, in which case I'm getting a bit worried about the time, can you. …
**Pepe:** Ok, so it's 5 minutes past 3. At the conclusion of the interview I will give you a notice, here's a form here, which will explain how you can have access to the tapes which are in the machine at the moment. Ok, so you can have your own copy. When you were arrested you have certain rights. [39]

The interrogation is aimed first and foremost on the receiving of new data that are essential for the following stages of investigation, as the initial part of investigation determines and influences the following stages, setting up the basis for the litigation. The main stage of the interrogation results from its most essential goal. It constitutes the stage of free narration by an interrogated person and the directed narrative when the interrogator is assisting to recollect some specific data, verifying simultaneously some details. An interrogator provides his personal comments and questions to reconstruct the missing or concealed details of a crime. At the final stage of interrogation an interrogator makes his own conclusions and evaluates the received information, compares the information from various sources, actually creating the ground for the further development of the legal investigation. Both primary and the following interrogations are characterized by similar structural elements based on their main purpose. These structural elements constitute stages of interrogation and are the following: introduction, directed narrative and verification. The introduction phase comprises the most part in the primary interrogation, while in the following interrogations the verification and comparison with the previously informed data takes the essential part.

Formality as an integral part of the pre-trial investigation is determined by the procedural status of an interrogated person; its characteristic features are set phrases, lexical and syntactical formulae of addressing, courtesy, questioning, informing on the rights of an interrogator and the responsibility for providing false testimonies, etc.


## 2. The specific features of the discourse of pre-trial investigation

The main participants in the communicative interaction in the interrogation are the interrogator (investigator) and an interrogated person. It is an essential feature of the pre-trial investigation discourse that the status of an interrogated person can vary as a suspect, a witness, an accused person, a victim, so their status and communicative roles will be different. It is a well-known fact that an investigator starts a conversation and applying different methods receives, verifies and interprets the information from an interrogated person. The reaction of an interrogated person may vary resulting from their procedural status.

One of the outstanding features of the discourse of pre-trial investigation is its established interrogation scenario. By this procedure both participants of interrogation should be introduced, their status and position mentioned.

There are some fixed lexical-syntactic formulae and phrases that are used by interrogators:

1. Det. Carrasquillo: Today is February 28, 1997. The time is 1400 hours. This is an interview with **Kim Brennan**.

   Ms. Brennan: Correct.

| Det. Carrasquillo: | Concerning the **Lisa McPherson** investigation. Present during the interview are myself Det. Carrasquillo and Agent Sharon Feola with the department, with the Florida Department of **Law Enforcement**. Kim, do you recall the **Lisa McPherson** incident? [44] |

2. INVESTIGATOR: Det. Ron Sudler:

Today's date is 5/16/96. The time is now 1210 hours. This is going to be an interview with Benetta Slaughter concerning the Lisa McPherson investigation. Present during the interview is myself (Det. Ron Sudler), Det. Margaret Jewett, Attorney Bob Johnson, and Benetta Slaughter.

| Det. Sudler: | Benetta, for the record, could you state your name, date of birth, and address please? |
| Slaughter: | Yes. Benetta Slaughter, X/56...(clears throat)... pardon me. And it's x,. |
| Det. Sudler: | Okay., And your date of birth is...? [44] |

In further stages of conversation an interrogator can address an interviewee with diminutives to manipulate the feelings of an interrogated person, establishing good relations, making them give confession, that proves unequal communicative status and rights of the participants. It follows from what has been said above, that an investigator directs a conversation by his right of a communicative initiative, introduces new topics for discussion, uses direct face-threatening speech acts:

1. Agent Feola: "Okay, Kim, so the two individuals that signed the release form - was the first woman that came in in the blue uniform who was you believe the medical liaison also." [39]

2. " **Smith:** I'm sorry, until we get to that point, I think I'd better not comment any further. **MacLeod:** You have a duty as a citizen to help the police investigate ..." [39]

An interrogated person is obliged to answer questions, his rights are limited. One of the prerequisites of a successful conversation is pragmatic prepositions about social and psychological peculiarities of an interrogated person, their intellect, values, skills and qualities, social status, age, gender, their role in the crime (T.A. van Dijk [ 46-48]). An investigator usually gathers such information from different sources, including personal observation. The psychological contact with an interrogated person is essential for the choice of language means, manipulative methods, interrogation tactics. It helps avoid communicative failures and provides conditions for the successful interaction.

Social and institutional relations between communicators should comply with the verbal non-verbal norms of communication.

Their rights are limited by institutional norms, the rights of an interrogated person being more limited due to their procedural status. The institutional status of an interrogator remains invariable, while the procedural status of interrogated persons can vary, always remaining in the subordinate position. The participants of a conversation can't feel free due to the fact that the conversation is being recorded. Interrogators as the representatives of legal institutions are limited in their rights as they are obliged to respects the basic human rights principles.

Hierarchical rights of the participants of interrogation with the leading role of an interrogator establish an interrogator as a leader in interaction with a communicative initiative of asking questions, changing or retaining the topics, insisting, demanding and reminding about the rights and duties:

**MacLeod:** "I'm not going to leave this point.

**Smith:** I'm glad you're not.

**MacLeod:** I want you to tell me frankly, and honestly, the nature of this call from this man George?

**Smith:** The nature of the call was, he was, um, I can't remember the exact words, er, something about, um ...

**MacLeod:** What did he say? Can you remember? Did you answer the telephone?" [39]

The police officer uses indirect directives in the form of quesitives (Can you remember?), face-threatening acts in representatives (indirect quesitives) (I want you to tell me frankly and honestly) that means he can lie, representatives (I am not going to leave this point), direct quesitives (What did he say?).

The most typical means of formality are indirect directives in the form of questions used to avoid face-threatening acts to an interrogated person:
"Can I ask you what your title is and how long you've been a registered nurse?", "What about the second person? Can you physically describe the second person at that time?", "Could you state exactly what she said to you?", "How would you describe Lisa McPherson on that night, November 18, 1995?", "Could you, would you be in a position to perhaps give an idea...I mean you see people everyday naked, about how much she weighed at that time?", "Can't answer that?", "Can you elaborate on that more?", "What I would like to know, is how many years of experience have you had at this particular profession." [39]
The most typical models are the whimperatives with "can", "could", would".

Any interrogation shall be regulated by legal norms, certain normative speech actions by a police officer as a representative of a legal institution.

According to the US legislation, the methods of an investigator should be legal and respect the basic human rights, avoiding threats, humiliation and intimidation. [4]

Thus after carrying out an analysis of the material, it became possible to arrive at the following features of interrogation based on the main human rights protection principles and respect to human dignity:

- positive politeness strategies:

"My name is Michael Smith of 48A Burton Road, Kingston upon Thames.

**Pepe:** Lovely, thank you. You are entitled to speak to a solicitor at any time Mr Smith, day or night.

**Smith:** I don't need a solicitor.

**Pepe:** Well, I've got to give you the right Michael, it's free of charge and it is your entitlement.

**Smith:** Well, I don't think this is going to get very much further, so I don't think ...

**Pepe:** Ok, are you happy to be interviewed without a solicitor at this present moment in time? [39]

- negative politeness strategies:

"Okay. Just do the best you can. Can you visualize an age for him, or anything like that? If you can't, don't worry about it.", "Okay. This has been quite a while since this incident took place. How can you, I mean, you have a very vivid recall of what happened. I mean, you probably see hundreds and hundreds of patients every year.", "Could you, would you be in a position to perhaps give an idea..."[39]

- direct quesitives, directives, which are not considered face-threatening acts due to specific nature of the interrogation discourse:

1. "Well, explain to me the logic of that?"
2. "Well, given that the, given that the medical documentation, or the medical project that you were involved in was unclassified. Did you take unclassified material, after all …?",
3. "**Pepe:** What were you doing immediately ... Where have you just ...?
   **Smith:** I'd just been down to the shop to, er, get a newspaper.
   **Pepe:** Yeah.
   **Smith:** I was walking back." [39]

- avoiding of face-threatening acts of negative evaluation, emotional and expressive lexical means of humiliation, intimidation, etc.:

1. "Well, you're lying. You are lying through your teeth.",
2. "Well, you're a liar. I know that." [39]

The place of interrogation is the police office. The time is specific for the discourse of interrogation, it doesn't coincide with the time of the narration, thus grammar tense forms of verbs will vary:

- "Okay. Ah, it was on November 18, 1995. Would you tell me what you recall about that particular incident.

- Okay. Um, EMS had ah, brought in a patient to me in my area. Um, they had stated that it was this young woman was involved in a minor motor vehicle accident. Um, she had received treatment on the scene, and had pulled her car in front of the ambulance and a few, short time later, she came walking down the street naked towards the EMS personnel, stating that she um, needed to talk with somebody, and that she did not need her body at that time. EMS then proceeded to bring her to the unit, ah, take down some information and transport her to me at Morton Plant emergency department." [39]

In the abovementioned extract the verbs tense forms of the interrogation are present, while past verb forms are used in the narration about the previous events as the recollection.

So, interrogation as a form of institutional communication comprises of the directed narrative of the past events with the dialogue in present.

The following narrative is a built in intervention of an interrogator in the story of the witness by means of extra question, reformulating, specification of certain details:

Ms. Brennan: "Okay. Uh, when the patient was brought to me, um, she was placed into a bed and she was asked several questions. Um, I'd like to mention that uh, this patient kept her eyes closed. Her language was very monotone. She would open her eyes on command. She knew where she was at. She knew the day; she knew the year. …. Um, I couldn't give you the time frame but **Dr. Lovett** had suggested we have a psychiatric evaluation on her, since her behavior was inappropriate. At that time, there was one person at her bedside that came, I'd say about ten minutes after EMS brought her. Frequently with a Scientologist, they normally come in with a liaison. At that time one member of Scientology, the church of Scientology, was there. She had stated to me that this was against her religion, that psychiatric consult and evaluation. **Dr. Lovett** was made aware at that time. He. went ahead and spoke with this woman and still felt that her actions were inappropriate and she does need to be evaluated for her mental status.

Agent Feola: So, Lisa told you that specifically? She was the one that told you, I don't believe in it.

Ms. Brennan: No. It was the liaison that was at the bedside. Um, she was wearing one of the blue standard Scientology shirts, that's why I assumed that she was a liaison.

Agent Feola: Did you know prior to that time that **Lisa McPherson** was a member of the church of Scientology?" [39].

An investigator has a very complicated role as has to assist an interrogated person to construct a narrative in the process of a dialogue communication, directing, prompting, motivating, focusing on essential and omitted or forgotten details, and then, verifying the information: (" Do you remember anything else off the top of your head about that incident?," "Okay. Is that what you recall from you know, just from your memory?," Before I start asking you specific questions, is there anything else - just search your mind for a moment - is there anything else that you might think is important that you forgot to mention at this time."[39]).

## Conclusions.

A complex approach to the study of the discourse of pre-trial investigation allowed us not only to analyze precisely the materials but to reach specific conclusions, based on the analysis. The constitutive features of the pre-trial investigation discourse are the global institutional goal, status and role distribution of the participants of communication, social and communicative relations between the participants of the interaction, the specific place and time of interrogation, stereotypical linguistic and pragmatic linguistic features, institutional form of communication as dialogue communication with directed narratives.

The main purpose of interrogation is to receive data on a crime, verify the information, ways of forcing an interrogated person to make a confession. Participants rights are limited due to the institutional role of communication, an interrogator playing a leading role changing and introducing topics, asking questions, insisting and holding a communicative initiative.

Pragmatic presuppositions of an interrogator about psychological and social peculiarities of an interrogated person are of special importance for the optimization of the interrogation and successful interaction. Such presuppositions help an interrogator find some specific linguistic means, communication tactics, etc. The relations of the participants of interrogation are formal and hierarchical, they are regulated by specific legal norms. Their formality and stereotyping are demonstrated in the fixed structure of interrogation with several stages, professional cliches, lexical and syntactic formulae of addressing, questioning, clarification of the rights to interrogated persons. The specific legislative norms that protect human rights, honour and dignity of people shall correlate with certain pragmatic linguistic features of interrogation: strategies of positive politeness, negative politeness strategies; directives are not considered to be face-threatening acts due to specific nature of the interrogation; acts threatening the "positive" face of the interrogator shall be avoided (negative evaluation and emotionally-expressive and evaluative lexical means.

The place and time of interrogation also constitute one of its specific features: the place of interaction is the police office and the time of the crime precedes the time of the discourse of interrogation. It is manifested by the use of different tense forms for the time of discourse and the time of narration.

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## ANALYSIS OF ETYMOLOGICAL CHARACTERISTICS OF PROFESSIONAL VOCABULARY BORROWED FROM GERMAN TO EAST-EUROPEAN SLAVIC LANGUAGES

***Abstract****. The article is devoted to the etymological study of German professional vocabulary, borrowed to East-European Slavic languages. The current state of etymological research was critically reviewed in the aspect of translation study. The chronological perception of the transposition process indicates that the German terminology was adopted by the Slavic languages within different historical periods with the various activity rate. This represents the affect of the extra-linguistic factors on the borrowing processes. The analysis showed rare semantic modification of the German vocabulary, transposed to the Slavic languages, not to complicate its etymologization. In general, the original meanings are quite clear. Transposed composite formations may include elements of a foreign language, for example of Latin, origin. Nevertheless, the basic unit is an autochthonous token.*

### Introduction.

The problem of adequate translation, that is, its correspondence with the origin, is no longer relevant. It is believed that the adequacy is easily achieved with various translation methods and the question is only the professionalism of a translator. However, the challenge of adequate translation can be considered as a theoretical problem if it is possible to transfer accurately the origin to maintain the unity of the idea with the means of literary translation. Translation of scientific texts may be inadequate due to a translator's misunderstanding of the text as well as lack of knowledge of scientific and technical terminology. This will cause a significant discrepancy with the meaning of the translating materials. In order to translate a scientific and technical text correctly, it is necessary to know the main characteristic features of the translation of professional or terminological vocabulary.

Amongst the main features is a history of interaction between states and nations of Europe that spoke Romanic, Germanic and Slavic languages. The interaction of the Slavic and German world was always intense and fateful, sometimes productive, sometimes destructive. The relationships depended on the prevailing conditions or on specific decisions that particular rulers made, based on their own understanding of national interests.

The history of languages is inextricably connected with the history of nations. Throughout the history of humankind, many scientists studied the history of states and the history of their languages. By the beginning of the 19th century not only experience was accumulated, but also a comparative historical method was developed based on the identification of genetic identical phenomena. The evidence of the Germanic and Slavic interrelations [1, p. 22; 11, p. 181] was proposed shortly after the discoveries of W. Jones, F. Bopp, and F. Schlegel. [3, p. 6].

Regarding this, the problem of the translation of terms, which continues to be one of the most dramatic in modern linguistics over the past decades, should also be considered. This problem is directly related to the continuous processes of formation and development of individual terminological systems. Its description is an extreme interest of modern scientists. Necessary condition for translingual communication is the requirement for professional terms that form information in a special text of both the source and the target language. The studies of linguists in the field of professional terminology, supporting the theory of translation, such as: Barkhudarov, Grinev, Danilenko, Comissarov, Retsker, Khukhuni, Shveytser, Shcherba and other linguists, indicate that much attention is paid to issues of the terms functioning in speech. The same importance has the question of the history of translation in the system of the receiving language.

The question of the specific terms and the problems of their translation always occupied a special place in comparative linguistics. It was considered in the works on the theory of translation; it is the significant object of attention of modern scholars. In the L.L. Nelyubin's "Explanatory Translation Dictionary" a separate article is devoted to the translation of terms, which emphasizes the significance of the problem under consideration and the complexity of its solution. If the goal of translation is to ensure equivalence as "commonality of the content ... of the original and translated texts". Then, when translating special terms, the particular attention should be paid to the contents. Consequently, it is precisely with regard to terms that the most acute question arises about the possibility of achieving equivalence when there is a difference in code units. This represents, in the opinion of Roman Jacobson, "the cardinal problem of language and the central problem of linguistics". Virtually, all linguists agree, that "the absolute identity of codes contradicts the nature of the language." The ability to completely and accurately transmit the content of the original is primarily limited by differences in language systems; in addition, it is hindered by the different traditions of the nomination of concepts that developed in each of the languages, as well as the differences in the phenomenon of reality itself.

## 1. Etymological characteristics of the lexical group with a generalized meaning "occupation"

Modern linguistics have different, even opposite, points of view on the special nature of the term. Many scholars emphasize the fundamental difference between the term and lexical units of the commonly used language. In general, it should be noted that in science there is an understanding that the specificity of the term lies, first, in its special function of nominating concepts in the system of concepts. Thus, the fact that "the boundary between terminological and common vocabulary ... is not historical, but functional in nature" [2, p. 48], allows us to consider terms as lexical units, functioning free in a language, like other words, but having a special function of naming a special concept within a separate term system. To get a clear idea of the intricacies of correlating translations of terms, we need to look at the etymology of each of them. In accordance with the foresaid, it is possible to proceed to a detailed examination of the etymological characteristics of professional words. The latter were extracted using a continuous selection from lexicographical sources of the receiving language (one of the Slavic) that reveal at least a relict genetic connection with the system of the source language. It should be borne in mind that the basic position of the indicated linguistic direction will affect the dominant progress of the development of the language system and the historical continuity of language changes.

It is also necessary to point out that the factual material under study is viewed mainly from the standpoint of anthropocentrism. That is, according to its position in the formation of linguistic picture of the world of the collective carrier of the system. In addition, the analyzed vocabulary is grouped into lexical categories on theme basis. This technique can be useful for identifying possible shifts in the semantics of transposed units, leading to an asymmetry between the interrelation of individual lexical units and the generalized concept in the compared languages. Due to the fact that the starting point for the selection of the analyzed material was the Russian language, the presentation of the characteristics of opposing lexical pairs is in alphabetical order of the Russian language. In this case, the procedure for establishing the genetic relationship of the binary components of the microstructures under consideration is traced through additional lexicographic materials and only in some cases (in the absence of reliable evidence) is given in the author's interpretation. Speaking about the lexical transformations, we considered transliteration, translation transcription, tracing, some lexis-semantic substitutions (according to the concept of Komissarov). In the course of the study, one can observe semantic transformations, the so-called "semantic development". The considered lexical group is constituted by nouns representing the type of activity in public life of native speakers. During its analysis, particular attention was paid to the search for unambiguous indications that the words transposed into East-European Slavic languages really go back to the German language. When conducting an etymological analysis of such words, an attempt was made to take into account intra-lingual and extralinguistic factors that could have contributed to spread German vocabulary in a different language environment.

***Burgomistr*** - *der Bürgermeister* (burgomaster), considering the etymological interpretation of the noun [3, I, p. 142], it should be noted that V.I. Dahl gave the correct interpretation of both the origin and the meaning of this word, which, as a reality, could not undergo significant modifications when it was transferred to the system of Russian and other East-European Slavic languages. This word functions, for example, in the Ukrainian language - '*burgomistr*', into which it is borrowed from the Middle High German *burgermeister* "citizens' chief" [4, I, p. 297]. It should be noted that the German transponder could further serve as a source for the modification into a simple Russian word 'b*urmistr*' [3, I, p. 143] and Ukrainian '*burmistr*'. W. Pfeifer points out that this compound word was found in Middle High German. (14th century.) [9, I, p. 234]. Let us turn to the etymology of the constituent parts of this composite. The word *Bürger* is "a resident of a city, a citizen of a certain country" - noted in the Old High German in the form of *burgari, burgeri* (9th century). Its original meaning was, apparently, the "defender of the fortress" (*Burgverteidiger*), from which the "resident of the fortress, the city" developed [9, I, p. 233]. The very basis of *Burg* (8th century. b*urg* "Burg, Stadt"), as a form subjected to ablaut, corresponds with the noun *Berg* [9, I, p. 232]. The archetype of Indo-European *\*bher* ($\partial$) - "carry", is reconstructed through this stage, in this case "rise" or *\*bher*- "stand up, protrude, upper edge, point, angle" [9, I, p. 153]. One of the meanings of the word Meister is "an expert in his field, specialty". This word was noted in Old High German (8th century.) - *meistar* "builder, artist, teacher." It is interpreted in the origin as a borrowing from the lat. *magister* "leader, mentor, teacher" [9, II, p. 1086]. The analysis of the etymology of the components of the compound word shows that its occurrence was genetically determined by the potential compatibility of the early meanings of the components "*\*castle builder*" - "*\*main (tutor) in the built of the castle*" - "*\*main among residents of the castle, community*". Into the Russian language, the word '*burgomistr*' was transferred around the 16th century. [5, I, p. 356] in the sense of "community leader, etc." At a certain historical stage, the term 'chairman of the city council' was chosen for the introduced concept, although at present this word is again used as opposite to the background of the repeated expansion of foreign language vocabulary into Slavic languages. The language reasons for the penetration of this word, for example, into the Russian language should be sought, apparently, in the main component of unity - *Meister*. It is known that its archetype - *magister* - functioned in Old Russian as a borrowing through German [7, I, p. 501]. It is obvious that in this case there could be a tension of separate forms of cognate in the formerly unified language environment.

***Bukhgalter*** - *der Buchhalter* (Accountant), defining the meaning of the word *bukhgalter* as "counter, accountant, bookkeeper", V.I. Dahl indicates its origin in German language [3, I, p. 146]. M. Vasmer also supports this point of view [6, I, p. 255], referring the borrowing to the era of Peter The Great. This assumption was confirmed by P.Y. Chernykh, who dated the word to 1718 [7, I, p. 128].

Indeed, this word was fixed in German language at the beginning of the 16th century with the meaning "commercial accountant". However, it was indirectly related to the Romanic language, since it is a traced translation from Italian *tenereilibri* - "Bücherhalten" [9, I, p. 226]. In the F. Kluge dictionary the same order of borrowing is indicated [10, p. 111]. It should be noted that, despite the long evolution of the German and Russian languages, the word retained its original semantics. To complete the etymological analysis, we will try to reconstruct the composite elements of the composite, in order to trace it on the basis of the linguistic combinatorics of M.M. Makovsky possible derivatives of these archetypes in the lexicons of both languages. The word *das Buch* is raised to Germ. *bôks*, derived from Indo-European *\*bhag*- "distribute, endow, draw, rock." Hence is the relationship with the Old Indian *bhagah* "happiness" (o.-ind. *bhajati* "divided"), *bhagah* "master" [9, I, p. 225-226]. In the Russian language, this root produced the Old Slavic and the modern word `bog`, "god". The verb *halten*, witnessed in the Old High German *haltan* "to hold tightly" (8th century) - dates back to I.-e. root *\*kel*- "drive, fit", which then gave the extension *\*kel* ($\partial$) "call, shout loudly, make noise" or (according to other sources) Indo-European *\*kuel* ($\partial$) "rotate, rotate around smth." [9, I, p. 637-638]. With the etymology of Russian equivalents of the constituent parts of the borrowing, it turns out that the origin of the word `kniga` does not have a clear interpretation. For the first time it is found in pan-Slavic *\*knjiga*, *\*kъnjiga*. There are no matches with other Indo-European languages. Considered as an early (pre-writing time) borrowing, although the exact source of borrowing is not established [7, I, p. 405-406]. The verb `dyerzhat`, possibly goes back to the Indo-European root nest *\*dher*- "hold, retain" and further, to the base *\*dheregh*- [7, I, p. 243-244]. According to the principle of semantic and etymological combinatorics, it is possible to model the genetic semantics of German composite - "*\*loudly invoke to fate*". Hence, the pattern of formation of the word *Buchhalter* becomes clear as well as the possibility of its penetration into the Russian language, where the basic archetype had a significant semantic modification. It is possible, folk etymology, which relates the noun *bukhgalter*, in common language *bulgakter*, to the Russian *bulgak* "rebellion, confusion" (about 1472) and "type of weapon" (1614), contributed to consolidation of the borrowing to a certain extent [16, XI-XVII, I, p. 353]. Into Ukrainian the word is borrowed through Russian or Polish from German [4, I, p. 311-312].

*Vakhter* - *der Wächter* (watchman), in his dictionary V.I. Dal indicates the noun origin from German language with the meaning of "caretaker at any warehouses, stocks; keeper, guardian "[3, I, p. 168]. This is a derived word from the word "watch" "duty, security", which is borrowed from Polish *wachta*, and it, in turn, from the New High German *Wacht* "guards", on M. Vasmer's consideration [6, I, p. 280]. Ukrainian `vakhter` is borrowed through Polish language from German [4, I, p. 341]. Other Slavic languages does not contain such word. The meaning of this word is defined as "senior in the team of watchmen" [5, XVIII, I, p. 345] to be closer to the modern meaning.

The word was borrowed from German *Wächter* "guard > watchman". It does not occur or is unusual outside the languages of the German group [7, I, p. 135]. In the German language *Wachtmeister* exists from the 14th century and means "the person who carried the night watch" [10, p. 772]. V. Pfeifer establishes its connection with Indo-European root \**ueĝ*- "be fresh, strong" with the subsequent semantic transformation into "be careful" [9, III, p. 1926, 1927]. In the Russian language of 19th century the word \`*vakhmistr*\` was also used as "in cavalry, the senior non-commissioned officer in the squadron" [3, I, p. 168]. In Ukrainian language word had the form \`*vahmistr*\`. In modern Russian the word functions rather with the meaning "on duty (day or night) in an institution, in a multi-storey building" [7, I, p. 135], probably, to distinguish from \`*storozh*\` "a person guarding smth." [7, II, p. 205]. In the Russian language there is also the word \`*privratnik*\`, which is not in use any more in modern language.

*Podmasterye* - *der Geselle* (journeyman), V.I. Dahl erects the noun *gezel* to German language with the meaning of "an assistant or student in a pharmacy" [3, I, p. 347]. The etymology of the word is confirmed by M. Vasmer, pointing out that it comes from German language from the word *Gesell* "journeyman, comrade" [6, I, p. 401]. F. Kluge considers Middle High German *geselle*, Old High German *gisello* as derived from *Saal*, i.e., meaning "people who live in the same house" [10, p. 262]. Dictionary by B. Pfeifer shows that the word comes from Germ. composites *sal*- (9th century) [9, I, p. 556, III, p. 1459]. The word is not presented in the historical and etymological dictionaries of the modern Russian language.

*Zemlekop* - der *Gräber* (groundsman), interprets the word *grabar*, V.I. Dahl points to borrowing it from the German language [3, I, p. 388]. Moreover, in the opinion of M. Vasmer, this word was borrowed from Middle High German *grabsere* with the meaning of "groundsman", in Polish *grabarz* and Ukr. "*grabar*" [6, I, p. 449]. Dictionary of V. Pfeifer, raises the noun to Indo-European basis \**ghrebh*-, which had the meaning of "scratching, digging", as well as "grasping, collecting, raking" [9, I, p. 602]. F. Kluge also agrees to it [Kluge, 273]. In the Russian language the word spread from 1666 [5, XI-XVII, IV, p. 112]. In modern Russian, it is no longer presented, but the word \`*zemlekop*\` is fixed, probably because its root can be easily found in its compound units. In the Ukrainian language, the word \`*grabar*\` is a borrowing from Polish g*rabarz*, which comes from Middle High German *grabaere* "groundsman" [4, I, p. 579]. In some dialects of the Ukrainian language, the word \`*grabarka*\` "a vehicle, a cart" and "a wide shovel". The penetration of the German word into the Slavic languages was probably promoted by the contamination of the meanings of the words 'rob' and 'row' on the basis of their phonetic proximity.

*Pekhotinets* - *der Trabant* (infantryman), defining the word *drabant* as "satellite, bodyguard, leader" [3, I, p. 489]. The compiler of the dictionary relates it to the German language. The origin of the word is confirmed by M. Vasmer, who pointed out that the borrowing took place through Polish *drabant*, Czech *Drabant* from German *drabant* [6, I, p. 533]. In the Early High German (first half of the 15th century), the word appeared in the

form of a *drabant*. The etymology of it is not precisely established, however, there are opinions to consider it a borrowing from a pan-Slavic, more precisely, Old Czech *drabant* in the meaning of "member of the personal guard of the nobles", whence Czech is "Foot soldier". This is probably the latinization of Czech *drab* "foot soldier, servant." However, some scholars studying Slavic languages, on the contrary, believe that the word was borrowed by Czech and Polish languages from German [9, III, p. 1821]. The date of the word's first functioning in Russian language is determined as 1576 [5, IV, p. 349], i.e., much later than in German language, which confirms the opinion of M.Vasmer about borrowing the word from German. Ukrainian `drabant` is a borrowing from Polish *drabant*, *trabant* "infantryman", which is, in turn, possible through Czech mediate borrowing from German *drabant* "infantryman" [4, II, p. 118-119]. The lexeme in the Ukrainian language was probably promoted by the word in the Ukrainian language "*drabyna*" "ladder".

**Yeger** - *der Jäger* (gamekeeper, jaeger), V.I. Dahl, interpreting the word, points to borrowing it from the German language [3, I, p. 513]. This point of view is shared by M. Vasmer [6, II, p. 7], indicating, however, the two meanings of this word: "hunter" and "footman on the hunt". Nevertheless, it comes from German *Jäger* "hunter, shooter". This assumption is also confirmed by P. Chernykh, who attributes the functioning of the word in the Russian language to the middle of the 18th century. In the modern Russian language, the word is used to mean "an employee, zootechnician, working with animals at a fur farm" [7, I, p. 280-281]. V. Pfeifer defines German *Jäger* as "one who goes hunting". This word goes back to Old High German *jagari*, Middle High German *jegere*, *jeger* [9, I, p. 756]. Equivalent to German *Jäger* in its first meaning is the word *okhotnik*, the etymology of which is not clearly established. It can be associated, taking into account another meaning of this word, with conversational Slavic language \**chotíti*: *châtíti* "want" [7, I, p. 612-613]. Ukrainian "*Yeger*" is a borrowing from German [4, II, p. 178].

**Kramar** - *der Krämer* (chandler), V.I. Dahl points to borrowing this word from Germ. language with the meaning of "small worker, peddler or shopkeeper, who sells female goodies" [3, II, p. 184]. M. Vasmer shared this point of view [6, II, p. 365], believing, however, that the borrowing was made by means of Ukrainian `kramar`, which, in turn, came through Polish *kramarz*, czech. *kramar* "shopkeeper, petty trader" from the Middle High German *kramer* with the same meaning [4, III, p. 74]. In the German language, it is derived from *kram* "small goods" [10, p. 409]. V. Pfeifer believes that the word has a German root and it was spread out by Hanseatic merchants in North German, Baltic and Slavic languages [9, II, p. 922]. In the modern Russian language, the word is not in use, but in the modern Ukrainian language it is common; the derivatives from it are - `kramnytsya`" shop "and `kram` "matter, textile".

**Kushner**- *der Kürschner* (furrier, skinner), a noun which V.I. Dal relates to the German language with the meaning of "furrier, sheepskin" [3, II, p. 229]. According to M. Vasmer, this word was borrowed from Polish *kusnierz*, Old Pol. *kusnierz* from Middle High Germ. *kuersenere* "furrier", *kuersen* "fur clothing" [6, II, p. 439]. This word in the

forms `kushnir (kushner, kushnyar)` was recorded in the Russian language in 1596 [5, VIII, p. 153]. V. Pfeifer's dictionary indicates that the word actually goes back to the Old Slavic root *krzhno "fur", having the ancient forms `korzno`, `korzen' with the meaning "fur-lined coat" [9, II, p. 953]. The word `kushnir` is used in modern Ukrainian with the meaning "specialist in the manufacture of furs from skins, for making products from fur" borrowed through Polish mediation from Middle High German *kürsenoere*, *kurs(e)ner* [4, III, p. 170]. Moreover, in the Russian language the word `skornyak` is recorded with the same meaning. It is known from the 16th century and is derived from the Old Russian `skora` - "skin", "fur", the archetype of which could not be established [7, II, p. 171].

**Leib** - *der Leib*(leib), considering the word with the meaning "one who is occupying the post with the person of a sovereign, okolnichy", V.I. Dahl points to its German origin [3, II, p. 246]. M. Vasmer confirms this by attributing borrowing to Germ. word *Leib* "body". Accordingly, the names of some posts under an emperor began with the prefix "*leib*", that is, "(occupying the post) with a person" [6, II, p. 477]. F. Kluge relates Middle High German *lip, lib*, Old High German *lib, lip(h)* to Greek *leiba* "life". The old meaning is found in the *Leibrente* composite "life pension". Later, the meaning "body" and "face" began to function (for example, in *Leibarzt*) [10, p. 435]. V. Pfeifer has the same opinion, referring the word to the 8th century. [9, II, p. 995]. In the process of historical development, the word '*gosudar*' substituted '*leib*' and all related derivatives. The Ukrainian language preserved the derivative of this word "*leibik*" "men's and women's outerwear, vest, corset", which was borrowed through Polish intermediation from the New High German *Leibchen* "bodice, corsage, corset" [4, III, p. 214].

**Mundkokh** - *der Mundkoch* (chef), defining the word as "court servant, in charge of the kitchen" [3, II, p. 359], the compiler of the dictionary relates it to the German language. M. Vasmer confirms this view, referring the meaning of the borrowing to the word *Mundkoch* "chief cook" [6, III, p. ten]. There is no doubt, that the origin of the borrowing is German. Although the word is not fixed in B. Pfeifer's dictionary, we will look at each of its basic components. *Koch* originated from Latin *coquus*: with the meaning "cook" (9th century) [9, II, p. 871]. The basis of *Mund* is probably a derivative of the German verb *munden* "be to taste, like", which, in turn, comes from *Mund* "mouth", which is based on the Indo-European *menth-, *mnth- "chew, mouth" [9, II, p. 1137]. M.M. Makovsky indicates Indo-European root *ous- `Mund` " mouth ".

**Reitar** - *der Reiter* (rider), after interpreting the word, V.I. Dahl points to its borrowing from German [3, IV, p. 90]. M. Vasmer shared this point of view [6, III, p. 464], indicating, however, that the borrowing took place through Polish *rajtar* "soldier in armor on horseback". Referring to the dictionary by V. Pfeifer shows that the word goes back to Indo-European basis *reidh- "ride, go, be in motion". Around the 11th century the word acquired the meaning "one who rides, who sits on a horse" [9, III, p. 1405]. The word is archaic and in the modern Russian language the word `vsadnik`is functioning with the same meaning.

*Rotmistr* - *der Rittmeister* (captain), while interpreting the word with the meaning "captain's rank in the light cavalry", V.I. Dahl points to the borrowing from German language [3, IV, p. 1105]. According to M. Vasmer, this word was borrowed through Polish *rotmistrz* from New High German *Rotmeister* "corporal" or through Middle Low German *rotmester* "leader, ringleader" [6, III, p. 507]. In the etymological dictionary of V. Pfeifer, the word refers to the middle of the 16th century, before (middle of the 15th century) *Rittmeister* "commander of the cavalry detachment" was recorded [9, III, p. 1431].

*Slesar* - *der Schlosser* (locksmith), reviewing the word with the meaning of "lock master, artisan working with small iron and copper things, mainly cold forging", V.I. Dahl points to its German origin [3, IV, p. 538]. M. Vasmer confirms this view, attributing the borrowing to the New High German *schlosser* with assimilation of the initial hissing consonant to the next -*c*- [6, III, p. 670]. Ukrainian `slyusar`, Belarussian `slesar`, in the Russian language word is known from the beginning of the 18th century. Perhaps first pronounciation is `shlesar`. The initial *s*-formed, either as a result of inter-syllabic assimilation (sh:s > s:s), or under the influence of Dutch *slotenmaker* - (slot "lock"), while Russian word `zamochnik` was also in use [7x, II, p. 175]. W. Pfeifer confirms the origin of the word and refers it to the Old High German basis *sloss* "device for closing" [9, III, p. 1538]. In German, the word is fixed in the 13th century. [10, p. 640].

*Feldmarshal* - *der Feldmarschall* (Field Marshal), while defining the word as "senior military rank in the rank of first class" [3, I, p. 348], the compiler of the dictionary relates it to the German language. The origin of the word is confirmed by M. Vasmer, pointing out that the borrowing took place through Polish *feldmarszalk* or directly from German *feldmarschal*, Dutch *veldmarschalk* [6, IV, p. 189]. W. Pfeifer, interpreting this complex word, refers it to the 16th century, the first component of which *Feld* "arable land, part of the field, theater of military operations", is found in the Old High German *feld* in the 8th century and has Indo-European roots *pele-, *pla-* "wide and flat, expand", and the second — *Marschall* — is recorded in the Old High German *marahscalc* in the 9th century. The latter itself is formed from two elements – Old High German *marah*- and Old High German *scalc* "servant" [9, I, p. 423; II, p. 1067].

*Foreytor* - *der Vorreiter* (first horseman), the etymology of the word with the meaning "one who carries a flag, first horseman, in harness with the fourth and the sixth" [3, IV, p. 537] is similar to the etymology of the word `reitar`, discussed above. The origin of the word confirms M. Vasmer, pointing out that the word was borrowed from the German *Vorreiter* in 1720 [6, IV, p. 202]. The word is outdated and does not function in modern East Slavic languages.

*Freylina*- *das Fräulein* (maid of honor, lady-in-waiting), after interpreting the word as "honorable maiden servant at the royal court", V.I. Dahl points to borrowing it from the German language [3, IV, p. 538]. M. Vasmer confirms the origin of the word, pointing out that it was already borrowed in the era of Peter The Great, as well as Polish *frejlina* - from

German *Fräulein* "young lady, mademoiselle" [6, IV, p. 27]. W. Pfeifer relates the word to the Old High German (12th century.) "young unmarried noble woman." In the 18th century in the German language the word overtook a common meaning of a young unmarried girl [9, I, p. 470]. Presumably, the reason for borrowing the word into Russian language was the expansion of the German language in the period of Peter The Great, when the nomination came along with the borrowed conceptual reality.

**Shafer**- *der Schaffner* (conductor, attendant), after interpreting the word, V.I. Dahl points to the borrowing it from the German language [3, IV, p. 624]. According to M. Vasmer, this word is borrowed from the Baltic German *schaffer* "disposer, steward, manager" from *schaffen* "to create, to manage" [6, IV, p. 414]. Referring to the dictionary by V. Pfeifer, it shows that the word has Indo-European root *skabh- (about 1000 year) with the meaning "to create, to form" [9, III, p. 1488].

In any language, the critical problem for translators is the right choice of the word to convey the original meaning. Even the root of a word in German can have very different meaning. All meanings are combined by a rather extensive general scheme, which the translator must understand and choose rather intuitively than at the level of memorized dictionary meanings. It is necessary to find a more specific equivalency during translating. The translator is required to have an obligatory knowledge of the object, especially when dealing with professional vocabulary.

## 2. Research of the etymological characteristics of the vocational vocabulary

It is difficult to distinguish between commonly used words and terms in modern communication. It is obvious on S.V. Grinev-Grinevich's opinion, that initially the first words in human speech were the terms (*fire, hunting, lion*, etc.) [2, p. 54]. The selected thematic group brings together 20 lexemes, 6 of which rise to the Western European languages and 14 are related to German. The constituents of the group are subjected to etymological analysis for the possible establishment of a genetic predisposition to transpose according to aforesaid hypothesis. The material is presented taking into account the reliability of lexicographic and research data with the initial reference of "reflexed" transponents from Russian to German.

**Glazur** - *die Glasur* (glaze), after interpreting the word as "glaze, enamel, glass gloss, induced through fire on stone (clay) dishes", V.I. Dahl points to the borrowing from German [3, I, p. 353]. This point of view is supported by M. Vasmer, who relates the word to German *Glasur* [6, I, p. 410]. Lexicographic sources indicate that the word started functioning in German at the beginning of the 16th century with the root *Glas* under the influence of *Lasur* [9, I, p. 574]. In Ukrainian, '*glazur*' originates directly from German [4, I, p. 520]. The word is in use in Belarussian - '*glazura*'. It penetrated into the Russian language in the 18th century and is considered as a German borrowing [7, I, p. 190]. The etymon of the German word *Glas* (800 year) is All-German *glasa 'Bernstein' and recorded as modification of the Latin word *glasum*.

This root allows to reconstruct the Indo-European archetype *ghel(∂) - "shine, sparkle" [9, I, p. 574]. Obviously, during its further development, the word *Glasur* retained its original meaning, which was modified with the help of metonymy, by adjacency, to have the meaning of a material thing. It seems that the transposition of this word into Russian, as well as into other Slavic languages, was influenced by the replacement of the name of the Slavic *oko* "eye" by the new one - *glaz* (originally "stone or amber ball"). This process of the gradual metaforization of the word took place in the 16th - 17th centuries. [7, I, p. 190], that is, more than a century before the transposition of the *Glasur*, having undoubted genetic relationship. In this case, in the Slavic languages, we can observe    reapproachment of cognates, divergent in semantic terms.

***Glyanets*** - *der Glanz* (gloss), while considering the word as "gloss, varnish, laquer or polish, smoothness, shine, specularity", V.I. Dahl points to the German origin [3, I, p. 360]. M. Vasmer agrees with this point of view, attributing the borrowing to German *Glanz* [6, I, p. 418]. W. Pfeifer confirms the origin of the word and refers it to the XII century. [9, I, p. 573-574]. Ukrainian `glyanets` (but more often `glyans`) is the borrowing from German language [4, I, p. 532-533], Belorussian `glyanets`, the word is known in Russian from the beginning of the 18th century. The word was borrowed from German language, has Indo-European root *ghel-: *g'hel- [7, I, p. 193-194]. In the "Dictionary of the Russian language" the word is recorded in the form of `glyans` and is dated back to 1695 [5, IV, p. 40]. By its origin, the German *Glanz* is the cognate of the *Glasur*, so far as the data unambiguously indicate that it refers to the Indo-European *ghel (∂) - "shine, sparkle" [9, I, p. 574]. In Russian, this root gave verbs of the Old Slavik *glyadaty*, modern *glyadet* "look". These words undoubtedly belong to the same group as the word *glaz* "eye". It is possible that folk etymology, based on the associative connection of the concept of gloss with the meaning of the verb *glyanutsya* "to like", contributed to the popularization of the word *glyanets*.

***Grif*** - *derGriff* (the handle), after defining the word as "handle, helve, grip" [3, I, p. 396], the compiler of the dictionary attributes it to the German language. M. Vasmer confirmed the origin of the word, pointing out that along with the Polish *gryf*, czech. *gryf* it is borrowed from the New High German *griff* from Latin *gryps* [6].  W. Pfeifer refers the word to the Old High German -*grif* in phrases (primarily *hantgrif*,  as well as *Angrif, Übergriff*), Middle High German *grif* "grasping, key, tech. fist, size", which is based on the German *gripi-* [9, I, p. 603]. Ukrainian `grif` is the borrowing from German language; New High German *Griff* "handle, helve, grop" is associated with the verb *greifen* "to grab" [4].

***Kolba*** - *der Kolben* (flask), while interpreting the word with the meaning "small distillery cube, retort with a straight neck and one hole", V.I. Dahl refers it to the borrowing from German language [3, II, p. 135]. According to M. Vasmer, this word was borrowed from German *Kolben* [6, II, p. 286]. The B. Pfeifer dictionary shows that the word goes back to the Old high German *kolbo* (9th century), Middle High German *kolbe* "club, mace", Old Saxon *kolbo*, Middle Low German *kolve*, middle Dutch *colve*, Dutch *kolf* and has the

Indo-European root *gel-  "round, spherical" [9, II, p. 875-876]. Ukrainian `kolba`" glassware with an elongated neck ", obviously, through Russian and Polish mediation was borrowed from German language [4, II, p. 508], Belarussian `kolba`. In Russian the word is recorded from the 17th century – 1645 year [5, VII, p. 231]. The meaning "flask" was originated as German, the word is also known in other languages of this group [7, I, p. 410].

*Shchyeloch* - *die Lauge* (lye, alkali), while defining the word *luga* as "aluminous solution, used when coloring the skin" [3, II, p. 271], the compiler of the dictionary attributes it to the German language. M. Vasmer confirms this origin of the word, pointing out that the word was borrowed through the Czech *louh*, Polish *lug*, Ukrainian `lug` "lye" from Middle High German *louge* "lye", which is related to Latin *lavô, -âre* "to wash", Greek - the same [6, II, p. 527]. In German language, the word *Lauge* appears in the Old High German *louga* (8th century) and dates back to the Indo-European root *lou-, * lou(∂)* "to wash, to bathe" [9, II, p. 982]. Into the Russian language the word penetrated in the 17th century. [5, VIII, p. 292], probably through Polish *ług*. In the modern Russian language the word `shchyelok` > `shchyeloch` is used in this meaning. Etymologically, the word is controversial. And in the Ukrainian language the word `lug` "lye, alkali ", borrowed from Old High German *louga*, was stuck. [4, III, p. 298].

*Nagel* - *der Nagel* (nail), noun V.I. Dal refers to the German language with the meaning "in shipbuilding - wooden bolts, nails" [3, II, p. 392]. According to M. Vasmer, this word was borrowed from the Dutch *nagel* [6]. B. Pfeifer dictionary indicates that the word ascends through Old High German *nagal* "nail, peg, spreader" to Indo-European *ongh-, *nogh-* "the nail on the hands and feet" (8th century) [9].

*Probka* - der Propfen (bung), der Kork (cork), ater defining the word as "plug, nail", V.I. Dahl points to its German origin [3, III, p. 268]. According to M. Vasmer, this word is borrowed through Low German *propke*, *prop* "bung, plug", because Russia for a long time imported corks from Oldenburg and Bremen [6, III, p. 370]. Ukrainian `probka`, Belarussian `probka` (merely in the meaning of "electrical fuse"), in other meanings `korak` or `zatychka`. In Russian, the word is recorded from the beginning of the 18th century. The older form `prob: prop` is borrowed, as believed, from the Dutch language, in general the word is North German [7, II, p. 68].

*Stal* - *Stahl* (steel), after defining the word as "carbon iron receiving greater elasticity and hardness during quenching" [3, IV, p. 315], the compiler of the dictionary descends it to the German language. This origin of the word is confirmed byM. Vasmer, who pointed out that the word was borrowed through Polish *stal* or from New High German *stahl* "steel", Low German, Dutch *staal* [6, III, p. 744]. The German lexeme *Stahl*, Old High German *stahal* (10th century) dates back to Indo-European *stâk-, stek-* "stand, set, standing" [9, III, p. 1691]. Ukrainian, Belarussian `stal`, in Russian dictionaries is recorded from the beginning of the 18th century. The word is German although its etymological meaning is not quite clear in Russian, perhaps, it is from Low German. [7, II, p. 197-198].

**Shtift** -*der Stift* (pin), interpreting the word *tiftik* as "a peg, tamped shoe nail without a hat, brad", V.I. Dahl points to the borrowing from German language [3, IV, p. 407]. M. Vasmer is not quite sure, but believes that the borrowing was probably reproduced from German *Stift* "peg" [6, IV, p. 63]. German *Stift* "brad (made of wood or metal)" appears in Old High German around 1000 year in the form *stift*, *steft* "wooden nail, spike, rod" and goes back to I.-e. *\*stéip, stíp* accordingly *\*stĕib(h), \*stíb(h)* "rod, stick, hard, to compress" [9, III, p. 1720].

**Sherber** - *der Scherbel* (Spatula), after defining the word as "clay melting tip of assayers" [3, IV, p. 629], the compiler of the dictionary relates it to the German language. The origin of the word is confirmed by M. Vasmer - from German *Scherbel* "a small clay melting pot (crucible), in which an alloy is melted in the furnace" [6, IV, p. 429]. According to the V. Pfeifer dictionary, we can trace the etymology of the South German variant of the word - *Scherbe* "pot, clay bowl", which is based on Indo-European *\*(s)kerp-, \*(s)krep-* from the Indo-European root *\*(s)ker(∂) -* " to cut" (9th century) [9, III, p. 1509].

**Shina** - *die Schiene* (tire), after interpreting the word with the meaning "iron hoop, tightly stuffed on the wheel rim", V.I. Dahl refers it to borrowings from German language [3, IV, p. 633]. M. Vasmer shares this point of view, indicating that the borrowing was made from German *Schiene* "tire, rail" [6, IV, p. 438]. German lexeme was recorded in the 18th century (first in mining); from the 18th century, the word is used in connection with many technical terms and is ascended to I.-e. *\*skĕi-* "to cut, to separate, to divide" [9, III, p. 1515-1516]. In the Russian language, the word "*shina*" is  in use since the first half of the 18th century. Ukrainian has `shina`, Belarussian `shyna` and borrowed from the German language. German *Schiene* "tire, rail"; the older meaning "shin" is now preserved only in compound *Schienenbein* [7, II, p. 411-412].

**Shifer**- *der Schiefer* (slate), V.I. Dahl relates the word to the German language with the meaning of "slate, asp" [3, IV, p. 636]. According to M. Vasmer, this word is derived from the German *Schiefer* [6, IV, p. 444]. The B. Pfeifer dictionary illustrates  that the word in the Old High German had the form *schiver(e)*, *schever(e)* (about 1000 year), it is associated with Russian *skepát* "to grab", Old Russian *poskepati* "to prick, chop, cut" and it has Indo-European root *\*skĕi-* "to cut, separate, divide" [9, III, p. 1515].

**Shprits** - *die Spritze* (syringe), while defining the word as "a pump of a different type for gaining fluid" [3, IV, p. 644], V.I. Dahl refers it to the borrowings from German. The origin of the word is confirmed by M. Vasmer, indicating that it was produced from German *Spitze*. In Russian, the word was recorded in 1720 [6, IV, p. 475]. The materials of V. Pfeifer's dictionary indicate that the German *Spritze* "injection device" dates back to the Old High German *sprizza* (12th century), Middle High German *sprütze* "fire pump" [9].

**Shpunt** - *der Spund* (rabbet), after defining the meaning as "nail in barrel, cork", V.I. Dahl considers it is a borrowing from the German language [3, IV, p. 644]. M. Vasmer agrees to this point of view [6, IV, p. 475], he indicates, however, the borrowing of a

lexeme was through Polish *szpunt* "hole and gag in the barrel" from Middle High German *spunt*, Middle Low German *spunt* from Folk-Latin *expunctun* "puncture". W. Pfeifer decides the borrowing from Middle High German *spunt* having Latin basis *expungere* (*expúnctum*) "to lay out" (15th century) [9, III, p. 1686-1687].

Apparently, terminology as a part of lexis began to develop long before elaborating the criteria for attributing certain units to terminological vocabulary. These processes were isomorphic to the spontaneous evolution of denotations and their corresponding concepts. Moreover, they were based on literary language lexes, which makes it possible to consider terminology as a part of its lexis-semantic system.

The analysis of the etymological development of the names of realities associated with manufacturing, transposed from German into Russian, leads to some preliminary conclusions regarding the main research hypothesis. Its consistency is confirmed by the recorded cases of the convergence of cognates in different language systems. These include the "nested tension" of the "lexemes, dated back to I.-e. root *\*ghel(∂)* - and grew up into the basis for the German *Glas*, *Glasur*, *Glanz* and adjectives derivatives, as well as Russian *glaz* "eye", *glyadet* "look", *glyanutsya* "look". The few latter are supposed to cause relatively free access of transponents from German to the Slavic language. This "freedom of access" is evident in the word-formation of borrowed vocabulary - a metaphorical transfer of the noun *glazur* "glaze" and adjective *glazirovannyy* "glazed", to name not only metal products, ceramics, but also food (cheesecake, ice cream, etc.). The same processes are applied to the derivatives of the noun *glyanets* "gloss". This observation is also confirmed by the penetration of German words, that goes back to Indo-European root *\*skei-* (*Schiene*, *Schiefe*r), into the Slavic languages. In this regard, by analogy with the term R. Montague "one point of reference" [11, p. 103], one can speak about a "genetic point of reference", which is similar for several languages.

In the considered group of German vocabulary, there is a majority of words taking their origin from Indo-European roots. This allows us to conclude that the vocabulary associated with vocational production is among the most archaic, reflecting the history of working activity of native speakers, and therefore subject least of all to the semantic modifications. This semantic stability is caused by the concreteness of the mentioned activities.

The studied material covers 32 lexical units of the German language, analyzed with the involvement of additional sources of etymological parameters, and then checked for the archetypes or cognates in Russian, Ukrainian, (in some cases, if reliable sources are available) in Belarusian. This expanded the material almost by four times, considering the results reliable and convincing. The chronological study of the translation processes indicates that the penetration of German vocabulary into Slavic languages is characterized by different activity at various historical stages. This illustrates the direct connection of the borrowing processes with the extra-linguistic factors.

The analysis showed that the German vocabulary transposed into Slavic languages, in rare cases, undergoes a semantic modification that would make it difficult to etymologize. In general, the original meanings are viewed quite clearly. There is a particular situation, when transposed composite formations are capable of incorporating elements of foreign (Romanic) origin into their composition. However, the basic unit is the autochthonous lexeme. At present, terminology corpus in the field of science and technology is elaborated  to create search engines, find optimum ways for translation. However, today one must not underestimate the role of the historical analysis of terms in the language system.  Etymological study is the most necessary to conduct successful research.

## Conclusions.

The article presents the main results of the study in a generalized form. It decides the basis of the methodology developed by comparative-historical linguistics, and objectively describes the requirements, processes and results of the development of lexical systems of individual languages in synchronous-diachronic pairing and diachronic interlanguage interactions. The method of etymological reconstructions, which underlies this direction in linguistics, was improved by E. Prokosch and J. Trier and affects the phonetic, morphological and semantic levels of lexical units, taking into account historical documents. It allows to establish the original forms of words and determine their genetic relatedness in various languages. To continue the development of the lexis of research apparatus of comparative historical linguistics, we proposed a method of reflected etymological retrospection, which was efficiently demonstrated on the studied material.

The progress of the study confirmed the validity of the scientific and linguistic status of vocabulary qualified as interlingual transponents. A sufficient number of examples has been obtained, confirming the main hypothesis that transposition of vocabulary into other languages is subject not only to the effect of extra-linguistic factors, but to certain intralinguistic reasons embedded in the semantics of the initial stage of language development. In other words, the archetype is diverged in its semantic development and, according to the laws of linguistic combinatorics, spread in different linguistic areas, has a tendency to reconnect with the "genetic counterpart". This results in the penetration of a word into another language environment in the status of a lexical transponent.

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## ECONOMIC DETERMINANTS OF EGALITARIAN SOCIALIZATION OF STUDENT YOUTH IN UKRAINE

*Abstract. The article deals with the actuality of a problem of economic determinants of egalitarian socialization of student youth in Ukraine. The causes of differentiation of the economic status of men and women are analyzed. The results of a conducted research among student youth are presented. In particular, the orientation of young women for economic self-affirmation in the microeconomic environment, and young men – in macrosocium, as well as the acceptance of both sexes to traditional gender stereotypes is shown. Different understanding and using the economic categories by young man and woman is shown. The low level of material harassment of women, including professional violence, is motivated by the socialized attitudes for the financial headship of men. The development of a market economy requires involving young people, especially women, to the professional entrepreneurship, using the potential of positive psychology. The results of a gender audit at the university as an important factor of socialization of sexes of on the principles of gender equality are analyzed.*

### Introduction.

The problem of egalitarian socialization was considered in the context of the humanitarian component of the safety of public life, the guiding principles of peaceful coexistence in an open society of people of both sexes, different race, religion and culture; respect for the rule of law, human rights and freedoms, intercultural dialogue and non-discrimination education.

Scientists emphasize that equality, leadership and communication are key determinants of the egalitarian socialization of student youth, the personal self-realization of girls and boys, their competitiveness in the labor market, building of parity between both sexes, establishing of democratic principles in private and public life. The Vice Prime Minister of Ukraine Ivanna Klympush-Tsyntsadze has said "Non-discrimination, equality, human rights – all begin out of education. Our children should be aware of the value of these values at the secondary school. We do it not for our foreign partners, but for our future, where there is no place for such shameful things as, for example, sexism or domestic violence" [1].  Therefore, the priority task of the humanization of higher education is creating a non-discriminatory environment, preventing the infraction of academic righteousness and increasing the academic culture of all subjects of the educational process (students and teachers). The distribution of positions in various educational institution profiles predicts the preservation of the economic imbalance in these areas, as the gender asymmetry manifests itself in the "masculinization" and "feminization" of the student contingent of specialized higher education institutions and the corresponding profile of the training of specialists. For example, educational institutions of humanitarian, medical, socio-cultural and pedagogical orientation remain attractive for females, however military affairs, national security of state administration, transport, engineering, economic and legal – for males. Such gender imbalance can be explained by the unilateral economic socialization, as well as by the psychological pressure of sexual stereotypes, which are initiated by the society, and which young people assimilate first of all [2-4].

From the psychological perspective there is no need to demonstrate an importance of gender equality for a society democratic development. If in the past the education level of students and adults, comparison of social, productive sector of their employment was considered as a priority, this day the need in their equal part and participation in economic life, socio-financial status balance is becoming more evident. Rapid market changes, that Ukraine is striving to achieve during last years, are inevitably affecting the spheres of economic lives of sexes, their psychological readiness for self-actualization in the market conditions which require from everyone to accept responsibility for their own economic capacity. From psychological perspective this is about economic self-actualization, the success or un success of which influences social functioning of a family, psychological prosperity of an individual. The term of economic self-actualization is directly related to the professional self-sufficiency of an individual, his/her level of social economic achievements. Modern world trends allow for active involvement in economic life both men and women mainly in the developed Western European countries, United States and Canada [5-7]. Z.Halushka, Doctor of Economic Sciences states that "ignoring of gender aspects leads to an unbalancing of social relations in the society, while gender inequality acts as a social economic differentiation of population and availability of social contradiction series in the process of goal realization of social economic development.

Consequently, the legislative settlement problems of gender equality needs a special attention: prohibition of discrimination by sexual orientation; embodiment of special measures that aim actual achievement of female and male equality; compensation and sanctions assignment for violation of the rights; establishment of gender equality protection institutional mechanisms" [8, p. 10]. One cannot disagree with the scientist's view because female lab or force participation rate is 10% lower than male, which indirectly reflects the trends of poverty "feminization",  a significant gap between the population incomes. A sample and a guide for social statuses lining up appears implementation of two gender indicators into "Humanity development indicators" – gender development index and gender confidence. This has induced some significant changes in abolition of gender inequality on the legislative level in the European Union countries. That kind of situation does not promote much the development of female economic self-sufficiency [9].

The President of International Association of Economic Psychology, Professor of Polish Psychology Institute, Tadeush Tyshka came to a conclusion while researching psychological mechanisms of economic behaviour of students: in terms of transition from planned to market economy the concept of entrepreneurship, conscious choice, investments, own initiative and self-organization of economic activity  play an important role. He researched that students who have an inner locus of control compared with those with an outer one are characterized as more concentrated while completing tasks, have higher economic achievements, and later have real success in professional career, have higher achievements in leadership positions. According to the researches of T.Tyshka [9], most European students consider poverty as a manifestation of personal and professional immaturity, infantilism, lack of individual socialization. The reason of poverty is perceived in a person himself/herself (his/her reluctance to change, improve, gain new professional competence and work skills). Ability of youth to plan savings, gainings, incomes, investments, that economists call "postponing the profit until the future", is equally relevant in filling up of economic culture concept in terms of transition to the market economy. In Tyshka's view, the "economic impatience" trend is observed in the post-totalitarian societies which means students' orientation to make a profit "here and now". The cross-cultural research of student economic concepts and attitudes towards various forms of economic activity, conducted by T.Tyshka and his French colleague P.Verges, has put a lot of questions, especially relevant to the Ukrainian students in time of economic transformations: in what way does the young generation perceive state economic policy, does it see or it does not see its development possibilities, what economic knowledge does it have, how will it evaluate its economic opportunities in the future, does it have economic knowledge and what is the practice of its male and female application.

## 1. Goals and objectives of the research.

The objective of the presented theoretical-empirical research was to follow more deep psychological interconnections between the culture of economic self-determination and its gender manifestations. What content are the ideas of young men and women about social psychological principles of person and society functioning filled up with? What scientific development regularities do they know, which ideas do they use in everyday life while evaluating economic realia? In what way does the learnt level of economic culture determine the aspiration of women and men to achieve a specific level of material wealth in building personal, professional and family plans for the future? Is the conclusion of a considerable number of researches valid that the cause of lower female financial status next to a traditional family values priority is a low level of the professional capacity and social competence, the insufficient women's ability to present their confidence in achieving professional success to the surrounding of experts?

In the conducted research the following tasks were implemented:

– to study out the basic students' ideas of economic activity categories and attitudes to its moral principles;

– to disclose common and distinct in the personal intentions and plans of men and women regarding economic activity in the near future;

– to disclose the psychological differences between sexes in self-presentation of their own professional financial capacity and social factors of its determination;

– to determine the possibilities of economic deprivation level decrease by using positive psychology ideas.

The research methods included a complex of complementary methodologies which consist of theoretical analysis of positive psychology accomplishments, applying of standardized psychodiagnostic tests, author questionnaires with economic concepts definitions, built up by principle of incomplete sentences, organization of focus groups from different aspects of gender inequality, and also a collage creation on the subjects of social prestigious professional activity its success and un success.

## 2. Author's contribution to problem identification and solving.

According to the data obtained, Ukrainian female students and their counterparts show higher level of personal competence as an important component of social competence (pic.1). They are also able to successfully present their skills and qualities in the social exposition situation comparing with the lower indicators of men. Young women are focused upon social reciprocity competence, they are characterized by more perseverance in the process of performing professional responsibilities to the greater extent than their male counterparts.
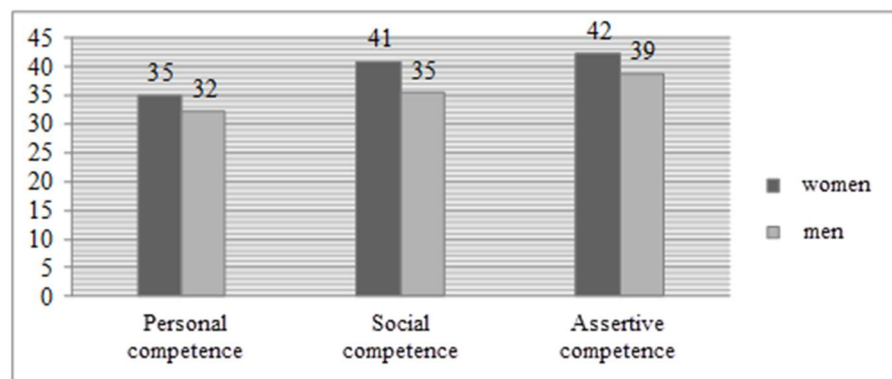
**Fig. 1. An average values by "Three types of competence questionnaire" methodology**

Comparison of the self-determination scale indicators in values of life demonstrates higher results of male selection, reflecting their unconditional acceptance of their own life activities, higher self-confidence in a successful professional self-actualization.

Higher indicators of the most test scales results of "life goals", "inner consistency", "search for meaning" reflected that young men had demonstrated higher level of satisfaction of their own life activity meanings, compared with the female selection.

Higher level of self-satisfaction has been found at women in such components as moral acceptance, moral views consistency with real behaviour, their own ability of people management, compared with their male counterparts. Simultaneously, women show much higher level on the " self-esteem protective improvement" scale, thus demonstrating on the one hand some kind of self-acceptance, and on the other another fear about possible self-decline.

Girls demonstrate higher level of self-esteem protective improvement, reflecting the enhanced attention to their own self on the basics of which underlie the fear to partially accomplish their own competences, be improperly assessed by social surrounding. This indicator demonstrates female aspiration to present themself in the best light which can sometimes be accompanied by an excessive criticism, fury, beating oneself up. That kind of female critical self-reflection can lead to an intentional playing of non-inherent roles that are more accepted by surrounding people, especially by a vulnerable gender indeed. This, for its part, demonstrates stronger inclination of young men to shift the blame onto others for their own un success and conflicts, their social surrounding role exaggeration as an important indicator of professional accomplishments. The female indicator by the "personal control level" scale reflects higher level of female subjectivity demonstration in the sphere of professional accomplishments based on professional responsibilities, accepting failures as own mistakes, but not the circumstances. Men explain professional failures by an external factor that is not related to their own working capacity, in contrast to women. Low results of women by the "failure" scale may demonstrate their excessive self-criticism regarding professional self-presentation.

Modern economic realities require not only professional education, active economic activity but also subjective self-sufficiency, self-confidence in self-sufficiency from every individual. The contradiction of modern Ukraine economic development processes and crisis phenomena, that accompany domestic market economy growth, indicate to the need of the further research in personality as a direct creator and participant of every economic phenomenon. Students gender differences have to answer the question, what gender expectations to the greater extent determine them in building future scenarios of their own financial income sources. It is known that gender development index (GDI) in Ukraine is quite high by female education indicator, their specific weight among people who study to earn bachelor degree, specialist degree, master degree and Ph.D. It is also low because of the lack of Ukrainian female representatives on the legislative and governmental authority levels, i.e. in those spheres that determine socioeconomic level of state development.

Specific problems of gender equality violation are traced by the following indicators: double employment of a woman, her lower economic status and salary level, implementation of the same-sex responsibility idea (mother woman, Berehynia -mother *(goddess of Slavic religion)* etc). There is also a Gender Pay Gap: spheres of female employment have lower wage level, women earn 70% of what men earn on average. They work in the less automatic and unhealthy sectors, mainly on executive positions (62%). Women are the last in the candidate list for a position and the first during the reduction in staffing resources, sent to the unpaid leave etc.

Economic stratification of the post-Soviet countries population is a triangle-shape, the upper corner of which displays a rich class, a small segment after it is a middle-class, and the majority is a poor class. Since women in the professional economic society stratification take the lowest positions, their part of the poor class in the post-Soviet countries is the largest. It should be noted, that the highest salaries are recorded in industry, where male lab or force is from 64% to 73%, however the lowest wages are 2.2-3.6 less than aforementioned in social sector, education, culture, health protection system, household maintenance, where female lab or force is from 72% to 87%.

Does the gender stratification of the Ukrainian economic branches is related to an economic one? Yes, this is confirmed by both State Statistics Committee of Ukraine and the results of the research achieved in the process of the "Female problems in Ukraine in the transition period" project realization, conducted by Kyiv International Institute of Sociology, which in a consolidated manner can be presented in the following way (table 1).

Why is the rate of male salary higher than female in these sectors?

Because the payment of managerial positions occupied mostly by men, is much higher. Although Ukrainian legislation does not have discriminatory restrictions on the choice of men and women in the field of employment, it is precisely women who are forced to give preference to certain employment spheres that are initially and deliberately economically insolvent.

**Table 1. Employed women in the social sectors of economy, and female to male ratio of average salary**

| | Sector | Employed women (%) | Level of salary |
|---|---|---|---|
| 1. | Healthcare system | 82 | 63,5 |
| 2. | Trade | 76,6 | 73,3 |
| 3. | Education | 75,2 | 72,3. |
| 4. | Culture | 70,2 | 76,7 |
| 5. | Financial insurance | 73,4 | 65,3 |
| 6. | Catering | 84,4 | 74,3 |

It is known that the economy teaches how to make a choice in the conditions of limited resources and unlimited needs and interests, carried out both at the level of groups and individual states, and at the level of a small group – a family or an individual. The decision to use material resources (money, qualified labor, goods) in a certain way reflects a certain level of economic culture either of an individual or entrepreneurship. An economic product can be educational and medical services, consumer and industrial goods, as well as human resources (professional qualification, educational level, personal qualities). The analysis of the content of students' narratives on the subject "My financial and material future", which we specified by the visual series of collages from selected magazine illustrations, made it possible to determine the differences in its vision by young females and males (Table 2).

**Table 2. Features and time perspectives of realization of scenarios of economic life (in% to the same-sex sample)**

| Contents of the economic perspective | Frequency of choice by | |
|---|---|---|
| | Females | males |
| Focus on the short-term prospects for economic achievements | 55 | 45 |
| Focus on long-term prospects for economic achievements | 25 | 45 |
| Focus on the highest levels of the career ladder and economically advanced posts | 25 | 85 |
| Work for pleasure and self-realization | 40 | 65 |
| Financial recognition of personal achievements in the public sector of work, including own business | 55 | 95 |
| Achievements at the level of microeconomics (rational household, savings, budget family planning) | 85 | 25 |
| Professional perfection as a condition for achieving material well-being, ensuring plans and dreams | 60 | 85 |
| The nearest start of own business or the pursuit of a post in a promising career | 40 | 75 |
| Full employment in the field of social work | 50 | 95 |
| Responsibility for the material support of family members | 40 | 80 |
| Efficient (from the point of view of macroeconomic trends) management of own finances | 15 | 75 |

A comparative analysis of the distribution of interest gives grounds to assert that in the minds of young students remains a powerful patriarchal stereotype about the natural separation of economic spheres of self-actualization of finances, the subordination of women to the role of the hostess of the house, the mother, the educator, and the husband – a professional who is able to materially provide the family and children and manages to find self-realization in public activity.

The obtained data testify higher level of psychological readiness of male students to personalized forms of economic activity, and hence their readiness to start their own business. At its first stages the carried out research was based on the comparison of economic, professional, and career self-identifying of students through the prism of the time perspective. Their assessment of own future property status, competitiveness on the labor market was manifested through the content analysis of the narrative created in sex-homogeneous and sex-mixed focus groups, as well as through the content of illustrations and sentence completions in the projective text.

The data obtained in the research study confirm the results of our previous studies, namely the fact of more purposeful development of the image of economic I in male students due to higher coherence of affective, cognitive and behavioral components with learned common sexual stereotypes about the domination of the material and financial status of male persons and the subordination of women to them. Among the young men, there turned to be more those who had a high opinion of the coincidence (congruence) of all three constituents of the presentation of economic I in various spheres of public life (68% compared with 32% of girls) and significantly less than those who showed a high level of their disintegration (10% compared with 24% for girls). If the males' low level of real and future professional competence, was connected, above all, with the awareness of the low level of knowledge acquired or the lack of gained professional experience, then the girls, first of all, with low personal claims, their preference for traditional for females forms of economic behavior, the lack of need for a sense of self-sufficient economic unit. This again proves the 'vitality' in the consciousness of women of the traditional social structure – the focus on economic dependence and subordination of men and the removal of responsibility for their own material well-being.

At the next stage of the study the main hypothesis was the assumption that during the time of market transformations Ukraine was still characterized by the proliferation of descriptive, indicative and directive-prohibited stereotypes regarding economic capacity and financial roles of both females and males, which demonstrates the objectivity of representatives of womanhood and subjectivity of financial solvency of the so-called 'strong' sex. In the process of analysis of popular feature films and TV-show of predominantly Russian production, which prevailed at the time on Ukrainian television screens, the focus groups singled out the types of sex-specific clichés that dictated a pattern of economic behavior of the sexes.

For example, in relation to men, descriptive stereotypes include the norm "can buy to look like a macho", "generous", "self-sufficient", "always with money", etc., prescriptive stereotypes create the following estimates: "a man must earn», "take care about the needs of the family", "be the main source of income", "fulfill the needs of his spouse", "be able to risk and drink champagne", etc., and also proscriptive stereotypes are: "real men never sit idle", "are never losers", "get themselves under control even having lost everything", "do not live off their wives or parents", "always able to make living", "can afford to shine", "able to throw everything to her feet", etc. According to the assessment of focus groups, the influence of modern mass media on the gender ideals of economic behavior of the "real woman" and "real man" turned out to be a significant negative emotional factor (Table 3).

**Table 3. The degree of media imposing on stereotypes of economic behavior  (in %)**

| Varieties (character) of gender prescriptive stereotypes | Percentage of egalitarian stereotypes in the form of women and men *Self* | Percentage of patriarchal stereotypes in the form of women and men *Self* |
|---|---|---|
| **Descriptive** (orienting) | 25% | 75% |
| **Prescriptive** (evaluating) | 10% | 90% |
| **Proscriptive** | 2% | 98% |

The content of the articles in the advertising discourses of the Ukrainian mass media is appraised by students according to the results of the work of the focus groups negatively, first of all because the categories of masculinity and femininity are predominantly in the subject-object role-playing economic relations that are visible manifestation of sexism. It should be noted that modern mass media play the role of a unique marker of gender economic identity, since they take direct part in the everyday design of the concepts of femininity – economic objectivity; masculinity – economic subjectivity. If the proposed conceptual model of satisfaction with the life of positive psychology is correlated with the social situation of youth development, then its structural components can serve as a prognosis and, at the same time, diagnosis of the psychological states of a young person (welfare or dissatisfaction with life), who masters the bases of profession, decides on future material status. Indicators of their current, and most important, future psychological well-being can be the indicators of Martin E. P. Seligman's "The Hope Circuit", namely confidence in the professional self-determination and their personal significance, the consistency of the chosen path with their own life values, the belief in their ability to fully realize own potential in harmony with people around.

The research results of the nature of emotions, their impact on a human demonstrate that the strength of positive and negative emotions are different, that is, the well-being of the individual depends on their proportion, the proportion of one and the other, the ratio in life. According to studies done by representatives of positive psychology, negative emotions reduce life satisfaction significantly more than the same portion of positive ones in terms of volume. In this case, the ratio of negative to positive is 3 : 1, that means bad is much stronger than the influence of good.

The theoretical foundations of positive psychology have led us to create appropriate focus groups and training programs with an emphasis on the development of the ability of a young person, regardless of gender, to establish social relationships with other people, to become involved in professional activities, to improve in it in the present and in the future, to realize their life attitudes, to make sense of life, to succeed. Overcoming gender inequality in the socioeconomic status, a sense of economic deprivation is possible through the internalization of the underlying principles of economic culture through learning, development, involvement in positive psychology. The formation of gender-equitable environment on the basis of "partnership pedagogy" and gender "matrix" of humanistic pedagogical heritage, integration of competent, personally oriented and gender approaches will help into formation of gender culture and the egalitarian outlook of children and youth (gender competence, sensitivity, tolerance) as important factors of personal and professional self-realization of both sexes, democratic world-view and civilian life-realization of girls and boys in the sphere of national being.

Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; gender expertise of educational content is conducted, mass media and gender audit of university; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space "educational institution – family – community" are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested; model of formation of valeological culture in childhood based on gender approach is introduced; the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; the phenomenon of children's subculture through gender prism is described; scientific works as to systemic counteraction to violence against underage is systematized; International and Ukrainian conferences on gender issues are organized and held; collections of conference materials are published; educational and methodical kit "Basics of health" on the basis of gender approach for the primary school (a textbook and working notebooks for students of the 4th grade approved by the Ministry of Education and Science) is prepared; Student's research works are presented at the Ukrainian competition on the topic "Gender Studies" [10].

## 3. Gender mainstreaming.

The achievement of gender parity in education is one of the important aspects of the machinery of national gender government policy. The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. Therefore, the project "Gender mainstreaming in higher educational establishments of Ukraine" and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students. The current regulatory framework of higher education in Ukraine and statistical indicators give reasons to consider higher education, de jure, with minimal manifestations of gender inequality. However, de facto, there is a gender asymmetry. The goal of gender audits (G. A.) is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students). The tasks of G. A. are:

1.   Explore the availability of gender resources in the system of equality - inequality (policy and strategy of education, training programs, institutional practices, methods of teaching and forms of assessment, the nature of gender interaction, etc.) in order to make a critical analysis of the university's experience for implementation of complex gender approach;

2.   Determine, whether personnel policies of the university is gender-sensitive in general and in specific substructures;

3.   Determine the corellation of men and women on different management ranks and level of feminization and masculinization of faculties and specialties;

4.   To conduct a qualitative analysis of statistical indicators of gender equality with their further interpretation;

5.   Spread of information about methods, rules and attitudes to gender problems of students and professors of universities, their views and installings in the system of democratic or patriarchal coordinates;

6.   Outline the problem sphere of deepening the gender studies in the academic field and define general guidelines for implementation of gender components in higher school.

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women. Gender social modeling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family

roles, prestige and social status etc., that is a confirmation of existing phenomena of "glass ceiling", "dual employment", inferiority position of female faculty.

The gender imbalance is manifested in "masculinization" and "feminization" of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students' sample is directly divided into traditionally "female" and "male" that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys.

The practice of carrying out a gender audit has become an effective factor of motivating the administration of the university to implement gender policies at our institution. We believe that the considerable factor of effective spreading of gender education technologies is a partnership of students and faculty in realization of socially important projects at different levels. It is the scientific project of the Centre of Gender Studies TNPU-Ukrainian National Academy of Pedagogical Science "Implementation of the gender approach into educational space "educational institution - family - community" in the context of European model of democracy"; Common social project with Municipal Enterprise "Ternopilelectrotrans" - "The Trolleybus of Happiness" (under the auspices of the Mayor within the project "Make your Town Better"); The educational program with "Tempus" assistance "Education for Leadership, Intelligence and Talent Encouraging", establishing the Centre of Leadership at university; The extension of gender sensitive practices on different levels of education: elementary school - secondary school – institution of higher education - conducting gender expertise of elementary school textbooks and periodicals for children, description of a phenomenon of "hidden curriculum", development of educational and methodological complex in "Health Education" for the fourth form based on gender approach (Kikinezhdi O., Shulha I.).

The extension of a range of information and educational component of a gender approach (gender audit tools design, the statistical data collection, tendencies and phenomena, such as "acquired helplessness", "fear of success", "glass ceiling" etc.), description and analysis; designing child abuse prevention programs and antidiscriminatory practice in children subculture and pedagogical interaction, its approbation in all-Ukrainian network of the gender educational centres) will assist further institution development of gender in social and humanitarian space.

The realization of the project "Gender mainstreaming in higher educational establishments of Ukraine" has proved the effectiveness of conducting a gender audit as a practical instrument in  realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals  involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view, its quality as imperative of academic culture moving from paternalism to parity facing modern challenges - providing national mechanism of the state gender politics [11].

Gender discourse is a new area of educational technology in business schools and universities, which stimulates mental space to look for a cultural development in all participants of pedagogical interaction "parent-child-teacher». It builds gender partnerships in humanization of social relations. Gender in the national pedagogical inheritance is the determination of equal participation of both sexes in the educational process, in the preparation for the realization social roles in the family and in the society, opportunities of achieving successes in any spheres of social vital functions. Gender culture as the results of a using the system of forms and methods of the organization of the educational process helps the becoming of the personality of a woman and a man as equal.

Gender competence ensures the success in both spheres - autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc. Gender competence may be named as "key competence", because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life.

### Conclusions.

Pilot testing of a number of questionnaires made it possible to reveal the most adequate structural components of the sense of well-being – a degree of satisfaction with oneself as an executor of a certain activity and its achievements, relations with other people, absorption, the realization of the Self in the person-significant social activity, its conformity to own system of views, life values. Male and female understanding of economic categories shows differences between sexes in terms of their application. They demonstrate greater marginalization of a significant proportion of women from the problems of economic functioning of the country, their higher inclusion in microeconomic processes. Male students are more versed in the macroeconomic reality of being. This differentiation corresponds to the traditional distribution of social roles, and therefore predicts a possibility of their making financial decisions and material obligations in the social and private spheres of economic life. The results of the study dispel the myth about the externality of the locus of control of the professional and economic life of females, since the indicators of both general and partial scales of the internal locus of

control of the "weak" sex were higher than the corresponding indicators in the male peers. Young male representatives are more focused on the externality of the locus of control in the successes and defeats achieved; they depend on the fate and influences of other people on the career ladder, and also in the ideology of external control in general. A gender audit as a practical instrument in realization of quality monitoring as to the subject of gender sensitivity-insensitivity of individuals involved in educational process that will let us outline the prospects of the world-view potential of liberal education from gender methodology point of view. The idea about psychological features of self-presentation of sexes, as well as socio-psychological mechanisms of the impact of gender stereotypes on the male and female reflection of their own financial capacity, which can lead to a decrease in their professional and financial claims are deepen in the article. In the transition period of the society development, reinforced by the financial and economic crisis, the peculiarities of planning and building their own vocational and educational careers are at the forefront of the problem of economic socialization of men and women of various working age, as they are inextricably linked with the demographic situation, the condition of marriage and family relationships, offers in the labor market, employment and unemployment, the expected rate of return on human capital.

*The possibilities for further researches and its perspectives.* The implementation of gender and educational techniques to the university, accounting the principles of academic righteousness will help to equalize the opportunities for self-realization of Ukrainian youth in its European aspirations – living together in equality, peace, and dignity as an important condition for the realization of the national mechanism of state gender policy.

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# PERIODS OF DEVELOPMENT AND CRITERIA FOR COMPARING PROFESSIONAL TRAINING OF PHARMACEUTICAL INDUSTRY SPECIALISTS IN UKRAINE IN THE 20TH - EARLY 21ST CENTURIES (UNTIL 2017)

*Abstract. The periodization of professional training of pharmaceutical industry specialists in Ukraine in the 20th and early 21st centuries has been elaborated and substantiated. The division is based on a criterion of change in the internal organizational and institutional development of professional training of pharmaceutical industry specialists, and at the same time we correlate with socio-political shifts, with the conditions for economic development of education in general and pharmaceutical education in particular. The criteria for comparing the state of development of professional training of pharmaceutical industry specialists in Ukraine in certain chronological frameworks of the XX - beginning of the XXI century are substantiated. (Social, institutional, informative) and indicators are justified, revealing the content of each criterion.*

## Introduction.

Preserving the past in people's memory implies imitation of glorious traditions, bringing up people in a spirit of gratitude and honesty in relation to antiquity and modernity. Knowledge and respect for the diversity of the history of the professional training of specialists in the pharmaceutical industry and pharmacy, medicine and health care primarily involves love for Ukraine [5, 76 pp.]. The history of development of professional training of pharmaceutical industry specialists, as well as the history of the development of education in general, is extremely relevant in terms of reforming, improving the organization of the educational process in higher education institutions of medical (pharmaceutical) education, since an objective analysis of past experience is important in the further development of science and education.

The development of professional training in the pharmaceutical industry is connected not only with the history of pedagogy, the history of development of higher medical (pharmaceutical) education, but also with the history of medicine, domestic and world pharmaceutical science, the history of pharmacy, the development of the health care system, the development of medical and pharmaceutical science history of Ukraine. Therefore, the works in these industries are of interest for this research.

The evolution of domestic pharmacy covered in his scientific studies M. L. Syatynya. The history of pharmaceutical business is the history of the long and heroic efforts of mankind aimed at finding and improving medicinal and preventive means to struggle with illnesses, the history of the formation, establishment, development and functioning of pharmacy business [23, p. 3]. Pharmacy, as an integral part of public health, is directly dependent on the real situation in the state, the level of economic and social development of society [23, p.. 527]. Defining the periodization and chronological framework of the study of the professional training of pharmaceutical industry specialists in Ukraine, it should be noted that they are quite relative and schematic, since it is very difficult to find starting points for the beginning or completion of certain trends in the development of pharmaceutical education because of their multidimensionality, waveform, dependence from socio-economic, socio-political, socio-pedagogical and cultural factors [20, 520 p.].

## 1. Justification of the chronological boundaries of the research of professional training of pharmaceutical industry specialists in Ukraine and the criteria for their comparison

The chronological framework of the research covers the period of the twentieth century - the beginning of the XXI century (until 2017). The lower chronological boundary of the research of the professional training of pharmaceutical industry specialists in Ukraine (XX century) is due to the low socio-economic development of the country, the organization of pharmacy business and the related development of professional training of pharmaceutical industry specialists. The upper chronological boundary of the study (the beginning of the 21st century) is due to significant socio-economic transformations in Ukraine, the emergence of the labor market and the phenomenon of unemployment associated with them, globalization processes throughout the world, informatization of society, development, integration and internationalization of professional training of pharmaceutical industry specialists in independent Ukraine, the need to adapt a specialist of the pharmaceutical industry to the modern realities of life.

It is worth noting that in the early twentieth century due to the economic backwardness in the territory of Ukraine under Russian rule, the own pharmaceutical industry was not created. In accordance with the decisions of the IX Pirogov Congress (St. Petersburg, 1904), it was necessary to petition the Ministry of the Internal Affairs of the Russian Empire for urgent reform of the existing organization of pharmacy business, since the right to manufacture medicines was provided exclusively to pharmacies and pharmacists prevented the emergence of the national pharmaceutical industry [4, p. 13-14]. In order to avoid this monopoly barrier foreign pharmacy firms rented pharmacies and then set up industrial laboratories for the production of galenic and other pharmaceutical formulations. Thus, almost 70% of the medicines delivered from abroad, and chemical medicines that were produced in the territory could satisfy only 9% of the territory of Ukraine under Russian rule need for them, galenic formulations consequently - 36% [23, p. 206].

As of 1910,out of the total number of 4536 pharmacies that functioned in the territory of the Russian territory of Russia, 70% (3151) belonged to pharmacy technicians, namely: 51.5% belonged to pharmacists, 16.5% belong to apothecary assistants and 1.3% belong to pharmacy masters. Public institutions and private organizations (zemstvo and city governments) owned only 199 pharmacies (4.4%), city governments - 35, governorate governments - 12, and uyezd governments had 152 pharmacies [23, p. 208].

In order to increase the volume of medical assistance to the population, zemstvos established direct contacts with foreign pharmaceutical companies, which contributed to a reduction in expenses from the local budgets of the zemstvos by 20-25%. The purchase of medicine formulations by zemstvos in foreign firms led to the fact that domestic druggists were forced to study seriously the global market for pharmaceutical materials and reduce drug prices [23, p. 209]. December 28, 1918 after signing a decree by Council of People's Commissars of the RSFSR on the nationalization of pharmacies and other pharmacies institutions, all pharmacies were removed from the private owners and transferred to the Office of the People's Commissariat of Health, which also included the pharmaceutical department. In 1919,the work on combining preparations of medicinal raw materials and transferring them to government agencies for processing and use began. In 1921, the Council of People's Commissars issued a special decree on the collection and culture of medicinal herbs, and in 1931 the All-Union Scientific Research Institute of Medicinal Plants was formed [13, p. 12]. A characteristic trend of the beginning of the twentieth century there was a significant savings in the purchase of medicines, which allowed zemstvos to switch to the practice of cheaper or free distribution of medicines to the population [18, p. 62].

The development of the pharmaceutical industry and education contributed to the development of the pharmacy network in the Ukrainian lands. Pharmacy network in the regions of Ukraine in the early twentieth century grew up despite the unfavorable circumstances. The largest number of pharmacies was in Poltava region. There were private pharmacies in each uyezd city[14, p. 33-34].

Cultivation, collection and sale of medicinal plants were a major local trade for peasants in the Lubenskyi uyezd of the Lubenskyi governorate, which contributed to the development of the pharmaceutical industry of that time. Only in 1912 more than 14.5 thousand poods (236350 kg) of medicinal herbs were sent from Luben abroad [14, p. 33-34]. The greatest progress was achieved in the center of the Ukrainian lands of the Russian Empire - in Kiev in the development of the pharmaceutical industry in the early twentieth century. There were three large pharmacies on Khreshchatyk, two on Volodymyrska street and one each on Velyka Vasylkivska and Velyka Pidvalna streets [8, p. 41]. At the beginning of the WWI, 468 thousand Kyiv residents had the opportunity to apply for medicines, if necessary, to the services of 43 drugstores, 146 pharmacy warehouses, pharmacy and perfumery stores. Of great importance in the development of professional training in the pharmaceutical industry beginning of the twentieth century were community organizations and societies.

At that time, the "South-Western Union of Pharmacists" (1907), "The Kyiv Pharmaceutical Society for Mutual Aid", and "The Kyiv Society of Pharmacists" acted in Kyiv. Various chemical, chemical-medical and bacteriological analyzes were carried out by the Chemical and Pharmaceutical Institute and the Bacteriological Institute, which operated under the Kyiv Society of Pharmacists. In addition, the Chemical and Pharmaceutical Institute conducted training courses, which contributed to the development of professional training for the pharmaceutical industry at the time. A weekly" All-Russian Pharmaceutical Bulletin" was also published in Kyiv in 1912-1913 [7, p. 356, 362, 547-548].

In 1913, 1067 pharmacies operated throughout the territory of Russian Ukraine, out of which 1024 belonged to private owners and 43 to zemstvos. So, there was one pharmacy per 24,000 residents of Ukraine (in Kyiv, the situation was much better, since one pharmacy accounted for 10.9 thousand residents). As for the pharmaceutical industry specialists, 2009 pharmacy technicians worked in these pharmacies, among them 758 with higher education and 1251 with secondary pharmaceutical education [25, p. 21].

From the report of the pharmaceutical department of the medical department of the Ministry of People's Health and Guardianship in 1918, we were informed that rules were established on the educational qualifications that apothecary students required for admission to apothecary, and a special circular was issued.

The analysis of documents of the National Archival Fund of the Central State Historical Archive of Ukraine (Kyiv) shows that in 1918 six-months evening (training ) vocational training courses for the rank of pharmacy technical pupil were established in Zhitomir [26, p.1-3].

According to archival sources, the period of activity of the People's Commissariat of Education of the Ukrainian SSR and its departments from 1918 to 1920 included the following list of medical, chemical and pharmaceutical educational institutions that contributed to the development of professional training of pharmaceutical industry specialists of the indicated years [21, p. 224]: 7 higher educational institutions (Katerynoslavsjka Medical Academy, Katerynoslavsjka Medical Institute, Kyiv Medical Academy, Kyiv Medical Institute, Kyiv Health Institute, Kharkivsjka Medical Academy, Kharkyvsjkyi Medical Institute); 1 technical school (Vinnytskyi pharmaceutical technical school); 1 school (Kremenchutsjka obstetric paramedical school).

For historiographic analysis of the development of professional training of pharmaceutical industry specialists in Ukraine at each historical period in the twentieth century - at the beginning of the XXI century there are three criteria: social; institutional; meaningful. There were defined indicators that reveal the content of each criterion.

The 1st criterion - social - is determined by such indicators as:

1. Gender equality of future specialists.

2. Independence of education inspite of ethnic origin, religion.

3. Academic mobility.

The 2nd criterion - institutional - is determined by such indicators as:

1. The network of pharmaceutical educational institutions, which carry out educational activities for the training of specialists in the pharmaceutical industry.

2. Number of degrees of professional training of specialists in the pharmaceutical industry.

3. Institutions of professional development of specialists of the pharmaceutical industry.

The third criterion - meaningful - is determined by such indicators as:

1. Content, forms and methods of professional training of pharmaceutical industry specialists.

2. Duration of training.

3. Forms of advanced training of specialists in the pharmaceutical industry.

## 2. Justification of the periods of development of professional training of specialists in the pharmaceutical industry in Ukraine since 1921 till 1945

The distinction of the period of formation of professional training of the pharmaceutical industry specialists is determined by the criterion of the internal state of this training, which was limited in content and professional sense. Only in 1921 in Ukraine (then - the Ukrainian SSR) institutions of higher pharmaceutical education were organized. The first period - 1921-1941- formation of a system of (secondary and higher) pharmaceutical education as a separate industry; the second period - 1941-1945 - drawdown the development processes of the system of professional training of pharmaceutical industry specialists, its conservation in the conditions of the WWII on the territory of Ukraine; the third period - 1945 -the first half of the 1960s - restoration and expansion of the system of professional training of pharmaceutical industry specialists; the fourth period is the second half of the 1960s. - 1991 - modernization and ideologization of professional training of specialists in the pharmaceutical industry; the fifth period - 1991 - until 2017 - the formation of a nationally directed professional training of the pharmaceutical industry in the context of the integration of our state into the world educational space [19, 544 p.].

The lower boundary of the first period - 1921-1941 was lined due to the formation of a system of (secondary and higher) pharmaceutical education as a separate industry. Unity in resolving the issue of how to develop professional training for the pharmaceutical industry in the conditions of disunity of the Ukrainian lands did not exist at that time, since professors and masters of the pre-revolutionary school of Ukraine insisted on training specialists of a single type with higher education, and the leaders of the pharmacy workers union insisted on creating a single pharmaceutical education with a limited program without training specialists with higher education.

Various positions in the matter of longitude of study also existed and projects for a four-year technical school, three-year and two-year schools were proposed.

Pharmaceutical education has not received the necessary development. As a result of constructive discussions, the name of higher education as a pharmaceutical, rather than chemical and pharmaceutical, was adopted. In addition, it was decided to create a two-year school with six trimesters, but with the proviso that this is "the first stage of pharmaceutical education". And the question of creating a higher pharmaceutical school for professional training of industry specialists remained unresolved [1, p. 20-21].

The principles and foundations of pharmaceutical education and its outlook were identified at the First All-Union Meeting on Pharmaceutical Education [1, p. 20-21].

It was 1921 that the institutionalization of pharmaceutical education began, which contributed to the development of professional training of specialists in the pharmaceutical industry with higher education. In the 20s twentieth century pharmacy network of Ukraine increased by 637 pharmacies (without Western Ukraine). The number of pharmacies and sanitary and hygiene stores increased by more than 2.6 times [17].

An important event occurred in January 1926 in Western Ukraine during their being as a part of Poland, when the Minister of Religion and Education of Poland legitimized the creation of the first pharmaceutical faculty at the University of Warsaw. On the territory of the Polish state, the Faculty of Pharmacy at the University of Warsaw remained the only separate unit for professional training of future pharmaceutical industry specialists with the same rights and privileges as other faculties until the beginning of WW II [27, p. 85-87].

The development of professional training for the pharmaceutical industry and pharmacy in general also contributed to the fact that instead of the branches of the All-Ukrainian Pharmacy Department, from March 1, 1935, regional pharmacies throughout the Ukrainian lands were organized, and this, in turn, contributed to the development of the pharmacy chain and the growth of pharmaceutical industry experts [24, p. 123].

During 1921 - 1940, the forms and methods of teaching, curricula and programs improved, research topics increased, the network of pharmacies and the number of specialists in the pharmaceutical industry increased, and training of pharmacists in correspondence education and approval of the status of pharmaceutical education in higher education began, which eventually led to its separation as an independent educational and scientific industry [27, p. 85-87].

The upper limit of the first period - 1921-1941 - was lined due to the termination of the expansion of the pharmacy network and the growing number of specialists in the pharmaceutical industry, pharmaceutical science and, accordingly, a decrease in the number and membership of secondary medical (pharmaceutical) schools and higher medical education (pharmaceutical) education in Ukraine on the eve of the WWII on the territory of Ukrainian lands. The lower boundary of the second period - 1941 - 1945 - was lined due to the drawdown of the processes of development of the system of professional training of pharmaceutical industry specialists, its conservation in the conditions of the WWII on the territory of Ukrainian lands.

Among the main trends in the training of specialists in the pharmaceutical industry in 1941-1944, it is worth noting the unification of curricula for pharmaceutical courses to the requirements for professional undergraduate training of future specialists in the pharmaceutical industry in universities of other countries, for example, Germany; lack of general educational disciplines in the curriculum; wide use lectures and practical exercises in the process of training future specialists of the pharmaceutical industry.

The upper limit of the second period - 1941-1945 - was lined due to the post-war revival of the training of specialists in the pharmaceutical industry, the expansion of the pharmacy chain. The trend of the development of the pharmaceutical industry and the training of specialists for the pharmaceutical industry took place almost throughout the territory of Ukraine, namely, the restoration of the structure of pharmaceutical faculties according to the pre-war model and the involvement of specialists from all regions of Ukraine in the training of future specialists of the pharmaceutical industry (pharmaceutical) institutes of Ukraine.

### 3.Justification of the periods of development of professional training of specialists in the pharmaceutical industry in Ukraine since 1945 till 2017

The lower boundary of the third period - 1945 - first half of the 1960s - was lined due to the restoration and expansion of the system of professional training for the pharmaceutical industry, an increase in the number of pharmaceutical industry specialists with higher pharmaceutical education necessary for the development of pharmaceutical science and the pharmaceutical industry as a whole and improvement of the provision of medicines for the Ukrainian population of 3396 pharmacists in Ukraine as of 01.10. 1950 - 2746 worked in cities and 650 in regional centers and rural areas.

In 1950, 250 pharmacists passed through the program of the Institute of Improvement to improve the professional training of industry specialists. On the ground, the courses were held by Ukraine Pharmaceutical Institutes and the Central Research Laboratory of Ukraine where education improved 650 people under the program of the Department of Special Medical Care of the Healthcare Administration. For the development of professional training for the pharmaceutical industry of Ukraine, scientific-practical conferences were systematically held in regional centers and other major cities of Ukraine by means of the Central Research Pharmacy Laboratory, pharmaceutical institutes and pharmaceutical societies.

The upper limit of the third period - 1945 - first half of the 1960s -was lined due to the expansion of the system of professional training of specialists in the pharmaceutical industry, the emergence of the need for pharmacists who must work in the system of the Kyiv Regional Pharmacy Management and inadequate drug supply to the population of Ukraine. In 1961, 473 pharmacists graduated from pharmaceutical institutes and pharmaceutical faculties of the Ukrainian SSR. Out of f this number, 75 were sent to other republics and departments. For distribution between 25 regions of the Ukrainian SSR, 358 pharmacists remained [9, p. 21].

Among the main trends of the outlined period is the introduction of new forms of organization of the educational process in the professional training of specialists in the pharmaceutical industry. The lower boundary of the fourth period is the second half of the 1960s. - 1991 -was lined due to the modernization and ideologization of professional training of specialists in the pharmaceutical industry, the spread of the idea of lifelong learning. Particular steps were taken to increase the representation of Ukrainian scientists in the USSR Academy of Medical Sciences since 1965 [12, p. 113-116].

Considerable attention was paid to the introduction of small-scale mechanization in pharmacies on the territory of Ukraine — this led to a change in the pharmacy technician's work: its quality improved and its efficiency increased [10, p. 58-61].

The lower boundary of the fourth period is associated with the continuation of the spread of the idea of non-interrupting education in the world and its influence on the development of pharmaceutical education in Ukraine. A characteristic feature of the outlined period are changes in the curriculum and organization of the educational process in the professional training of specialists in the pharmaceutical industry in 1965, the introduction of correspondence courses, the beginning of professional training for foreign countries. The upper limit of the fourth period is the second half of the 1960s. - 1991 - was lined due to the adaptation of society to new living conditions in post-Soviet society and the development of decentralization tendencies, which caused separation from the former all-Union pharmaceutical network and pharmacy independence and the crisis of the pharmaceutical industry as a whole. In 1988, by the decision of the USSR Ministry of Health, the Republican Apothecary Department and its regional divisions were liquidated. But on October 28, 1988, the Minister of Health of the Ukrainian SSR approved the "Model Statute of the regional (city) production association" Pharmacy" " and passed the decision of the case locally to the executive committees of the regional (city) Councils of People's Deputies [20, 520 p.]. In the Soviet Union, the development of decentralized tendencies caused a separation from the former all-Union pharmaceutical network and the independence of the pharmacy business of each of the republics of the USSR. The Ukrainian SSR was not the exception for this [23, p. 529].

The main trends of the outlined period are: the expansion of the content of the professional training of future specialists in the pharmaceutical industry; formation of a potent scientific base and expansion of the curriculum of professional undergraduate training of future specialists in the pharmaceutical industry; focusing on the integration of vocational-oriented and special disciplines of professional undergraduate training of specialists in the pharmaceutical industry; the usage of traditional organizational forms of education; reducing the classroom study of future pharmaceutical industry professionals; an increase of independent work of future specialists in the pharmaceutical industry; widespread use of problem and research teaching methods; the growing importance of educational and industrial practices; introduction of internship, etc.

The lower boundary of the fifth period - 1991- until 2017 - was lined due to fundamental political, social and economic changes, the reform of the professional training of specialists in the pharmaceutical industry and the reconfiguration of the existing medicinal provision management system in Ukraine. The lower boundary of the outlined period also completes a whole epoch of the historical development of the pharmaceutical industry, due to the adoption of the Law of Ukraine "On Medicines" of April 4, 1996 and the Resolution of the Verkhovna Rada of Ukraine "On the Enactment of the Law of Ukraine" On Medicines "of April 4, 1996. [15, p. 214].

Until 1991, professional training of specialists for the pharmaceutical industry in Ukraine was carried out only in one specialty - Pharmacy, which fully met the industry's need for specialists. The collapse of the Soviet Union set new large-scale tasks for the pharmaceutical industry of Ukraine that required a qualitatively new approach to the training of pharmaceutical industry specialists, reformation of existing curricula and training programs for specialists at all levels [2, p. 16-17].

Realization of the real reconfiguration of the medicinal provision management system has become a top priority and strategic task.

All efforts of health authorities and institutions are aimed at finding a way out of the crisis in the medicinal provision of the population, the supply of vital medicines to Ukraine.

The improvement of the situation of providing the population with medicines, comprehensive development and improvement of the pharmacy service was planned by increasing the efficiency of pharmaceutical science, pharmaceutical education and professional training of pharmaceutical industry specialists with subsequent integration with the production and introduction of science and technology in the practice of pharmacy institutions. As of January 1, 1993, 6,512 pharmacies, 1,533 pharmacies of the first category, 16,800 pharmacies of the second category functioned in the system of the Ministry of Health of Ukraine. One pharmacy served an average of 8 thousand people.

In the years of independence, the chemist's chain was reorganized, part of them became private, having created Ltd-s or Closed Joint-Stock Companies [3, p. 27].

Fundamental changes in pharmacy needed the support of the state and, above all, legislative support. With the adoption of a number of market laws by the Verkhovna Rada of Ukraine ("On the Company", "On the Entrepreneurship", "On the Business Societies", etc.), the long-awaited processes of demonopolization and denationalization began in the pharmaceutical industry [23, p. 531].

Taking into account the achievements of domestic and foreign experience, as well as the specifics of the socio-economic development of our state, the Ministry of Health of Ukraine attempted to organize its own structures for managing the pharmaceutical industry at the state level: the State Inspectorate for Quality Control of Medicines, the Committee for New Medical Equipment, the Pharmacopoeia Committee, Pharmacological Committee, which were the integral parts of the structure of the Ministry of Health [23, p. 534].

The Law of Ukraine "On Medicines" dated April 4, 1996 [6, p. 203-214] is a fundamental legal document that records changes in the domestic pharmaceutical industry during the first five years of the independence of Ukraine. Since the end of XX century pharmaceutical education in Ukraine has undergone significant changes. Its defining trend today is multidisciplinary. New pharmaceutical specialties - "Technology of pharmaceutical formulations ", "Technology of perfumery and cosmetic products" and "Clinical pharmacy", which appeared in the period from 1992 to 1998, reflect the diversity of modern pharmacy [2, p. 16-17]. The upper limit of the fifth period - 1991 - until 2017 - was lined due to the development of professional training for the pharmaceutical industry in the independent Ukraine and the pharmaceutical industry as a whole, the country's integration into the global educational space, one of the priority direction for the development of the Ukrainian pharmaceutical industry is "integration of industrial, commercial, financial and scientific potential of the industry "[22, p. 6]. On January 1, 2000, the Law of Ukraine No. 991-XIV "On a Special Regime for Investment and Innovation Activities of Technological Parks" signed by the President came into force, which allowed Ukrainian enterprises to cooperate and was the real way in which national producers could get out of difficult economic situations and to enter the international market.

The main trends of this period are : the foundations of the national education system was laid out ; at the legislative level, the philosophical and methodological foundations of the reform of a higher pharmaceutical school have been determined in order to implement the state's strategic course towards EU integration; network of higher education institutions was expanded; new faculties and institutes were created in the structure of universities, new types of ownership (private and commercial) and Universities of The Third Age appeared.

Also, the pharmacy chain was significantly expanded. For the needs of the Chernihiv region in 2000 on the basis of the Chernihiv Pedagogical University, with the aim of training specialists for the pharmaceutical industry, a branch of the National Pharmaceutical Academy of Ukraine was opened, and in 2002 a branch of the Department of Technology and Clinical Pharmacy of the Kyiv Medical Academy of Postgraduate Education named after P. L. Shupyk [3, p. 30]. The system of pharmaceutical education, upbringing and the formation of the personality of a specialist in the pharmaceutical industry, whose vocation is to help people, requires constant and consciously organized improvement of the system of professional training of specialists in higher medical education (pharmaceutical) education.

A group of researchers of pharmacy technicians and researchers of teachers (V. P. Chernykh, B. S. Zimenkovskyi, I. E. Bulakh, I. S. Vitenko, V. M. Tolochko, T. G. Kalynyuk, etc.) during 2000 - 2003 worked on the development of methodological principles of state standards in the system of higher pharmaceutical education. As a result of this work, educational qualification characteristics of a specialist-pharmacist of educational qualification level "specialist" and educational professional programs were formulated for the sectoral State standard of higher pharmaceutical education and general methodological principles as a basis of pedagogical diagnostics of the quality of specialist training were also formulated.

The aim of the pharmaceutical industry was always the same - to ensure the curative process of people. The optimal way to solve this issue is to choose on everything new, progressive, but necessarily taking into account the positive experience taken from the past [11, p. 131]. The daily distribution of the product range and nomenclature of medicines and their dosage forms confirms the need to introduce new disciplines and complement existing ones in the professional training of a specialist in the pharmaceutical industry. The current state of the world pharmacy requires from the pharmaceutical industry specialists, regardless of their specialization, computer skills, in-depth knowledge of biomedical disciplines, and knowledge of the latest medicines manufacturing technologies and the basis knowledge of pharmacoeconomics [16, 142 p.].

Further development of the pharmaceutical industry will require the emergence of new forms and methods of teaching. The state of pharmaceutical education demonstrates its flexibility and willingness of higher educational medical (pharmaceutical) institutions to provide the most diverse requirements and needs of its industry for professional training.

Professional training of specialists in the pharmaceutical industry of Ukraine has its own specific features, principles and characteristics, since it is this profession that is socially important and is aimed at preserving and strengthening human health. The pharmaceutical industry specialist does not directly treat the patient, but assists it, and this assistance must be of high quality. Medical services, which are engaged in the pharmaceutical industry, actively influences health and human activity, contributes to the preservation of health and productivity.

**Coclusions.**

The main chronological boundaries and periods of development of professional training of specialists in the pharmaceutical industry in the XX - early XXI century are researched and justified. The division is based on a criterion of change in the internal organizational and institutional development of professional training for the pharmaceutical industry, which is simultaneously correlated with socio-political processes, with the conditions for the economic development of education in general and pharmaceutical education in particular. The historical period since the end of the XVI century until 1921, was characterized as the formation of domestic professional training for the pharmaceutical industry in all Ukrainian lands. Based on the analysis of archival sources and scientific and methodological pedagogical literature in the development of professional training for the pharmaceutical industry in Ukraine from 1921 to 2017, five periods were defined: 1921 - 1941 -the formation of a system of (secondary and higher) pharmaceutical education as a separate industry; 1941 - 1945 - it is marked as the period of liquidation of the processes of development of the system of professional training of pharmaceutical industry specialists, its conservation in the conditions of the WWII ; 1945 - the first half of the 1960s -it is defined as the period of recovery and expansion of the system of professional training of specialists in the pharmaceutical industry; the second half of the 1960s - 1991 - it is highlighted as a period of modernization and ideologization of professional training of

pharmaceutical industry specialists; 1991 - until 2017 - it is argued that the formation of a nationally directed professional training of pharmaceutical industry specialists in the context of the integration of our state into the global educational space, which continues today.

In the process of the research, the criteria for comparing the professional education of the pharmaceutical industry in Ukraine in the 20th - early 21st century were determined: social; institutional; meaningful. The indicators that reveal the content of the social criterion include: gender equality of future specialists; independence of education from ethnic origin, religion; academic mobility. The indicators of the institutional aspect include: a network of pharmaceutical schools that conduct educational activities in the training of specialists in the pharmaceutical industry; the number of levels of professional training of the pharmaceutical industry; institutions of advanced training for specialists in the pharmaceutical industry. The indicators of the meaningful criterion include: the content, forms and methods of professional training of specialists in the pharmaceutical industry; training period; forms of advanced training for specialists in the pharmaceutical industry.

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## THE ROLE OF SCANSENES IN THE CONSERVATION OF ARCHAEOLOGICAL HERITAGE OF UKRAINE

*__Abstract__. The museum's memorial is practically an integrated object, which carries out a number of cultural functions, in particular: communicative, integrative, socializing, informational, and cognitive and axiological. Museum's measures (museification) are the realization of the museum's needs of humanity in relation to immovable cultural monuments. Today, scansenes (open-air museums) are the main type of museum for the preservation and demonstration of the museums' memorials, including archaeological memorials. The history of scansenes exists more than hundred years. They meet the requirements of the most popular types of tourism. A large number of archaeological memorials, which recently have been explored in Ukraine, can turn into scansens. Among them Zbarazkyi castle, fortress "Wild Garden", Khodosivskyi archaeological complex, Mykhailivske settlement, fortress on the island of Baida.*

### Introduction.

The kinds of museum exposition have been constantly evolving. The traditional approaches, which have been developing for decades, need further improvement today. Therefore, the search for new alternatives of exposure is a matter of relevance. The main objective, when creating the exposition, is to preserve the museum subject, its content, and accessibility for visitors.

A monument of ancient culture can be preserved in the archaeological sample, that is, under the ground, just as it has appeared at present time. Nevertheless, this preservation is to said to be passive, fragmented. Being under the ground or in a dilapidated or destroyed state, the memorial object does not give the visitor an idea of visualization of the content of this object. The cultural text, contained in the memorial object, remains unidentified. During the archaeological research, the scientist recognizes the cultural content of the memorial object, but it can be ruined. Only museification can save and restore it in its original form. Restoration of the monument is an act of transcoding (adaptation), which facilitates communication between it and the visitor. In the process of this restoration, social and cultural design is implemented in both, as in the architectural and in the socio-cultural plans as well.

Museification, which is accompanied by the restoration of the landscape, practically performs a recreational function: the restored, preserved and restored memorial becomes an open-air museum , so called "Scancen" (open-air museums), a kind of museum with the highest attraction. The museification of memorial piece is practically an integrated object, which carries out a number of cultural functions, in particular: communicative, integrative, socializing, informational, cognitive, and axiological. Such a memorial is also a sign that connects the past and present, an indicator of the unity of the people, a key to preserving its roots, and so on. It creates an image of a special antiquity specific for the territory of Ukraine. The system of such museification memorials can successfully resist mass culture, creating or maintaining its ethnic culture as an invaluable source for the revival and preservation of national culture.

The museification of memorials is the realization of the museum's needs of humankind in relation to immovable cultural monuments. Historically, the memorials' museification of cultural monuments begins with architectural memorial objects. Archeological memorial objects have recently become the focus of scholars' attention. Nowadays "Scansenes" (open-air museums) are the main type of museum for the preservation and demonstration of museification memorials, including archaeological memorials. However, there are different approaches to their use and development. Some researchers consider them as natural ethnographic museums [1], others consider them as historical and architectural ensemble museums [13]. Thus, the "Scansenes" are the most promising view of the museum in terms of displaying of archaeological memorials.

## 1. A brief story on the emergence of scansens

Scientifically grounded restoration and museification of archaeological memorials begin from the Renaissance. The first attempts to save the ancient archaeological ruins belong to the beginning of the XVI century. J. Winkelman made the first scientific contribution to the restoration and museum design. In the UK the use of Stonehenge was proposed for excursion purposes in the late 17th century. In the XVIII century, the issue of the museification of this remarkable memorial was raised [26].

Ferdinand Keller explored the Neolithic pile settlements. In Europe during the excavations, introductory steps were taken, causing the results of the excavated objects conservation and museification  [27].

One of the first archaeological objects, which was taken to museum, was the Tsar's mound in Kerch. In 1840, E. B. Ashik wrote:  "In order to save the Tsar's mound from destruction and preserve this building as one of the best monument of ancient Panticapa, I would suggest to correct the part of the corridor that was broken at the initial burial of this mound. Then it is necessary to build a solid fence with lattice iron gates at the entrance "[19, p. 244]. However, these measures were implemented only in the 60's of the XIX century [19, p. 244]. In the 70s of the XIXth century, the first blocks of ancient Olympia became the museums.

Unfortunately, the first attempts to save the archaeological memorials were not very successful, because the archaeological science took the first steps and there were no perfect excavation techniques. Saving was carried out by barbaric methods. Greater parts of the cultural layer of interesting complexes were simply destroyed in the process of museification. In the nineteenth century, the establishment of museums began on the territory of Ukraine. In 1876, A. Kirkor, inspecting the surroundings of Bil'che-Zolote (village), stumbled upon a cave that was 1.5 km to the west of the village. The first experiments gave very interesting results. Two skeletons, which were lying on the back, were found at the entrance of the cave during the excavation. Unfortunately, detailed descriptions of the findings and discovered burials were not preserved [21, p. 4-5]. H. Ossovskyi, being Krakow's archaeologist, continued the study of the monument. In 1890, H.Ossovsky with L. Sapiega, who studied the underground passages of the cave on 312 m. L. Sapiega and H.Ossovsky compiled a map of the cave and published it in 1892 in Krakow [21, p. 6]. Most findings were taken to Krakow. According to the article of M. Sokhatsky only in 1904, Polish archeologists took about 40 chests of excavation from the cave of Verteba to Krakow [21, p. 6]. Although the cave is open to visitors now, work on its preservation is being continued.

Besides the preservation of archeological memorials, the idea of creating a museum of archaeological memorials in the open air is developed. For the first time, this idea appeared dating back to the XVIII century. In the 80's of the XVIII century Fredensberg (Denmark) castle's park mannequins in national costumes of different regions of the country were shown In 1790 this exhibition was visited by the Swiss writer Charles Bonsetten, who being impressed with what he saw,  expressed the idea of the necessity to create an exposition in the open air. This idea was  implemented only in a century. International industrial and polytechnic exhibitions, which featured whole farmsteads of people, their locality, their country, etc., were an important milestone in the creation of museums in the open air. The idea of the "Scansen" was realized only in a century in Sweden. In 1891, an outstanding ethnographer and teacher Arthur Gezelius founded the world-famous "Scansen" (in the translation - "trench") in Stockholm. This museum covers more than 30 hectares and has more than 150 different buildings [22, p. 6; 28]. The second half of the XIX century is characterized by the appearance of a number of museification archaeological objects that become true scansens. These were mainly Neolithic settlements of kiokken-mjoding culture.

One of the first attempts to create an open-air museum in Ukraine was during an exhibition, devoted to the 100th anniversary of the Polish liberation uprising of 1794. In Lviv 130 buildings were located on the territory about 20 hectares next to the Stryiskyi Park. 14 of them were of an ethnographic nature. The exhibition featured Ukrainian and Polish complexes. The Polish part of the exhibition included the estate of a wealthy peasant from the village "Radvansy" of  Sokal'sky district, Mazur's house  from the village "Neviske" next to Kolbuszowa, habitation of the wealthy peasant from Zakopane.

The Ukrainian part included a hut of a wealthy peasant from Podolia, a house of wealthy Hutsul, a poor peasant's hut from the Dniester region. A windmill was brought from under the city of Zhovkva. In addition, six roadside crosses were exhibited. The materials of the exhibition formed the basis of the Museum of Ethnography in Lviv.

In 1897, an open-air museum in Oslo was organized. In 1901 a similar museum was created in Copenhagen. The next country, that created the scansen, was Finland [22, p. 6]. At the beginning of the XX century, there was amuseification of Acropolis in Athens. It was this memorial, where the method of anastilosis (conservation of ruins) was introduced under the direction of Nicolas Balanos [17, p. 14-30]. Russia and later the Soviet Union significantly lagged behind the world level of the preservation of the archaeological heritage. In Ukraine, only in the 30's of the XX century a number of historical and cultural reserves were created (Kyiv-Pechersk Lavra, the Barefoot Carmelite Monastery in Berdychev, the Kamianets-Podilsky fortress, etc.). Therefore, the formation of the first happened in Ukraine.

It should be noted that all scansenes have enormous potential as for further expansion due to the inclusion of restored or excavated archaeological memorials into their exposition. It especially concerns museums with a large useful area,where the primary exposition may be located.

In 1924 the "Olbia" reserve was created. It is still developing successfully. During the work of the Dniprohes expedition, headed by D. I. Yavornytsky, successful attempts to cut petroglyphs and transfer them to the rooms of the historic museum were made [20]. Despite outstanding discoveries in the field of archeology on the territory of Ukraine, in the 30's attempts to create scansenes or archaeological sites were not realized [22]. There was practically no theoretical and methodological work, where the generalization of the practice of creating scansenes or putting forward general requirements for archeological memorials, claiming to be enlisted to memorials at that time. In fact, in the legislative protection of the archaeological heritage the first steps were taken. Because of their long staying underground, archaeological memorials undergo destruction. In order to increase their attractiveness, preliminary conservation and restoration work is required. This contributed to the establishment and development of methods of restoration of ancient memorials. Restoration of archaeological memorials is a very complicated matter. The methods of restoration of each particular monument depend on many factors, which are determined in each case separately. It should be noted that the choice of the object of restoration and museification is the most complicated scientific problem, which can only be decided collectively.

At the beginning of the XX century, well-known Russian restorer P.Pokrashkin interpreted the restoration as a scientifically based repair. The same point of view had been observed by I.E.Grabar in the Soviet times. However, these principles and developments were used exclusively for the restoration of architectural monuments of the late epochs.

In the open-air museum of Pereyaslavsky the reconstructions of some archaeological memorial are represented: the stone ceilings of the Eneolithic-Bronze Age, the objects from the late Drobranchiv Paleolithic site, the early Pole sanctuary, excavated by the Zaporizhzhia Institute of Archeology expedition of the Ukrainian National Academy of Sciences. In addition, Chernyakhiv housing and housing of the times of Kyiv Russia, the altar of the Bronze Age, a potter's oven, the economic and production complex of Trypillian culture were  excavated.

In the modern museum activity, the role of the scansen in exhibiting museum memorials is recognized. More than three hundred memorials of ancient culture have been recognized in Sweden. Such museums-memorials correspond to the modern concept of scansen, when a memorialof ancient culture is exhibited in the context of the landscape, the ecosystem in general. In fact, the historical landscape that existed at the time of the operation of the memorial is reproduced. Being important architectural and archaeological complexes, museums in the open air (scansenes), accumulate these monuments, contribute to the formation of contemporary historical images of ancient ethnos, living on the territory of Ukraine; recreate architectural-spatial and social systems of settlement and burial places. They provide an opportunity to get acquainted with those memorials that can not be motivated at some location or moved to a traditional museum for some reason. However, the discussion about the directions of their use does not go down. Let's consider the main thoughts that exist in the special literature today.

O. Zhukova refers to the analysis of the work of Scansen [13, p. 35-39]. Concluding the unsatisfactory state of affairs in the development of the museum network, she focuses on the development of existing museums. This author believes that firstly it is necessary to develop not collectible, but ensemble and environmental museums [13, p. 35]. These museums are able to take memorials for their exhibitions.  O.V. Zhukova writes ensemble museums are museums, the activities of which are primarily based on preservational ensembles of immovable historical and cultural monuments [13, p. 36]. Archaeological memorials can be attributed to that have already become museums values without any restrictions. The author emphasizes that museums of the ensemble type are not very common in Ukraine.

In the ensemble museum, the main thing is not a collection of exhibits, but a memorial. The museum is created for its preservation, reproduction of its environment and the most comprehensive disclosure of the information potential laid in any historical and cultural object [25]. In the traditional sense, such museums do not have thematic collections, but the ensembles should be selected according to a certain thematic principle. That is, the most exposed ensembles become a collection. Traditional collections, which complement the ensemble itself, can perform auxiliary functions within the limits of each ensemble [13, p. 37].

O. Zhukov relies on the analysis of architectural monuments of historical time. Nevertheless, her conclusions can be appropriate also for prehistoric monuments, for archeology as well. Archeological and architectural objects after their scientifically grounded evaluation can become the true objects for exhibiting. In this case, one more important problem is solved with regard to the creation of ensemble museums. In many open- air museums, auxiliary collections, which exhibited in the exposition, are of little power. Replacing authentic speeches with copies, models, cartographic material, etc. does not solve the problem. While archaeological excavations, besides the most recently discovered structures, allow to exhibit household and sacred things from excavations. With the use of an archaeological memorials in the ensemble museum, the memorials itself and the collection of discovered finds constitute an organic unity that changes the problems that exist when exhibiting other historical and architectural memorials.

In the ensemble museum, the archaeological and architectural monument reaches its present-day existence after excavations under worse condition than the historical and architectural monument. Therefore, it requires much more efforts to bring it to an expositional look.

Since in the ensemble museum not only the architectural memorials is of great importance, but also its surrounding landscape, there can be a lot of them, it is necessary to exhibit separately monuments that can not be erected in one ensemble. You can agree with O.V. Zhukova that the significance and advantages of ensemble museums in the national art is not yet comprehended.

O. Afanasyev [1] treats theoretical questions of the development of scansenes. He considers this type of museums as representatives of regional types of nature use, understanding the adaptation to a particular ecological niche. He believes that after L. M. Gumilev, territorial divisions within a single nation are formed under the influence of the natural environment [1, p. 112]. This author also emphasizes the lack of authentic objects for exhibiting in scansenes [1, p. 112]. Analyzing the geography of the location of scansenes and the presence of certain ethnographic regions of Ukraine, the author stresses on unsatisfactory state of affairs in this case. He notes that there are almost no scancens in some regions. Where they exist, the completeness of the represented ethnographic regions of Ukraine is weak [1, p. 115-117]. We must agree with this author and that the most promising type of scansenes should be "freight scansenes." which are used under the condition where there are no preservation conditions in place of their location. This statement is fully relevant to archaeological scans.  O.E. Afanasyev attaches great importance to the landscape environment of the exhibited memorials. He states: "Architectural memorials in the field were surrounded by trees and bushes; they were always built on certain areas of relief - folk artists took it into account. Consequently, the structure should appear in a certain landscape environment and in the museum "[1, p. 115].

This requirement also applies to archaeological sites. When creating ensembles, it is necessary to include them in their natural landscape, which is unique for every region of Ukraine. The presence of green plantations will enhance the authenticity of the monument and will allow separating one ensemble from another, which is of great importance when exhibiting several ensembles. The interior organization of the Scansen area is dedicated to the work of the famous historian of architecture V.Vechersky [2, p. 6-10]. His work is a guidebook to the legislative support of the organization of the territory of the historical and cultural reserve. It is considered to be scientific and project documentation for defining the boundaries of individual zones of reserves, the timing, and order of conservation and restoration works, repair, and adjustment of cultural heritage objects, improvement of the territory of the reserve, as well as measures from the protection of the specified territory.

V.Vechersky believes that the order of elaboration of the plan for the organization of the historical and cultural reserve is not defined till now; the composition and content of the materials necessary for its existence are not regulated, and the method of their development is not created [2, p. 7]. His works contain a number of necessary guidelines, which are based on the legal principles and they are accepted in the project's institutes, involved in the development of project documentation for historical and cultural reserves. The design documentation should be based on in-depth surveys, which take into account the individual features of the objects for which the design documentation is being developed.

Thus, theoretically, modern scansen looks like a complex museum, which has an exposition of stationary memorials, erected in separate ensembles, inscribed in the landscape, covering all stages of the settlement of the territory of Ukraine by humanity, from the earliest time. Nowadays only such museums can develop their infrastructure and be centers of genuine cultural heritage preservation, not only for Ukrainian citizens, but also for their predecessors.

## 2. Modern problems of Ukraine's scancens

The theoretical developments of the organization of scansenes begin to implement into life. Interesting examples of the creation of modern scansenes are given in the works of R.V.Pidstam, I.A.Gotun and O.M. Kazimier [10; 16]. In the first case they are talking about the restoration of Zbarazh castle and other castles of Ternopil region. During the years of its existence, its formation became a scientific, museum and restoration-production institution. Reserve workers thoroughly explore objects, which are prerequisites for its restoration in an authentic form. An example of the archaeological scansen is the Khodosiv archaeological complex. The complex includes memorials of the Mesolithic, the Neolithic, the early and late Bronze Age, the early Iron Age, including the early Slavic memorials and the ancient Russian and medieval memorials of the XVIII century. Archaeological works are carried out, and some objects are preserved and reproduced in the reserve. In particular, such melting furnaces, potter's furnaces are preserved and reproduced. The reserve works not only as a scansen, but also as an archeological park.

Soon a magnificent scansen will be the site of the Wild Garden in the city of Mykolayiv. The late hillfort "Wild Garden" of the end of the XIII - early IX centuries BC has been studied more than twenty years [9, p. 97]. The first findings on the site of the settlement were found in 20th of the XX century. Separate works were carried out in the late 20's and in the 50's [23, p. 114]. Now the research is conducted by the complex archaeological expedition of Mykolayiv State University named after V. Sukhomlynsky. The results of field studies are published in scientific journals since the beginning of 2000 [3; 5; 6; 7, p. 82-85; 8, p. 80-81; 9, p. 97-110].

The hillfort is located in the historical part of the city of Mykolayiv not far from the confluence of the river Ingul of the Southern Bug on the corner of the streets of Artillery and the Embankment. The settlement area reaches about 3 hectares. The hillfort occupies a high terrace on the left bank of the river Ingul. It has the shape of an oval and consists of a citadel, a post, and a suburb with residential and commercial buildings. The citadel also records residential, commercial and ritual complexes. At the plan, it is elongated from the southeast to the northwest. The cultural layer is severely damaged by modern buildings. According to experts, the fortified settlement belongs to the Bilozerska culture.

As it can be seen from the published plan of the hillfort [7, p. 83], the citadel of the settlement was built in a sufficiently specific manner. The area of the citadel is fully studied. Therefore, we can assert that there were squares on the inner side before the southern and northern entrances. From the public square in the southern part of the citadel to the north, a small curved street led to the central site, on either side of which were the buildings. The northern part of the citadel was combined with the post through its own entrance. Therefore, the square in the northern part of the citadel is also not accidental. The buildings within the citadel are located in a dead zone after the defensive wall, as it was at the Early Bronze Places of Urals and elsewhere. The gap between the inner edge of the ditch and the trench of the nearest buildings does not exceed 3 m. Therefore, the defensive wall, if it is not located close to the dwelling, was located in the immediate vicinity of them. It is possible that the internal gallery for the warriors, if any, linked the defensive wall and the dwelling. The beams of the gallery could be based on one side on the defensive wall, and the second on the wall of buildings. The gap between the moat and the dwellings makes it possible to determine the thickness of the defensive wall approximately. It was no more than 2.5 m.

The suburb was distantly located in 30-50 m from the citadel [6, p. 26]. The area of the suburb is much larger than the citadel. It explored the excavation of almost 20 dozens buildings. The similarity of the buildings of the citadel and the suburbs is striking. They make up a small percentage of the total area of the suburbs. These are rectangular or square half-undergrounds, household and ritual pits and fires. The area of the buildings of the citadel and the suburbs varies in the same range. This is evidence of a weak social differentiation of the inhabitants of the hillfort. Currently, there is no occupational differentiation of individual areas of the suburbs.

In general, it is premature to determine the nature of the planning of suburban development. However, some considerations can already be expressed. The building was radial-circular. Analyzing the location of buildings №№ 3, 4, 8, 9, 10, 11, 12, 13, 14 we can state the availability of free development of the site of the settlement, around which the indicated housing stood. This may be an indication of the presence of local social ritual centers within the suburbs. In the future, the museification at least of one center would be expedient. The state of excavations allows you to create a complete concept of museification designed only for the citadel of the hillfort. Regarding to the suburbs, significant additional excavations must be made on this field, before creating any concept of museification. Besides detection of individual structures and dwellings, their aim should be to determine the professional differentiation of individual parts of the suburbs.

The defensive walls should be main highlight of the museification of memorials. They were stone ones as it follows from the excavation materials. Their foundation was stone at least. It is possible that the upper part of the walls could be built of clay or a "saman". The height of the defensive wall is a problematic issue. It could not be less than 2-3 m, otherwise it would not protect residential buildings. It is necessary to decide whether the defensive wall had a roof, or it was open. What was the gallery on the inside of the defensive wall? The design of the bridges through the ditches needs to be elaborated. Were there pedestrian crossings? Were they adapted to the wagons? It is also possible to differentiate the function of bridges. The larger ones are for vans, the less ones are for pedestrians. The next important node is the entrances or towers with gates to the citadel. There is a lot of incomprehensible in their design. Whether there were towers like in the Middle East, which the authors of the excavations, or propellants, assume, as in most of the hillforts of the steppe part of Europe and Asia. When creating the concept of museification of "Wild Garden" it is necessary to provide premises for exhibiting samples of material culture of the population of late Bronze Age of the hillfort. There can be two solutions here. The first exposition should be opened in reconstructed buildings. Secondly, it is necessary to build a separate modern room for this purpose. The administration can also be placed there.

The "Wild Garden" is unique archaeological memorial of the Black Sea city-port of the time of the legendary Troy and the Trojan War in the basin of the Southern Bug [5, p. 89]. This is its uniqueness, and at the same time we see the basis for its museification. In favor of the museification, the "Wild Garden" indicates its location within the regional city; this eliminates the problem of supplying various communications (water supply, electricity, sewerage) and facilitates the protection of the territory of the museification memorials.

Perhaps, protective defensive structures are the most interesting objects for museification. They always attract tourists. No wonder castles, fortresses, or earthen forts are interesting objects for excursions. Their attraction possibilities are much higher than in the usual settlements or parking lots of the ancient man. Archeological objects of defense use are not exceptional ones.

The appearance of the first defensive buildings dated back to the Age of the Eenenolite. It is the time, when professional warriors appear and real wars for territory, natural resources, favorable routes of communication, etc., begin to occur. The war becomes a profitable craft. Because of these processes, there are hillforts with defensive structures: moats, shafts, palisades, wooden and stone walls. Settlements begin to be located on high peaks, isolated remnants, on hills, on islands in lakes and swamps. Somewhere (like in the Crimea) people build cave towns to protect themselves from strangers who encroach on their property and life.   Primitive defensive structures on certain Trypillian settlements are well known. Thus, in the settlements of Zhvanets-Shchob and Kozarovichi, shallow diches and shaft remains fixed [18]. V.O.Dergachev believes that the majority of Trypillya settlements in Moldova are also fortified, since they are on high targets and remnants [11].

The first reliably defensive structures on the territory of Ukraine related to the pit community, and therefore, to the Early Bronze Age. This is the world-famous settlement of Mikhailivka in the Kherson region. Mikhailivska settlement was investigated by a team of Ukrainian archaeologists of Nikopol-Gavrilov expedition under the leadership of O.F. Lagodovska in 1952-1955 and 1960 of the XX century. This is one of the few Early Bronze Hillforts in the South of Ukraine.

Unfortunately, nowadays, the location of the settlement is disrupted by water of the Kakhovka Sea. Therefore, paying tribute to the enormous historical and cultural significance of the Mikhailivska's settlement, one can not help but regret the fact that it is impossible to museum the most interesting buildings. However, this monument is so unique that it deserves to be restored on an archeological scale or in any scancenes of Ukraine. All subsequent descriptions are filled by the publication of the authors of the excavations [15].

The settlement dated back to the material of the early bronze period in the hollow part of the Dnieper (Sagittarius Rock, Rock of Kamennolomnia, Durna Skala, Perun Island, Vineyard, Fortress on the island of Bayda) have been well-known for a long time [12]. The systematic study of these memorials has begun during the Dniprohes expedition in the late of the 20ths. After war  L.V. Dobrovolska, O.F. Lagodovska and other researchers investigated Nadporizski memorials. The cultural community monuments of the catacomb of this region were partially published by O.G. Shaposhnikova [24]. They were partially generalized by O.F. Lagodovska in the work, which remained unpublished [14, c. 58-118].

Funeral memorials may be of great interest for museification too. Funeral memorials are to solve some common problems at museification. Firstly, is it necessary to show burials with skeletons? Should these be dummies or sculptures of people? In both cases, there are its negative and positive sides. The skeleton demonstration is more consistent with excavation materials, because archaeologists see it. However, from the point of view of aesthetics, the appearance of the skeletons can scare or cause a negative impression on a certain part of visitors. In the case of sculptures of the deceased, it is not always possible to reproduce his face.

In Ukraine almost all known burial grounds can be divided into two large groups: mounds and soils. Soil burial grounds appear on the territory of Ukraine in the Mesolithic. The most interesting of them were discovered and excavated in the Nadporizhzhia (upper thresholds). The great number of buried Neolithic burial mounds, such as Mikolsky, is known. The stone caverns of Pantikapeia, Chersonese and other ancient cities make up a remarkable cultural capital of our country. Everyone knows such remarkable sights as the Demetri Crypt in Kerch or the crypt of Evrishivia and the Areti in Olbia.

According to various circumstances, most of the ground graveyards deserve for reproduction in scansenes. One of such burial ground was the Mariupol burial ground, excavated by MT. Makarenko in the early 30's of the twentieth century. The cemetery was found in the city of Mariupol in 1931. Since then, it has received a textbook status. Only the very qualified scientists can see the materials of the cemetery.

Megalithic structures, including burial grounds are always of great attention of viewers. There are no such burial facilities as real valleys on the territory of Ukraine, but similar tombs are also known in our country. It is about the burial of the culture of spherical amphora, which existed in Volyn in the IV-III millennium BC. The stone chests of this culture are truly unique. The most interesting finding of this type was the Tomb in Kolodiazhne that in Zhytomyr region.

The mounds are an integral part of the Ukrainian steppe landscape. They form constellation groups or liquid chains or entire fields in the center of which there are giants of 5, 6, 7 and more meters in height. There are unique memorials among them. For example, Kulyan-Mohyla (over 11 m) rises above the right bank of the Molochna River, near Starobohdanivka in the Zaporozhye. The highest undeveloped mound of Ukraine, named Nechaev's Tomb, the height of which according to various estimates is from 16.2 to 18 m, is located near village Novosergievka in Dnipropetrovsk region. Not every state can be proud of such memorials.

Unfortunately, because of the human activity the mounds are destroyed during the twentieth century intensively. At the same time, this is not a deliberate spoilage of memorials, but a result of plowing the land. As the research shows, the mound turns into a spot for 10 to 15 years. Only at the beginning of XX century the embankment begins to be used as a source for the discovery of stratigraphy of individual graves. Separate attempts to exhibit the excavation of burial mounds occurred in the early XX century. Therefore, a granite cromlech burial mound, which according to local residents was excavated by a local landowner at his own expense, is still on the side of the Zaporizhzhia-Manganese highway.

The first real reconstruction of the mound can be considered the reconstruction of Drana Kohhti (village Zhovtokamianka) by B.M. Mozolevsky The method of such reconstruction was very simple: the bulldozer simply plunged the embankment the way, as it was able. As a result, the mound of the embankment had a very specific fabricated form. Subsequently, the rains and snow slightly aligned the hat and the slopes of the mound.

Unlike other archaeological memorials, burial mounds are located far beyond cities and therefore it is difficult to exhibit them. There are no accessible roads to the overwhelming majority of burial mounds. They are located on agricultural land, fields. Therefore, their museification requires much more money than other memorials.

It deserves museification and a large number of mounds of Scythian time. Firstly, it concerns royal mounds surrounding the capital of Steppe Scythia, the modern Kamyanets-Dneprovskaya exactly. Among the largest and the most interesting burial mounds of the Scythian nobility are: Chortomlyk, Oguz, Solokh, Golden Mound, Kul-Obu, Tomb Grave, Melitopol Mound, Kozel, Gaymanov's Tomb, Berdyansk Mound, etc. This list can be continued even further. The real mourning pearl of museification will be the Tomb Mound. This mound was investigated by B.M. Mozolevsky during 1971. Pectoral, which was found in this mound, became a symbol of ancient Ukrainian history and many cultural programs and institutions. The mound was located at the corner of the railway and the highway crossings of the Ordzhonikidze Mining Plant. Despite the fact that the mound is located in the industrial zone, its museification would find support from the local authorities.

## Conclusions.

In modern museum science, the most promising are museums in the open air or scansenes. They provide the most complete realization of the functions of the museum and applied cultural studies (social and cultural planning, cultural protection activities, social and cultural rehabilitation, cultural and educational activities and leisure activities). Due to authentic buildings, the remnants of rituals, things that lie "in situ", the highest degree of attraction of the museum, the effect of presence in time is achieved.

Expecting the outstanding museums of the world, scansenes have chances to introduce marketing in the museum sector. The demand for cognitive, recreational, informational, emotional, and other needs of humankind is met via them. They have proved the ability to accumulate explored archaeological memorials, properly organize their use, and store them for future generations for more than a century's history. It is up to that you can enlist the most of the immovable memorials to scansenes, because they can not be to museum in the place of their location. The presence of authentic sculptures makes it extremely attractive.

Complex approach to the development of scansenes is number one priority. Such Scansen has an exposition of some regions of the country in not only ethnography and archeology. The exhibit memorials are based on the ensemble principle, typing memorials to the landscape. The exposition of stationary memorials should be complemented by archaeological findings, which were discovered during excavations, and which diversify it.

The increase in demand for museum products is best facilitated by the museification of memorials of ancient culture. There are proper theoretical and methodological conditions for its wide implementation. Conservation means allow to fix and prolong the life of memorials in a qualitative way.

There is a tremendous amount of work in investigated memorials that can be restored in archeodromes. At the same time, there are a number of well-studied or partially excavated unique monuments of world importance that are part of the golden treasury of national culture. The familiarity with the original culture of one or another people enriches a person very much, opens unconscious horizons of national culture, and stimulates our creative potential. Nothing prevents us from assuming that an adequately represented Ukrainian culture is interesting to many other peoples, as well as their culture for us. Therefore, in the language of communication, Ukrainian culture is an important demonstration of our country's entry into the network of global cultural communication, and hence an important communicative channel for the globalization of our everyday lives.

Practically all the museologists note the growing role of scansens, museums in the open air, ensemble museums, historical and cultural reserves in the cultural life of Ukraine. There are active searches for new forms of organization of the exposition, the activities of museums, the interaction of different parts of the exposition and funds.

As O.E. Afanasyev wrote: "The main mission of the scansen is to convey the uniqueness of architecture, everyday life, traditions of the natural use of our ancestors to future generations under the conditions that  they are as close as possible to the authentic ones [1, p. 119].

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# POLYLOGUE OF TEXTS IN THE DESCRIPTION OF HISTORY OF ONE SETTLEMENT

*Abstract. The article shows the features and place of the polylogue in different in structure, authorship, origin texts that were used by O. M. Pogorelyi (well-known local historian, resident of the village Projizhdzhe Novopskovsjkyi district of Luhansk region, Ukraine) when describing the history of one settlement. The author argues that in the work of O. M. Pogorelyi there skillfully used polylogue of texts that help to provide coverage of the historical and philosophical aspect of the problem — the creation of the external history of the dialect, that is, the origin and development of linguistic community of Projizhdzhe village of Novopskovsjkyi district of Luhansk region; as well as ontological, being, which is facilitated by the memories of old-timers, eyewitnesses of historical events of the twentieth century. O. M. Pogorelyi attracted to the description precedent texts, poems of local poets, ancient and biblical scenes, the first names of villagers, their nicknames. In the text receiver, variations on the themes of the pretext are noticed (additional notes, a language game with a pretext, a parody of one text of another). The content of the book corresponds to the title, in line with the epigraph, has a link with the preface.The accuracy of the facts, which is characteristic of historical exploration, is complemented by the memories of fellow villagers, which are marked by life wisdom, love for people and their land. The interweaving of the scientific presentation of the material with the stories of the villagers helps to highlight the best mental traits of the people - humanity, virtue, generosity.*

**Introduction.**

The question of linguistic identities of one dialect, the history of its occurrence has always been the focus of attention of Ukrainian dialectologists. Information about individual Ukrainian dialects, their differential identities can be found even in the private correspondence of figures of Ukrainian literature and culture [3]. Now, when it comes to thickening the network of dialects in linguistic-geographic and proper linguistic research of dialects [5], the question of a complete study of the dialects of a certain territory arises [9], the creation of a linguistic portrait of a dialect [9] or the study of its external (history of socium creation) or internal history (the ways of origin (assembly) and modification (transformation) of individual linguistic identities [4]. The source for such research is actually linguistic, historical and ethnographic works.

According to the form of presentation of the material and features of the description, works about one dialect (settlement) can be divided into several groups: actually linguistic (systematization of the differential characteristics of dialect speech; answers to special questionnaires, illustrated by a large number of examples); dialect dictionaries; records of folk speech (folk tales, fairy tales, legends, etc.); ethnographic (description of the history and ethnography of one dialect) ; historical (interpretation of historical evidence). The latter includes the work of O.M.Pogorelyi "From the Past and the Present to an Unknown Future" [11], an amateur description of the history of Projizhdzhe village of the Novopskovskyi district of the Luhansk region (Ukraine), consisting of three volumes and has 373 pages in total (manuscript). The uniqueness of this research is that the author is trying to recreate the historical events of the twentieth and early twenty-first centuries through the prism of the views of residents of one village, using the testimony of specific individuals, written by him personally. At the beginning of the first book Oleksiy Mykhailovych writes, *"To the bright and unforgettable memory of my fellow villagers who died on the fronts of the civil war in 1915-1920 - 15 people, who became innocent victims and martyrs of dispossession in 1930 - 1931 - 70 homes (approximately 234 men), to the victims of Stalin's famine in Ukraine in 1932 - 1933 - 384 people ,who were killed on the fronts of the WWII- 216 people , who died from wounds, overwork, cold, malnutrition, who lived in Pishchanyi and Golubivtsi, Panskyi and Svitnivtsi villages and - Odnorebrivtsy, Krasnoplanivtsy, Bugry, Gorodok and Vershyni villages , who are buried and not buried in the Christian ritual, memory and remembering live and will live in hearts, souls of people of village - is dedicated. "*

The book of O.M. Pogorelyi is an attempt to get closer to the literary language sounding dialect when describing history. It is known that B. V. Kobylyanskyi, studying the usage of dialectisms in artistic works, proceeded from the fact that the writer may resort to the usage of individual dialectisms in the language of artistic works and reproduce events by a dialect type of the common language. Therefore, the scientist distinguished between dialectisms and "stylized" dialectisms, proper dialect and "stylized" dialect . For example, exploring the language of the works by V. Stefanyk, he noticed that the dialect, not the "stylization" of the dialect, expresses the essence of the character by Stefanyk, who was fashioned by his own word [8]. This, in turn, gives grounds to speak about the inexhaustibility of the expressive-pictorial possibilities of dialect speech, its artistic and aesthetic equality with literary, approbation, self-sufficiency [7].

The author's language of the analyzed historical intelligence basically corresponds to the modern literary norm, although one can find quite a few deviations from codified speech. However, the speech of those fellow villagers whose stories are included in historical descriptions, poems by local authors, many memory of the author's current and past events are written in the village's spoken language, observing phonetic, morphological, lexical and syntactic features, using colloquial vocabulary, and so on . Therefore, the language of this work on the history of one settlement can be described as "stylized" dialect.

The task of this research is to show the peculiarities and place of the polylogue in various in structure, authorship, and origin of the texts used by O.M. Pogorelyi in describing the history of one settlement.

The modern study of any text implies first of all the definition of intertextual ties, or intertextuality, which is inherent in the artistic text in the scientific and the dialect. It has now been proven that intertextuality is an ancient phenomenon, because "borrowing has always existed: the signs of this phenomenon were already revealed in the Old Testament, and" foreign "words were widely used in ancient literature and in the Renaissance" [12].

The methodological basis for the study of intertextuality was laid by the works of M. Bakhtin [2], Yu. Krysteva, who is considered to be the founder of the philosophical and literary foundations of intertextuality. These researchers argue that "... any text is built as a mosaic of quotations, any text is the product of processing and transformation of any other text" [10]. Now when defining the concepts "intertext" and "intertextuality" they often refer to the interpretation of R. Barth: "Each text is an intertext; other texts are present at different levels in more or less familiar forms: the texts of the previous culture and the culture that surrounds it. Each text represents a new fabric woven from old quotes. Excerpts of cultural codes, formulas, rhythmic structures, fragments of social idioms, etc. - all of them are absorbed by the text and mixed in it, since there is always a language before and around the text. As a necessary precondition for any text, intertextuality cannot be reduced to the problem of sources and influences; it is a common field of anonymous formulas, the origin of which is rarely to be found, subconscious or automatic quotations submitted without quotes "[1].

I. P. Smirnov [14], and after him, and N. O. Fateeva, distinguish constructive and reconstructive intertextuality, among which there are: intertextuality itself, which forms the "text in text" constructions (this includes quotations with attribution and without attribution , attribute and non-attribute allusions, cento texts); paratextuality as the ratio of text to its title, epigraph, afterword (quotations, titles, epigraphs) metatextuality as translation and vocation to pretexts, including intertext translation, variations on the theme of the pretext, additional writing of the "alien" text, language game with the pretext; hypertextuality as ridicule or parody of one text of another; architextuality as a genre connection of texts [15].

The book of O. M. Pogorelyi has two epigraphs. The first of these is the words of Cicero, cited by the author in this interpretation, "Not knowing the events that happened to your birth means always being a child", although now they are usually translated as: "Not knowing what happened before you are born means always being a child ". These words are fully in the line with the author's attitude, expressed by him in the preface to the book: "We need to live by the principle of Ivans, who do not remember their own kind. That's why whoever asked about grandfather, great-grandfather in Projizhdzhe village , didn't have much knowledge about it, because parents hadn't taught. It is only among the peoples of Central Asia that it is accepted that children know their kind up to the seventh generation. If they do not know this, then they are forbidden to marry and consider them to be juvenile" [11].

The fragment of the cultural code of the peoples of Central Asia, which the author used to compare the traditions of the Ukrainian people with the realities of the non-Slavic ethnos, creates a situation of the polylogue of cultures, which makes the author's evidence more convincing. Here intertextuality is discovered due to comparison of customs and traditions of different nations. The second epigraph is taken from the work of T. G. Shevchenko "Either dead or alive ...": "Read again / That glory. / Yes read / From word to word. / Do not pass by neither title, nor comma. / Disassemble everything .. and ask / Then yourself, " what are we? ... / Whose sons? What kind of parents? By whom? What are chained for? ", which also has a deep subtext, corresponds to the internal form of the entire intelligence text" From the Past and the Present to the Unknown Future ", because the book, although it talks about simple peasants, says a lot about the tragic events that the inhabitants of the village Projizhdzhe had to go through. All the transformations of the twentieth century shortened the lives of many people. But these events hardened fellow villagers, which made it possible to reveal, first of all, the best features of a person - virtue, compassion for another, desire to help. On the other hand, these difficult conditions in which villagers survived helped to identify the worst features of individual activists - greed, the desire to curry up, to get rich.

In general, the name of historical and local lore intelligence accumulates the intentions of the researcher, which primarily consist in updating information about the historical events of the twentieth century, to awaken the readers' desire to know the history of their own kind, the village, the region in which ones live. The fixation of the past and present events cause the author of intelligence a certain fear of the "unknown future", although true confidence in the flourishing of Ukrainian statehood does not leave O.M. Pogorelyi. Therefore, he notes on the title page , *"Some think , " What kind of miracle worker is this? "- and shows the finger of his right hand at the temple and says:" Well, why do you need, Oleksyi Mykhailovych, is that all? Who needs these memories, this story? You have everything. You don't live like the last person. " I answer, "Me myself do not know who needs . I only know that it must be preserved, because people are leaving, and with them the story that they carry also goes away. Independent, flourishing Ukraine needs this . Some still does not believe. And I believe, in defiance of everything and everyone ... ".*

*Ukraine has not yet died, the Ukrainian nation has not dried up yet ... As some of our enemies do not expect, their attempts are in vain. Ukraine will be reborn, but it needs to fight and protect it, because it is a small child. It is only 4 years old" (1993) [11].*

So, O. M. Pogorelyi in the historical and local lore research about his village successfully implements paratextuality, which is primarily manifested in the deep connections of the content of labor with its title , epigraph, and thoughts expressed in the preface. However, the most consistent in the intelligence of O. M. Pogorelyi is intertextuality itself as a system that is formed as a result of the interaction of explicit and implicit intertextual means (verbalized or partially verbalized).

The linguistic means of intertextuality in this work include **a quotation** (literal introduction to the text of a fragment of another text or statement [13]), **reminiscence** (introduction to the text of fragments that resemble the addressee of events, facts, characters, stylistic methods, motives of another text, reminiscences are based on precedent phenomena of culture - name, situation, text [13]); **allusions** (reception of artistic expressiveness, richly enriches textual information, creating numerous associations by hinting at events, facts, characters of other texts [6, I]), proper names — onomasticon (they are most often associated with precedent situations, texts, statements), as well as the ideological way of aesthetic fixation of the world, roving scenes, paradigmatic associations.

In the sections of the work "The Most Ancient History of Our Region" (pp. 7–8), "The Population of the" Wild "Field" (pp. 8–16), "The Administrative Section of the Territory Before the Revolution of 1917" (pp. 15–16), " From the khutor, sloboda to the village "(pp. 17 - 26), the author cites many quotes from historical works on Slobodska Ukraine, documents being stored in the local history museum in Starobelsk town . Quotes with attributions and without them constitute the documentary basis of research, make the presentation of the material more evidentiary, reasoned. The attached bibliographic reference of historical works, has 16 sources, with the aim of introducing them into scientific circulation ("Maybe someone from the descendants will want to look for historical evidence about the history of the village" [11, I]).

In an effort to provide reliable evidence, the author recourses to a retraction of some common opinions, trying to clarify the version of the origin of the name of the village. In particular, on p. 15 A. N. Pogorelyi indicates , *"There are very few documentary historical data about the establishment of our village. But they are, they must be aggressively sought. Basically - this is evidence of old-timers, but they are not reliable and not documentary proved . This is what is written in the "Project of planning, development and improvement of a Projizhdzhe village for 1948 ... "(hereinafter" the Planning Project ..."):" from a survey of local old-timers, it was established that the village of Projizhdzhe is 150 years old. The name was allegedly due to the fact that it was only one way via it that lead to the neighboring village of Bulavynivka (not right, O. P.), where the estate of landowner Bulavyn was located and his regiment was also located "(p. 15). But this is fundamentally wrong, because there was no such landowner in Bulavynivka. "The village of Bulavynivka is named after the leader of the peasant uprising in 1707-1709 Kindrat Bulavin, although the official name in the documents is first encountered from 1782 "(History of cities and villages ..., p. 585" [11, I].*

As an experienced local historian, Oleksyi Mykhailovych, after studying all the sources, submits his version of the origin of the village and its name , *"... Ivanivska Luka village (v. Bulavynivka) was founded by 1683 Ukrainian Cossacks. The Kashubivka khutor , then the sloboda (now the village of the Projizhdzhe ) was considered as a borderline of the Bulavynivka village. So, somewhere in those years our village was founded.*

*The foundation began from the corners of Odnorebrivka (now The Eighth of March Street) and the Krasnyi Plan (that is, the Lower Path, now Oktyabrskaya Street). Perhaps Kashubivka khutor (from the Kashuba family), which were many in Bulavynovka village , was founded by them ... Old-time fellow villagers assert that Projizhdzhe village originated from the word projizhdzhaty (to pass), because only through the village could rebels pass from Bilovodsk, Yovsug to Kindrat Bulavin along Projizhdzhansky ravine. (Probably, since then, the Projizhdzhe khutor has become, and not Kashubivka khutor . A. P.) "[11, I].*

The author interprets the history of composing the village's society as follows: the first settlement was the Ukrainian Cossacks (p. 14), the compact settlement of the village took place after 1734 by the Cossacks of the Ostrohozsky regiment (p. 18), in the early 40s of the twentieth century by peasants from khutors (p. 86).

Analyzing the story recorded by the field method, O. M. Pogorelyi uses most often reminiscences in the form of fragments of old-timers' stories, which he imposes on his own vision of a particular phenomenon. Therefore, the presentation of the material, as is requested in historical works, is demonstrative, indicated by accuracy. So, when describing the history of the construction of the church O.M. Pogorelyi calls the year of construction of the church, the time of its consecration, features of the building and other evidence, *"At that time Bakhtyn Ivan Fedorovich was the headman (he was collecting money for construction). The miner Tarasenko Nykyfor Volodymyrovych made bricks. According to the architectural style the church was the best in the whole district. It was located at the highest point of the village (behind the present shopping center). It had a high bell tower with 6 bells made of copper. They weighed from 1 pood(16,4 kg )to sixty poods(982,842 kg). Small bells rang on weekdays. Large - for the holidays. The sound of a 60-poods bell during rhythmic beats (blagovest) was carried to the whole district. The windows in the church were cast-iron, and the glass installed on them played with all sorts of colors, because it was patterned. The floor was tiled. The church was painted very beautifully"[11, I].*

The language of this passage has many signs of the literary language. In particular, O. M. Pogorelyi uses the words *dzvin, dzvony* ( bell, bells), although in his oral speech and the speech of fellow villagers passes the substitutions of sounds [dz] and [z]. The author also uses literary lexemes for *budivnyctvo* ( construction), *misce*(place*), barva* (paint), *pidloga* (floor), which in everyday speech are often replaced by rusisms *strojka* (building), *misto* ( city), *kraska* ( paint*), pol* (floor). However, there are also quite a few elements that approximate this passage in oral speech. These are primarily *lexemes brick, miner, county, holidays, cast iron*. The text uses short expressions with direct word order, also provides an oral speech. A whole complex of allusions and quotations allows O.M. Pogorelyi to draw the images of famous people of the past. Such cento texts are important for recreating the historical truth about famous people of the village. For example, in the story about a well-known teacher of the village, archival evidence was used, which made it possible to accurately establish the date of birth and death of L.O. Yakovleva, her awards.

The author also uses the memories of fellow villagers about the teacher, which allowed him to talk about his personal life and to give a social portrait, *"The first teacher, Yakovleva Lyubov Opanasivna (02/14/1955 - 4/12/1966), appeared in the settlement in 1899 - 1900. She came from the town after graduating from the female prep school. Before that, children were taught by dyak(clerk) Leontyev Ladymyr Mytrofanovych and some Glib Dmytrovych in Polkovnychenko Onysko's house. Both sang well on the choir at the church.*

*First,a small school on Gorodok (which still exists) was built by the zemstvo before the revolution of 1905 . And between them she lived with her mother before her death. Her mother was called Barynya . She did not allow her to marry the "mizhyk" (a simple peasant). And the love to the rich Butkov, a landowner from p. Butkivka (Vasilivky), was defeated by the revolution.*

*Lyubov Opanasivna played the guitar well, sang romances and was religious, she prayed secretly, because religion was forbidden by the Soviet authorities at that time, but kind to children. She taught literacy more than one generation of projizhdzhan. In the 50s she was awarded with the Order of Lenin (Written testimonies by Grebinka Frosya Illivna, 1920). Before the revolution of 1917, a large school was also built by zemstvo in the center of the village (which still works ), as well as a small one in Svytnivka khutor (where the pipeline route now passes). Dismantled before the war in 1941 (the data are approximate. O. P.)"*[11, I].

One can guess about the use of oral spoken testimonies in connection with the language features of the text: violations of the order of thoughts; the introduction of alogisms; the use of colloquial words, expressions; the absence of smooth transitions from one set of thoughts to another.

Quoting poems by local poets, O. M. Pogorelyi, on the one hand, presents a portrait of a fellow villager (or fellow villagers), and on the other, with separate mentions, hints, introduction of borrowed words (*pokemon* is a pocket monster; *state* is an administrative-territorial unit in USA) - creates humorous situations, provides narrations with humorous connotations, for example in the poem "Pokemon*", One Pokemon lives in Projizhdzhe . / He also loves women and drinks moonshine. / He is a local resident, from the state of Bugry, / All mice, dogs, beavers [11, II] know him.*

In the analyzed work of O. M. Pogorelyi, quite a few cases of metatextuality were found when the author, using popular tradition, including intertext or variations on pre-text themes in the receiver text *, "In the 20s, during the NEP (Ladyk Stefan Dmytrovych) collected forge, which was located on the corner of Gorodok . What could he help projizhdzhane, and never took neither mogorych( presents) nor money. This way , just who will give what, and even if no, everything was good for him . When the collective farm was organized, he was a mechanic, as he knew the technique, and at the same time a blacksmith. Repaired all kinds of equipment, which at that time was on the collective farm. But not as a collective farmer, but by itself. And so on until his death with all his problems.*

*One of them was dispossession, in which Kashuba Maria Prokopivna took an active part (was known as Manka Ryaba ). When they were taken out with their grandmother somewhere in ravines, they were directly thrown out there like wood, without clothes, and maybe something was left at home, not everything was taken away. Live as you can. - They spent the night there (this is from the story of Grandmother Varvara). And on the second day, the grandmother came to the village to ask people for clothes and something to eat. The house was empty, even though there was nothing to dispossess. The proletariat (everyone knew that) and three children. Grandma begged someone from the relatives of the kozhukh ( fur jacket), because it was already cold. And she went to the grandfather, where they were thrown away. And it was necessary to happen so. Towards her the komsomoler Maria Prokopivna was going and she was droning on ,"Look, damned, yesterday she was dispossessed, but today she's in the kozhukh." And took it off. And the grandmother went to her grandfather, in which she came to the village. But they survived. How survived, only God knows. Like all those like them in the village, of which there were many "[11, II].*

By means of oral speech in this passage (lexical dialectisms -*kuznets* (blacksmith ) , *mogorych* (valuable present) , *sho* (what ),*odezha* ( clothes) ,*pusto* ( empty),*drugyi* (the second ), *gundosyty*( droning on ); short utterances, incomplete constructions, direct speech introduction, phraseologisms *were thrown away like wood, God only knew*) connotation of ease, naturalness was created stories, simplicity, accessibility of perception, which once again testifies to the veracity of the information provided by the author.

Separate stories of old-timers have a peculiar frame that helps to enter the text into the stem of local history work, to clarify some evidences ,*"Almost 70 years have passed since the famine of 1932-33, when I learned the secret of Kovalov Kyryl Kuzmych's death (page 93 of my book on the Holodomor (famine)). How the power cynically mocked the peasants by the hands of their foremen and all their freeloaders .*

*Part of the collective farmers sowed barley in the field. Kovalev Kyryl Kuzmych was among them . When something white, a rag or something else came up near the barn on a high stick , people were given a sign, that their dinner was ready, and we had to go out for lunch. Kyryl Kuzmych turned out the bag (they sowed by hand) to find in its corners the grain that remained there. He gradually threw them in his mouth to at least a little to kill hunger, which pestered all the time. Suddenly Voloshyn Pylyp Romanovich came out of nowhere and saw it. With a foul language he attacked him: "... so you eat the sowing grain? So you will not have dinner. And tomorrow, you won't to go to work ... "Not to go to work is death, because there is nothing to eat at home, but they could eat at work at least once a day. But what could he say against the government, albeit small? When they began to eat , the sons and daughters gradually separated the father from their ration. One of the daughters brought the father of this balanda (very thin, usually tasteless soup). Pylyp Romanovich knocked out that bowl from his hands and did not give him food. Having stayed at home for several days, Kyryl Kuzmych died.*

*The name of the daughter of Kyryl Kuzmych, who died of starvation, was incorrectly named in the book. Her name was Pasha "[11, II].*

The book's valuable material is its onomasticon. First of all, the names of residents of the village and nicknames. When describing ancient and modern events, O.M. Pogorelyi attempted to explain not only the surnames, first names and patronymic names of his fellow villagers, which he was talking about, but also names of streets used in the village. The author carefully explains the individual nicknames as, *"Tarasenko Levko Stefanovych (Ochkur). Or his name was Bozha Mylist (God's Mercy ). He made people do a lot, but he gave a little. "Let's take a break, guys, and then dig a ditch," he said. It was with him and all that the Ochkurs that their land was surrounded by ravines on Ochkurov Gully. A pond, a deep well, a mine was dug out "[11, I].*

Taking into account the modern theoretical substantiation of the definition of the text, they agree with N. M. Fedotova, who in her research calls the nickname for its functional, structural and associative-semantic features and the specifics of pragmatics as text. Integrity, dialogue, communicativeness, pragmatic aspirations and structured nickname coincide with the concept of the text, acting as an independent language structure, in the act of communication realizes the author's intentions and is interpreted by the addressee [16].

In the book of O.M.Pogorelyi a social portrait of the linguistic community, which uses street nicknames of people in everyday life is outlined. The occurrence of individual nicknames was verbalized*, "Ivan Kyrylovych Glushko walked around the village with a rusty rifle, did not want to do anything, but personified Soviet power by himself . He loved to speak at rallies. Once he climbed onto the crossbar in a wooden podium that stood in the current Victory Park, and at the end of the speech shouted "Long live the Soviet power." But instead of "hurray" he shouted "karaul!"(cry blue murder). And jumped from the podium. So he was nicknamed "The Karaul" [11].*

The motivational text of the nickname Ryaba Manka contains information about the reasons for the appearance of this name, and about the history of her life, *"Kashuba Maria Prokopyvna (she was known as Manka Ryaba for young and old in the village). She was named so because she had a smallpox-like face, like that of a "leader", which she seemed to be proud of. When Onishchenko Nykyfor was evicted from the village as a kulak (affluent peasants), they gave him an old mare, and drove to somewhere to the Kuban. Gorpyna, his wife, was very crying, and in addition to this, Manka Ryaba took off her boots. It was convenient to shoot: it was* not necessary to bend down. It was hard even to look at, not to worry about.

*After Manka Ryaba rushed into religion. She did not miss a single service in the church. She professed, communed and fasted regularly. Mumbling psalms on the choir. Probably, he begged the sins of youth. And yet lost conscience. She walked, read the Gospel for the dead, and when she was given food or a glass was poured, she said "this is only a little bilenka"(vodka) "[11, I].*

A wide palette of testimonies is also placed in the interpretation of the nickname Zatirochka. There we find information about the carrier of the nickname, its description as an employee, a description of the event underlying the nickname, a testimony of his family, traditional dishes, peculiarities of haymaking at the beginning of the twentieth century. In total, cultural text codes and linguistic ones are intertwined in the text. *"Rybal'chenko Ivan Khomych (old man Zatirochka) became the supervisor. He was a born kosar (mower man) and for the day could manually mow with a scythe up to 1 ha of rye or wheat. If behind an ordinary mower they put one woman to knit sheaves , then behind him - two. But both were tired. He worked great and ate great. Once ones poured him into a bowl with zatirka(a kind of thick soup), which he loved very much (and then it was the most common dish of the peasant), raw water. After that, he suffered from "shvydka"(diarrhea). But he was not taken aback. He took off his pants and stayed in one shirt, and it was long, almost to the knees. He continued to mow, because it was necessary to fulfill and over-fulfill the plan (the family was large), they gave bread for it ... For this they gave him the street nickname Zatirochka"* [11].

However, the occurrence of the majority of nicknames is not commented. Although this information is implicit in the book, it should be understandable for the residents of this linguistic community, because the history of nicknames of fellow villagers is always transmitted from generation to generation in the village. True, the nicknames of *Dzhura* (Pogrebenko Denis Artemovych), *Pedajiv* (Ivashchenko Ivan Trokhymovych), *Tyshchenkiv* (Slyusar Semen Fanasovych), *Sipatriv* (Siryk Sydir Nykyforovych), *Zolotyi Zoob* (Danyleyko Fedosyi Stefanovych) ,*Kladin* (Zakut'ko Kost') [11, I], *Koshynskyi* (Siryk Anton Vasiljovych), *Bilenko* (Skrypnyk Vasil Evtiyovich) [11, I], *Sinovoziv* (Bakhtin Tikhon), *Koryak* (Pryputen' Fedir Mikhailovych), *Mynya* (Polkovnychenko Mikhailo Naumovych) ,*Sova* (Kashuba Tymokha) [11, I] have different degrees of transparency of the internal form. Some of them should probably be explained to modern dialect speakers.

In general, the anthroponymic of this book which is under research should be the subject of a separate study, since both the folklore forms of the names and patronymic names of the residents of Projizhdzhe village and the nicknames are interesting linguistic objects. In the book of O.M. Pogorelyi we consider them as a text in which the worldview and world perception of the linguistic community of this locality is coded.

Microtoponyms that have a motivational text are identified by the same features, although it is not always lexicalized by the author of the book, *"People began to live well. Society built ponds on the Krutyi ravine as many as three ponds, on the Pishchanyi khutor. In these ponds there was fish. Traces of the ponds remained till now. Wells were also built . Pershyi or Krajnij was opposite the current field camp of the tavern brigade, flooded with water of the old pond. The middle one also serves now, cattle is drinking from it in the summer camp of the MTF. Bilyy was to the left of the Middle, on the other side of the Projizhdzhanskyi ravine at the confluence of the Krutyi ravine. The water was good there. There was also a well at the foot of Strilyvy, which was called Pishchanyi. All the wells were laid by bryazkun stone from the quarry Osynove village "*[11, I].

Many microtoponyms, although they appeared a long time ago, are now functioning, replacing the official names of streets and nooks , *"Four brigades and farms were created: Gorodok - brigadier Siryk Oleksiy Grigorovych, Vershyna - brigadier Andryushchenko Mosiy Dmitrovych, Krasnyi Plan (Path) - brigadier Siryk Zakhar Opanasovych, Kryvyi Plan - brigadier Kashuba Demyan Illych "[11].* O. M. Pogorelyi enters into his book cento texts as a manifestation of hypertextuality, in which ridicule or parody of one text of another occurs: *No one knows modern tryndylychok (songs), but does not love them well, in which there is no idea or good for the soul . But what song sang Salamaha, his solo was similar to the cry of a coyote in the African Kalahari desert or, as my mother said, "like a suchka (femake dog)on a hillside." It is a pity that there was no tape recorder to record all this. I would give the name of this song "Regrets on a fat bone," and called it a novel. This is when a hungry dog howls at the moon [11, II].* The intertwining of several cultural codes is used in this text again (mentioning of the natural, semi-desert region of South Africa Kalahari; quoting Ukrainian folk proverbs reflecting people's world view; aptly describing of the situation by the author of the work), which enhances the expressiveness of the text and gives it a humorous direction. O. M.Pogorelyi, to understand the essence of some phenomena, introduces precedent texts, which are primarily proverbs and sayings, "A popular saying that my mother, Yakylyna repeated*, " As long as the rich man stukhne( loses weight), the poor will swell up three times. God is on the side of the rich and powerful, otherwise there would be no poor and weak "[11].*

Often the author's maxims reflect the worldview and worldview of ordinary people, which are verbal determined or not by this community. Then the whole text is perceived as a reflection or a variation on the subject of pre-text, *"In the life of Kalinin P.O. , the highest law of justice worked out, which says," Every person has a destiny. There is in the land, in the people, in the nation, in the state. Each of us is dominated by the high Law of Justice, the same in Cosmos and on Earth. Its essence is that everyone eventually gets what they deserve. " That is, doing good or evil, we fall under certain laws that are in effect of a boomerang. During his life, a person moves in a spiral, where at each turn he reaps the results of what he did in the previous one. It would be like a large register book, where everything is written. Let us recall the biblical story about the Guardian Angel, who writes into the Book of the Heavenly Court about a person everything that he did in his age either good or bad. Severe sins of ancestors can affect the fate of descendants. Virtues make glory to a bloodline. Until the ancestors' guilt is redeemed by the useful deeds of the descendants, the whole family tree will suffer. Or, as the people say, "the whole lineage is unhappy." Unhappy families or clans are bitter fruits from the cornfield that distant or close progenitors sow with evil. Therefore, each of us must have an internal controller - a conscience "[11].* All in all, O. M. Pogorelyi in his research has skillfully used polylogue of texts that help to provide coverage of the historical and philosophical aspect of the problem - the creation of an external history of the dialect, that is, the emergence and development of linguistic community of Projizhdzhe village of Novopskovsjkyi district of Luhansk region; as well as ontological, being, which is facilitated by the memories of old-timers, eyewitnesses of historical events of the twentieth century.

The author draws to the description of precedent texts, poems of local poets, ancient and biblical scenes, the names of the villagers, their nicknames. In the text, receivers noticed variations on pre-text themes (additional notes, language game with pre-text, parody of one text of another). The content of the book corresponds to the headings, in line with the epigraph, has a link with the preface. The accuracy of the facts, which is common for historical intelligence, is complemented by the memories of fellow villagers, which are marked by life wisdom, love for people and their land. The interweaving of the scientific presentation of the material with the stories of the villagers helps to highlight the best mental traits of the people - humanity, virtue, generosity.

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## PROBLEM OF FORMATION OF COMMUNICATIVE COMPETENCY OF PROFESSIONALS IN PSYCHOLOGICAL AND PEDAGOGICAL THEORY

*Abstract . The activity of a specialist in the legal field covers the following areas: organizational, social, search, reconstructive, communicative. Leading legal activity is communicative competence. Lawyers must possess not only professional knowledge, but also to be communicatively competent professionals in their activities. Specialist in the field of law must first of all be able to communicate with different segments of the population. In communication people realize various social and interpersonal relationships. Communication is the ability to get in touch with people, to take into account the age and individual psychological features of each individual and individual groups of citizens, timely and adequate definition of the emotional and psychological state of the interlocutor, his interests, etc. The task of legal education today is to meet the needs of the society in highly qualified lawyers who are capable to observe the rule of law in the process of professional activity, to know and respect the laws, to be fair and at the same time to be humane and capable of empathy, mercy, and responsibility for the decision.*

### Introduction.

To date, there is a significant number of studies devoted to the formation of communicative competence in various fields of science: philosophy, pedagogy, psychology, sociology, linguistics, etc. However, scientists constantly emphasize the accuracy and importance of this term, "because representatives of different branches of knowledge describe this concept from the standpoint of their own interests and emphasize in it what is the most essential for this science" [1]. Specialists in legal education form the basis of personnel provision for the construction of a law-governed state and have an important social purpose, as well as comply with the rights and freedoms. The activity of a specialist in jurisprudence takes place in special conditions that determines the specificity of the categorical and functional composition of his intellectual development: the need for processing a large volume of textual information, the structuring of professional experience, discussion interaction with partners, which requires high dynamism of operational memory, the adoption of vital decisions in conditions of high psychological tension [9].

The lawyer should know: the main provisions of the constitutional system of Ukraine, the norms of legislation, the practice of its application, the problems and directions of its improvement, the system of law and the system of legislation of Ukraine, the categories and laws of logic, the main problems of the history of the state and law of Ukraine, various scientific methods, research and the interpretation of legal documents, the basis of the political, economic and social system of society, the structure and functioning of state power.

In the work of a lawyer, communicative skills takes a significant place and takes place within the framework of legal activity: to give the correct legal qualification to events and actions, to conduct discussions, to navigate the system
sources of legislation of Ukraine, independently analyze, generalize and correctly apply the rules of law in practice, be guided by legal terminology, reasonably decide the issues of implementing the rules of law in practice, compile and execute legal documents, use the sources of current legislation, be guided in practical activities and behavior by legal knowledge and convictions, to participate in legal education of the population, to take procedural actions for the effective protection of the rights and interests of individuals and legal entities, to take reasonable procedural decisions in disputed procedural situations, to ensure the protection of human rights and freedoms, to organize the implementation of the decisions taken, to provide organizational and technical support for monitoring the legality of the activities of enterprises, institutions, organizations, officials and citizens, as well as strictly observe state and labor discipline; take measures to prevent violations of rights and legitimate interests of citizens and organizations; to ensure observance of the established procedure for consideration of applications, appeals, complaints and proposals of citizens; to prepare and draft legal documents, legal opinions and advise on these issues; carry out preventive work on the observance of legality and prevention of offences, strengthening of law and order; promote legal knowledge and legalize education of citizens; to provide legal assistance to individuals and legal entities; systematically improve their professional qualifications; to study the legislation and practice of its application, to implement and apply modern methods of scientific organization of labor.

Each action reflects the peculiarities of the communicative competence of a lawyer. The communicative specialist is not just his conversation with another person, but also the behavior of the action to solve certain professional tasks.

## 1. The notion of "communicative", "communication" "competence" and "communicative competence" in the activity of a specialist with legal education

The analysis of psychological and pedagogical literature proves that two concepts of "communicative" and "communication" are used in scientific and pedagogical circulation.

For our study, it is important to define the concept of "competence". The term "competence" was introduced into the scientific circulation of Ukrainian pedagogical science in the XX century, which is today given a lot of attention.

In the dictionary of foreign words, "competence" (the property according to the meaning of "competent") - is the possession of competence; right, guided by knowledge or authority, to make or decide anything, to express judgment about anything; sufficient knowledge in a particular field [12]. In scientific literature, we find different approaches to the definition of "competence". According to L. Horuzhi, competence is a set of theoretical knowledge, practical skills, experience and personal qualities that provide the effectiveness of pedagogical activity. N. Kuzmin considers competence as a set of psychological knowledge, skills, necessary for successful training and personality development; L. Mitina explains competence as a factor in the professional development of interactive personality characteristics. G. Ignatenko believes that competence is the ability of an employee to perform qualified work within the framework of a specific profession, achieving high quantitative and qualitative results of work [7, p. 326]. In our opinion, the concept of "competence" in psychological and pedagogical literature is not definitively defined and in most cases it is used intuitively.

The extension of the concept of "competence" in science is related to the professional activity confirmed by the opinions of scientists, teachers, practitioners, namely:

- "requirements for competence ... are the professional minimum that must be met by employees who occupy a particular position or claim to it" [10];

- "This approach began to be studied and applied at the request of employers, which does not satisfy the degree of practical training of graduates of the education system: their inability to interact with people, to create and work in a team, to find the necessary information and to use it in the decision of production tasks ...";

- "..." competence "... is already widely used in human life and means high quality of its professional activity";

- "... a set of individual abilities, skills, professional skills and knowledge, basic education and work experience, the health of the employee, necessary for the performance of professional functions within a specific position (profession)";

- the synthesis of intellectual, moral, social, aesthetic, and political knowledge, as well as the skills and skills that lead to successful activities;

- the ability of an employee to qualify for certain types of work within the framework of a particular profession [11, p. 16], etc.

Russian scientists A. Andreev and E. Zeer define competence as a way of actions that ensure the performance of professional activities. T. Brahev, V. Krichevsky, M. Rozov believe that competence is based on cross-sectoral knowledge, skills and abilities that are collectively necessary for the successful adaptation of the individual and the achievement of expected results in productive activities in various branch fields [6]. From the perspective of V. Svistun and V. Yagupov, "competence" is preparedness for a certain professional activity and the presence of a  professionaly important qualities of a specialist that contribute to this activity.

In their understanding, competence is manifested in activities and can not be limited to certain knowledge and skills [19]. N. Bryukhanova defines competence as a property of a professional, which clearly indicates his ability to act expediently and effectively in certain circumstances, that is, to realize competencies - certain groups of experience in relation to those or other directions or stages of the activity, in particular - professional activity [2, p. 241]. Consequently, competence is a multifactor quality of a specialist. It involves not only the availability of a certain amount of knowledge, skills, experience and personal qualities, but also the value orientations of a specialist, his awareness of his place in society and the understanding of the world around him, the corresponding style of interaction with other people, the general culture of personality, as well as abilities and opportunities for continuous creative development. In the context of our study, it is important to use the concept of "communication" to clarify the meaning of future work. The notion of "communication" is interpreted by contemporary philosophers and sociologists (V. Buber, S. Dymin, M. Kogan) as a special sphere of human activity and a system of relations between actors. In the short sociological encyclopedic dictionary, communication is defined as a special form of social interaction, which is realized in the process of bilateral exchange of information and provides mutual understanding of all its participants [10].

In the scientific researches of O. Apel, M. Kogan, A. Lobanov, J. Habermas, F. Sharkov and others. Communication is considered as an action (one-way signal transfer without feedback), as interaction (two-way process of information exchange). Thus, communication is a multi-valued term [10]. N. Volkova defines communication as a form of communication, the process of communication and communication of information, the act of communication between two or more individuals of emotional or intellectual content [3]. V. Lugovoi argues that the essence of communication - in purposeful communication, which is implemented in specific situations in accordance with the rules of speech activity [13].

In the definitions given by the researchers, the term "communication" is used. Therefore, in the context of our study, it is important to find out the correlation of the concepts of "communication" and in the further work. Thus, E. Provenov in the dissertation researches the concept of "communication" in relation to the notion of "communication" and states that there is a difference between these concepts, and in certain conditions it is possible to define communication as part of the communication process.

Communication is the interaction between subjects in the learning process with the help of verbal and non-verbal means for the purpose of exchanging information and achieving educational goals. Communication forms the basis of pedagogical communication and is directly related to the verbal means of this process [10]. N. Volkova defines communication as a system of direct or indirect links, interactions implemented with the help of verbal and non-verbal means, computer communication means for the purpose of information exchange, modeling and management of the communication process, regulation of relations [4, p. 8]. According to the scientist, communication is a component of communication.

Communication - a system of socio-psychological interaction, aimed at creating optimal socio-psychological conditions for joint activities [4, p. 27]. L. Orban-Lemberck notes that communication in interpersonal relations is identified with the fact that a person thinks before giving the information, as expressed, conveys his opinion to the interlocutor, as he receives from him information about the correct interpretation of thought, the response to it, the process of discussion [15]. Communication is a process of interconnection and interaction of social actors, in which the exchange of activities, information, experience, abilities, skills and abilities, as well as the results of activities [17, p. 433]. In psychological and pedagogical literature communication is considered as an integral part of the specialist's activity.

The purpose of communication is to achieve mutual understanding between people, establish psychological contact that affects knowledge, relationships, activities.

Communication is the ability to get in touch with people, to take into account the age and individual psychological characteristics of each individual and individual groups of citizens, timely and adequate definition of the emotional and psychological state of the interlocutor, his interests, etc. [8, c. 136]. Investigating communication, the scientist B. Parigin argues that this is a complex and multifaceted process, which can be both a process of interaction between individuals and the information process; considered as the attitude of people to one another and be a process of their empathy and mutual understanding. The problem of communication in a number of works is investigated by B. Lomov, which he considers as a specific multifunctional system of interpersonal interaction.

The scientist O. Bodalov emphasizes that communication is the interaction of people, in which each participant realizes certain goals and acts as the subject and object of communication. N. Butenko argues that communication is a multifaceted process that is realized in various forms and studied by various sciences (philosophy, pedagogy, psychology) [10]. Consequently, there are various views on the definition of the concept of "communication", which emphasizes the possibility of its interpretation in various fields of science, depending on the conceptual approach. Communication plays an important role in the formation and development of the personality of a specialist, because it is an important part of his life. During communication, the communicative process is carried out: the exchange of information, thoughts, feelings, methods and results of activity - there is interaction, mutual interaction of individuals, an understanding emerges. Communication to a certain extent indirectly affects the decision making organizational, procedural nature and in general for all its activities. Therefore, speaking about the professional communication of a lawyer, it is necessary to take into account not only his procedural (interrogation, full-time stake, etc.), but also non-procedural forms based on the rules of language behavior adopted in society, in one or another social environment, stable etiquette formulas of treatment, reflecting the external manifestations of the attitude of any person to the surrounding people, to different social values. In the context of such very common cases of communication, one should speak about non-procedural communication of a lawyer.

From the lawyer, in addition to knowledge of the law, we also need certain communicative abilities to establish relations with people, the ability to convince a person, taking into account his individual psychological peculiarities, the importance of the procedural role he proposes, to awaken his interest in communication in connection with one or another circumstance, which have a legal meaning. Thus, the role of communication in the professional activities of lawyers is so great that it in some cases plays a major, leading role in it.

## 2.  The communicative competence of the personality of a specialist in theory and practice

In order to communicate fully and effectively, the specialist must have a set of communicative skills (quickly and correctly navigate in the context of communication, correctly plan their own speech, correctly select the content of the act of communication, to find adequate means for the transmission of this content) and to be communicatively competent. Investigating the communicative competence, scientists G. Danchenko, Yu. Zhukov, S. Kozak, S. Makarenko, L. Petrovskaya treat it as the ability to establish and maintain the necessary contacts with other people; T. Ladyzhenskaya, E. Melibruda, N. Panin, R. Paroshina, M. Stankin - as a possession of a set of certain skills; T. Ivanov, A. Kozlov - as knowledge of norms and rules of communication; O. Arshavskaya, M. Vyatyutneva, D. Izarenkova - as the ability to use language in one or another sphere of communication [10]. Scientists N. Gez, Yu. Fedorenko define communicative competence through the concept of "knowledge, skills and abilities". Thus, N. Gez argues that communicative competence is knowledge of the language, skills and abilities to apply this knowledge in the language according to different communication situations [10].

O. Pavlenko also believes that communicative competence is language knowledge, a high level of practical possession of both verbal and non-verbal means, as well as language proficiency at the variably adapted level depending on the particular speech situation [10].

On the basis of the analyzed scientific and literary sources, N. Nazarenko clarifies the essence of the communicative competence of a future specialist as a set of motivated knowledge, skills and skills necessary for the future specialist to carry out speech activity in the educational and professional sphere [14]. Analyzing the proposed definition of communicative competence by scholars, one can conclude that in psychological and pedagogical research communicative competence correlates with knowledge, skills and abilities that reflect the multifacetedness of communicative competence, as well as its important role in the development of the personality of a specialist.

However, according to V. Cherevko, who studies the phenomenon of communicative competence and psychological peculiarities of the manager's activities, the communicative competence of a specialist is the integral quality of his personality, which synthesizes the general culture of communication and its specific manifestations in professional activity.

The scientist argues that the level of development of communicative competence of an individual is an indicator of his personal growth, and it is based not only on the perfect possession of means of communication, but also of the personality as a whole, which are always manifested in a particular social context [18]. Scientist Z. Podruchnaya proves that communicative competence - it is an integrative component of the professional competence of a future specialist during training. Noteworthy are the studies by K. Glushenko, D. Godlevska, E. Provorova, O. Fedorchuk. Thus, the theoretical analysis of scientific sources in E. Provorova's dissertation research allows to concretize the notion of "communicative competence" through the categories "competence", "communication" and "communication", which gave grounds for determining the content of communicative competence as a set of communicative knowledge, abilities, experience, motivation, providing perception, understanding, assimilation, use, transfer of pedagogical information [10]. Interestingly, in the context of our research, the dissertation paper by D. Godlevska. A scientist, investigating communicative competence, defines it as a complex integrative quality of the individual, which mediates the professional activity of a specialist, aimed at establishing, maintaining and developing effective interaction with the client. She also argues that communicative competence is a component and basic characteristic of professional competence, depending on the function implemented by the social worker in various activities [5]. The problem of communicative competence was also studied by foreign scholars: A. Bochner, J. Hamperz, K. Kelly, D. Kuszman, R. Craig, K. Larson, S. Savignon [10].

In the opinion of J. Gumperz and D. Hymka communicative competence is knowledge of the conditions in which the speech act takes place. D. Kuschman and R. Craig define communicative competence as a set of skills such as listening, replicating and negotiating. K. Larson identifies communicative competence as the ability to demonstrate knowledge of communicative behavior in a particular situation. According to A. Bochner and K. Kelly, communicative competence is the ability to formulate tasks and achieve them, collaborating with others and adapting to changes in communication situations [10].

In our understanding, communicative competence is a complex, integrated quality of the specialist, aimed at establishing, maintaining and developing effective interaction.

According to V. Barkovsky, the communicative competence of the personality of a specialist is formed under the influence of the educational process, which determines the necessity of its scientific and pedagogical support. All this increases the attention of scientists, pedagogues, psychologists, methodologists, organizers of vocational education to the problem of forming a communicative culture among future specialists, requires a thorough study of pedagogical content [1]. In the psychological and pedagogical literature issues of the content, types, conditions of formation of communicative competence were engaged by prominent domestic and foreign scientists. Communicative competence in social, organizational and psychological-pedagogical directions is reflected in the writings of E. Zeyer, N. Kuzmin, L. Mitin, L. Horuzhi [10], and others.

The need for the formation of communicative competence of students of secondary schools is proved by Z. Zalibovskaya-Ilnitskaya, O. Kornyiak, Yu. Fedorenko, students of the vocational school - G. Slavitch, in their researches, L.Volkova, D. Godlevska, I. Delik, M. Krasnik , V. Sviridyuk and others. A considerable amount of research is devoted to the problems of formation and development of communicative competence of various specialists, namely: the manager of the school level education (G. Danchenko), the teacher (K. Klimova, S. Makarenko), the future teachers of philology (I. Klak), the future teacher of music (Y. Provorov), future social workers (D. Godlevska), future specialists in social and cultural activities (V. Romanov), future  specialists in the financial and economic profile (L. Volkov), future economists (T. Gannichenko, M. Osadchuk, T. Khomenko), future managers (V. Liventsova, T. Pastukhova, V. Cherevko), future officers-border guards (O. Voytyuk), future engineers (T. Butenko), specialists of the customs service (O. Pavlenko), future journalists (L. Nagorniuk), future specialists of the navy (S. Kozak), future agrarians (L. Baranovska, K. Bogatyrev, N. Zuyenko, N. Kostritsa, V. Svistun, V. Kruchek), future employees of the criminal militia (V. Barkovsky, officers of the ATS O. Gubareva, law enforcement officers (O. Mamonov), employees of the slime Choi specialization (T. Bychkova) [10, p. 24].

Scientific approaches to the solution of psychological problems in the formation and development of communicative competence of specialists are investigated by psychologists, namely: O. Voytyuk - psychological aspect of development of communicative competence of future officers-border guards, O. Gubareva - psychological peculiarities of formation of communicative competence of ATS employees, G. Danchenko - psychological determinants of the development of communicative competence of the school-level education manager, S. Makarenko - psychological conditions for the development of the communicative competence of the teacher, K. Oleksandrenko - socio-psychological patterns of development of professional communicative activity of the future specialist, L. Plyaka, V. Cherevko - psychological peculiarities of the development of professional communicative competence in future pharmacists, T. Fedotyuk - psychological peculiarities the formation of empathy as an element of the communicative ability of a practical psychologist [10, p. 25].

Formation of foreign communication skills is the subject of research by O. Voytyuk (development of foreign communication skills of future officers-border guards through the use of interactive teaching methods), L. Volkova (foreign language communication competence of future specialists in the financial and economic profile), I. Delik (formation of a motivational component of communicative competence students of non-language higher educational establishments means of foreign language), O. Zelenskaya (formation of communicative and cultural competence in the process of teaching foreign languages), S. Kozak (formation of the foreign language communicative competence of future specialists of the navy), L. Nagorniuk (formation of foreign language communicative competence of future journalists in the process of professional training), M. Osadchuk ( forming a foreign language communicative competence for future economists within the framework of the competence

approach), Yu. Fedorenko (formation of communicative competence in high school students in the process of studying foreign language). The formation of communicative competence of a future lawyer in foreign language classes is explored by Y. Marchenko [10, p. 26-27]. A. Bilonozhko (socio-psychological factors of the formation of a communicative culture of the future lawyer in the process of professional training), O. Bovdyr (formation of the communicative culture of students of legal specialties in the process of studying humanitarian disciplines) are devoted to solving the problem of forming a communicative culture of future lawyers in higher educational institutions; communicative skills - M. Isaenko (formation of communicative skills at cadets of higher educational institutions of the Ministry of Internal Affairs); communicative competence - O. Kalita (formation of communicative competence of future lawyers by means of project technologies), N. Arziantseva (enhancement of communicative competence of future lawyers and managers).

The formation of communicative competence of future specialists in the process of studying psychological and pedagogical disciplines was chosen as the subject of the dissertation research by such scholars as: O. Bovdyr, T. Butenko, V. Kruchek, N. Nazarenko [10]. Ukrainian scholars (O. Bandurka, I. Bryzgalov, O. Skakun, S. Slivka, G. Yavorska) argue that the task of psychological and pedagogical disciplines is the formation of a high level of psychological and pedagogical culture of future employees of the legal branch. The lawyer must not only know the acts of law, but also be able to interpret and solve them, have deep knowledge of pedagogy, know the norms of morality.

Thus, G. Yavorska asserts that a future specialist in the legal branch must master the methods, forms and means of pedagogical influence on the person [20].

According to S. Slivka, "the pedagogical culture of a lawyer is a necessary constituent element of professional culture in general. This is a creative mastering of the theory and methodology of carrying out legal education of citizens and preventive work on the principles of pedagogical theory, modern and innovative technologies and professional tact "[16]. The communicative nature of the junior specialist in law with people regardless of the subject of the conversation is largely determined by the knowledge of their features, such as the nature of the passage of mental processes (cognitive, emotional, volitional), the direction of the personality of the person, its nature, motives, etc.

That is why a specialist in the process of communication studies and evaluates his interlocutor. It allows you to understand the actions of a person, to find out the reasons for changes in his behavior, to build relationships correctly, to identify ways and means of psychological influence. Young jurists should have appropriate professional training, a high degree of legal awareness, a clear understanding of their responsibility for the fate of people who are empowered and able to effectively influence the strengthening of the rule of law and law in the state. In society, there are a number of legal specialties, which, in our opinion, traditionally belong to the leading and are of particular importance in ensuring law and order.

It is legal counsel, court officer, assistant judge, archivist, customs inspector, state tax inspector, court clerk, secretary of the court board, etc. In his practical activity, the junior specialist is guided by: the Constitution and laws of Ukraine, decrees of the President of Ukraine and resolutions of the Supreme Council of Ukraine, adopted in accordance with the Constitution and laws of Ukraine, acts of the Cabinet of Ministers of Ukraine, international treaties of Ukraine, the Statute of the legal service, as well as other normative and legal acts.

Each legal profession has its own specifics, but communicability is a feature without which the full implementation is unthinkable specialist in the law of their functions.

The nature of his work predetermines everyday relationships with people of different levels of education, age, lifestyle, character, etc. And each of them needs an appropriate approach, understanding. Here, in our opinion, the following qualities are needed: sensitivity, balance, tact, ability to listen and at the same time help the person to understand the essence of the question, to speak honestly and truthfully about the essence.

The analysis of legal practice regarding the formation of communicative competence of future junior law specialists in the process of studying psychological and pedagogical disciplines shows the presence of both positive aspects and disadvantages. Positive is that psychological and pedagogical disciplines: "Professional psychology", "Legal deontology", "Psychology and pedagogy", "Speaking art" are taught in all educational institutions, the content and methods of teaching them meet the formal requirements.

The results of our survey showed that students do not have enough knowledge and skills of verbal and nonverbal communication to characterize the person with whom they communicate, do not have active and passive listening techniques, are not sufficiently professional in business conversation, effectively distribute the time of business communication, ask questions, to substantiate, to convince (56% of the respondents to the difficulties of legal activity referred to the "inability to persuade").

According to the results of the survey, not all future lawyers have stable motives and goals of professional training, they have a superficial idea of legal activity, they are not persistent in gaining legal knowledge, skills and acquire them only in classes. However, clarifying the problems that are most worrying for future lawyers, it turned out that for 64% of students it is a realization of their own business career, for 59% is their own culture of business communication, 37% of the polled students consider the legal problem a reasonable combination of moral and material incentives.

The above results showed that students do not have enough practical experience in communicative activities, are not sure that they are able to participate in conversation according to the given situation of communication, have no language experience, have superficial knowledge of the culture of behavior, are not able to make their own presentation, are not sure about because they will be able to see a maturation of the conflict and to prevent it and, in the event of a conflict, to facilitate it.

**Conclusions.**

The results of the analysis of the practical activity of specialists in the field of law show that it is multifaceted, complex, requires an active subject-subject interaction, public speeches, as well as related to the work of state institutions and officials of different levels of the hierarchy, directly aimed at protecting interests state, legitimate interests and rights of citizens. On the basis of analysis of the job responsibilities of junior legal specialists, it became clear that practically one of the determining conditions for the success of a professional activity is communicative competence, which is conditioned by the need for constant inter-entity interaction. As legal practice shows, their professional activity takes place under difficult conditions and, accordingly, requires high intellectual development in connection with the processing of a large volume of text information; culture of discussion interaction with partners. It requires stability, dynamism, operative and long-term memory, savvy and attentive and, at the same time, reasonable life-style adoption of important decisions for society and specific citizens in conditions of high psychological tension and confrontation of subjects, for example, legal proceedings. By type of activity, lawyers should not only control the process of communication, the course and the specifics of interpersonal interaction, but also analyze its content, define tactics and manage the process of communication, respond in a timely manner to certain statements of the interlocutor.

Since activity takes place in the "man-man" system, they must take into account many factors - age, condition, intellectual level, type of nervous system, peculiarities of cognitive processes, character, life and professional experience, mental state of a person at a particular moment of life, etc.

This allows you to understand the actions and actions of the person, to find out the reasons and circumstances of changes in his behavior and activities, to properly build relationships, to identify ways and means of psychological influence on it.

At the same time, the results of the analysis of pedagogical practice regarding the formation of the communicative competence of future junior law specialists in the process of studying psycho-pedagogical disciplines indicate that there are certain positive aspects, as well as deficiencies and omissions.

Significantly positive is that psychological and pedagogical disciplines are taught, practically, in all legal educational institutions, the content and methods of teaching them mainly correspond to the formal requirements of educational and qualification characteristics. On the basis of analysis of the job responsibilities of junior legal specialists, it became clear that practically one of the determining conditions for the success of a professional activity is communicative competence, which is conditioned by the need for constant inter-entity interaction. As legal practice shows, their professional activity takes place under difficult conditions and, accordingly, requires high intellectual development in connection with the processing of a large volume of text information; culture of discussion interaction with partners.

It requires sustainability, dynamism, operative and long-term memory, savvy and attentive and, at the same time, reasonable decision-making for the society and specific citizens in the conditions of high psychological tension and confrontation of subjects, for example, legal proceedings. By type of activity, lawyers should not only control the process of communication, the course and the specifics of interpersonal interaction, but also analyze its content, define tactics and manage the process of communication, respond in a timely manner to certain statements of the interlocutor.

However, the problem of forming the communicative competence of future junior lawyers in the process of studying psychological and pedagogical disciplines remains unclear, as indicated by the lack of scientific research in this direction. In this regard, further work should be aimed at ascertaining the peculiarities of the professional activity of junior lawyers and their communicative component, as well as the essence and structure of the communicative competence of a junior legal expert.

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## PROFESSIONAL COMPETENCY OF LINGUISTS: THE UK EXPERIENCE

*Abstract. The research deals with the problem of professional competency of linguistics in the context of the UK experience. It covers such aspects as conceptual, content and practical framework of the research problem since they can fully disclose its essence. The conceptual aspect is rooted in the idea that British educators implement the principles of formal logic, psychology, philosophy, sociology, anthropology and neurology in degrees in linguistics since it makes it possible to cover the most important branches of linguistics, where its achievements can be most effectively applied. The content aspect implies that the Subject Benchmark Statement for Linguistics developed by the QAA justifies the concepts of subject knowledge and understanding, which are the basis of professional training in linguistics. The practical aspect indicates that the UK universities are focused on the needs of the labour market, systematically conduct surveys among employers, students and educators to single out the most sought after skills and abilities in professional activities of linguists. Therefore, competency-based approach to professional training of linguists in the UK is based on such principles as fundamentalization, continuity, priority of scientific achievements and promotion of professional image. It is concluded that the UK is a leading European country that systematically develops techniques for improving professional training of various specialists, in particular linguists.*

### Introduction.

Presently, the global community is witnessing rapid progress in many areas of human rights. The key is education itself, in particular higher education, as society needs modern, highly qualified specialists who are able to think critically, apply new approaches to professional activity, actively and productively use information and communication technologies and strive for professional and personal development. Professional competency of specialists is characterized by a high level of functional and integrated philosophical, sociological and cultural knowledge, as well as the ability and readiness to apply it in practice. As a result of globalization and internationalization of linguistics as a cognitive science with an extremely wide application spectrum, the rapid development of information and communication technologies and large-scale computerization of the production process, professional training of linguists requires a rethink.

This is due to the fact that society is in urgent need of specialists who not only have professional knowledge of morphology, syntax and pragmatics, formal analysis skills but also are able to compile thesauruses and ontologies, design algorithms and methods of automatic text processing, create speech-recognition and machine-translation technologies and conduct research activities with the aim to skillfully use information systems, adjust the language to the requirements of people with special needs, etc. [1]. In view of the above, it is expedient to study the UK experience in applying competency-based approach to professional training of specialists, especially linguists. In the 1980s, the British government formed a new approach based on competency, which implies the correspondence of professional results to competence standards [15]. In the UK today, there is an association of managers who develop these standards, which are further approved at the national level [7].

## 1. Conceptual framework of research.

A good command of a particular language involves acquiring a wide range of cognitive, social and interactive knowledge, abilities and skills. Therefore, the intellectual toolset needed for language proficiency must be based on certain scientific principles. Given the interdisciplinary nature of linguistics within both its objectives and methods, British educators consider it necessary to implement the principles of formal logic, psychology, philosophy, sociology, anthropology and neurology in degrees in linguistics [6].

Since language is present in almost all human activities, linguistic studies cover an extremely wide range of issues and focus on the phenomenon of language in its practical aspect [5]. Having analyzed the specifics of degrees in linguistics in certain British universities, the authors of the research can conclude that the developers have attempted to cover the most important branches of linguistics, where its achievements can be most effectively applied. These branches include sociolinguistics, psycholinguistics, neurolinguistics, clinical linguistics, computer linguistics, forensic linguistics, translation studies, lexicography, typology, linguodidactics, etc. [21]. They, in turn, encompass several areas for linguists to apply professional functions, namely:

1) the processing of linguistic information and speech recognition with the use of modern information technologies;

2) the development of various recording systems and standardized technical formats of languages;

3) the study of structure and characteristics of lexicon (lexicology);

4) the compilation of dictionaries and thesauruses (lexicography);

5) translation activities;

6) language planning and languages policies, in particular preservation, classification and revival of dying languages;

7) the study of such linguistic phenomena as second language acquisition, bilingualism, multilingualism, as well as the influence of linguistic and social factors on foreign language learning;

8) teaching English as a foreign language;

9) the study of speech disorders such as full or partial loss of speech (aphasia), autism spectrum disorders and the impacts of therapeutic interventions on these disorders;

10) the analysis of under-studied languages and their functions within cultures of indigenous peoples;

11) the study of communication connections between groups with different sociological, cultural and ethnic traditions;

12) perception of language and language ideology;

13) the development of computer technologies required to analyze large databases of spoken and written languages, in particular sign language, as well as the processing of their search engines;

14) forensic studies of speech and text as a linguistic category and the interpretation of linguistic data and other aspects of language in the legal context [19].

Based on the analysis of degrees in linguistics at British universities, it can be concluded that they rely on the principles of competency-based, functional, personality-oriented, informational and activity-based approaches, as well as subject specialization, interdisciplinarity, modularity and fundamentalization taking into account modern linguistic challenges.

The evaluation and development of cognitive abilities in students make it possible to shape their subjective cognitive position. It implies that students not only study reality but also reform it and take an active part in creating an educational and social space around it. Being education stakeholders, students mostly comprehend the meaning and significance of their cognitive activities and future professional activities, which contribute to self-development and volitional regulation [2; 4; 7]. Therefore, the main directions of innovation activities at modern universities are the design and implementation of competency-based model into professional training of specialists. The materials of the Bologna Process indicate that the use of the terms "competence" and "competency" to outline guidelines of higher education proves the transition from academic norms of assessment to external assessment of university graduates' professional and social readiness. In the UK, the competency-based model of linguists' professional training formulates interdisciplinary, integrated requirements for the results of the education process and involves changing the focus from simple reproduction of knowledge to the development of the ability to update knowledge future linguists need to perform professional tasks [8; 15; 17; 20].

The flexibility of British educational standards and their predominantly advisory nature provide universities with wide autonomy in choosing the areas of training, outlining the content and structure of bachelor's, master's and doctoral programmes, methods and forms of their implementation.

The universities themselves are entitled to choose professional competences, which their graduates must possess. This approach helps to easily create interdisciplinary programmes, that is, to prepare specialists for those areas, which offer most innovations.
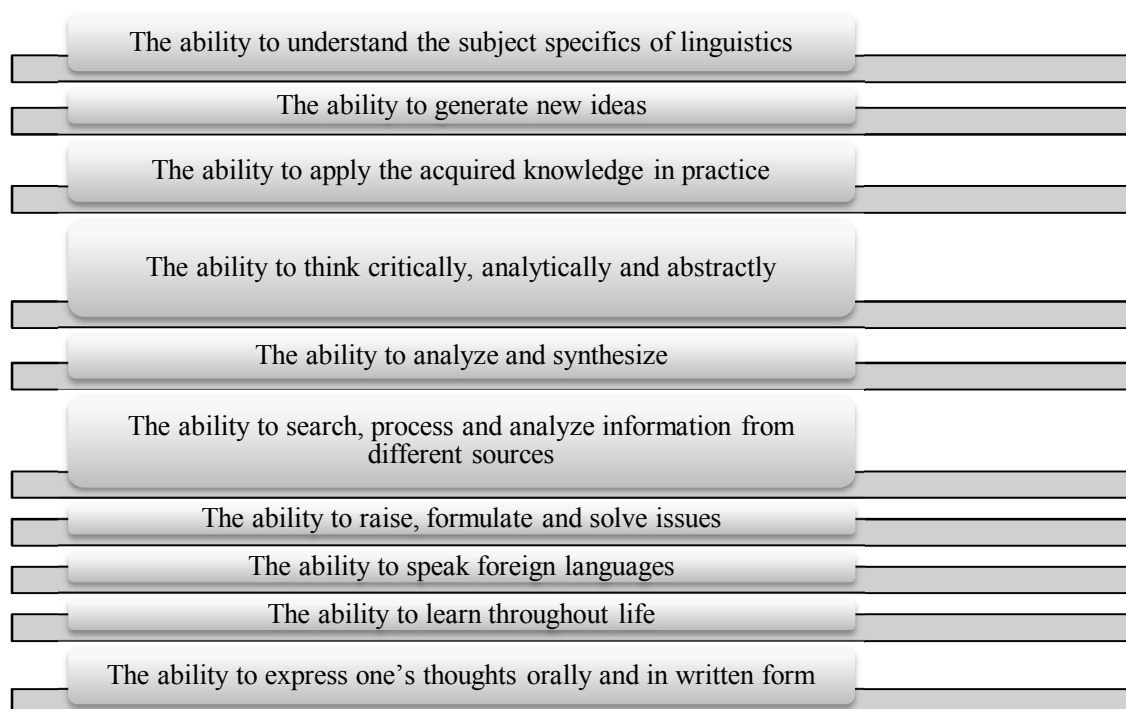
## 2. Results.

The processes of specifying objectives, structuring the content, selecting the forms, methods and technologies of future linguists' professional training and developing their professional competency are based on the principles of openness, continuity, predictability and are accorded with the requirements of global educational standards. In 2002, the Quality Assurance Agency for Higher Education (QAA) developed the first Subject Benchmark Statement for Linguistics, which sets out the criteria to be followed by working groups when designing degrees in linguistics. A second edition of the document was released in 2007 and a third one – in 2015. This is due to the fact that linguistics as science is actively developing; new sub-branches and technologies are appearing; the requirements of the labour market are changing [18; 19]. The Subject Benchmark Statement for Linguistics justifies the concepts of subject knowledge and understanding, which are the basis of professional training in linguistics and cover the levels of linguistic analysis, the domains of linguistic study and the applications of linguistic analysis. It also provides relevant information on generic and subject specific competences future linguists are expected to obtain during professional training at British universities. In addition, the document describes the main training forms of future linguists, as well as typical methods for assessing their academic achievements. It must be noted that competences within the limits of this document are interpreted as a "dynamic set of knowledge and skills" acquired by future linguists during professional training [22].

The elaboration of key generic competences and subject specific competences consisted of two stages: publishing the initial list of competences by the developers (31 generic competences and 23 subject specific competences) and discussing them with stakeholders, in particular university teaching staff, students and employers. The discussion was aimed at formulating the most relevant competences, which consider the challenges of linguistic globalization, the problems of linguistic ecology and language policies, the interdisciplinary nature of linguistics. Subsequently, the discussion participants were offered to evaluate the significance and expediency of the described competences in the form of ranking and to distinguish the most optimal five generic and subject specific competences. In general, ten generic competences and ten subject specific competences were selected, which formed the basis of the Subject Benchmark Statement for Linguistics [22].

The developers of the document have attempted to cover the most important aspects of linguistics such as: 1) the structure and use of language; 2) linguistic aspects of argumentation; 3) the principles of linguistic theories; 4) linguistic methods and their connection with theoretical contexts; 5) the role of language in society. The authors of the research believe that these aspects best reflect the subjective essence of linguistics, which in turn helps the developers of degrees in linguistics to provide future linguists with the necessary range of specializations.

Figure 1 shows generic competences, which future linguists must obtain during professional training.

The ability to understand the subject specifics of linguistics

The ability to generate new ideas

The ability to apply the acquired knowledge in practice

The ability to think critically, analytically and abstractly

The ability to analyze and synthesize

The ability to search, process and analyze information from different sources

The ability to raise, formulate and solve issues

The ability to speak foreign languages

The ability to learn throughout life

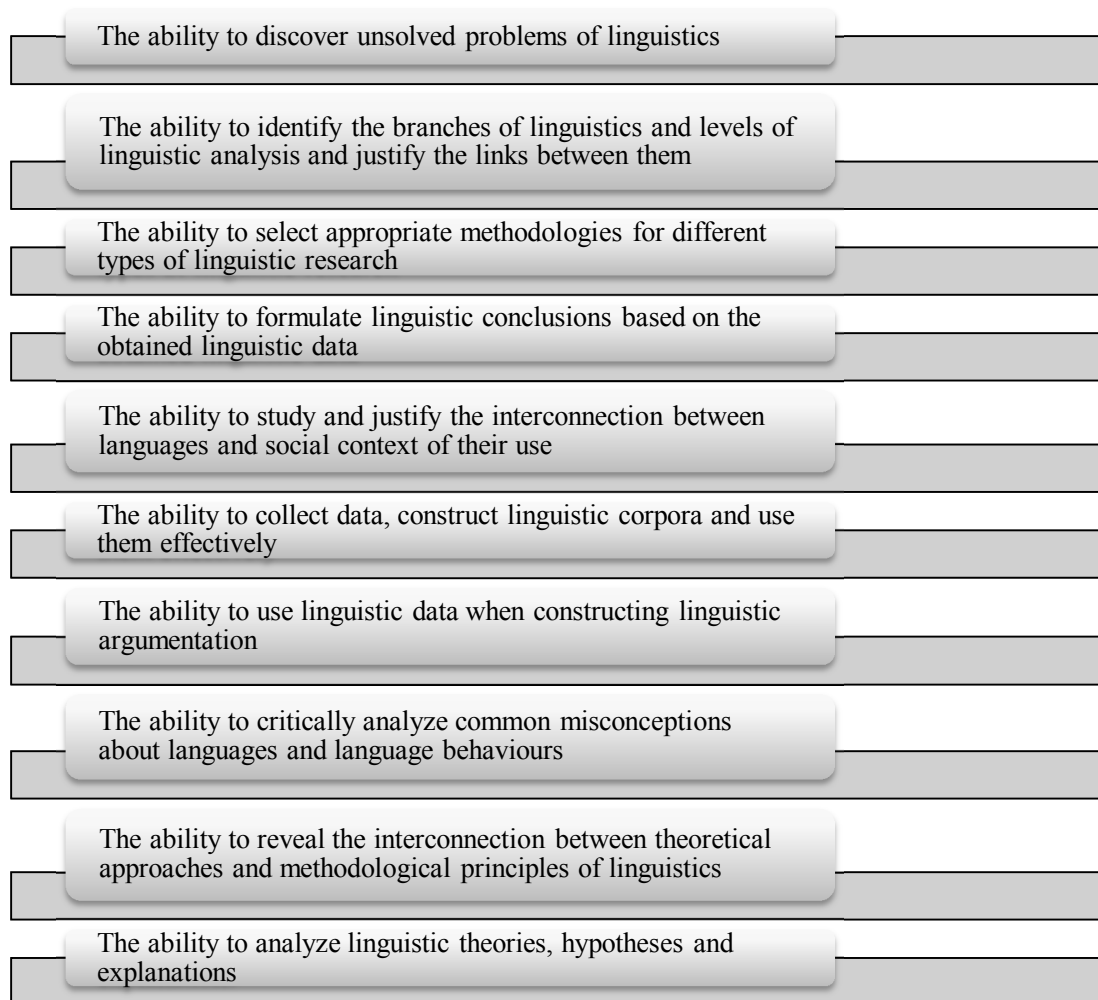The ability to express one's thoughts orally and in written form

**Fig. 1. Generic competences of linguists**

*Source: [22]*

The authors of the research assume that this approach to formulating generic competences of future linguists is rather formal since it focuses mainly on the development of analytical and critical skills. In the modern context, however, linguistics involves processing linguistic data from the point of view of theory and practice. Linguistic globalization requires that one should adapt to the rapid trends in the development of linguistic space, respect cultural, historical, moral and ethical heritage of different peoples, contribute to solving relevant political and social problems of a linguistic nature. Generic competences of future linguists should be based on the principles of preserving national historical, cultural and educational achievements. This, in turn, might help towards understanding the structure of linguistics and its theoretical foundations required to enhance human communication, develop linguistic culture and linguistic thinking and justify a social nature of languages, etc. It must be noted that the conceptual framework of subject specific competences is indeed well-aimed (see Fig. 2).

The significance of linguistics lies in its interdisciplinary justification of fundamental principles of being, nature and society since the views on language as a sign system, its nature and functions, genetic and structural typology make it possible to unify scientific and technical and special terminology, compile reference guides and thesauruses, design functional methodologies for analyzing language acquisition and study such processes as perception, interpretation and planning of speech [3; 11; 14]. It contributes to preserving linguistic diversity and connecting people in social, political, economic and cultural contexts since language as a social phenomenon is a means of communication which helps to accumulate and transfer human experience [13].

The ability to discover unsolved problems of linguistics

The ability to identify the branches of linguistics and levels of linguistic analysis and justify the links between them

The ability to select appropriate methodologies for different types of linguistic research

The ability to formulate linguistic conclusions based on the obtained linguistic data

The ability to study and justify the interconnection between languages and social context of their use

The ability to collect data, construct linguistic corpora and use them effectively

The ability to use linguistic data when constructing linguistic argumentation

The ability to critically analyze common misconceptions about languages and language behaviours

The ability to reveal the interconnection between theoretical approaches and methodological principles of linguistics

The ability to analyze linguistic theories, hypotheses and explanations

**Fig. 2. Subject specific competences of linguists**

*Source: [22]*

The authors of the research believe that this approach to determining subject specific competences reflects the compliance of British educational standards with the trends of linguistic globalization, sectoral integration, university internationalization and sustainable development of information technologies.

Future linguists learn how to collect and analyze, systematize and interpret linguistic facts, flexibly and efficiently use languages to solve communication problems in various spheres of life, freely employ special terminology to perform professional tasks, effectively process information (organize, classify and systematize), describe speech phenomena and processes and the links between them. Specific attention should be paid to organic interaction between knowledge, skills and competencies reflected in the Subject Benchmark Statement for Linguistics. The document was developed in terms of complexity and included the main principles of professional training of linguists in the UK: scientificity and career orientation. It also contains the tables corresponding to the first, second and third cycles of higher education.

The content of the tables reflects the subject specifics of bachelor, master and doctoral degrees in linguistics. In addition, this document includes the views of university teaching staff, students and employers on the essence of generic and subject specific competences future linguists are expected to acquire during professional training in higher education institutions. It is important to analyze them in more detail.

The first cycle of higher education requires that graduates with a bachelor's degree in linguistics should undergo fundamental training. Thus, they should be able to acquire advanced knowledge of the branches of linguistics and identify the main problems in this area. Also they should be ready to conduct linguistic analysis, apply theories and methods of linguistics to improve the knowledge of sociolingual, linguocognitive, functional and pragmatic parameters of levels of linguistic analysis (see Table 1).

**Table 1. The structure and content of knowledge, skills and competences of graduates with a bachelor's degree in linguistics**

| *Graduates with a bachelor's degree in linguistics should be able to acquire the following knowledge, skills and competences* |
| --- |
| **Knowledge** |
| 1. To demonstrate advanced knowledge and understanding of linguistics and its theoretical principles. |
| 2. To demonstrate advanced knowledge of linguistic argumentation. |
| 3. To demonstrate knowledge and understanding of linguistic theories, principles, hypotheses and interpretations. |
| 4. To demonstrate knowledge of linguistic methodologies and their interconnection with linguistic theories. |
| 5. To demonstrate advanced knowledge and understanding of language's role in society. |
| 6. To demonstrate knowledge of the interconnection between linguistics and other sciences. |
| 7. To demonstrate knowledge of such processes as acquisition, generation and comprehension of speech. |
| **Skills** |
| 1. To address relevant problems of linguistics in the context of its practical application. |
| 2. To analyze linguistic data using appropriate linguistic methods and techniques. |
| 3. To summarize the findings of linguistic studies based on structured data. |
| 3. To collect, systematize and interpret linguistic data under the supervision of qualified specialists. |
| 5. To justify the expediency of conducting linguistic studies based on the obtained data. |
| 6. To explain the main principles of linguistics to non-specialists. |
| 7. To use professional terminology in oral and written forms. |
| 8. To think abstractly, analyze and synthesize. |
| 9. To search, process and analyze information from various sources. |
| **Competences** |
| 1. Readiness to engage in self-study. |
| 2. Ability to adequately evaluate their own level of knowledge and skills. |
| 3. Ability to critically evaluate their own professional activities and decisions. |
| 4. Ability to critically evaluate their own problem-solving skills. |
| 5. Ability to justify the main trends in the development of linguistic branches. |

*Source: [22]*

Thus, one can conclude that graduates with a bachelor's degree in linguistics acquire core professional knowledge, skills and competences in the field of linguistics, which help them not only to conduct fundamental linguistic studies but also to develop linguistic argumentation, which plays a leading role in professional development of young specialists without much practical experience. Master's degree in linguistics aims to consolidate professional knowledge of this science and reveal the research potential of linguists. Firstly, graduates with a master's degree in linguistics deepen the knowledge of linguistic theories, principles and hypotheses, and, secondly, learn to develop their own linguistic concepts. As a result, they practice and improve their own research skills when conducting independent linguistic studies (see Table 2).

**Table 2. The structure and content of knowledge, skills and competences of graduates with a master's degree in linguistics**

| *Graduates with a master's degree in linguistics should be able to acquire the following knowledge, skills and competences* |
| --- |
| **Knowledge** |
| 1. To demonstrate specialized knowledge of linguistic branches in accordance with the subject specifics of the degree. |
| 2. To demonstrate systematized theoretical knowledge of the role of linguistic data in linguistic argumentation. |
| 3. To demonstrate profound knowledge of linguistic theories, principles, hypotheses and interpretations. |
| 4. To demonstrate specialized knowledge of linguistic methodologies and their interconnection with linguistic theories. |
| 5. To demonstrate specialized knowledge of the interconnection between linguistics and other sciences. |
| **Skills** |
| 1. To address relevant theoretical problems in the field of linguistics. |
| 2. To formulate grounded conclusions and generalizations based on the data obtained during independent linguistic studies. |
| 3. To select the most appropriate research methods independently. |
| 4. To collect and systematize language data independently. |
| 5. To analyze and interpret complex language data based on the chosen concept. |
| 6. To apply appropriate linguistic methods and techniques when processing speech data. |
| 7. To express theoretically justified arguments for or against initiating a linguistic study based on complex data. |
| 8. To explain the main principles of linguistics to non-specialists. |
| 9. To speak one or more foreign languages. |
| 10. To use different styles of professional communication (formal, informal, professional). |
| **Competences** |
| 1. Ability to generate new ideas. |
| 2. Readiness to clarify the essence and specificity of a problem and select appropriate approaches to its solution. |
| 3. Ability to think critically. |
| 4. Ability to critically evaluate one's own problem-solving skills. |
| 5. Ability to develop abstract ideas independently. |
| 6. Readiness to independently search, process and analyze information from different sources. |

*Source: [22]*

Therefore, master's degree in linguistics seeks to prepare a modern researcher linguist who is able to skillfully employ knowledge of the essence and specifics of linguistics and its branches, address relevant linguistic problems and discover effective methods and approaches to their optimal solution.

Doctoral degrees in linguistics are characterized by a clear tendency toward preparing a scholar linguist who is ready to justify scientific theories of linguistics, introduce them into scientific discourse and develop relevant objective argumentation (see Table 3).

**Table 3. The structure and content of knowledge, skills and competences of graduates with a PhD degree in linguistics**

| *Graduates with a PhD in linguistics should be able to acquire the following knowledge, skills and competences* |
| --- |
| **Knowledge** |
| 1. To demonstrate highly specialized knowledge of linguistics. |
| **Skills** |
| 1. To develop concepts and conduct comprehensive linguistic research. |
| 2. To write and present one's findings to the target scientific audience. |
| 3. To provide clear, convincing and scientifically justified arguments during scientific disputes. |
| 4. To address relevant and scientifically important problems in the field of linguistics. |
| 5. To use scientific terminology in professional communication. |
| **Competences** |
| 1. Ability to think originally in the context of linguistics. |
| 2. Ability to generate and recognize key achievements in the field of linguistics. |
| 3. Readiness to promote original linguistic ideas to the target audience. |

*Source: [22]*

It must be noted that despite certain conventionality of the British education system its innovation is rooted in the development of conceptual thinking in future scholar linguists through the motivation to generate original scientific linguistic ideas. Therefore, the very motivation is as a key concept in the process of professional training of graduates with a PhD in linguistics. The latter are eager to demonstrate their ability to think scientifically and generate meaningful linguistic ideas since their achievements are highly appreciated. This enables them to promote their own scientific portfolio, participate in leading international conferences on linguistics and develop the potential of linguistics globally.

### 3. Discussion.

In the UK, competency-based approach to professional training of linguists is based on such principles as fundamentalization, continuity, priority of scientific achievements and promotion of professional image.

Within the current research, it is also vital to analyze the experience of British universities in introducing special modules aimed at familiarizing future linguists with the specifics of professional competencies on the example of the University of Westminster.

The University offers the module titled "Developing career competences for linguists" at the undergraduate level. This module is practical in nature. At the beginning of the study, linguistics students familiarize themselves with the basics of web design. They need these skills to create web pages that will promote their own career portfolios. It helps to develop self-criticism skills [23].

Innovation lies in introducing tasks that involve virtual promotion of their own (fictitious) companies. Students should develop the conceptions of these companies and promote them in new markets. To do this, they must study in detail the market of the country whose language they learn. Subsequently, they develop theoretical materials in this very language, which should be used to attract potential customers. In this way, future linguists learn to apply intercultural communication skills. In addition, they develop networking skills, that is social and professional activities aimed at solving business issues quickly and effectively by means of maintaining various contacts.

Such modules are extremely useful for professional activities of future linguists. First, they help them to develop skills not only in using virtual environment but also in a very specific aspect – web design. Future linguists learn to design their own projects, justify concepts for them, promote them in the labour market, analyze the needs of consumers and improve communicative skills. In addition, they develop their own business skills including intercultural communication and networking skills.

Specific attention should be paid to practical value of such modules. Generic competences include the ability to speak foreign languages, which highlights both theoretical and practical nature of linguistics. Given that British degrees in linguistics are specifically oriented towards the needs of the labour market, future linguists learn to develop knowledge and skills of traditional linguistic levels and promote foreign language skills.

The UK universities are focused on the needs of the labour market, systematically conduct surveys among employers, students and university teaching staff to single out the most sought after skills and abilities in professional activities of linguists. The authors of the research believe that such an approach should be applied in the global context since it can significantly improve career prospects of future linguists. Considerable attention should be paid to the practice of implementing career modules with information and methodological support of degrees in linguistics. During lectures, practical classes, workshops and seminars linguistics students receive practical recommendations from the representatives of career departments, which function at universities, related to searching for placements, improving employment opportunities.

University teaching staff provide linguistics students with information by means of virtual learning environment, run online blogs, give recommendations and advice. This approach is also extremely effective since it helps students to develop communication skills due to information technologies in the context of professional communication. University teachers, in turn, are able to effectively monitor achievements of linguistics students, timely detect errors in real time, adhere to subordination and ethics of communication in virtual environment.

One of the attempts to solve a set of problems related to improving the quality of future linguists' professional training is the demand for maximum activation of academic and scientific mobility proclaimed in the Bologna Declaration on the European Higher Education Area, which is currently the leading trend in the development of education systems. Over the past years, many countries have attempted to intensify both external and internal academic mobility (the introduction of the credit-module system into the organization of the education process; the introduction of a European type diploma supplement; the increased university autonomy in developing curricula; the implementation of students' right to form their own individual educational trajectory due to optional courses, etc.). However, the lack of both legal framework and mechanisms for funding the infrastructure of international exchanges makes it impossible to develop the system of academic mobility for future linguists. Therefore, it is necessary to create legal support for academic mobility of future linguists and introduce a system of university and individual grants for its provision globally. It is also crucial to create the infrastructure for adaptation, counselling, social and cultural support of foreign linguistics students since it can positively affect the cooperation between universities worlwide.

**Conclusions.**

Thus, the UK is a leading European country that systematically develops techniques for improving professional training of various specialists. The introduction of competency-based approach to professional training in the 1980s was an impetus for a qualitative change in the paradigm of professional training of various specialists, which, in turn, marked the beginning of developing a modern person able to critically think and skillfully apply the acquired professional knowledge, abilities and skills.

Therefore, competency-based approach to professional training of linguists in the UK is characterized by innovation, originality, continuity, scientificity, connection between knowledge, skills and competences at the first, second and third cycles of higher education. The Subject Benchmark Statement for Linguistics reflects the advanced nature of the interaction between universities and employers, university teaching staff and students, employers and students. The process of developing generic and subject specific competences in future linguists is based on the innovative forms, methods and technologies of teaching.

The proposed solutions in discussion section can rather enrich the system of professional training of linguists in the global context since they cover the most relevant areas to be addressed by stakeholders. Special attention should be also paid to the idea of benchmarking. As an example of the UK Quality Assurance Agency, the current research illustrates the use of educational benchmarking, in particular in higher education. Thus, the Agency has developed standardized descriptions of subject areas that are of a purely advisory nature. The authors of the research believe that this is their main advantage, since universities reserve the right to develop degree programmes according to their own defined educational trajectory. Degrees developed under the guidance of delegated experts, in particular representatives of Quality Assurance Agencies, university representatives and employers, may become success since they take into account the general needs of universities and, most importantly, the needs of the labour market.

The current research suggests that the aforementioned positive aspects of the UK experience in applying competency-based approach to professional training of specialists, in particular linguists, can be used by working groups to improve the process of future linguists' professional training in higher education institutions worldwide.

However, the conducted research does not reveal all the aspects of the problem. Therefore, further research should attempt to study foreign experience, in particular the leading European countries (Switzerland, Germany, the Netherlands),  in applying competency-based approach to professional training of linguists.

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## FORMATION OF PROFESSIONAL COMPETENCE OF STUDENTS OF TECHNICAL SPECIALTIES IN THE PROCESS OF INDEPENDENT WORK BY MEANS OF STEM-EDUCATION

*Abstract. In the process of professional training in higher educational technical establishments there are number of contradictions, in particular between the traditional system of future specialists' training, the reduction of class hours and low level of students' independent work, the need to ensure the quality of higher education. In order to reduce these contradictions, re-orientation from the traditional training system to the requirements of competence approach is taken place. There is a problem of finding such pedagogical conditions for the organization of the educational process in higher educational establishments, which will result in the purposeful development of professional competence of students of technical specialties. One of the promising directions is the introduction of STEM-education means in the professional training of students of technical specialties. The purpose of the article is to ground the pedagogical conditions for the development of professional competence of students of technical specialties in independent work conditions on the basis of STEM-technologies. Prospects of STEM implementation into the educational process of occupational and technical disciplines are actual, since the principles of its adoption include the use of engineering method of research (engineering design), which contains the following stages: definition of essence of the problem, preliminary study, requirements definition, brainstorming, prototype development and testing, results evaluation, making changes and presenting the outcome. The principles of students' independent work organization by means of STEM-technologies with the aim of purposeful development of professional competence are substantiated and proposed in the article.*

### Introduction.

The European model of the system of higher education suggests that the graduate's main results are not defined extend of knowledge, skills and abilities, but as formed set of certain (key) competences of the specialist in the professional sphere, which in general form the professional competence of the personality. Such approach involves creating conditions for mastering the complex of these competences, which are the basis of the competitiveness of specialist in any field (in the context of modern multifactorial socio-political, market-economic, information and communication-intensive zones).

The theory of competence-oriented approach to the training of specialists is set out in the works of V. Baidenko, N. Bibik, V. Bezpalko, E. Zeier, I. Zymnia, I. Ziaziun, N. Kuzmina, A. Markova, L. Mitina, O. Ovcharuk, L. Petrovska, V. Petruk, L. Pukhovska, M. Rozova, O. Savchenko, A. Khutorskyi, and V. Shapkina. The issues of professional competence development in higher educational establishments are studied in the works of N. Balovsiak, I. Bavshyna, B. Bespalov, O. Kobylianskyi, D. Miroshyn, S. Fedorov and others.

However, the analysis of scientific and methodological literature has demonstrated that today there is no unambiguous approach to the formation of professional competence of specialists of technical specialties, including even well-grounded list of competencies that should be formed by a specialist while studying process in higher educational establishments. Moreover, the views of different scholars on this issue differ significantly. Varied conditions in society, the latest reforms in education, scientific and methodological support of educational institutions, and the process of approaching the educational system of Ukraine to world standards are likely to be the reasons to explain such state of things in higher national education. The analysis of the experience of developed countries' educational systems reveals that one of the ways of updating the content of education and teaching technologies, harmonizing them with the modern needs, integrating into the world educational space is the orientation of curricula to the competence approach and the creation of effective mechanisms for its implementation [1, p.6].

It is believed that one of the effective mechanisms for implementing competence approach is the use of STEM-education in the training of specialists of technical specialties. This is confirmed by a number of publications which argue and prove that the fundamental mission of modern education is the preparation of competitive specialists good for interdisciplinary, integrated activities aimed at solving postmodern contradictions [2].

The actuality of such approach is determined by contradiction between the rate of technical and technological development of society and the significant decrease in the curiosity of subjects in studying disciplines of the natural-mathematical cycle, knowledge of which is the basis of modern technologies of different levels and direction (from technology to socio-economic processes) [3, p. 262]. Applying for the STEM strategy in teaching at various academic levels in the process of training technical specialists is the latest challenge to the classical education system. The growing interest in the skills needed for STEM disciplines is considered. It is also studied whether the 21st century skills and engineering training are all essential competencies of STEM.

Other important preconditions for the implementation of this didactic direction are the being of subjects of cognitive activity in the state of processing constantly increasing information content that requires the ability and readiness: on one hand – to distinguish between practically meaningful data; and on the other –their ability to further socially important practice (the competence of critical and creative thinking).

I. Vasylashko, N. Honcharova, I. Polihun, I. Savchenko, I. Chernetskyi, O. Martyniuk, M. Sadovyi, A. Stryzhak, I. Slipuhina, M. Rostok, O. Patrykeieva research the development of STEM-education in Ukraine. An analysis of the scientific works of aforementioned scientists has found that STEM-education forms a certain complex of personality qualities, consisting of critical thinking, creativity and teamwork. The achievement of the corresponding pedagogical goal can be achieved by integ rating STEM disciplines through interdisciplinary research and development [4, p. 21] and requires the implementation of both new methodological approaches and special equipment [5]. Thus, there is a need to determine and substantiate the list of pedagogical conditions for the formation of professional competence of students of technical specialties in conditions of independent work as the basis for further professional progress based on STEM-education technologies.

## 1. Theoretical aspects of professional competence development of students of technical specialties in conditions of independent work

International pedagogical studies identify the concepts of «competence» and «competency», but national science has other approaches to its conception. A. Khutorskyi explains that competency in translation from the Latin «competentia» means a range of issues with which the person is well-informed, and emphasizes that competence is a set of interrelated personality traits (knowledge, skills, abilities and ways of doing business) that are given to the appropriate objects and processes and needed for qualitatively productive actions in relation to them [6, p.59]. O. Hura affirms that competency is the possession of appropriate competence, which includes personal attitude to the subject of activity. That is, competency should be understood as given requirement, the norm of educational training of the personality, and competence - as formed personal qualities and minimal experience [7, p.4-9].

T. Svirchuk believes that the distinction between the concepts of «competency» and «competence» is – that competency is determined by the state, certain institutions or individuals that organize different types of activity and competence – acquires knowledge, abilities, skills and points to the ability and tendency of the personality to perform a particular type of activity [8, p.115-122]. On the contrary, I. Rodygina does not differentiate the concepts of «competence» and «competency» and explains the use of these terms as imperfect translation. «The Key Competences for Lifelong Learning – A European Framework» identifies the key competences which must be obtained by any full member of society during life-long development. In particular, they include: communication in native language; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competencies; ability to study; social and civic competences; initiative skills and entrepreneurship; cultural self-consciousness and self-expression [9].

In higher educational establishments the process of professional knowledge accumulation, contraction of abilities and skills, and their comprehension occurs in the process of studying a number of professional and general educational disciplines.

The work program of each discipline involves the formation of number of competencies, but the nature and list of these competencies are established by the author of the program on his own, as well as the ways of their development. Moreover, it is quite often that the list of competencies, which is given in the discipline work program, does not coincide with the list of competencies listed in the educational qualification for training specialists in a particular field. In general, all competencies of experts are grouped into four categories: instrumental, interpersonal, systemic and special competencies. The instrumental ones include competences which include cognitive abilities of specialist, technological skills, linguistic skills and communicative competences [10, p.155]. Interpersonal competencies are individual abilities (self-analysis, self-criticism), social skills associated with the processes of social interaction and cooperation, the ability to work in groups, to take social and ethical obligations.

System competencies include the ability to evaluate the place of each of the components in the system, the ability to plan changes to improve the system and design new regularities [10, p. 156-157]. Special competencies are determined by the training direction specificity. Based on the analysis of scientific and methodological work and own pedagogical experience, it is required to distinguish the following competencies in the structure of professional competence of a specialist in the field of technical training:

- Special competence, which provides acquisition of well-grounded knowledge as basis for fulfillment on high level of professional activity;

- Pedagogical competence, which involves the development of the skills of possessing the appropriate forms of communication, the ability to carry out common (group) professional activity, pedagogical interaction, as well as the development of the ability to teach young professionals in the process of cooperative activities;

- Personal competence, which involves personal self-expression and self-development during all professional activity, the ability to adequate self-analysis and self-criticism;

- Information competence, as the ability – to find the necessary information, to use information technology to solve professional problems, to use special software products in the process of professional activity, etc.;

- STEM-competencies (skills of the XXI century) - involves gaining knowledge of engineering, scientific, and technical disciplines, with combination of interdisciplinary, integrated and systematic approaches.

The modern training of specialists in technical specialties involves two stages: fundamental and then technical training, including industrial practice in certain industrial facilities. This approach enables graduates of the technical university to adapt in the conditions of dynamic technical devices and technology development, without lagging behind their achievements, creates basis for the dynamic development of special and informational competencies, but with this pedagogical and personal competence remains in its original state. The solution to this problem is found precisely in the peculiarities of the students' independent work organization. This will allow to eliminate imperfections in professional training and develop many-sided future technical worker in extracurricular period.

Pedagogues-researchers V. Kozakov, B. Korotiaiev, V. Palamarchuk, O. Pehota, A. Savchenko, A. Usov, I. Shaposhnikova and T. Shamova indicated the need for modernization of students' independent work of higher educational establishments in order to improve their professional training. Scientists sufficiently interpret the notion of independent work. In particular, H. Romanova states that independent work is an activity carrying into effect on the basis of students' self-management and system-defined indirect management by teachers [11, p.8]. P. Pidkasystyi distinguishes between independent work and independent activity of students. He understands independent work as didactic means of teaching, the artificial pedagogical design. An independent activity is considered as «a purposeful process that is organized and executed in the structure of the training for the extension of specific educational and cognitive tasks» [12, p.45].

O. Ponomarov states that today the serious problem is the determination of the essence and content of the rationality and logic of its construction, organization of implementation and control of the results. In other words, it is extremely important to «introduce» the independent work of students into the general system of pedagogical technologies of higher education so that this system in its integral unity includes responsibility and motivation of students and actively contribute to the proper development of these qualities. An important aspect of the problem is the choice of the content and amount of educational material that must be taken for independent work, and its nature, forms of assignment [13]. Independent work of students is one of the components of the educational process, and it involves the formation of system of organizational and didactic actions aimed at training in the directions and specialties of experts of the corresponding educational and qualifying levels [14, c.62].

The main forms of independent work organization on safety at work of the students of higher educational establishment of III-IV accreditation levels were determined by us according to the analysis of curricula for certain specialty and the extent of readiness of students for performing independent tasks. The organization of independent work of students involves the following basic didactic conditions: system and succession of independent work, continuous nature of work, constant complication of content and forms of work; obviousness of the results of independent work in the students' group; integrated approach to the selection of content and organization of independent work; completeness of the achieved result at each stage of independent work; connection of independent work with professional training of students.

The importance of independent work in the professional training of students is confirmed by the fact that in most countries the ratio of time allocated to the classroom and independent work is not less than 1: 3,5 [15, p. 20]. An analysis of international experience demonstrates that researchers understand independent work as individual extracurricular educational and cognitive activity of students, which is carried out without the direct leadership of the teachers, although it is directed and organized by them. It also provides for a set of means of organization and management of this activity and includes methods of scientific knowledge [16, p. 21].

In addition, according to a number of authors, independent work with students' interest in it recreates into their self-education activities. This occurs when they realize the goals of independent work and, at their own will, do everything possible to achieve them [17, p. 99].

V. Petruk believes that independent work is study that determines the ability of students to consciously set tasks, goals, plan their own activity and implement it [18, p. 23]. Traditionally independent work of students is conducted in the following forms: Individual (abstracts, course and diploma design, independent research work, individual consultations, Olympiads, etc.); Group (design and problem training, education in cooperation, game design, group counseling, optional classes, classes in clubs); Mass (project training, programmed education) [19, p. 69]. Taking into account the considerable potential of independent work of students in the current conditions of the development of higher education, the pedagogical conditions for activating the educational and cognitive activity of independent work in the process of professional training of students of technical specialties have been identified:

1. *Orientation towards obtaining material result.* By working on specific topics, students must not only answer the questions asked, but also find a solution to specific technical problem, offer model development, etc. The result of this work may be presented in scientific article, presented at students' conference or students' works competition, issued in the form of patent. In this way, it is demonstrated for future specialists that the knowledge obtained can be transformed into material product and, in the future, to make a profit. In addition, we provide persistent motivation to gain knowledge on one's own, encourage students to find new information in solving the problem. In this direction it is reasonable to stimulate students for non-standard approach in performing their own work.

Meanwhile, the research of I. Oleniuk is of interest at this time, where the author substantiates that any information is especially well-learned in the case when the subject of study purposefully searches for it to carry out certain activity, to solve the task that faces the person, and for this purpose the individual updates already available knowledge. And it is the teacher who corrects formulation of the problem, the formation of creative groups of students, assistance in the compilation and adjustment of independent work [20, p. 35-37].

2. *Intensification of independent work by means of STEM-education.* This direction involves the combination of facts from different disciplines into unified system, the use of active teaching methods, game training, solving problems by means of information technology.

3. *Interdisciplinary nature of independent work.* In most cases, there is a situation where the student's independent work is clearly differentiated between certain disciplines. While working students are not aware of any interconnection even between different disciplines. In order to form unified system of knowledge with distinct interconnection it is necessary for independent work to acquire interdisciplinary character. In turn, this requires the cooperation of teachers of different disciplines to build united strategy for the organization of students' independent work.

4. *Individualization of independent work.* The indicated condition involves the formation of independent work individual style, the development of proper methods of solving professional problems.

Thus, for the purpose of effective organization of students' independent work and efficient development of professional competence, it is necessary to use complex and interdisciplinary approach to the organization of such activities and to systematically monitor the quality of independent work. Only in this case, independent work will be resource for professional development of the individual. Planning of student's independent work involves setting up not only its content and terms of execution, but also the creation of proper conditions for its organization, increasing the motivation of students to perform various types of work, ascertaining the connection with future professional activities.

## 2. Peculiarities of professional competence development of students of technical specialties in conditions of independent work.

World specialists state that the core of the economy of the twenty-first century is the convergence of Nano-, Bio-, Info-, Cogno- and Social Innovations (NBICS) technologies associated with the sixth technological impact of civilization development [21]. They are determined by the global problems and needs of humanity [22]. The impulsive force of innovative development of NBICS technologies in each country are science and education, production, business and state, etc.

The main task of higher education is the formation of creative personality, a specialist who is able to develop himself throughout professional activity.

The solution to this problem is possible under conditions if the student is transformed from passive consumer of ready-made knowledge into active researcher who is able to formulate the problem, to analyze the ways of its solution and to find the optimum result. It is possible to perform this task only if the students organize their independent work efficiently, because according to the current tendencies of the development of education, the main emphasis is on it. At the present stage of higher education development, it is observed the renewal of the conceptual fundamentals and the expansion of the functions of independent work in the direction of changing the interrelation between the teacher and the student as equal subjects of educational activity, which, in turn, requires an adjustment of the independent work organization of students and the search for new methodological approaches to its performance.

In 2015, a wide-ranging discussion of STEM issues in Ukraine's educational system began. STEM-education department was created at the State Scientific Institution «Institute for the Modernization of the Content of Education» (IMCE), the activities of which contributed to the emergence of corresponding normative documents and approved plans, among which there are: 1) order of the Ministry of Education and Science of Ukraine «On the Organizing of Working Group on the Implementation of STEM Education in Ukraine» dated February 29, 2016, №. 188; 2) plan of actions for the implementation of STEM education in

Ukraine for the period of 2016-2018, letters of IMCE «On conducting round tables, conferences, scientific and practical seminars of the national and international level about STEM education implementation, its actual issues and perspectives of innovative development of the national education». According to the data of Foresight of Ukrainian economy, the medium-term (2015-2020) and long-term (2020-2030) time horizons [23] determined the dynamics of the subjects' training in engineering and technical specialties (Fig. 1) and prediction of graduation in accordance with STEM- education directions (Fig. 2).
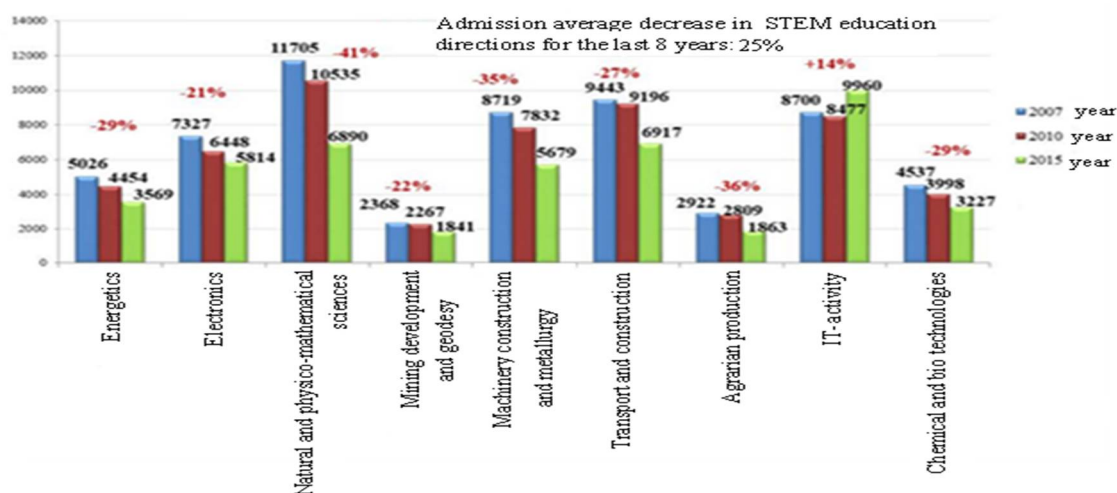


**Fig.1. Dynamics of admission of studying subjects in the natural and engineering specialties of higher educational establishments of Ukraine in accordance with STEM-education directions [23]**
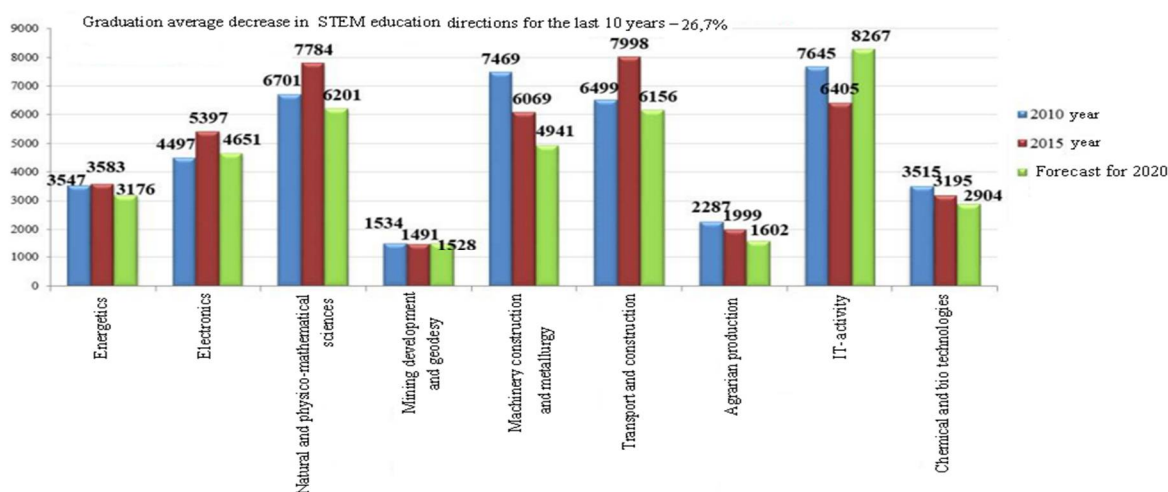


**Fig.2. Dynamics and prediction of studying subjects' graduation of natural and engineering specialties of higher educational establishments of Ukraine in accordance with STEM-education directions [23]**

Since STEM-education is methodological unity of the natural, technical, social and human sciences that manifests itself in the application of common mathematical apparatus, information and communication technologies, modeling and interdisciplinary interaction, so depending on the main goal of the educational program, an appropriate approach to interdisciplinary integration is selected [24].

Consider the main competencies that are important for the development of the learning subject and his professional activities in the context of STEM education (table 1 and table 2).

**Table 1. STEM-skills of the XXI century**

| № | Skills | Description |
|---|--------|-------------|
| 1. | Critical thinking | Use of logic and consideration to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems. |
| 2. | Content conception | Understanding of written suggestions and sections in job-related documents. |
| 3. | Active listening | Paying full attention to what other people say, taking time to understand what moments occur by asking relevant questions, and not interrupting at inappropriate times. |
| 4. | Speaking | Paying full attention to what other people say, taking time to understand what moments occur by asking relevant questions, and not interrupting at inappropriate times. |
| 5. | Complex problem solving | Identifying complex problems and reviewing relevant information for developing and evaluating options and implementing solutions. |
| 6. | Opinion and carrying out the decision taken | Taking into account the relative costs and benefits of potential actions to choose the most appropriate. |
| 7. | Writing | Effective communication in written form in accordance with the needs of the audience. |
| 8. | Monitoring | Monitoring / evaluation of personal (and other individuals) effectiveness; organizations for making changes; making corrective actions. |
| 9. | Active learning | Understanding the implications of new information for both current and future solutions to problems and decision making. |
| 10. | Time management | Manage your own time and time of others. |
| 11. | Coordination | Preparing some acts for others. |
| 12. | Systematic analysis | Preparing some acts for others. |
| 13. | Mathematics | Using math to solve problems. |
| 14. | Social perception | Understanding the reactions of others and understanding why they react so as they do. |
| 15. | Systematic rating | Identification of measures or productivity indicators of the system and the actions needed to improve or correct efficiency according to the goals of the system. |
| 16. | Education | Education should take place in team work. |
| 17. | Science | Use of scientific rules and methods to solve problems. |
| 18. | Strategies of education | Selection and use of training methods and procedures that correspond to situations when new things are learned. |

**Table 2. Orientation of the learning subject based on STEM disciplines knowledge**

| № | Knowledge | Definition |
|---|---|---|
| 1. | English language | Knowledge of the structure and content of the English language (including the content, spelling of words and grammar). |
| 2. | Mathematics | Knowledge of arithmetic, algebra, geometry, numerology, statistics and their practice. |
| 3. | Computer-aided training and electronics | Knowledge of PCBs, processors, chips, electronic equipment, computer equipment and software, including programming. |
| 4. | Engineering and technology | Knowledge of practical application of technical sciences and technologies. It includes the use of principles, methods, procedures and equipment for the design and production of various goods and services. |
| 5. | Management | Knowledge of business principles and management principles involved in strategic planning, resource allocation, human resource modeling, leadership techniques, production methods, human and resource coordination. |
| 6. | Client and personal servicing | Knowledge of the principles and processes of providing services to clients and personal services. This includes assessing customer needs, satisfying service quality standards, and assessing customer satisfaction. |
| 7. | Education and training | Knowledge of the principles and methods of curriculum and programs developing, teaching individuals and groups, as well as testing training effects. |
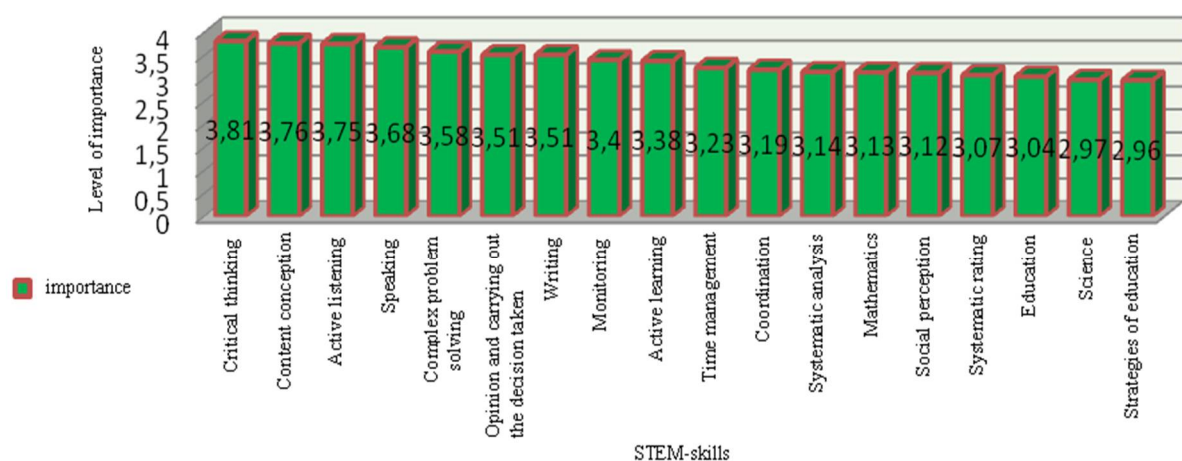


**Fig. 3. Level of STEM-skills importance in the learning process**

For instance, in order to form cognitive-search and independent activities the programs for 3-D-modeling will be interesting for usage by students of the Flight Academy of the National Aviation University in the specialty 272 Aviation Transport, areas of training - the engineer for technical maintenance, repair and technical diagnostics of aviation equipment:

**AWP** - software engineering analysis (CAE-computer-aided engineering), designed to model engineering structures in order to obtain optimal design and construction solutions and automation of the design documentation preparation. These products can be effectively used in scientific research and expert work, in the training of students, postgraduates and master students of technical universities and retraining of engineers, for analyzing critical situations and implementing other goals and objectives in all engineering fields [25; 26].

**TFlex** is professional design program that combines the most powerful parametric capabilities of 2D and 3D modeling. TFlex CAD is distinguished by its high productivity and stability and offers innovative ways for creating specialized automated design systems in the field of pipelines, metal construction, electrical schematic diagram, construction and many other designs. The system is focused on professionals in the field of design, contains all the necessary tools for calculating, constructing and preparing the production of structures all levels of complexity.

**AutoCAD** is two and three-dimensional system for automated design and drawing, developed by Autodesk company (Fig. 4). AutoCAD and specialized additions are actively used in engineering, construction, architecture and other industries [26; 27].

**ANSYS** is universal automatically operated system of elements analysis. ANNSYS is important for solving linear and nonlinear, stationary and non-stationary dimensional problems of deformed solid state mechanics and structure mechanics, including non-stationary geometric and physically nonlinear problems of contact interaction of structural elements, tasks of liquid and gas mechanics, heat transfer and heat interchange, electrodynamics, acoustics, as well as related fields mechanics. Modeling and analysis in some areas of industry avoid costly and lengthy design cycles like «design - manufacturing – testing» [25].



**Fig.4. Window of AutoCAD program. Construction of 3-dimensional model of the aircraft**

**Comsol** is designed to simulate any complex physical phenomena - electrical, mechanical, hydrodynamic and chemical. Additional modules expand the capabilities of the multi-physical modeling platform, providing simulation in specific fields of science and technology and integration with third-party software packages and their functions [28]. The modules of the program are presented in Fig.5.

**Simufac** - computer modeling system for calculating the processes of metal deformation in the processes of drop forging and volumetric pressing in the design of stamping equipment. It allows optimizing temperature-accelerating, noting stress-deformed state, conditions of the process, and also designing optimal technologies. This is due to the conformity of models of the technological process, as well as the exact description of the rheological behavior of the metal in the conditions of deformation [28].



**Fig.5. Comsol software modules [28]**

**Adams** - the most widely used software package for virtual modeling of complex machines and mechanisms. Adams is used to develop and improve designs - from simple mechanical and electromechanical devices to cars and planes, railway machines and spacecraft [29].

**Nastran** provides complete set of calculations, including the computation of strain-deformed state, proper frequencies and forms of oscillation, stability analysis, decision of heat transfer problems, study of stable and unstable processes. Along with the design calculations, it can be used to optimize projects as well. The latter can be carried out for problems of statics, stability, steady and unsteady dynamic transients, proper frequencies and forms of oscillations. Nastran also includes a unique function of optimizing construction with unlimited changes in its geometric form [30].

**3D-printing** is one of the means of STEM-education implementation into the educational process of studying natural and technical disciplines. 3D printing is form of technology for additives production, when three-dimensional object is created by installing or manufacturing from successive layers of the material [31; 32]. Applications are an integral part of the professional activity of engineers, so gaining proficiency in them requires some time. Due to the curriculum limitation, it is advisable to gradually study software products, ranging from using widely in all fields to special professional applications.

It is worth noting that one of the components of STEM education in the development of modern education is the *proficiency in English*, which is relevant for the development of professional competence of specialist in technical field. Therefore, the main types of *independent work* of students in the process of *learning professional English* are proposed: 1) study of new material (disciplines of technical profile): reading and summarizing of

information sources; watching videos; listening to audio recordings; 2) in-depth study of the program material: preparation for control, practical work; preparation for modular control and examinations in English; performing typical listening exercises, developing lexical skills, developing the skills of dialogue and monologue speech; 3) study of material using elements of creativity: preparation of home reading; participation in business games; participation in educational problem situations; preparation of abstracts, reports, information on a given subject; 4)improvement of theoretical knowledge and practical skills in the conditions of production: educational workshops (phonetic, grammatical, communicative); all kinds of practice; other occupations; 5) work with the main and recommended sources.

### Conclusion.

Thus, independent work is an obligatory part of professional training of students of technical specialties, the result of which is to increase the level of knowledge of students, the formation of the ability to think independently and make adequate decisions. Implementation of the principles and means of STEM education in vocational training leads to the emergence of new features of independent work organization of students of technical specialties. In addition, the complexity and versatility of the issues of STEM-training implementation in the field of higher education reforms encourage research in scientific and methodological principles of integration processes in education, further improvement of the normative basis, the creation and implementation of special interdisciplinary educational programs for higher education establishments of technical profile, introduction of educational innovations in the teaching methodology based on personal and problem-oriented approaches, educational research and inventive projects, development of major approaches and criteria for evaluation of students intellectual creativity.

The necessity of psychological and pedagogical research and the development of diagnostic techniques, methods for identifying the ability and subject's readiness to STEM-professions training are of interest at this time. It is necessary to plan the development of the interests and practical skills of students who are inclined to STEM in special educational professional programs, competitions, tournaments, Olympiads, which tasks should be developed in collaboration between educators and specialists. It is essential to create STEM-centers on the basis of corporations, technology companies, techno - parks, universities design studios, etc.; providing opportunities for pupils and students to conduct research and experimental activities on modern equipment while solving practicable sector problem with the help of STEM-mentoring. An important problem in building STEM education is the training of teachers, professional development and support; in particular through the creation of professional STEM collaborations, which mission is to assist in the development and dissemination of innovations in STEM-teaching, STEM-literacy development, motivation of learning subjects to STEM-careers. In accordance with aforementioned conditions and features of modern higher education, the requirements for the organization of students' independent work were defined, in such a way as to correspond to the main goal of training - acquisition of knowledge and skills in the field of professional training.

*Prospects for further research* are the development of methodological support for independent work, considering the principles and requirements of STEM-training and identifying its specific features within certain training areas in higher technical educational establishments.

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# ORGANIZATIONAL STRUCTURES AND ACTIVITIES OF PUBLISHING HOUSES OF LEADING UNIVERSITIES OF THE WORLD

***Abstract**. The article analyzes the organizational aspects of the activities of university presses in the United States and European countries. At the present stage, they create a mobile, financially capable, relatively autonomous system that is influential in the development of higher education and significant in the book space in general; they actively use marketing tools to ingrow into the market of scientific and educational books and cooperate with the subjects of the external environment. Traditionally, scientific monographs dominate the production of most American university presses, while European publishers focus on the development of magazine publications. Entering the digital space with the programs of open access to magazines and monographs outlined new perspectives for scientific content, leading to increased investment in digital technology. Significant prospects have been demonstrated by the model of organizational partnership – the creation of a joint structure of a university press and a non-core subject of the industry with a division of responsibilities in accordance with the competence specialization. Integrated publishing houses and publishing houses of open access, whose business model is based on digital technologies, are in the development phase. The optimal organizational structure of the modern university press has such main parameters: the maximum initiative in the generation of solutions; self-integration of employees into production and management processes; replacement of the "subordinate" status by the "partner" status; an inclination to innovate; dynamic response to processes in the external environment.*

## Introduction.

University press is a special phenomenon of the publishing sphere and an important factor in higher education and university science, in the establishment and dissemination of scientific and ideological ideas in the society. The choice of effective forms of the organizational structure of the university press at the present stage involves understanding the publishing experience of universities in the historical perspective, understanding the realities of each stage of the formation of a university book. The research is based on the analysis of experience of publishing practices of leading universities in the United States, Great Britain, Poland. Implementation of the university idea is impossible without creating an intellectual (scientific, educational, reference, encyclopedic) book, always called upon by the needs of science and education of a specific time and directed to the future.

Organizational, structural and functional specificity of university publishing houses directly affects the basic and dynamic parameters of the activity of specific publishing structures.

Leading university publishers, developing the tradition of an intellectual book, are increasingly focusing on working with polyfunctional educational publications designed to form a complex of competences in the disciplines concerned; they are oriented on multiplatform and increasingly use outsourcing cloud technologies [1, p. 11–12].

The need for competitiveness of publishing houses and publishing units of higher educational institutions raises the need to change the organizational structure, managerial and procedural technologies in the field of university publishing, which is promoted by the introduction of innovative approaches, methods and models of activity. It primarily concerns e-books, electronic libraries, on-demand printing, quick printing, and others. Foreign experience in the introduction of innovation processes indicates a reduction in costs and increased productivity of production, permanent or temporary cooperation, as evidenced by the example of the publishing houses of Columbia University and Johns Hopkins University [2, p. 17–18].

Researcher T. Bekker-Nielsen notes that the university press is not directly competitive to subjects of other segments of publishing activity; it naturally complements the traditional publishing sector. However, its income can not cover all costs, since the publisher has to work with a non-profit book [3, p. 102–104]. The thesis on the non-profit nature of the university book is not entirely clear: as practice shows, the commercial effectiveness of any book, including those issued by a university publisher, depends not on the type of publishing, but on its marketing support: focusing on the target audience; the relevance of the book's content to the key needs of potential users; quality of presentation of ideas, theses, practices; communication and distribution activity.

## 1. Publishing activities of US universities.

Publishing activities of leading universities of the USA cover about five centuries, in their content (functionality) and achievements (experience, traditions, products) were accumulated important stages of the history of university book, which are more diverse by the essential parameters than by organizational and structural ones.

A powerful culture of university press is represented by publishing houses of higher education institutions in the United States, united in the Association of American University Presses [4]. It was founded in 1937 on the initiative of seventeen university publishing houses. Today, it brings together over one hundred and thirty subjects of publishing activity in the system of higher education. The Association assists them in training and retraining of employees, in search for donor resources, provides legal consulting services, organizes corporate advertising, moderates the data bank of scientific publications of American universities, and investigates the market of scientific and educational books. Publishing houses belonging to the Association are not profitable. The Association budget is formed from membership fees (one third of the financial income), as well as income from services.

The activities of university presses and libraries are supported by the Society for Scholarly Publishing, founded in 1979, whose mission is to "promote scientific publications and communications", as well as to assist in the professional development of workers of participating organizations "through education, cooperation and networking" [5]. There is some influence on the activities of university presses on the part of the Association of American Publishers. Its structure includes the "Freedom of Reading" Committee, the purpose of which is to counteract the manifestations of censorship.

The first in the USA university publishing house was founded in 1869 at Cornell University – Cornell University Press. In 1964, there were about 60 such publishing houses [6, p. 25, 165–169]. In the 90s of the last century, university presses were substantially supported by the state through the procurement of the Library of the United States Congress (800 copies of each edition in the binding) [7], which enabled them to cover the costs of preparing the publication, and subsequently publish a book in the cover and make a profit. Publications in the so-called "moving binding" (for reference and study literature) are very popular among American students. They enable to compile a collection of materials necessary for studying and systematically update them.

US Bookstore Networks have generally little interest in a scientific book. Even publishing houses in Harvard, California, and Chicago (Illinois) universities due to the marketing difficulties offer their audience a rather limited range of printed books (about 150 titles per year). Columbia University is the exception [2, p. 17–18].

The organizational structure of the United States university presses emphasizes the use of marketing tools for the ingrowing into scientific and educational book market, provides multifunctionality of employees, active cooperation with various subjects of the environment. The organization of internal processes is highly correlated with the specifics of the structure and the scale of production: in small publishing houses, the decision regarding a publishing project is offered and often made by the editor, in medium-sized houses it is made at weekly meetings; in major publishing houses – at a meeting of the editorial board / committee.

The manning tables of university presses usually cover typical positions: the head of the publishing house; chief editor (executive editor, vice president of editorial work); editor for work on author's suggestions (senior editor, project editor); editor-manager; assistant editor; text editor; editor-corrector; technical director; production director (production services manager, vice president of production); production coordinator; economic planning specialist; assistant in production; marketing director, market research manager; sales manager; advertising and sales promotion manager; chief artist; designer and others. [6, p. 94–98]. According to manning tables and job descriptions, each employee has a clearly defined range of functional responsibilities. Most US university publishing houses receive partial funding from the budget of educational institutions – 15%, the rest of the funds are drawn from various funds, regional and federal programs [8, p. 69–70].

For example, the University of Michigan Press, which successfully operates on the market of scientific and educational books (publishing monographs and textbooks for learning English as the second language), has financial support from the state budget, as well as by donations from graduates [9, p . 317].

There are forty five specialists in the staff of the publishing house. It is headed by its director, which manages such subordinated departments: editorial, production, digital processing departments, marketing department, customer service, sales department, business office and warehouse. The editorial department consists of five editors, each of them has four assistants [9, p. 318]. Despite the fact that in the United States "there is a steady increase in the number of small and medium publishing houses" [10, p. 40], some of them are forced to reduce their staff and current costs, refuse the parallel publication of the printed book and its electronic version. British university publishing houses also follow the practices of delayed release of electronic versions of publications. Traditionally, most American presses are dominated by scientific monographs; they often offer publishing corporations the right to publish them [6, p. 36].

The Columbia University Press (1893) specializes in publications on the history of literature, political and law sciences, biology, economics, publishes reference books – dictionaries, encyclopedias, bibliographic references, and others. The high cost due to the small number of publications, as well as the reduction of subsidies from universities (by 8– 10%), make them publish more commercial literature, as do Princeton, California and other universities, move into the niche of regional publishing (publishing houses of the universities of Nebraska and Oklahoma ) [11]. In addition, universities require their publishers to transition to a self-sustaining, profitable activity. Under such conditions, a university book, primarily a scientific one, found itself in the grip of commercialization, and its future – before new challenges.

The University of California Press, 1893, operates as an autonomous unit of its President's Office. It is headed by the director, the financial supervision is carried out by the board of directors (appointed by the vice-rector for academic affairs), which includes the Office of the President of the University, the co-chairmen of the editorial board of the University of California Press, the chairman and deputy chairman of the Board of Trustees of the Fund. The financing of the publishing projects is provided by the Fund, which was established in 1980 as The Associates of the University of California Press for the accumulation of funds for the university publishing house and now acts as an independent nonprofit organization. The review of the authors' originals and the approval of the original layouts is carried out by the editorial committee, the composition of which is formed by the university academic senate [12; 13]. In the ranking of the most powerful university publishing houses in the United States, the University of California Press is ranked after Harvard, Yale, Princeton, Chicago (Illinois) universities, the Massachusetts Institute of Technology and among them is the only publishing house of the State University.

A wide assortment of electronic publications is presented in the directories of the press, its autonomous unit actively cooperates with distributors of content, such as Amazon.com (Kindle), Barnes & Noble, and also with American Council of Learned Societies (ACLS), eBooks.com, etc. A wide selection of publications on architecture, anthropology, art, literature, philosophy, political science, and scientific journals (purchase / access) is offered on the website of the publishing house [13]. In addition to the funds from the sale of publications, the proceeds from the souvenir production with the logo of the University Press (cups, postcards, bags, T-shirts, etc.) is a substantial investment source.

The website of the University of California Press [13] systematically informs about vacancies and requirements to applicants. For example, in the list of responsibilities of the senior editor of the editorial, design and production department it is indicated: the volume of work is about 30 books per year of varying complexity; preliminary evaluation of the project; budget formation; editing supervision, prepress preparation supervision; hiring, instructing and controlling the work of copywriters and proofreaders; cooperation with freelance artists, etc. Applicant to the post must have a bachelor's degree, 3–5 years of editorial experience and overcome the requirements of compulsory selection. If necessary, freelance copywriters, proofreaders, etc. are involved in cooperation.

Reducing of the circulation and income from the sale of printed media has led publishers to enter digital space with open access to magazines (Collabra) and monographs (Luminos) [12]. It fundamentally changed the model of the monograph, made it possible to have wider access to them and, on this basis, outlined new perspectives for scientific content. Under pressure from changes in approaches and work, the publishing house, due to substantive innovations and reorganization of the structure, holds leading positions in the market of the university books and periodicals of the USA. The University of California Press was one of the first (together with the publishing houses of the New York, Michigan, and Cincinnati universities), to participate in the joint project of the Association of American Universities (AAU), the Association of Research Libraries (ARL), which unites 124 US and Canadian scientific libraries, and the Association of American University Presses (AAUP) to open free access to monographs. Participants cover the costs for the implementation of this project at the expense of university grants, financial revenues from sponsors. Mandatory conditions for the participation of universities include "university grant for 15 thousand US dollars (monograph volume up to 90 thousand words; works of bigger volume require additional funding); providing of three grants during the year; participation in the project for not less than 5 years" [14].

Harvard University Press (1913) is another well-structured publishing house. It has offices in Cambridge (focused on serving orders from North and South America, Australia, Asia) and London (focused on serving British consumer requests, and requests of European countries, Middle East and Asia). Online orders in the U.S. and Canada are performed by Triliterate LLC [15].

The publishing house is headed by the director. The organizational, creative and productive aspects are dealt with by the staff of the editorial department: assistant director (editor-in-chief); executive editor-in-chief; senior executive editor in Europe (senior executive editor in economics); eenior executive editor in history and modern issues; executive editors of life sciences, physical sciences and technology, history, humanities. The university press publishes books on history, philosophy, literature, law, economics, etc. The authors send an offer with the book information to the address of the corresponding specialization editor [15].

Promotion of products of Harvard University Press is the sphere of activity of the editorial department, the department of advertising, and marketing managers. In 2017, the product of this publishing house was popularized at 32 conferences in the US, Canada, the United Kingdom, and Portugal. As well as the publishing houses of the Universities of California and Oxford, Harvard University Press actively uses catalogs: seasonal, that come out twice a year (autumn / winter, spring / summer), and subject-related – Asian Studies, Education and Psychology, History, Literature and Culture, Philosophy, Religion, Science, Social Sciences and Law. A lot of projects became popular all around the world. They include the Dumbarton Oaks Medieval Library, The I Tatti Renaissance Library, The Loeb Classical Library (5000 volumes of Greek and Latin texts translated into English), The Murty Classical Library of India [15]. Valuable information on publishing projects is included to reference books and their appendices, such as Book Industry Trends, Books in Print, Books in Print Supplement, Directory of Directories, Medical Books and Serials in Print, Scientific and Technical Books and Serials in Print.

The authors of Harvard University Press have repeatedly received the Pulitzer Prize (Edward Wilson – twice for the books "On Human Nature" and "The Ants"), Bancoft Prizes, National Book Awards. The publishing house became partners with high-powered distributors – Amazon Kindle, Barnes & Noble Nook, Kobo, Apple iBooks, and others. The publishing house actively uses video and audio interviews with authors, technology of SPIM-marketing and others to promote the editions [15] .

In recent years, a promising organizational model of an alternative (or better called partner) publishing house has declared itself. It is created mostly by the university publishing structural unit. Such an experience in the United States is known from the activity of the University of Chicago (Illinois). On the basis of the university press there was created the Dalkey Archive publishing house, which works in the premises provided by the university. The director of the publishing house is a staff member of the university, released from teaching, his employees are graduate students [11]. Dalkey Archive works with works of fiction, actively promoting products in various catalogs. This organizational structure allows the university press to focus on scientific publishing, and to delegate the development of other areas to an alternative (partner) publishing house.

At the present stage, American university presses are a mobile, financially capable, relatively autonomous system that influences the development of higher education and the national book space. Not being innovative leaders, they are not separated from innovations, and therefore from the development of all components of vitality and competitiveness.

**2. Organizational aspects of the functioning of university presses in Europe.**

University publishing of leading European countries, as well as the United States, identifies key trends, their differences diagnose the preconditions and the nature of problems, while innovative models suggest areas of effort and direction of development for systems and subjects, which use the model of imitative transformations.

The United Kingdom is the historic trendsetter in the world's higher education and university publishing. British university publishers have largely generated the tradition of a university book, the key aspects of its development. Characteristically, in the UK "the segment of a scientific book in the first decades of the twenty-first century is growing faster than GDP"[16].

Oxford University Press is the undisputed leader of British scientific and educational book publishing. It publishes products in over 45 languages in print and digital formats for diverse consumers. A significant proportion of its target audience is schoolchildren (more than 11 million editions provide education of 8 million students in Great Britain) [17].

The organizational structure of the Oxford University Press management is fixed in the University Statute. The activity of the publishing house is controlled by a specially formed group of delegates from academic staff of the university. Its meeting is held twice a week, chaired by the Vice Chancellor of the University. The financial committee, which manages the assets and finances of the publishing house, consists of the head and vice chancellor of the university, senior vice rector, six delegates, four highly qualified financial experts, chief executive officer, five members of the committee and external members of the executive committee. In addition, the publishing house is also supervised by audit and staff committees [17].

The Archive of Oxford University Press stores information on the publishing activities of the University from the 17th century to the present day. The result of the seven-year work (2006-2013) of researchers is a large-scale project "The History of Oxford University Press". The first three published volumes cover the publishing activities of the University of Oxford from 1478, when the first book was printed there, until 1970. Fourth volume is devoted to modern realities.

As the result of Oxford University Press activities in 2016, the turnover amounted to 847.4 million pounds sterling (increased by 3.3% against the previous reporting period), profit for the year amounted to 93.7 million pounds sterling [17]. The publishing process involved more than 6 thousand employees. The products of the publishing house are known in 190 countries, annual sales amount to 110 million copies (most are sold outside the UK). In 2016, 5100 titles were published.

The publishing house and all its branches, like Oxford University, are exempt from taxation. In addition to traditional markets, the University Press develops business in Pakistan, China, and India, introducing its innovations – digital platforms, online research tools, and more. Given the active onset of new realities, the publishing house was forced to abandon some of the projects that were recently respectable. According to the decision of the Finance Committee, the production of contemporary literature has been discontinued, as well as work on intellectual series "Modern Masters" and "Opus". The work on the series "Clarendon Press" (the most prestigious monographs) also became problematic. The head of the financial committee, Kate Thomas, explained it by "the pressure on university presses on the part of bookstore networks that require ever-increasing discounts on products" [11], and increased competition from non-university publishing houses. And this is despite the fact that "the volume of annual sales of Oxford University Press exceeds the total sales of all American university presses (about $ 0.5 billion)" [11], primarily due to the release of books in the "trade" format, which has common features with popular and applied book.

Cambridge University Press (1534) operates as a department of a higher education institution. By its content and scale, it is in the leading positions in international book publishing. It is a powerful, branched structure, as evidenced by at least 50 offices around the world. Each year Cambridge University Press publishes about 1500 books and more than 370 scientific journals. Among its authors there are 60 winners of the Nobel Prize [18]. According to the results of the annual report for 2016-2017 academic year, the total sales amounted to £ 306 million (14% more than in the previous reporting period), with profits of £ 16.3 million (against £ 6.5 million in the prior reporting period). The volume of digital products in the general sale of the Cambridge University Press amounted to 36% [19].

Leadership requires looking for opportunities for maintaining relevant positions in the segment of modern research, developing competitiveness to get the best authors and the attention of new reader generations, as well as designing the funding models, which are adequate to modern challenges, and finding the necessary resources.

The leaders of Cambridge University Press take care about timely response to market processes, adjusting publishing programs, and communicative flexibility in target audiences, considering it a precondition for self-sufficiency of the publishing house. Recent trends in the market have shown a revival of attention to journal publications and a significant reduction in demand for monographs [19]. On this basis, the emphasis was made on the development of magazine publications, and work with book products is continued in accordance with the technology of "printing on demand." The publisher's strategy is focused on penetrating new markets and increasing investment in digital technology. In this, Cambridge publishers see the preconditions for business mobility and innovation, without destroying the traditions of academic publishing. The introduction of the Cambridge Core platform for digital publications was the most notable phenomenon that united academic books (30,000 e-books) and magazines (1 million articles) and has about 18.5 million downloads.

The platform replaced the Cambridge Jornals Online website та Cambridge Books Online. For authors there is a special online center where they can get information about the technological stage at which the publication is located and other important information [18].

The extensively announced cooperation with the Royal College of Psychiatrists will result in the publishing of products outside the educational institution for the first time in its 200-year history. This is associated with the publication of well-known psychiatric journals at the University of Cambridge: BJPsych, BJPsych Open, BJPsych Advances, BJPsych Bulletin, BJPsych International. On an integrated basis, book publishing program is also provided.

Like most university publishers, Cambridge University Press is promoting all of its publishing products through exhibitions, catalogs and price lists. In October 2017, the products and innovative technologies of the publishing house were presented at the Frankfurt Book Fair by the Managing Director of Cambridge University Press, the Director of Global Marketing and Publishing, and the Head of Customer Services [19].

The Universities of Manchester, Liverpool and Edinburgh also have long-standing publishing traditions and stable positions in the market of scientific and educational book. The publishing houses, which have steadfastly kept the segment of academic publications, at the turn of the century found themselves in a difficult position or facing the threat of closure.

The positive processes in the latest history of UK publishing houses have been outlined in 2015-2016 as a result of the establishment of open access publishing houses and support of the libraries of University College in London (University College London Press), Cardiff University (Cardiff University Press), Goldsmith College of the University of London (Goldsmiths Press) , Westminster University (University of Westminster Press), which, after studying the achievements of university publishers in Australia, Canada, the United States, South Africa, focused on innovative forms of work with scientific literature.

The editorial board of Cardiff University Press includes: a head; an Editor in Chief; a secretary; a scientific director of publications; a person, responsible for the university publishing house; a director of the library; representatives of students working at a university press [20].

Goldsmiths Press provide open access to monographs of a small volume (autonomous or as part of a series), popular science literature, poetry, prose. For this purpose, it searches for sources of external financing [21], and takes care about the specific features as a precondition for favorable positioning. The publications of the Future Media series is aimed at understanding the issue and do not offer instant solutions.

The director of Goldsmiths Press is the head of the editorial board of the publishing house. He has several subordinates: the consultant of the publishing house; editorial and publishing manager; editorial coordinator (engaged in marketing, web site and promotion of publishing in social networks) [22].

University of Westminster Press provides open access to works on social and human sciences, design, business, architecture, and focuses on interdisciplinary research in their work with authors and the thematic plan. Due to this, it actively develops the target audience and increases the attractiveness of the results of its work. Like the other publishing houses, University of Westminster Press has a mandatory pre-publishing expert review. The editorial board of the publishing house is headed by the chairman who is engaged in scientific research and innovation. His subordinates are expert consultants from various fields of knowledge [23]. Book publications are available free of charge in EPUB and PDF formats, and there is also the possibility to purchase their print versions [21]. Editorial preparation of publications is carried out with the participation and support of the university library, mostly at their own expense. Projects that are relevant to the publishing strategy are in priority. The release of specialized editions on a paid basis is also widespread, provided free access to their content.

The system of scientific book and periodicals has a settled tendency of the development of integrated publishing houses and publishing houses of open access, the business model of which is based on digital technologies. This model is still not completely formed and not tested by crises, it is in the phase of formation. Considering this, most, for example, American and British publishers choose a compromise strategy: implement open access without abandoning the academic traditions of book publishing.

University publishing houses in the UK, as well as in the US, are oriented to self-sufficiency by all criteria, expecting minimal subsidies. Their commercial orientation is focused on working with academic journals and the use of opportunities of publishing infrastructure. Considerable attention is paid to the export of a scientific and educational book (among the leaders are Oxford and Cambridge Universities [2, p. 18]), developing new markets (Kenya, United Arab Emirates, Pakistan, China, India, etc.).

A well-considered policy is being honored by university presses in Poland. It is aimed at disseminating of the achievements of Polish scholars in the world, at providing researchers, students and teachers with quality scientific and educational publications, and combining traditions with modern digital technologies. The publication of electronic versions of books, magazines from all branches of science contributes to the presentation of scientific work of scolars in international scientometric databases [24, p. 359].

Today, in the rating of population education, the Poles rank 10th among the countries of the European Union. A characteristic feature of higher education is the specialization of learning: in addition to universities of the classical type, the educational services provided by higher technical, economic, agrarian, pedagogical schools, medical universities are also demanded. Leading universities are mainly concentrated in recognized academic centers – Warsaw, Krakow, Poznan, Lodz, Gdansk, Wroclaw: Warsaw, Jagiellonian, Lodz, Gdansk, Wroclaw universities; Adam Mickiewicz University; Warsaw and Wroclaw polytechnics [25, p. 48] and others.

The competitiveness of the scientific and educational literature of Jagiellonian University Press is ensured by cooperation with bookstores, other places of book sale, libraries, and scientific research institutes. Its powerful tools are: online bookstore, which provides polish and foreign readers with high quality books in paper and electronic versions (PDF, EPUB formats); special prices; discounts on books for regular customers, except for electronic ones; system of discounts for libraries and scientific institutions. Fast delivery of publications within the country is provided by mail service of Poland and courier services [26]. Foreign partners of the Jagiellonian University Press are universities in Great Britain, France, Austria, Italy, Spain, Germany, Switzerland, USA, Canada, Australia, and others. [24, p. 359]. The scientific production of Warsaw University Press was repeatedly awarded prestigious awards. The publishing house pays considerable attention to the promotion of products. The summaries of publications presented on the site, as well as announcements of those preparing for printing, are rather informative. Interested persons can contact the representatives of the university press on any issue, or find their page in social networks [24, p. 359–360; 27]. Maria Sklodowska-Curie University Press is one of the largest scientific publishing houses in Poland. Among its products, a significant part is taken by monographs, scientific journals, textbooks, newsletters, etc. It is convenient to navigate the site, where, in addition to the description of the publication, you can read the contents [24, p. 360].

## Conclusion.

University publishing house is a socio-economic formation (organization). Its organizational status and organizational structure, mission, purpose and tasks, as well as the place in the structure of the university and the level of organizational freedom reflect the attitude of administration towards the role of educational, scientific books and periodicals, as well as towards the style of publishing management. Status dependence and relative autonomy are combined in the normative-organizational, normative-economic and managerial-organizational aspects of the functioning of the university publishing house.

Publishing houses of the leading universities of the world are important operators of the intellectual book and periodicals market, subjects of publishing innovations, of formation of intellectual requests and their satisfaction. They accumulate the achievements of the world's book, publishing, organizational and managerial culture, skillfully utilize the reputation and intellectual resources that are concentrated in their "mother" higher educational institutions, they also find opportunities in a non-university environment, putting the efficiency first (according to all the key criteria).

Their organizational status keeps their activity in the field of interests and needs of a higher educational institution, modulates the use of its funds as investments, and the attraction of "extra budgetary" opportunities, focuses on gaining additional strength through the manipulation of products in the national and global markets of scientific and educational books and periodicals. Their organizational status is not a restraining, demotivating factor in their work; their non-profitability is not a total imperative.

Due to marketing mobility, the publishing houses of the leading universities of the world are innovative leaders in the intellectual book and periodicals segment, effectively competing in the domestic and global markets. The emergence of university presses in the competitive space, the globalization of business ambitions, sensitivity to innovation, work ahead of demand and new ways of using scientific and educational content has become a global trend. Providing all aspects of copyright in monographs and scientific articles in open access is a common problem for university publishers in the foreign world.

As always, university publishers form a reader's canon. They actively work on the quality and recognition of their products and on the reputation of the brand, which directly influences the status of the university. Publishers with a flexible organizational structure, staffed by market-oriented thinkers, have a competitive advantage. Publishing houses as structural subdivisions of higher educational institutions are more mobile and interested in using marketing tools and innovations. Equitable partnership will establish a publishing house as an autonomous force in science and education, a prominent publishing operator.

An important role in the development of university publishing is played by: collaboration with libraries; connections with publishers' associations that often show donor initiatives; relative organizational freedom and organizational flexibility; openness to publishing innovations. It gives the possibility to feel more resistant to the pressure of crisis phenomena and to be more optimistic about the prospects on the global publishing market.

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# INNOVATIVE MODEL OF TECHNOLOGY PERSONALITY-ORIENTED TRAINING OF MILITARY SPECIALISITS WITH HIGHER EDUCATION

*Abstract. The article examines the problem of technologization of education, personality-oriented training of specialists in higher military educational institutions. It justifies the relevance of the issues which are investigated, its essence and basic principles. The definitions of the notion "pedagogical technology" are analyzed, the own interpretation of the notions "pedagogical technology", "technology of personality-oriented training of military specialists" are given. The fundamental principles of the technology of personality-oriented training of cadets (listeners) are determined. An integrative innovative model of personality-oriented training of military specialists with higher education within the normative military educational process and personality-oriented educational and cognitive activity of cadets (trainees) with the following components is proposed: projective-planning, organizational-procedural, control and monitoring, corrective.*

## Introduction.

The humanistic approach to education implies overcoming one of the main disadvantages of high school - it depersonalization. The basis for the implementation of this approach is becoming, with increasing importance, educational technology-oriented personality.

The organization of the educational process on such principles contributes to the formation and development of the personality of a military specialist who is able to take initiative, creatively perform assigned tasks, make responsible decisions, independently, think critically, generate ideas, defend his point of view, belief, systematically and continuously replenish knowledge through persistent self-education.

The relevance, significance and feasibility of the study of the technological aspects of the personality-oriented training of military specialists in higher military educational institutions (hereinafter - the university) is due to the following factors: 1) the need to implement in the educational process innovative technologies inherent in the leading civil educational institutions of the world educational space, military educational institutions of NATO partner-countries; 2) the requirements of ensuring the high quality of professional, leadership training, the subjectivity of specialists, their assimilation of new approaches to self-management by the process of continuous development, self-actualization; 3) the exhaustion of the possibilities of many traditional forms and methods of organizing self-education, independent learning and cognitive activity of cadets (listeners); 4) the need to search and implement new approaches to assessing the level of their personal development and work on its improvement; 5) the need to take into account the positive experience of military educational institutions of leading foreign countries on the structure, content of training, organization of practical training, information, material, technical and financial support.

## 1. Analysis of relevant research.

Researchers associate the technologization of the educational process with reforming the world and European schools on the path of innovative transformations in the 50-70s. XX century. It is in this sense that the concept of "pedagogical technology" and its variants (educational technology, training technology) began to be used in pedagogical literature and received many formulations depending on how the authors present the structure and components of the educational process. In particular, by such approaches they began to understand the theory and practice of constructing the educational process in accordance with specific goals and objectives, "In any case, a knowledge system is needed regarding the educational process, depicted at a technological level. The laws that govern this process are studied by a whole complex of sciences ... However, in these laws the teacher will not find descriptions of principles, methods, indications regarding the ways and means of their application. There should be a special science between these sciences and practice, which derives these principles, develops methods, determines the sequence of their application, etc. Without it, there can be no scientifically based educational process (technology as a real learning process) "[17, p. 94].

In the integrated form, the concept of "pedagogical technology" means: a) the direction of didactics; b) a technologically developed educational system; c) the system of methods and techniques of the teacher; d) methods and individual teaching methods. In this context, most scholars view and research this way.

A systematic approach to learning as an essential characteristic of the concept of "pedagogical technology" is reflected in the definition stated by UNESCO, according to which "pedagogical technology" is in a general sense a systemic method of creating, applying and defining the entire process of teaching and learning knowledge taking into account technical and human resources and their interaction, which has as its goal the main task of optimizing forms of education" [9].

Pedagogical (educational) technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space, which leads to certain results [15, p. 37).  At the same time, the author identifies three main interrelated components: the scientific; formalized descriptive, procedural-activity [15, p. 38). Bukharova G. identifies the following main structural components of educational technology: a conceptual framework; the content of the training (learning objectives (general and specific), the content of educational material); the procedural part (technological process, organization of the pedagogical process, methods and forms of students' learning activities, teacher's activity in managing the process of mastering educational material, monitoring and diagnosing the quality of the pedagogical process [2, p. 3].

Pedagogical technology as a set of tools and methods for reproducing theoretically grounded learning and educational processes, which allows successfully implement the set of educational goals, is defined by Bespalko V. [1, p. 226). Klarin M. based on the study of foreign education systems gives a systematic, generalized interpretation of pedagogical technology as a systemic set and the order of functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals ... The subject of technology, the researcher believes, is the design of learning systems [6].

Dolzhenko O., Shatunovskyi V. define the technology of education as a strategic concept for the formation of a specialist, both from the point of view of professional activity and in the aspect of appropriate means of communication. Authors consider that during the designing process of educational technology, the system of educational activity is created. The design is not associated with a single task, discipline or course, but with the holistic process of training a specialist. Such an understanding of the technology of education makes it possible to single out in it the design of a model of professional activity of a specialist, as well as technical, informational and activity aspects. At the same time, such an interpretation does not foresee the development of a technology for studying individual disciplines characterizing the limitations of its application (4, p. 77).

There are also procedural views on learning technology in pedagogical literature and publications. The technology of education, with this interpretation, is often identified with the use of methods, techniques, and technical means of training and is defined as "technology - the technique of learning". So, Pidkasystyi P.., Fridman A., Harunov P. define the technology of training as "... the provided model of the system of actions of the teacher and students, which must be implemented in the course of an optimally organized educational process in order to obtain a high level of professionalism" (13, p. 226).

So, the above terminological diversity, which has a place in scientific sources on pedagogical and educational technologies, indicates that the concept of educational technology, pedagogical technology, and technology of training are used so widely and so indefinitely. At the same time, the technologization of educational activities is mainly considered within the framework of an institutional, normative-deterministic system of specialist training and has not found wide coverage in personality-oriented education.

**The aim of the study** is to substantiate the innovative technology model of personality-oriented training of military specialists in higher military educational institutions.

## 2. Research methods.

The results of the study were obtained through the use of such methods: analysis, synthesis, deduction, induction in determining the conceptual foundations of personality-oriented training of military specialists with higher education, definitions of the concept "pedagogical technology"; system method - in justifying the research methodology and principles of designing pedagogical technology, the fundamental principles of technology of personality-oriented training of cadets (listeners), defining their own considerations of the concepts "pedagogical technology", "technology of personality-oriented training of military specialists with higher education"; projective modeling - when developing an innovative technology model for personality-oriented training of military specialists with higher education within the regulatory military educational process and personality-oriented educational and cognitive activity of cadets (listeners).

## 3. Results and Discussion.

Optimal functioning of modern military education system is closely connected with the search and implementation of innovative technologies in the training of military specialists. As the researchers rightly point out, the technological approach is assessed as an important and regular methodological component of the whole pedagogical system [16, p. 14).

At the same time, the development and formation of professional subjectivity, leadership, creative and intellectual abilities of future military specialists with higher education come to the fore. The methodological basis of such an approach should be "Space constructed by the subject, including the most significant events and activity phenomena, which are the expression of one's own individuality as meaningful and necessary for oneself and others (self-expression), self-realization (realization of one's potential), self-affirmation, independence (planning ability , regulation of the purposefulness of their own activities, to reflection and self-reflection), creativity (the ability to autonomous behavior, self-regulation and self-education, self-confidence, consistency in achieving goals, the ability to assert one's rights, etc. "[8, p. 5). The main reasons that prevent the implementation of the above-mentioned, in our opinion, are: limited goal setting; lack of variation in the content of educational and professional programs; insufficient training of scientific and pedagogical workers the didactic fundamentals of trainingprofessionals; neglect of the use of personally oriented, individualized, differentiated pedagogical technologies; the lack of conditions for the active learning and cognitive activity of students, and comprehensive logistical support.

These issues have been thoroughly covered in the fundamental scientific works of Polish scientists Kupisevich Ch. [7], Okon V. [12]. It should be noted that recently research on the problems of innovation in education has become widespread [3; 5; 10; 11] and others. Researching innovative educational technologies, Myronenko N. understands them as a qualitatively new set of forms, methods and means of training, education and management, which brings significant changes to the result of the pedagogical process. An important problem of innovative pedagogical technology, says the scientist, is to ensure a holistic pedagogical impact, not focused on the individual qualities of the personality, but on the structure of the personality as a whole. At the same time, according to the scientist, the pedagogical technology is being transformed into a design system for organizing education [10, p. 255–256].

The modular interactive learning technology based on the idea of the reproductive training cycle was the subject of research by Nechyporuk L. [11, p. 28). Analyzing educational programs for training specialists, Esenkova T. came the thought that they must comply with the following andragogical principles: independence; reflexivity; development of educational needs; updating learning outcomes. According to the scientist, such programs should be implemented on the basis of personally oriented technologies for the training of specialists; The leading goal of these technologies is "the formation in the process of learning of an active person who is able to independently build and adjust his professional educational activities. Orientation in the development of technology - the development of the activity of the subject in improving their competence [5, p. 1484–1487). Technological aspects of modular interactive learning are contained in the study by O. Hrybovskyi [2]. Technological aspects of the use of mobile technologies are contained in the study by N. Samokhina [14, p. 591).

In our opinion, the methodology of research and design of educational technology should be based on the following principles: reliance on the scientific concept of training future military specialists;goal-setting in training, development of the personality of the cadet (listener), diagnosis of the quality of their training;systematic (logic, integrity, interconnection of all components); steps (implementation at various hierarchical levels of training of the cadet (listener); informativeness, comprehensive information support, creates optimal conditions for the development and self-development of the personality of a military specialist; efficiency (achievement of indicators of the quality of training cadets (listeners), certain standards of higher education, educational and professional programs); diagnostics, the possibility of diagnostic and corrective procedures; technology, reproduction in a specific educational environment to achieve specific educational goals.

The analysis of psychological and pedagogical literature and above-mentioned makes it possible to determine the subsequent interpretation of the concept of "pedagogical technology". Pedagogical technology is a systematic, holistic design (design) of the process of training future military specialists on the basis of competencies determined by standards

of higher education, a sequence of didactic goals and organized by the teaching staff, the guidance of a higher military educational institution is developed in time (the project is implemented) , according to which the teaching staff and students realize the whole complex of interrelations between goals, content, forms , methods, means of training, a system of control, evaluation and adjustment of the activities of the scientific and pedagogical staff, cadets (listeners) and the educational process as a whole.

The technology of personality-oriented training of military specialists with higher education within the normative military educational process and personality-oriented educational and cognitive activity of cadets (listeners) will be understood as a systemic, holistic design (designing) of the personality development process, as a closed cycle within the normative military educational process and personality-oriented educational and cognitive activity of cadets (listeners) and transformation of their own experience based on the appropriate sequence of didactic goals and scientifically organized, developed in time, the overall process of project implementation by the scientific and pedagogical staff and students, based on the priority of the individual, as a subject of knowledge and training, comprehensive organizational, methodological and material and technical support, control and adjustment of actions.

Research and substantiation of the technology of personality-oriented training of cadets (listeners) in higher military school at all hierarchical levels of education allow:

– determine the priorities of end-to-end goal-setting at all stages of training future military specialists, as the main factor of the pedagogical system of higher military educational institutions;

– implement a systematic, integrated approach to planning, organizing and implementing the learning process based on educational standards, self-learning systems, to achieve optimal coherence of all components of this process and, as a result, to increase its effectiveness;

– to improve the management of the educational process, self-management of cadets' personal development, forecasting, design and diagnostics of the pedagogical and self-educational process;

– ensure the goal-oriented and practical unity of training, education, development of cadets (listeners), psychological preparation for their future military service;

– more widely apply modern information systems based on computer, video and audio equipment, various technical means;

– strengthen motivation, self-motivation of learning, personal responsibility of cadets (listeners) for the results of educational work, stimulate the development of their creative thinking;

– form an individual style of thinking, communication, activity;

– acquire decision-making skills in a wide range of military-professional tasks and non-traditional situations.

Based on the above, we define the fundamental principles of the technology of personally oriented training of cadets (listeners):

–  humanocentric focus on universal human values;

–  priority of individuality, identity of a person as a subject of cognition and learning;

–  the optimal combination of socially defined and individual, learning and teaching;

–  personality development of a cadet (listener) as a closed process of mastering, self-control of normative activity and transformation of one's own subject experience;

–  designing, constructing a military educational process aimed at cadets (listeners) individual learning activities on mastering certain normative, variable programmatic and personally defined requirements based on internal needs;

–  implementation in the military educational process of personal experience and opportunities of cadets (listeners);

–  pedagogical cooperation of participants in the military educational process;

–  the adequacy of material and technical support to the needs of effective training, self-learning of cadets (listeners);

–  diagnostics of the development of cadets (listeners) at all stages of training, dynamic adjustment of pedagogical activity.

The analysis of the essential features of pedagogical technology, the generalization of pedagogical research in the field of pedagogical technologies, personality-oriented learning allow defining and justifying an innovative technology model of personality-oriented training of military specialists with higher education. Its novelty lies in the holistic approach to personality-oriented educational and cognitive activity of cadets (listeners), which includes personal orientation, goal-setting, the embodiment of the substantive characteristics of the military educational process in organizing its dynamic functioning, monitoring the achievement of education goals, self-education and appropriate adjustment of activities research teachers and cadets (listeners). In the proposed model, the integrative unity of its components is expressed in the system of relations and interrelations, revealed through the identification of the following main components of the technology within the regulatory military educational process and personally oriented educational and cognitive activity of cadets (listeners): projective-planning, organizational-procedural, control-monitoring ; corrective.

*The projective-planning component* of the technology of personality-oriented training of cadets (listeners) includes: the formation of diagnostic technology objectives in the parameters of the expected didactic result (training, self-study, educational, self-educating, developing, self-development; psychological preparation for professional activity); planning the study of the normative and personally determined content and structure of training, self-study on the basis of the educational and professional program, programs of academic

disciplines, work programs of academic disciplines, class schedules, scientific and methodological, educational and methodological support, an additional program of self-study, personal work plan as part of the overall work plan of the cadet (listener). The formation of diagnostic goals in this process is a crucial task, on which the effectiveness of the didactic process and the training of the cadet (listener) depends. By performance, in this case, we understand the degree of achievement of the objectives of training and self-education, transformed into a system of military professional competencies (knowledge, skills) that should be formed and developed by future military specialists.

*The organizational and procedural component* of the technology of personality-oriented training of cadets (listeners) includes: comprehensive study (self-study) of the personality of the cadet (listener); creation of a motivational and self-motivating component for educational and cognitive activity; the creation of optimal conditions for the effective functioning of personality-oriented educational and cognitive activity of cadets (listeners), to meet their needs; the use of various forms, methods of self-study with the optimal use of the whole complex of activities in the process of planning classes and personality-oriented educational and cognitive activity of cadets (listeners).

*Control and monitoring component*, as a purposeful action, in the system of personality-oriented training of cadets (listeners) contains the following main functional components: the establishment of standards in the form of performance indicators of all key components of the military educational process as an object of control; measuring the actual results of the quality of training; accounting of results; comparison of actual indicators with regulatory objectives and the adoption of appropriate management decisions to achieve the goals and includes:

1. Control (self-control) learning content:

   – adequacy to the goals and objectives of training - compliance of the content and forms of control to the appointment of military specialists, the content and forms of their activities;

   – objectivity - assessment of knowledge, skills, abilities (competencies), with the exclusion of subjective factors;

   – individuality - identifying the degree of learning content of training by each cadet (listener) separately;

   – comprehensiveness - the focus of control on the knowledge of theoretical positions, their understanding, the ability to creatively apply knowledge in practice, the ability to creative and logical thinking;

   – systematic - control, including modular, the assimilation of the entire learning content, and not its individual fragments.

2. Monitoring the quality of military training:

   – implementation of monitoring activities at various hierarchical levels of the military educational process;

–    scientific and methodological support of monitoring activities;

–    generalization of reviews from the troops on graduates;

–    analytical activity.

*The corrective component* of the technology of personality-oriented training of military specialists provides for the adjustment and self-correction of both the normative military educational process and the system of students' educational and cognitive activity (feedback), by making changes in the design-planning, organizational-procedural and control and monitoring components of this integral structures.

The main elements that should be adjusted include: the level and diagnostic goal setting in the military educational process; the system of needs and motives of activity of subjects of the military educational process; conditions of the military educational process;

model of pedagogical and procedural activity (effectiveness of educational and methodical work, independent educational and cognitive activity, etc.); the ability to design, plan training tasks, independent work in accordance with the intellectual and psycho-physiological capabilities of cadets (listeners); the level of planning of independent educational and cognitive activity, control, self-control; the ratio of the real character of the teacher's influence on cadets (listeners) with general humanistic and democratic principles of interaction (subject relations); teaching algorithms, individual system of means of pedagogical influence, activities of cadets (listeners); pedagogical control system, completeness of pedagogical influence means; the degree and completeness of information, educational, methodological and material and technical support of educational and cognitive activity of cadets (listeners), the use of educational and scientific literature, Internet resources; the effectiveness of military science and research work; material and didactic support.

To research the efficiency of innovative model of personal oriented training of military professionals with higher education technology, the pedagogical experiment was conducted (self-reliant personal oriented  training of military professionals in the system  of general organization of military pedagogical process component was investigated).

Tasks of the pedagogical experiment: to define the influence of developed system of self-reliant personal oriented   training (SRPOT)of military students in the higher military educational institutions on quality coefficients of their knowledge, development and formation of cognitive activity, independence, changes in the motivational sphere, creative skills formation; to test the SRPOT of military students with study of professional oriented student courses efficiency. To conduct the experimental research, 3 faculties, 3 departments and 3 student courses  (the general amount for its study during three semesters is 568 hours, and 186 from them is for self-guided work ), the experimental group is 123 military and the control group is 125 military. The criteria of evaluation of education content acquirement by military students and acquisition of rational organization of SRPOT means, its classification, had to be determined during the pilot study.

The following system of evaluation of education content acquirement by military students of professionally oriented student courses was proposed: 1 level -reproductive of first order (RFO-1L); 2 level - reproductive of second order (RSO-2L); 3 level - heuristic (H-3L); 4 level - creative of first order (CFO-4L); 5 level - creative of second order (CSO-5L). According to the determined levels of knowledge acquirement by military students and consideration of their working capacity, the 5-Level classification of military students group (CG-1; CG-2; CG-3; CG-4; CG-5) during study of professionally oriented student courses (C-1; C-2; C-3) was proposed.

Study of Changes in Approaches of Military Students to Planning of SRPOT Organizational and Methodological Bases. Military students at the beginning of 4th term and at the end of 5th term were asked the question: «According to you, on which bases should rest on planning, organization and methods of SRPOT? Such response options were proposed: self-reliant work in accordance with determined plans of educational units (further SRWD); self-reliant work in accordance with combined choice of organizational and methodological bases (further SRWC); self-reliant work in accordance with free choice of its dimensions (further SRWF)». The questionnaire was conducted among 75 military students of experimental group. They studied professionally oriented student courses C-1, C-3. The replies of military students were divided as follows:4th term: SRWD - 44 military students (58,7%); SRWC - 24 military students (32,0%); SRWF - 7 military students (9,3%); 5th term: SRWD - 28 military students (37,3%);SRWC - 33 military students (44,0%); SRWF - 14 military students (18,7%). The data are reflected in the table 1.

**Table 1. The Dynamics of Changes in Approaches of Military Students to Planning of SRPOT Organizational and Methodological Bases**

| Response options | Experimental groups | | Experimental groups | |
|---|---|---|---|---|
| | 4th term | | 5th term | |
| | Amount of military students | % | Amount of military students | % |
| Self-reliant work in accordance with determined plans of educational units (SRWD) | 44 | 58,7 | 28 | 37,3 |
| Self-reliant work in accordance with combined choice of organizational and methodological bases ( SRWC); | 24 | 32,0 | 33 | 44,0 |
| Self-reliant work in accordance with free choice of its dimensions (SRWF) | 7 | 9,3 | 14 | 18,7 |

According to the questionnaire, there is a significant positive improvements of views and approaches to the planning SRPOT by military students from its relatively strict determination (SRWD) to free planning by determined in the study dimensions (SRWF). In comparison with 4th term the amount of military students that have chosen (SRWF), doubled in the 5th term, the number of the chosen response. The SRWF was chosen by 12% more with a simultaneous decrease in the number of options and SRWC - by 24,1%.

The important component of SRPOT planning is an optimal combination of its dimensions (informational, procedural, time, spatial) and forms of organization (individual, pair, group, collective, virtual).The acquirement of such skills by military professional was researched by studying their opinion with the help of the questionnaire survey. The response to the question on whether the quality of SRPOT planning conduce to the optimal combination of its dimensions, form of organization, had the following options: yes; no; I can't decide. The military students of experimental groups, who studied C-1 (4th, 5th terms, 35 military students) and C-2 (7 term, 49 military students) participated in the questionnaire. The obtained results are : 4th term: yes - 42%; no - 21%; I can't decide - 37%; 5th term ;yes - 57%; no - 15%; I can't decide - 28%; 7th term: yes - 73%; no - 9%; I can't decide - 18% (fig 1).
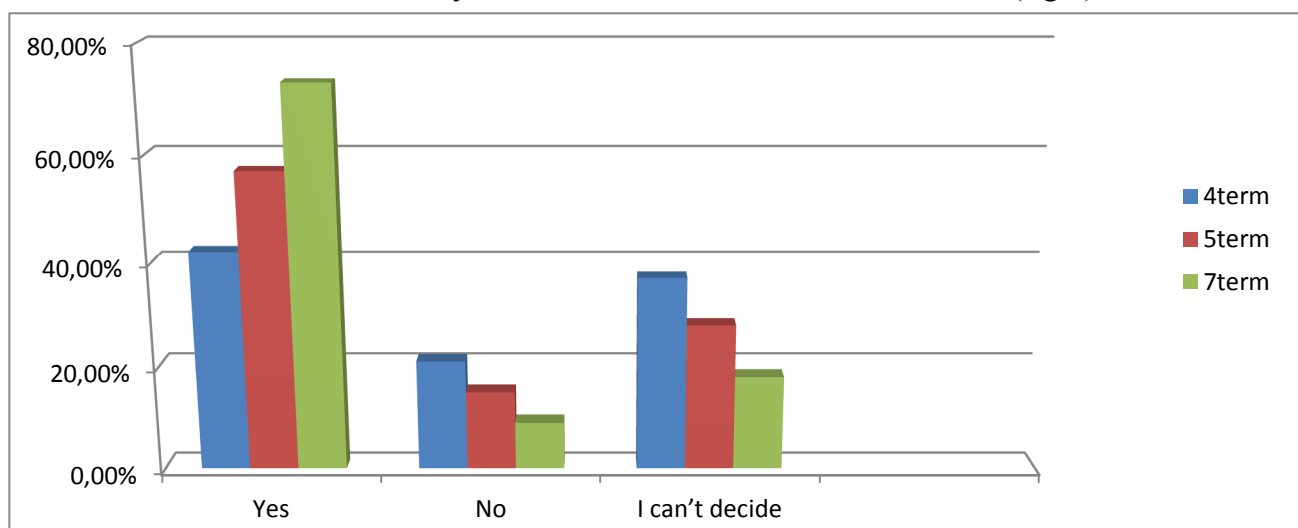


**Fig.1. The Assessment Level of SRPOT Planning Quality with Optimal Combination of Dimensions according to the Military Students**

The growth dynamics of military students number, who consider that their SRPOT planning depends on optimal combination of dimensions(with a simultaneous decrease in the number of students rejecting this) indicates the following: the students gradually learn the basics of the most rational planning of their self-reliant educational activities, find ways and reserves for improving this important component of knowledge acquisition; teachers of professionally-oriented student courses in experimental groups contribute to the creation for military students of didactic, organizational, methodological, material and technical, psychological conditions for development and formation of their skills for self-reliant planning, control and adjustment of independent work.

*The Lecturers' Expert Assessment of the Developed System and Technology of Military Students' SRPOT Efficiency*

The assessment of military students' SRPOT system efficiency was carried out according to the relevant indicators, their dynamics, comparison of results in experimental and control groups. The quantitative indicators were determined by the results of the examination sessions. The comparative characteristic of the military students' progress of the experimental and control groups based on the results of the final examination in the professionally-oriented educational courses in the 5th and 7th terms is presented in the table. 2. According to these data on the military student's progress of experimental and control groups during study of student courses in the 5th and 7th terms (table 2), there is a general tendency: the best indicators has experimental groups with regard to all criteria.

The assessment of each of the military student' important qualities development, that determine them as active subjects of training in the process of SRPOT for the study of professionally-oriented educational courses was carried out by lecturers of experimental and control groups on a 10-point scale in accordance with the developed questionnaire and presented in tables 3, 4.

**Table 2. The Military Students' Progress of Experimental and Control Groups in Accordance**

to the Final Examination

(The Lecturers' Expert Assessment of Military Students' of Experimental and Control Groups )

| Student course, Terms of Education | Experimental Groups | | | Control Groups | | |
|---|---|---|---|---|---|---|
| | CG | Amount of military students | % | CG | Amount of military students | % |
| C-1 (5th term) | CG -1 | – | – | CG -1 | 1 | 5,88 |
| | CG -2 | 4 | 23,59 | CG -2 | 7 | 41,18 |
| | CG -3 | 8 | 47,06 | CG -3 | 5 | 29,41 |
| | CG -4 | 4 | 23,53 | CG -4 | 3 | 17,65 |
| | CG -5 | 1 | 5,88 | CG -5 | 1 | 5,88 |
| C-3 (5th term) | CG -1 | 3 | 6,12 | CG -1 | 6 | 12,00 |
| | CG -2 | 17 | 34,70 | CG -2 | 22 | 44,00 |
| | CG -3 | 18 | 36,73 | CG -3 | 13 | 28,00 |
| | CG -4 | 10 | 20,41 | CG -4 | 8 | 16,00 |
| | CG -5 | 1 | 2,04 | CG -5 | – | – |
| C-2 (7th term) | CG -1 | 4 | | CG -1 | 7 | 12,28 |
| | CG -2 | 8 | 14,04 | CG -2 | 15 | 26,31 |
| | CG -3 | 28 | 49,12 | CG -3 | 23 | 40,35 |
| | CG -4 | 15 | 26,31 | CG -4 | 11 | 19,30 |
| | CG -5 | 2 | 3,51 | CG -5 | 1 | 1,76 |

**Table 3.The Results of the Military Students' Important Qualities Development, that Determine Them as Active Subjects**

(The Lecturers' Expert Assessment of Military Students' of Experimental Groups )

| Level | Interest in the student course | Cognitive activity | Self-discipline | Self-dependence | Creativity |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 0 | 0 | 0 | 0 | 0 |
| 2 | 4 | 4 | 5 | 5 | 7 |
| 3 | 3 | 3 | 4 | 4 | 6 |
| 4 | 4 | 5 | 5 | 4 | 4 |
| 5 | 3 | 3 | 2 | 3 | 2 |
| 6 | 12 | 12 | 13 | 14 | 18 |
| 7 | 9 | 10 | 11 | 12 | 5 |
| 8 | 8 | 7 | 6 | 7 | 6 |
| 9 | 8 | 8 | 6 | 5 | 5 |
| 10 | 6 | 5 | 5 | 3 | 4 |
| Amount of military students | 57 | 57 | 57 | 57 | 57 |
| Average score | 6,649 | 6,525 | 6,298 | 6,000 | 5,859 |

**Table 4.The Results of the Military Students' Important Qualities Development, that Determine Them as Active Subjects**

(The Lecturers' Expert Assessment of Military Students' of Control Groups )

| Level | Interest in the student course | Cognitive activity | Self-discipline | Self-dependence | Creativity |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1 | 0 | 0 | 0 | 0 | 0 |
| 2 | 8 | 7 | 8 | 9 | 10 |
| 3 | 8 | 9 | 9 | 10 | 12 |
| 4 | 4 | 5 | 4 | 5 | 4 |
| 5 | 4 | 3 | 4 | 3 | 2 |
| 6 | 12 | 12 | 13 | 14 | 16 |
| 7 | 6 | 6 | 7 | 6 | 3 |
| 8 | 5 | 7 | 5 | 4 | 4 |
| 9 | 6 | 4 | 4 | 4 | 4 |
| 10 | 4 | 4 | 3 | 2 | 2 |
| Amount of military students | 57 | 57 | 57 | 57 | 57 |
| Average score | 5,684 | 5,649 | 5,350 | 5,210 | 5,052 |

The analysis of military students' progress, the dynamics of their psychological, creative qualities, organizational skills development in accordance with lecturers' expert assessment of the experimental and control groups allows us to make such conclusions: the progress of military students in the study professionally oriented student courses (C-1, C-2, C-3) according to their determined during the study classification is higher in experimental groups than in the control (the greater number of military students of the classification groups CG -3 ... CG -5 and less - classification groups CG -1, CG -2 (табle 3, 4); military students of experimental groups, in comparison with military students of control groups, showed more profound and thorough knowledge, have more stable skills and abilities of their application while carrying out practical calculations; military students of experimental groups in comparison with military students of control groups, have more developed qualities that characterize them as active subjects of MPP upon average points indicators (tables 3, 4); the developed SRPOT system and technology of the military students contributes to the improvement of the military students' training quality (for example, professionally-oriented student courses), to the formation and development of their important psychological, creative and organizational qualities.

**Conclusions.**

The technology of personality-oriented training of military specialists with a higher education is reproduced by students, within the framework of a normative-determined and personally-oriented military-educational process in higher military educational institutions. It has to be considered that the technology is expressed not directly as personality traits and qualities of the future military specialist. The choice and effective implementation of the most optimal technology largely depends on the analytical and at the same time projective-constructive thinking style of cadets (listeners), their experience, skills of independent organization of educational and cognitive activity, will, perseverance, comprehensive conditions of the military educational process, material and technical financial and information support.

Development and implementation of technology of personally oriented training of cadets (listeners), as a managed innovative activity in the military educational process of the university, should contribute to the development of their dominant motives for creative activity - achieving a result that is useful for military practice and the further development of military scientific research, the acquisition of new knowledge and skills necessary for creative professional activity, ability to work in science, the ability to lead personnel, the desire to assert themselves in shaping themselves as individuals, as leaders, to acquire significant potential for active service and optimistic creation of their own lives. At the same time, the foregoing requires making changes in the regulatory, organizational, substantive, procedural and other components of the military educational process, which should be the subject of further research.

The research of personal oriented training of military professionals with higher education technology as a component of the proposed innovation technology showed its efficiency: a significant positive change in the views and approaches of the military students experimental groups regarding the SRPOT planning from its relatively rigid determination to free planning according to the determined in the study dimensions was revealed; military students of experimental groups in comparison with control groups have better results of performance, higher indicators of qualities that characterize them as active subjects of the military-pedagogical process: interest in the student course, cognitive activity, self-discipline, self-dependence, creativity.

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## DEVELOPMENT OF INDIVIDUALITY IN HIGHER EDUCATION SYSTEM

*Abstract. The article reveals the importance of teaching disciplines of Philosophical cycle in higher educational institutions. This has great importance to develop of student`s personality in cultural context. Teaching Philosophy in style of dialogue is supported. Traditions of teaching in context of intercultural dialogue have been examined. The statement that education has two main tasks has been proclaimed and proved. In this regard, the place and role of dialogue, as the first method of teaching Philosophy, which has become important in higher education nowadays, is revealed. The specifics of oral method of teaching, as the only effective one in the teaching of Philosophical disciplines, are revealed and the meaning of expression "art of teaching" has been explained.*

### Introduction.

The transition from childhood to adult life, that occurs in a young person during his/her student`s life, means joining a common cultural space, which leaves behind them huge amount of worlds, created by children`s game of thought. Philosophy allows to understand the initiation, which is associated with this transition, as a way of entering a person into a cultural space. But this problem is solved unconsciously against educational tasks. It determines the priority of education: not just to give knowledge, but introduce into reality, where this knowledge acquires its real sense. Disciplines of Philosophical cycle is called to implement this priority

### 1. Traditions of teaching in the context of intercultural dialogue

Culture in wide sense is "the reflection of human life, which is expressed in a variety of models of their behavior and means, products of their activities, including ideas, ideals, norms and values" [1, p. 477]. Culture in historical aspect is local noosphere, which consists of sum of historically collected material and intellectual means of impact on surround space, united by the name of artifacts.

The notion of *artifact of culture* is used in language, religion, literature, architecture, furniture, clothes, etc. that sometimes does not have sense for their purpose in a particular culture. Egyptian pyramids, as artefacts of culture, made such influence on the Egyptians mentality, that provided stability of their civilization for several thousand years. The same influence on Jews psyche provides Torah and the books produced on its based, which became the artifact of Judaism culture. Peoples who did not create symbols of culture of this magnitude lost their ability to evolve, or at least they were not competitive. The principle of building such systems was given by the Egyptians, who stated: "Everything in the world is afraid of time, and the time is afraid of the pyramids".

In mentioned above, it became clearly that the Symbol is the expression of the mentality. Therefore, the peoples who could not create their own symbols as reflections of their mentality in culture, had problems with national mentality. Even nature and its phenomena, which exist independently from a person, become artifacts of culture through names, that are given them by a person. An individual, who does not have national–cultural base or schema of social symbols, is not a human in complete measure , they are slaves of outside influences. In a reasonably created cultural base, as in the Mendeleev table, there are elements of a cultural table. Cultures, that emerge from their practices, have different basic values, which assist to consolidate these practices. Cultural isolation can influence genetic mechanism in the selection of those who master these practices most successfully. As L. S. Vygotskyi wrote: "Culture creates special forms of behavior, changes function of psyche, creates new plots in the system of human behavior, that develops" [2, p. 64]. Culture, representing the surrounding space itself, creates the context of the people`s existence, in which their evolution proceeds. All human activity, their ability, understanding of reality depend on the artifacts–symbols, which are defined by the culture of society, as well as computer properties depend on its operating system.

Natural selection does not presuppose conscious choice. Culture moves with the help of a predicted selection of practices. The question is only in who, where, and how directs the evolution of culture, because the cultural reformation can be catastrophically irreversible. "A "Cultural" dog, as M. Cole has said, can lead its phylogenetic master to a dangerous situation" [Cite: 3, p. 214]. The loss of the foundations of culture leads to such a catastrophe. Therefore, in order to overcome regress, it is necessary to preserve and maintain the basic values, intangible artifacts or social axioms that cannot be understood and verified by rational thinking, while being a powerful emotional stimulus for a person.

Culture is static in essence. As a set of certain rules and norms, culture tends to be canonized and resists any attempts to change it. Philosophers say that a person, who carries new knowledge, is an enemy of the culture, but the paradox is that culture is created by just thsese enemies. Civilizations are created, developed, achieve perfection in social protection and ... perish. The goal has been achieved. There is nothing more to be desired. Except that a pleasure. And perversions begin. When they start to have a mass character, the death of civilization becomes irreversible.

What is intercultural dialogue? Man is revealed, as noted by M. M. Bakhtin, only in interaction with others: "To be – means to communicate dialogically ... non –being – it`s not to be heard, recognized. Being– means to be for another and through him/her for "self"" [4, p. 270, 312]. So dialogue is a co – speculation, co –understanding, consent. Intercultural communication can be considered in the following aspects: 1) to be identified with the meaning of the concept of "dialogue of cultures" as a factor of social communication; 2) to be a socio– cultural mechanism for the stabilization of cultural communication, aimed to activate integrative processes of spiritual and material life of society. In the first case, the meaning of the concept of "dialogue of cultures" is reflected in the cultural –historical interaction of ethnic groups, aimed make an agreement between them, which is achieved by the method of negotiations. In the second case, we are talking about the narrow sense of the concept, the stress is done on the structural and functional status of the components of the dialogue of cultures. Speaking about dialogue in intercultural communication, first of all, it is necessary to distinguish two important things: 1) when we speak about individuality in spontaneous personal communication; 2) when the results of the dialogue are recorded as certain knowledge.

Similarly, education is understood in two aspects – as entering into the world of culture and as a transmission of information. In the first case, education is understood as the process of formation of personality by expanding of his/her presence in the cultural space, in the second – as a separated from the formation of a personality process of formal learning of new knowledge [5, p. 12]. And, if in modern Western culture, the second understanding partly embodies the first, then in the Eastern culture study is understood as the birth and development of personality. In ancient India, people who went through the path of disciple(study), called "twice born": physically from the parents and spiritually from the teacher. As V. S. Sementsov stated: "the main goal was to reproduce not the text, but the personality of the teacher" [6, p. 8]. The last was the content, that with the help of sacred text, was passed down from generation to generation in the process of broadcasting Vedic culture. However, knowledge, that were passed to pupils in the traditional teaching system in India, China, Tibet, are insensible in content, if to understand them just informatively.

They thought, that knowledge was learned not only when the student intellectually perceived them, but when they became the fact of life experience that forms the personality.

It is necessary to explain the basic for Mahayana idea of the identity of samsara and nirvana, when teaching students the thema devoted to oriental Philosophy. It is believed that a student understood the idea if they(he/she) could reproduce it verbally and give theoretical substantiation of the Shunyavada or Vidzhnyavada schools. In this case process of teaching is considered as completed. In Buddhist tradition of teaching, it is believed, that understanding of the identity of samsara and nirvana affects the formation of student`s personality – a person understands this not when they can produce theoretical substantiation of the idea, but when that idea becomes a factor in person`s experience, really allows this person to be removed from the life routine, suffering, illusions. Theoretical mastering is considered not like a goal, but as the means of teaching.

Within the framework of the first understanding of education, the idea is given as objective knowledge, regardless of personal experience. In the second – as the means of dialogue, this engages a student in the world of Buddhist culture. In a non–dialogical paradigm of education, the context of life is lost, we get knowledge,(information) separated from its source. But, knowledge can be reinterpreted arbitrarily and interpreted in accordance with human expectations and prejudices if it is taken out of context of life. And then the relay of knowledge in education will not be a dialogue, but two monologues of a teacher and a student who do not hear each other. The quality of reproduction of formal structure of knowledge becomes a criterion to assess student's knowledge.

This understanding of education excludes a person from a dialogue with culture, therefore isolates this person in their own interpretations. Culture ceases to be an organic whole, which is opened in reciprocal communication, but splits into closed worlds of single individual. Each world has its own center – ego, against which it is determined the significance of everything else. Acting in own interests, a person begins to face the interests of other people, whom the person does not understand. There is a need to synchronize the actions of individuals who do not understand each other. In the education system, this role is played by the formal side of knowledge and in the society by ideology.

Ideology marks out the simplest emotion, that could be easily made common, by linking it with a certain form of idea. It does not matter how a person will interpret the idea, it is important that the person perceives its formal side. The role of education in this system is to adapt a subject to the requirements of society, so to synchronize person`s behavior. And education begins to broadcast together with the knowledge, social prejudices and stereotypes of behavior, which is taught in a non–dialogued, objectified form. So, if culture is a space of mutual communication, dialogue that reveals the true essence of individuality, then the surrogate picture of world of society alienates a person from the personal content, isolating them.

If the monological educational paradigm finally had replaced out the dialogic approach, then it could have beeen considered as the end of culture. The post–Soviet system of education is characterized by a conflict between dialogical and monologic approaches. We can meet the teacher's desire to self–expression and express through themselves a certain culture layer, which really engages a student in this culture and helps them to self–determinate. But in education it often occurs and impersonal reproduction of knowledge, which is damaged by ideological guides and subjective reflections.

## 2. Two problems of education

The system of education is called to solve two different tasks. The first is the translation of known knowledge. This occurs in the training of specialists in a particular field and is realized in the monological paradigm of teaching, in accordance with which the teacher passes the student a certain amount of knowledge.

The second task is to reproduce not only the sum of knowledge, but also the cultural tradition. And here the monologue approach of teaching is not suitable, because when you learn the experience of culture, there is a problem: how to truly understand other cultures? Culture is – a phenomenon, which is not identical to itself, therefore we can only speak about certain levels of its understanding. Due to the ability to express universally, culture connects people not externally, but from inside. But as soon as we try to speculate about culture on concrete facts, then we cease to understand it. It turns out, that culture is not adequately expressed in anything certain, so it is impossible to find an authentic representative of culture. According to G. M. Tarnapolskaya: "Certain, correct for everybody, model of understanding of cultural experience does not exist not only for the researcher, but even for representative of the culture" [7, p. 3]. For example, when we talk with a Chinese, we want to get acquainted with their culture. But we quickly realize that they are not familiar with the classic texts of their tradition, which they are not interested in very much. Efforts should be made to find an intelligent person who reads the ancient Confucian and Taoist texts among them, and when, finally, such a person is found, it turns out that the Chinese themselves consider this person a stranger, not typical for them.

The same distorted will be the impression of the Orthodox culture for Chinese: He/she will get acquainted with it, communicating with a regular visitor of temple, who violates fasting, to have an occasion to repentance before the Eucharist, or with the monk of the monastery, who will say that the last Orthodox drunkard would be saved rather than the most righteous Catholic, because this drunkard has more correct form of the Eucharist. And if this Chinese man finaly finds a person , who is free from shouting prejudices about Orthodoxy, it turns out that this person feels themself alien in a native country.

This is because, on the one hand, culture is expressed in everything, but on the other hand it does not correspond to anything concrete. And if we mix the perception of culture with its internal formation into concrete forms of expression, then in general we will cease to understand it. At the same time, false interpretations of culture can die away not only naturally, but sometimes also create new cultural traditions. It is impossible to understand the culture authentically, because it is not authentic by itself.

To understand another culture should immerse into its processing, when own thought begins to work synchronously with the formation of culture. The criterion of such immersion is not authentic reading, but the ability within another culture to generate something new that could be mastered by this very cultural process. Therefore, the second task of education is an approach that allows to be not an observer, but a participant in the cultural process. This requires a transformation from a monologue to a dialogue paradigm that is  oriented not on the mechanical reproduction of knowledge, but on the accentuation of attention on new, on that still contraries one's own convictions and a predetermined system of interpretations. In the education system, the task of changing the mental set of perception of knowledge belongs to teaching of Philosophy.

Traditional education is focused on the perception of knowledge in accordance with a given scientific paradigm. As a result, a person loses the ability to perceive the facts itself outside of the given system of interpretations.

For example, if you ask students who study Physics, if they have heard during their life at least about one proof of the Earth`s rotation, only one in about a thousand makes references to the Foucault pendulum. The most widespread response refers to the change of day and night. Or even better: "The sun rises up and sets down!" This answer is the result of the orientation of the monological approach in education to its simplification, in accordance with the transmitted theoretical systems, but not to the expansion of worldview. And in accordance with this orientation, the student does not perceive the fact itself, but only its simplified interpretation.

The sunrise and sunset is a fact that is observed, and the Earth`s rotation is a theoretical interpretation of this fact. Students perceive everything opposite: the Earth rotation as a fact, and the east and west – as its theoretical explanation. Facts itselves, because of given beforehand interpretation, are already not perceived. But if a person does not notice even such an obvious phenomenon as the sunrise and sunset, then it is more difficult for him/her to see less noticeable facts that do not fit into their cognition.

In other words, the transmitted theory in education serves as a filter, which excludes from perception everything that does not fit into it. Further cognition can complicate and develop the theory, but cannot go out of the possible limited by theory frames. The leap of thought, in the case of agreement with such gnostic reduction, discovering of something new, appearing of new theoretical view becomes impossible.

Therefore, in the education system, together with the teaching of specialized subjects, there must be a place for such an approach, which aims to broaden the picture of the world in a whole. Teaching Philosophical cycle of subjects solves this task. Philosophical thinking destroys a monologue approach, together with reductions sets while the transmission of the knowledge. It focuses on the perception of facts independently whether they contradict the given beforehand explained schemata.

 Thanks to e study of Philosophical subjects a student acquires the ability to notice a fundamentally new, that liberates his/her creative potential and allows them to make thought leaps to unexpected scientific discoveries. The formation of Philosophical culture presupposes such a dialogue approach in teaching due to a student perceives a teacher not as an authority, who emphasizes the only possible position, but as an assistant who teaches to see different positions. This requires a dialogue between a teacher and a student.

The condition to make a dialogue is the refusal of participants from previous awareness of the truth. The dialogue arises in condition of ignorance of the truth, its concealment. The Socrates` words "I only know that I do not know anything" formulate the initial condition to start the dialogue. According to Socrates, the truth is born in a dispute. By the way, they do not argue about what is known in advance.

The wise men of the East, whom the truth was given from above, did not speak in dialogue to each other, and therefore easily coexisted with tyrants and despots, who refused other people in the right to have their own opinion. Oriental wisdom, which existed in the form of enlightenment, divine knowledge, even if it needed a dialogue, then it was only with God. And only the ancient Greeks realized that truth is the result of a complex process of cognition that requires the participation of different people in it. No one in this process has a monopoly on the truth. Any claim on it may be in doubt and denied by the opposite side. Actually, from this Philosophy was born.

Unlike the wise man, a philosopher is not an expert of truth, a philosopher is its friend who is looking for a path to it. In a dialogue, all are equal before the truth. The dialogue does not recognize any titles or authorities hierarchy. Even a dialogue between a teacher and a student appears not in the form of instruction, but argumentative dispute, conversation, called the Socratic dialogue. Thus, another condition of dialogue comes out of the availability of free people who can think independently.

However, the dialogue is not just a thoughts exchange, but a process that takes the form of an argumentative thinking. It foresees communication of rationally thinking people, who have the aim to seek for the truth, that they do not know, but its existence does not raise doubts. Refusing to seek for the truth deprives of dialogue sence. In other words, dialogue is the communication of people living in a situation of freedom. Dialogue becomes a norm of social and spiritual life only for free people.

The teaching of philosophical disciplines in the system of higher education solves three main tasks: 1) to form a position in order to assess the measures and possibilities of scientific knowledge; 2) to create conditions for dialogue between scientific traditions in different cultures; 3) to explaine the possibility of alternative ways of developing science [5, p. 14]. Their solution allows to prevent the reduction of any received knowledge in a predetermined system of interpretations. The main basis in the process of teaching of Philosophical subjects is the focus on understanding not just individual facts, but the reality itself. This orientation should accompany thoughts while solving narrow tasks, even when it touches other disciplines.

For example, a philological analysis of a literary work without understanding the inner world of an author is impossible. Understanding the language of another people does not mean only the formal study of its grammatical structure, but also the penetration into the world of its formation. The complexity of the subject of History makes it possible to connect the facts that determine the diversity of historical concepts. In this diversity, partially, conspiratorial theories parasitize.These theories propose an ideological surrogate instead of history. The History is, above all, a reality that attracts people. Connected with the feeling of this reality, historical intuition makes it possible to distinguish probable from fictional ideological and fantastic schemata.

And this, connected with the feeling of reality scientific intuition, is typical not only for humanitarian disciplines. Physics has an experimental nature and studies certain properties of empirical reality as well. And it is possible to do this without determining the ontological status of observed phenomena, in other words, regardless of whether we recognize the reality of material or think the world is a state of consciousness, the laws of Physics will not suffer from this, because they relate not to things themselves, but to empirical properties. At the same time, the last ones can be arranged in a completely different physical picture of the world. The study of Physics gives a new sense of life when a new level of world outlook does not just distract from private problems, but gives a sense of the novelty of life. Physicists, for the sake of the sense of novelty, desire to reveal those secrets of nature that will never have any practical significance for humans. In particular, the question of what the universe awaits through billions of years is absolutely useless for a person, but is fundamentally important to person`s sense of life.

Mathematics, that seems to be such an abstract science, opens up its own reality. A sense of belonging to the truth, which accompans the discovery, made by a mathematician, point to it. Indeed, if mathematical knowledge were simply information, then it would not be possible to understand the tragedies associated with the discovery of an irrational number by the ancient Pythagoreans, or, in our time, with Russell's paradoxes. The discovery of new Geometries was not just a new theoretical knowledge, but also overcoming the limitations of the usual worldview. The most striking things were discovered in set theory by G. Cantor, who proved that in certain cases the particle may have the same numerical expression as the whole. It was strange for both his contemporaries and for himself, but at the same time, it met his needs to expand the limits of his own worldview.

About this scientific research P.O. Florensky wrote: "Cantor does not know what his work will lead to, everything says against the possibility of such an excuse, everyone shakes head with a smile, but Cantor does not create idols for himself. He leaves his work – a foundation that has cultivated his traditions and sciences, and goes into unknown, into a desert of pure thought past all the temptations. What does he want? Create a "temple", create a simbols for Endless. He wants to see the realization of the divine forces, wants to insure that it is possible, and he needs this as soon as possible. He must show that the idea of Transfinitis is not internally contradictory, that it is legal and necessary" [8, p. 126]. In order not to simply transmit knowledge, but to open a new reality in front of him, should show the astonish nature of the knowledge, which is taught, and this requires both a deep knowledge of the History of science and technology, and a special method of oral teaching.

### 3. Specificity of the oral learning process

Obviously, there is no sense to reduce a lecture process only to transition of information, because you can much more read than listen during a lecture. It is clear that there can be objections in the form of what a lecturer summarizes, emphasizes main thing and so on.

But then, why it is not possible just to write a lecture, give it to students, and then just answer their questions? Today, with the spread of the distance teaching, especially when this practice has already been consolidated in universities, displaced from the occupied territories of Ukrainian, this is actually and it is done.

However, the oral form of teaching has its own specificity and it cannot be unprotectedly rejected or replaced by something. It is unique, and that's why.

Oral form of education, which is used at lectures and seminars, is fundamentally different from the written transmission of knowledge through textbooks or manuals. The task of the textbook is to transmit knowledge. To do this, the ideas,which is recognized by scientific community and general conclusions about trends in the development of science, systematize in a textbook in the simplest, clear and methodically explained form.

If the lecture, as its main task, also had had the task to transmit knowledge, then it would not have been different from simple reading a textbook in a voice. However, it is meaninglessly even because, lecture time is limited, and the audible perception of large volume of information is less effective than the visual one. And, consequently, oral education is aimed to decide another problem, which cannot be solved only with the help of reading textbooks or written lecture texts. And this task is in overcoming the gap between the student's personal experience, their worldview and new theoretical description of reality, which is given by a lecturer.

At first glance, the methodological solution of this problem may be well realized in written methods of teaching. It would seem that with its help, you can depict all necessary logical transitions from a student's perception to being studied theoretical system.

However, this is impossible. First, the teacher might not know in advance the peculiarities of student's world perception and personal experience; and secondly, perception of a student and a teacher might be so different that any logical transitions between them even might not exist. So, the transition from one form of perception to another presumes a jump that cannot be put in advance by the given method.

This principled methodological obstacle for a teacher should be compensated by the benefits of oral education. And in order a student could make a leap from his/her own worldview to a new theoretical vision, it is necessary to refuse the instruction to perceive only the information that corresponds to given beforehand idea. An average person perceives only that fact, which to his/her mind, might be explained, at least any way. Things that seem to be impossible are filtered out in the perception. A man simply does not see that he/she does not believe in. This filter system puts obstacles on the way to understand fundamentally new. To accept or see, even a simple thing, but that one, which does not fit own system of world perception, is much more difficult than to develop the most complicated theory. To expect a student's refuse from this instruction is possible only if a teacher him/herself will demonstrate own refusal of it by his/her ability to hear the question and understand the position of the student regardless to their (teacher's) own position.

Here you need an interactive form of material presentation, focused on questions, replicas, statements, and level of students' concentration. The highest achievement here will be to organize an empathic connection with audience with the help of which the teacher directly begins to form an emotional atmosphere. Teaching methods should be constantly modified, depending on the movement of students' perceptions, up to transformation/changing of plans of lessons. If the transition from a student's world perception to a new theoretical picture of the world cannot be ensured by logical procedures, then another method of thought –associative should be applied. It gives a variety of possibilities to establish thought relationships. This determines an active character of student's perception, from whom it is expected creative research and establishment of associative relationships of educational material with their own experience.

Here a teacher gets a unique opportunity not only to present the material, but also to connect it with the personal experience of listeners and their individual characters. Due to this, a student, making a leap on a new theoretical position, does not hover in vacuum, but reveals certain horizons without losing the integrity of perception.

This gives opportunity to solve one of the most difficult teaching problems – linguistic. After all, a lecturer and a student fluently speak different languages. An idea, that it is possible beforehand, to find a convenient language of communication with students is wrong. Each new group of students is different from the previous one, so that unit, which has already been prepared for one audience becomes insensitive for another. Students' language, tastes and interests change unpredictably from year to year. Therefore, teaching is impossible in neither the language of the teacher nor the language of the students. And only the line of associations, that teacher sets, allows to form a common with students language to teach. The most common teacher's misconception is an attempt to give as much knowledge as possible in an oral presentation, although for this there are textbooks.

A teacher orally does not just transmit knowledge, but reveal them in a system of relevancy, which would be extremely difficult to do in written form. Human thought is arranged in such a way that it perceives only that is important.

Therefore, the teacher can make educational texts more available in oral form to enliven them, to fill them with emotionally meaningful content, to allow a student to study further the material on their own. The ability to learn is determined not by the power of intelligence, but by freedom of thought. It is in the ability to form a new motivation of thought, making it free from the empirical situation that generates abstract thinking as an instrument of mentality. But a man is not a computer, their abstract thought does not move automatically, but in the emotional and associative field, which is formed by aesthetic expectations. Let's propose: that a student begins to read boring scientific text. If the empirical data in the text is not meaningful, the text will not be perceived because person simply will not be able to keep attention. The motivation to study the text should be immanent to nature of the text, but not identical to it. The condition of this motivation is aesthetic expectation, which forms a cognitive interest.

Likewise, as the aesthetic perception of the picture goes out of the time & space measure of empirical perception of colors, the cognitive novelty of the text goes beyond the ideas, that outpaces of its study. Consequently, aesthetic synthesis and cognitive interest are formed by the same aesthetic expectation, but in the first case aesthetic content is comprehended, and in the second – epistemological novelty. Therefore, aesthetic expectation is a means of realization the freedom of thought, which ensures fundamental ability for a man to study. Therefore, the art of a teacher, who in an active dialogue with students reveals the aesthetic significance of knowledge, is the same kind of art, focused on comprehension of beautiful. The live dialogue between a teacher and a student allows to create a special reality in which the listeners are involved, and the art of building this reality can be revealed in analogy with acting skills. The sence of the play is not to depict in actor's body something needed according to the plot, but to create of a special stage space, which attracts viewers. This space is created by author's idea, which is the same as the word for literary work in theatrical art. P. Yershov, who was K. Stanislavsky's student wrote: "Human's performance plays absolutely the same role in the actor's tecnique as the word does in literary art" [9, p. 37]. Body, in actor's perfomace, is perceived as an event, but not as a thing. The content of the event's body is not a speach content, but the formation of feelings inside its body, that accompany emotional transformation of an actor. It is not enough for an actor to demonstrate emotions, it is necessary to transmit their feelings, which is achieved by extension this sensual field outside.

The reality, which is created by lecturer, differs from a stage space by the fact that bodies are not expressed here, but sences – a reality, which is contemplated by mind.The same way as an actor demonstrates his/her body not as a thing, but as an event, so a lecturer must express sence in his/her presentation of lecture as a semantic act, but not as pre–defined certainty. By this a lecturer does not give the finished meaning, but generates it.

The main task of the lecture is not just to open a semantic act, but to make listeners co–participants of an event. Semantic act differs from sense as well as actor's body differs from acting. In action, the actor is transformated, creating a new corporeality with its feelings. So in semantic act there is also a reciprocal transformation of meanings. Motive force of semantic act is the thought, similarly as the actor's body movement lies in the base of acting. A lecturer reveals a semantic act in a thought intention, which originates in a vague and uncertain prognostication. Therefore, to make the semantic act more expressive, the listeners must be involved into field of uncertainty, from which a thought emerges.

However, listeners come to a lecture with their ideas, settings and stereotypes that protect them from any uncertainty. A lecturer has to overcome the settings of listeners, than open them the opportunity to contemplate the process of thought generating. But incipient thought is not blind, its movement is motivated by significance. Therefore, a lecturer must not only overcome listeners settings, but also create a sence – associative field, in which sence can be revealed. Therefore, a lecture, which is limited in presentation of sense demonstrations will be bad, and the good one – will be a lecture where the lecturer creates new semantic reality through the expression of semantic acts.

## 4. The art of teaching and cultural –caused differences in perception

The art of teaching allows to expand a person's world of life through knowledge that introduces a new reality. Each discipline opens its own side of reality, but an experience they reveal is tied to a certain cultural tradition and it needs to be taken into account.

Let's take for example a perception of a lecture by Chinese and Ukrainian students. Chinese people perceive information on the basis of cultural experience and specifics of Chinese language. The smallest lexical unit of Chinese language is a syllable. The number of syllables is limited, due to which each syllable has many meanings, and can be understood only contextually. Ukrainian sentence is based on grammatical forms of morphologically changing words, and Chinese sentence is based–on morphologically unchangeable semantic root – syllable. The condition of understanding the sentence in the Ukrainian language is the comprehension of its grammatically embodied logical structure, and in the Chinese language it is an understanding of the general contextual meaning. This is reflected in the difference between the structure of Chinese and Ukrainian scientific or philosophical texts. The structure of the Ukrainian text is similar to the structure of any European text: first, the initial prerequisites, that are either obvious, or rely on tradition, authority, then – their logical deployment, and finally– the main idea as a conclusion. Understanding the text is an understanding of the logical stages of the derivation of the basic idea.

In Chinese text, the main idea is given at the beginning, and then it is not proved logically and systematically, but contextually illustrated on different material. To understand Chinese text, means to set how parts of the text are interpreted in the context of the main idea, which is placed at the beginning. This should be taken into account when constructing a lecture text for Chinese students.

Our student will consider a lecture as good one if it presents different points of view, positions from which conclusions can be drawn. The logical structure of the lecture is important. It is also desirable to show different positions, reflecting different points of view. A formal feature of a qualitative lecture can be the ability to catch and write its main ideas in the notebook. Chinese student perceives this vice versa. Chinese student perceives the absence of a general position in the initial refferences, presentation of the variety of points of view at the beginning of the lecture, as disadvantage, but not as advantage. If the conceptual meaning is not spoken at the beginning, then the text of the lecture is broken in his/her perception. For Chines students' logical structure of the lecture does not have special sence, and the conclusion is not sufficiently illustrated, because it is placed at the end, and therefore it seems unreasonable.

A good lecture for Chinese will be that one, where initial contextual sence will be expressed at the beginning and this contextual sence is clearly illustrated during the lecture on a variety of material, which is not necessarily linked to one another. Chinese lecturer can write only two hieroglyphs during a whole lecture, and the rest of the time will use to illustrate of concomitant sences, and Chinise student will consider such lecture as beautiful, although in summarising there will be only these two hieroglyphs and nothing more.

The Chinese cultural paradigm is the "paradigm of that who is lending ear". Listening is aimed at the language, and lending an ear– at the context of the language. Languages of European peoples embody the energy of human thoughts, aimed to decompose sence. Here it is important not to lend an ear, but to analyze.

The cultural paradigm of a European is a paradigm of "that person who speaks". This leads to a certain exaggeration of the meaning of language, because of it the logical structure of the language becomes a filter system, which simplifies and impoverishes the life experience. This determines the problem of language in European Philosophy. Absolutization of speaking leads to the placement of the language into an autonomous sphere, which is clearly separated from other life experiences. Therefore, linguistic controversies in Europe – it is a controversies about the limits of permissible violence against ontology of the world.

The Chinese paradigm, which determines the orientation of lending an ear in general context, reveals in its context the life in integrity. In this paradigm the desire to decompose the text concedes the desire to grab it in such a limit generalization, which covers the reality as much complitely as possible. The language does not decompose things, but expresses them holistically. Therefore, it is joined with the ontology of the world without violence against it.

The self–consciousness of an individual foresees the correlation of individual's ego and "self"(Ukrainian "samist") as the a priori center of all mental life. Self –perception through correlation with some moment of the world life creates a special sense of reality, and the novelty of this feeling stimulates a young person to form new realities in learning, in which he/she realises of themselves newly, reinforcing their own sense of life.

## Conclusions.

It is wrong to reduce the value of education in the system of transmission of knowledge, because education should become the basis to form the individual. This defines two functions of education: on the one hand, education promotes free self–realization of an individual, on the other hand, education develops social adaptation. However, the adaptation of a person in the public environment often impedes the realization of human's personal qualities and vice versa. This contradiction is eliminated by solving the main task of education: to introduce a person into the common space of culture.

To understand culture is not enough to have a set of knowledge about culture, it is also necessary to master the a priori prerequisites of thinking and world view, on the basis of which the space of this culture is built. Due to this a person perceives culture as a space of self–realization. As M. V. Popovich wrote: "Precisely "the cultural man" gives meaning (sence) to objects or phenomena of surrounding world" [1, p. 478]. In this case, a person does not adapt to the external social situation, but he/she acts as an active participant in its formation.

Practice of teaching allowed ancient cultures to survive for centuries due to the transmission of culture. An example is the ancient Indian culture in which the person, who went along the path of studying, was called "twice born" physically from parents and spiritually from a teacher. But now, before education, there are many more difficult tasks.

Now we are living in the world, where different cultures interact. In this regard, there is a danger of xenophobia, based on fear of foreign cultures. Therefore, a new task arises before education – to provide a language to understand another culture on the basis of engaging into own culture, likewise a person learns a foreign language on the basis of knowledge of their native language.

According to this aim, any process of teaching in the education system, including the training of specialists in any particular area, should include humanitarian disciplines, among which Philosophy is especially important. The task to teaching Philosophy has the aim not to give ready answers or to thrust teacher's opinion on the student, but to teach language, which they can use to express their own position and understand both the position of another person and the tradition of another culture.

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## CORRELATION BETWEEN TEACHING METHODS AND PEDAGOGICAL TECHNOLOGIES AND THEIR COMBINATION WITH INFORMATION AND COMMUNICATION TECHNOLOGIES IN PHYSICS EDUCATION

*Abstract. The problem of correlation of teaching methods and pedagogical technologies and their combination with information and communication technologies in the process of teaching physics is considered. On the material of physics studies the possibility of occurrence of the problem consequences of incorrect application of separate pedagogical technologies is analyzed and ways and methods of avoiding mistakes concerning application of pedagogical technologies are described. It is shown that traditional methods of teaching physics can and must be combined with the use of modern information and communication technologies. From a methodological point of view, the conclusion is made on the feasibility of combining pedagogical technologies with information and communication technologies during a computer-oriented physical experiment. The content of the notion of computer-oriented learning, conditions of creation and efficiency of computer-integrated laboratory complexes are analyzed. The structure of the teaching-methodical laboratory complex for a computer-oriented physical experiment is proposed. It is concluded that any methods and technologies used in the process of teaching physics should primarily be aimed at forming an understanding of the physical content of the studied processes. It is noted that from the point of view of the prospects of the development of methodical directions of studying physics the study of methods of physical research and the development of methods for the formation of system knowledge requires more attention.*

### Introduction.

A commonly used concept of technology has been kept in consciousness like a combination and consistency of tools and methods of using them for achieving a desired result. Basically technology refers to applying scientific knowledge to solve practical problems. Accordingly, one of the decisive features of technology is achieving the same result "subject to technology compliance." This means the rigorous repeatability of the results of the activity adhering the technology of a particular process.

At the same time, everything related to psychological and pedagogical activity, the problems of training and education does not always have a strictly predictable result that exactly corresponds to the goal and scientifically grounded methods and methods of its achievement, although it is subject to relevant laws, principles and interactions.

Accordingly, the term "pedagogical technology" appeared in educational terminology recently and immediately revealed ambiguity not only in terms of understanding and interpreting the concept, but also in relation to teaching as a strictly regulated, clearly predictable educational process that guarantees the achievement of the predicted educational result with allowable variation norm. It is clear that the emergence of the very concept and the creation of specific pedagogical technologies were conditioned by constant efforts to optimize the educational process, and their further development is associated with the implementation of relevant modern concepts of training and education.

Obviously, any tool is created for a certain purpose and has its own scope. Techniques and technologies are also some specific tools, the scope and mode of use of which substantially change over time. At the same time, often even authoritative scholars with recognized achievements in the field of pedagogy, psychology, didactics (for example [1, pp. 96]) use the notion of methodology and pedagogical technology as synonymous. But the description of a certain problem by using the corresponding scientific terminology differs from the artistic description with the clear definition and regulation of the application of terms that correspond to the quantitative and qualitative characteristics of the corresponding processes At the same time, the fact that modern education is inextricably linked with the use of information and communication and other non-pedagogical technologies necessitates not only a certain ordering and standardization from the scientific point of view of the use of the corresponding concepts and establishment of correspondences between them, but also the development of ways and methods of optimal the application of techniques and the combination of pedagogical and non-pedagogical technologies in the learning process. So, the purpose of our study is to establish how the teaching methodology and pedagogical technologies correlate, and how they are combined with information and communication technologies in the teaching of physics.

## 1. Value of methodology of teaching and pedagogical technologies in teaching physics.

It is believed that for the first time the term "pedagogical technology" was used by Englishman Sally James in 1886, but one of the first Czech teacher Jan-Amos Comenius unveiled the idea of the possibility of technologicalization of the educational process in the XVII century, arguing that the school is a masterful, "living typography", which "prints" people. The technology of the educational process, according to Jan-Amos Comenius, must guarantee a positive result of training. Functionally, it should be a stamp, a kind of didactic machine, which would provide the expected result, provided it is properly used. To do this, you should clearly outline the goals, skillfully select the means, establish strict rules for their use, and so on. All this testifies that Jan-Amos Comenius considered technology as an important means of implementing the appropriate didactic principles. At the same time, it is impossible not to notice that such an approach has the features of authoritarian pedagogy, whose functioning is associated with a diminution of the role of individual characteristics, abilities, cognitive needs and interests of students.

Jean-Jacques Rousseau, the French philosopher and educator of the Enlightenment, was the representative of the opposite approach, which became widespread in the eighteenth century and was based on the individualization of the learning process. The basis of the personality development of Jean-Jacques Rousseau considered free education, which, given the nature of the child, should abandon the restrictions set by the curator of the curriculum, to educate the child from the blind submission of this will, to adhere to immutable natural laws. The process of learning in such conditions is based on the fact that its internal motivation is the child's desire for self-perfection, self-knowledge, creative self-development in accordance with natural abilities, cognitive needs and interests. It is clear that under such conditions, the process of organizing training is significantly complicated, because its individualization leads to a number of requirements that are difficult to generalize and can not always be combined. At the same time, the optimization of learning processes in the conditions of distribution of educational processes in society becomes one of the priority directions of the development of pedagogical science.

Any technology is based on the relevant theory and in one way or another is aimed at the practical realization of scientific ideas, principles, provisions, and theories. That is why pedagogical technology occupies an intermediate position between science and practice. In particular, Vladimir Bespalko defines pedagogical technology as a project of a certain pedagogical system, which is implemented in practice as a content technique for the implementation of the educational process [1]. Currently, pedagogical technology is usually called the direction of pedagogy, which aims to improve the efficiency of the educational process, guaranteed achievement by students of the planned learning outcomes [2]. Strictly speaking, the term "pedagogical technology" is an inaccurate translation of the English "educational technology" or even more precisely it should sound like a learning technology. Actually, the term "teaching technology" in our opinion most accurately reflects the educational orientation of teaching activity, as, acording to modern pedagogical literature, quite often modern pedagogical technologies are devoted to solving education problems. At the present stage, the concept of teaching technology can be considered widely as a sphere of activity, that is, the field of pedagogical science, and as a specific technology of teaching a particular subject, etc.

Moreover, issues related to the scientific substantiation and methods of using technical means of teaching are considered separately. However, the relevance of them has been increasing since the second half of the twentieth century and now have become a separate direction related to the integration and use of modern computing and information-communication tools and technologies, as integral components (conditions) of full-time education. But these questions, in our opinion, are more technical than pedagogical content, that means they are related to the objective reflection and embodiment of the educational process of modern technical trends and the possibilities of accumulation, processing and transformation of information without pretending to replace the theoretical foundations (didactic basis) of the construction of the education system.

At the same time, from the methodological point of view, with regard to the modern teaching of physics, there is a rather thin boundary between the need to use the latest technologies (including information) and observance of the "classical" methods of teaching physics, as science of nature, aimed at the development of cognitive abilities, in particular, through direct practical research. In fact, we are talking about the appropriate use of new technical, technological capabilities and content of new subjects in order to improve the quality of teaching physics. The urgency of the consideration this problem indicated by the discussions that arise periodically between the leading physics teachers, some of which, following the traditional approaches and methods of teaching, adhere to "more classical" views on the methodology of teaching physics, while others, having mastered the computer science and modern information technologies, and seeking application with their knowledge and skills, advocate the need for the transfer of modern techniques related to the use of computer science in the methodology of teaching physics.

In this sense, in our opinion, the difference between the modern methodological approach to the study of physics in the secondary school and in the high school emerges clearer. The secondary school lays the foundation of the physical, modern scientific style based on physical research. The propagation of the culture of setting up and conducting physical experiments should be one of the priority tasks of studying physics in secondary school. Knowledge in computer science and information technology can significantly facilitate students to process the received experimental data, illustrate the results and thus facilitate their analysis, etc. At the same time, it is expedient to move to the stage of application of the elements of computer simulation of physical processes only when it is assured that the students have reached the proper level of formation of the culture of performing experimental research, and the corresponding physical processes are practically investigated properly.

This is necessary in order for young people to deliberately resist the temptation to replace real research with their imitation (simulation) by using the computer model of a certain process built by someone or constructed by themselves, but formally, on the basis of theoretical formulas and without proper experimental research. Indeed, it is impossible to construct, for example, a computer model of artificial rain, not finding out what is meant by the concept of "rain". If the main purpose of the study is the irrigation of plants, then when constructing a model of rain, above all, one should pay attention to the intensity of precipitation, possibly the size of drops, water temperature, etc.; if the properties of rain are dedicated to ability of penetrating through the roof, then, obviously, in addition to the intensity, the direction of movement (angle of incidence) of the droplets of water will be significant; if the conditions for the formation of rain are studied, then the temperature, pressure, air pollution and much more are important. In any case, it is obvious that the construction of any physical model must be preceded by a thorough theoretical and experimental study of the problem, the substitution of the stages of a real study by gross "approximations" actually eliminates the meaning of physical research and destroys the concept of the culture of physical research.

It should be noted that, under certain conditions, the use of computer simulators may be appropriate and effective as training apparatus for young people, the proper use of separate devices, elements of complex laboratory facilities, better understanding of the flow of hidden from direct observation processes, etc. But such elements of the use of computer technology and information technology for educational purposes do not violate systematic physical research conducted by students, but only help to understand some of the additional technical aspects [3].

From the methodological point of view, a real physical experiment gives invaluable and indispensable experience of practical activity, which is hardly possible to describe in the "language of technology", the content core of which is a list (sequence of actions) and a strict algorithm, rather than a creative (search) approach to solution of the task.

In this sense, an important aspect of the problem is that pedagogical or educational technologies should not erode or distort the content of learning by simplifying the procedure. Recently, there is a delight in the use of technologies (algorithms) that give a guaranteed concrete result (for example, they allow solving a standard physical task), but at the same time they absolutely do not contribute to the development of students' thinking. The habit of mechanical use of algorithms and technologies can lead to the inability to think, to find solutions to problems in at least a few non-standard situations. From the point of view of general educational achievements, a full-fledged process of learning which results, for example, from the prevailing style of student's scientific thinking, is more important than achieving a particular utilitarian result of a learning activity (for example, solving a particular physical task, writing an EIT test, etc.). Although from the standpoint of the possibility of verifying specific learning outcomes it is completely technological, and its results are convenient in the process.

Unfortunately, at certain stages of the training there was a substitution of the methodology, based on teacher by the technology based on algorithmization, planning, differentiation, computerization of anything, but not a teacher.

The literature expresses the opinion (in particular, such a point of view is adhered by Mihail Oleshkov) that, for example, the method of Victor Shatalov is not a pedagogical technology, since its successful implementation depends on many factors, ranging from the personality of the teacher himself to the contingent of the students.

At the heart of the methodology is the personality and understanding of the essence of what is being studied, since the technique is created by focusing on the content of the material and the contingent. At the heart of technology lies the predicted result, because technology is created based on the goal and is aimed, first of all, to achieve a specific result. Understanding the underlying processes that occur when applying technology is not at all obligatory. For example, anyone can easily solve a certain procedure (consider technology) to start a car and even manage it, but not every professional driver understands the physical content of at least the basic physical processes that occur when driving a car.

Anyone from the students is able to cook tea, because technology is simple and well-known. But not every teacher can explain the content of physical and chemical processes that occur when brewing tea. Technology, which is not supported by an understanding of the essence of the processes that take place, becomes RITUAL.

It is important that from the point of view of the successful further study of physics and the formation of a scientific style of thinking without which modern teaching is impossible, certain conclusions need not just to know (as a certain fact, conclusion, result, postulate, etc.), but to understand their origin and interrelations, since only the conscious application of knowledge contributes to their strong assimilation and, consequently, the formation of the ability to self-creative activity, the development of intellectual and creative abilities.

The desire for systematic, at first glance, complicates the learning process as it requires mental effort and is practically not carried out at the reproductive level. That is why the formation of system knowledge is more creative rather than a technological process. Performing a certain algorithm of intellectual actions in some cases may facilitate (shorten) the way to acquire certain formal knowledge, skills, before acquiring certain competencies and even understanding the content of individual components of scientific knowledge, but can not guarantee the establishment in the minds of the person of the links that reflect and are adequate to the intra-academic connections between the individual links of knowledge of fundamental science, which objectively are one integral. Moreover, such an internal intellectual work of the individual, and in particular its results remain virtually invisible unless it is dedicated to special forms of control and diagnosis of changes in consciousness (specifically from a scientific rather than a psychological point of view). But this is usually not done with the mass training of physics. That is why, in practice, unfortunately, with "every best chance," it is precisely those components of the teaching methods of physics that are associated with the establishment of systemic connections and the formation of the ability to stand alone (non-standard) thinking. This tendency is further exacerbated by the fact that the formation of young people of these qualities is manifested, in the majority, indirectly and not immediately. At the same time, in terms of teaching young people capable in the future to independent scientific creativity, these aspects of teaching methods should be the dominant one. Qualitative teaching of physics is necessary to form and develop the ability to think, analyze, synthesize new knowledge. Accordingly, the "simplification" of teaching physics by reducing the study of the links between the individual links of knowledge and the synthesis of the learned actually in fact greatly complicates the understanding and understanding of the physical substance of the material.

In fact, studying any science (discipline) should first of all put and answer the question about the purpose of learning. If the study is aimed at utilizing the purpose of acquiring certain formal skills to perform certain limited functions, then in the content of learning it is really closer to mastering a certain technology.

But if the purpose of learning is to master the content of fundamental science, then the entire learning process must be based on understanding and of the system's interconnectedness of individual scientific knowledge. The technology of locating the center of a circle with the help of an angle with a bisector allows the user to get a completely real practical result, but from the point of view of forming the student's thinking and the possibility of further learning and intellectual development without knowledge and understanding of the fundamentals of geometry, such possession of technology is worthless. The method of constructing a perpendicular to a straight line with a compass (or needles and threads, etc.) is simple in terms of technology, but understanding its content also requires knowledge of geometry. In this sense, there is a big difference between the ability to obtain a certain result and the ability to substantiate (to explain, understand) its receipt, and the greater the path lies in the ability to create and justify a particular method, and hence the "technology" of creating something specific. Accordingly, a small change in the content of the task, the conditions for its implementation or the appearance of additional circumstances for the performer who does not understand the content of what is happening, but only performs a certain predicted sequence of actions (technology), may have unpredictable, and sometimes even negative consequences. For example, consider the technological process of making up a valve tap tap. A high-quality valve faucet (cast-iron or brass, etc.) has a brass rod (a rod that moves along with the valve in the middle of the crane), but in some cases, manufacturers replace the brass parts with steel. Considering that the technology (as an order), the making up of cranes is strictly implemented, but it does not matter which bare or steel bits are installed in the solution. But non-standard cranes which are not different from the cranes of the proper equipment, when put into operation, and even some (short-term) time after it work properly, but once the steel rods rust, such cranes will cease to work and this will happen predictably and irreversibly, regardless of that the technology of collecting cranes (but not the manufacture of individual parts) was strictly adhered to.

That is, the technology of a certain process without its coherence with other processes is worthless. And for the implementation of the agreement requires a deep understanding of the vast range of physical phenomena, complex processes and their possible consequences. Accordingly, at this stage, as a rule, business is not limited only to technologies, that is formal approaches, there is a need for deeper penetration into the content of problems. Clear application (observance) of technology, including pedagogical, should ensure guaranteed receipt of a certain result (including the result of training). At the same time, we know that no teacher, no methodologist can guarantee the same learning outcomes for different students, in any case, two different teachers working under the same program, the same textbooks and studying on the same subject will not conduct two identical lessons on the results which students will have the same answers to the same tasks. That is why studies, in particular physics, are guided primarily by methodological principles and, as auxiliaries, use pedagogical technologies.

Consequently, in the study of physics, achieving an understanding of the material must prevail over the achievement of the formalized result embodied in the designation of the correct answer to the task in a test form, obtaining a formal answer (solution) of the task or the performance of a particular laboratory (practical) task, etc.

Proceeding from the fact that physics is a fundamental science that inevitably and dialectically combines theoretical and experimental components, as well as the fact that since technical, engineering and design decisions have a physical basis (physics is at the same time an applied science) we will consider practical examples of the need for real, rather than the formal knowledge of physics. In practice, there are many cases where the thorough implementation of the technology (as well as follow the instructions) does not guarantee the need to make independent qualified decisions not provided for by the relevant regulations. Returning to the water taps, consider a situation where a person only strictly performs technology - for example, installs water taps properly, but does not think about their design - does not imagine the consequences of replacing, for example, valve cranes of the same size, but others in design - ball, disk, or latch cranes. In practice, closed-loop ball valves can the water store inside, even if there is no water left in the water supply and therefore more likely to be damaged due to freezing of water at low temperatures, disc cranes can only completely open or close the water flow, since it is not structurally designed to fix them in intermediate position, and valve cocks during a prolonged operation lose the ability to completely overlap the flow of water due to clogging and oxidation of the lower part of the flanges into which tightly inlet to latch. In addition, for example, ball valves, due to the possibility of a very rapid change in the value of water flow, can lead to a hydraulic impact which can lead to destruction of sanitary engineering communications.

Another example of the recently common problem is the inclusion of very popular now economically profitable LED lamps (light fixtures) based on semiconductor LEDs. When connecting such a lamp to the network, it is properly lit, but the "paradox" occurs when the lamp is turned off by a standard room switch. It continues to glow with dim blinking light or blinking dimly, but it does not slake at all. People who have executed the instruction (they have followed the technology of connecting the finished product), this phenomenon can cause an emotional shock, although in terms of physics, it may well be explained and quite simply eliminated. The examples presented again show how important it is not just to know (to reproduce) physical laws, but to understand the physical processes that underlie certain technical and constructive solutions, technologies and operational requirements, etc. As a result, teaching methods should be aimed at learning the understanding of the content of the work performed, the education and formation of "intelligence at the fingertips," and pedagogical technologies should provide an auxiliary function of "simplification and acceleration" of learning processes that are monotonous, secondary, non-related the essence and essence of learning, but those that take up a lot of time, energy and distract excessive intellectual effort, so they are technical.

In particular, an example of such pedagogical technologies, in part and only in those aspects that do not affect and do not distort the content of learning, is the test technology of teaching and checking students' knowledge. Another suitable example of the use of pedagogical learning technologies is the holding of computer-oriented physical experiment, which will be discussed further and which is actually a successful combination of modern pedagogical and information and communication technologies.

Let's analyze the correlation of methods and pedagogical technologies, considering one more aspect of pedagogical activity, namely the preparation and holding of intellectual competitions for students. Obviously, the possession of appropriate methods of training and preparation for the competition allows pedagogical and scientific and pedagogical workers (teachers, methodologists, teachers) to successfully prepare the winners of the respective competitions. We have analyzed the results of the participation of Ukrainian schoolchildren in the final stages of All-Ukrainian and International Olympiads in natural and mathematical disciplines over the past twenty years. The undeniable fact is that over the decades the winners of competitions in certain disciplines have become students of mostly very limited circles of schools. This suggests that it is in these schools that they have proper methods of working with gifted youth, aimed at developing their abilities and realizing creative potential. At the same time, the analysis of the personalities of the winners of the competition allowed to reveal one more dependence - a significant part of the younger brothers or sisters of pupils who became winners of certain Olympiads also subsequently became the winners of the relevant competitions, and quite often repeated even the level of achievements (degree of diploma) of their elder relatives. Also, according to the results of our observations, a similar tendency of "duplication" of achievements in intellectual competitions takes place in relation to the twins who together took part in them. We do not believe that such far-reaching coincidences and even synchronization in the results of the activity can be explained only by the inherent coincidence of the ability of relatives or only by the results of the application of certain identical teaching methods. Existing rather frequent repetition of the results of intellectual activity forces to consider this fact from the point of view of possible results of the application of certain technologies of preparation for intellectual competitions, allowing to get the predicted result. In general, winning a competition is good, but at the same time it involuntarily suggests an analogy with the training of entrants to take entrance exams to higher education institutions.

It is generally known that tutors, in contrast to schooling, do not teach the subject (discipline, the basics of fundamental science, etc.), but only prepare (train) for the correct answering of the tasks of a certain exam. In modern conditions, this is manifested in the training of the ability to find the right answers to tasks that have a test form. And of course, while tutors do not consider the topics, forms of work or classes of tasks that do not find adequate reflection in test tasks (such as performing laboratory studies, making evidence or explaining a particular fact, etc.).

So, in such cases, we can talk about a certain technology of the formal achievement of a utilitarian result in a somewhat simplistic way. Of course, the goal determines the means. Obviously, for this reason, they have the right to exist and there are different approaches to organizing the learning process, and the question of the relationship between the use of methodology and technology in the teaching of physics can and must be determined by the purpose of learning. That is, the answer is a priori not unambiguous regardless of the contingent of students or students, the purpose and professional orientation of their training, etc.

## 2. Computer-oriented physical experiment in terms of physics teaching methods

At the present stage of learning, a computer-oriented physical experiment has become an integral part, though not quite common, of the modern teaching of physics, which provides the opportunity for students to master the bases of using information and communication technologies, the capabilities of modern microelectronic and microprocessor technology as tools for improving the effectiveness of the physical experiment, improving and upgrading the training equipment. Physical experiment lies at the basis of the study of physics as an experimental science and providing of educational physical experiments organically combines methodology, pedagogical and modern information and communication technologies.

To improve the efficiency of the procedural characteristics of the physical experiment, the relevance of the setting of the educational experiment to the mental activity of students and students (formulation of the problem and the creation of a problem situation, the formation of divergent thinking, the use of experiments for familiarization with the scientific experimental method, etc.) is very important. Repetition of experiments in this case should be optimal. To increase the efficiency of the physical experiment, taking into account the content characteristics, can be by means of the following techniques: 1) the use of existing devices in the educational process on physics according to their direct purpose; 2) introduction of constructive changes and additions to the devices and installations that were issued by the industry; 3) selection from the system of the same type of equipment of the devices and installations that provide the highest efficiency of the educational process; 4) the development and production of appropriate devices and installations at classes classes; 5) a deep understanding of the structure and principle of the training devices and installations, the availability of appropriate skills to carry out simple repairs.

Effective implementation of new technologies, the operation of equipment with a high level of electronic security requires appropriate training of qualified specialists. Of course, the training of engineers is carried out in specialized technical universities. However, the qualitative training of a specialist is impossible without certain prior basic and applied (polytechnic) knowledge acquired in high school mainly in physics classes. An important mission among the strategic directions of education reform is the innovative teaching that "... involves the constant involvement of students in active educational and cognitive activities, characterized by intensive multilateral communication of actors,

information sharing, results of students' activities between themselves and the teacher. .. encourages them to take initiative, creative approach and active position in all kinds of the indicated activity ... "[4].

Analyzing the content of the notion of a computer-oriented learning environment, we turn to Valeriy Bykov's definition, which characterizes it from the standpoint of models of organizational systems of open education: "An open learning environment is a learning environment, the structure of which involves the purposeful use in educational- the educational process of the means, technologies and information resources of the global educational space, forming the educational and spatial component of the learning environment "[5]. Yuriy Zhuk interprets it as "a person-oriented learning environment, in which, as necessary, there are hardware and software tools of information and communication technologies" [6].

There are also separate types of computer-oriented physical practice, among which: automated laboratory practice (automated system of laboratory workshop), a complex of technical and software tools that provide laboratory and experimental work directly with physical objects and (or) mathematical, informational descriptive, visual models presented on the computer screen. In addition, there is an automated laboratory workshop of remote access (Internet laboratories), a specialized laboratory installation, equipped for communication with the global computer network and related software. The peculiarity of the programs is the presence of control devices, in appearance and characteristics close to industrial analogues. Virtual Laboratory Practice (Virtual Training Laboratory (VNL)) is An electronic environment that allows you to create and explore visual models of real phenomena. In the worldwide practice, there are virtual laboratories in the field of mathematics, physics, chemistry, biology, ecology, etc.

Experts suggest in the methodological plan to classify virtual training laboratories based on the accepted typology of knowledge representation models in artificial intelligence systems, and systems of procedural, declarative and hybrid (procedural-declarative) types. Thus, the basis of the virtual training laboratory of procedural type is the training packages of applications or their industrial analogues, designed to automate professional activities. Virtual study rooms can be assigned virtual teaching laboratories of a declarative type, since knowledge in them is stored in a finished, prepainted form. In this case, meaningful prototypes are not the primary sources on paper, but the actual exhibits of real study rooms, which are often called educational laboratories. A hybrid approach to constructing a virtual training laboratory is usually used when developing virtual devices.  In this case, the external attribute, in particular the control panel, is visually shown to be adequate to its real analog, and different modes of operation are examined using mathematical or simulation models. Another promising direction for creating hybrid virtual training laboratories is simulation of typical laboratory work on complex and unique equipment.

The usual situation with the traditional carrying out of such laboratory work is when all the manipulations with the equipment is carried out by the regular staff member of the laboratory, the teacher gives an explanation, and students or students observe and carry out the processing of the results of experiments. It is clear that such "traditional execution" of experimental research is very formal and has little to do with actual experimental activity, despite the fact that real, and not virtual equipment is used for this. But since the experience of direct practical work with real equipment students or students do not acquire, then the effect of such training is minimal. Under such conditions, personal work with simulators (simulators) of real processes and devices in virtual physical laboratories appears to be overwhelming compared to observations in "quasi-real" conditions, when the reproduction of the received information occurs only at the reproductive level and practically no competence formation takes place.

Recently, there is a transition from the development of ready-made virtual laboratories to the creation of experimental-modeling environments, where you can customize the compilation of various experiments in accordance with interests, cognitive needs and level of knowledge. An example is the ManLab laboratory complex of the National Center "Minor Academy of Sciences of Ukraine". ManLab offers assistance in scholarly and educational studies for students of Ukrainian schools in the distance and on-line mode. The laboratory complex specializes in research in the fields of natural science: physics, chemistry, biology, geography, astronomy. ManLab uses the scientific and educational equipment of the leading Ukrainian and world manufacturers to create the appropriate spatial and material structural component of the computer-integrated laboratory complex, the basis of the corresponding laboratory practice in physics, with modern equipment for field studies and digital measuring devices built on modern elemental base, which provides implementation of a computer-oriented physical experiment in a wide pedagogical practice.
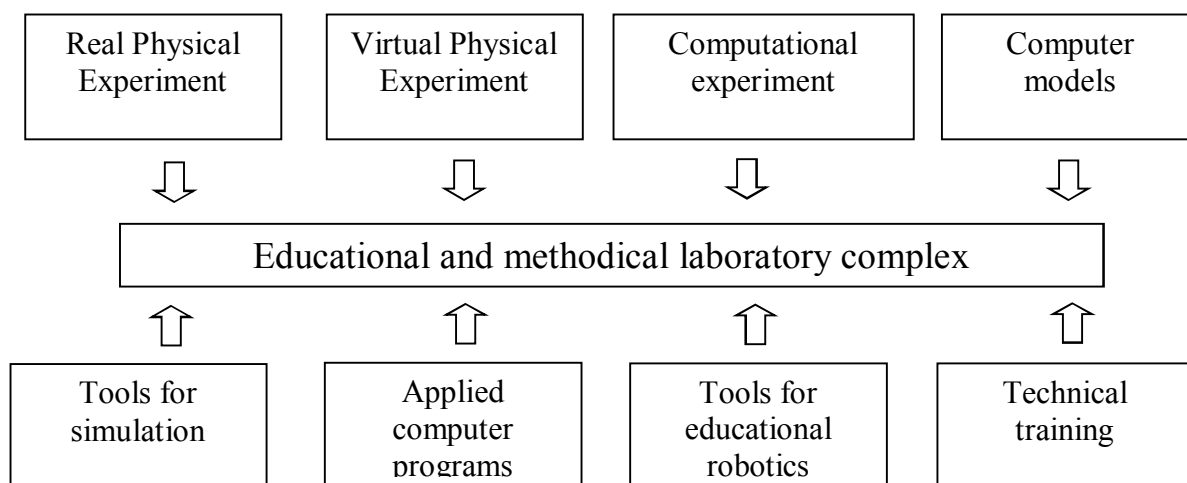
The latest trend in the development of a laboratory workshop on physics involves the creation of context-sensitive technological maps that determine the vectors of the stages of practical research, taking into account the development of certain components of technological and general-professional competence, informed about the expected results of the activity. This way of organizing and conducting laboratory research is one of the elements of the implementation of the educational process with a competent approach to learning [7]. An analysis of the current state of using information and communication technologies in the process of teaching physics gives grounds to draw the conclusion that the most significant and perspective from the methodological point of view are the following directions of their use:

– using new forms of presentation of knowledge (content component), improvement of teaching process, increase its efficiency and quality;

– computer simulation and graphic programming;

– management of educational and demonstration equipment;

– automation of data collection and processing of laboratory and demonstration experiment results;

– qualitative visualization of the results of the experiment, organization of telecommunication projects.

Consequently, from the point of view of the development of modern teaching methods, a computer-based experiment is an important component of the modern process of teaching physics, the organization and conduct of which is based on the use of information and communication technologies.

Computer-oriented physical practice allows you to explore and simulate (including visualize) complex objects, dynamic processes and phenomena that are difficult or simply impossible to demonstrate in the classroom, especially in educational institutions with a weak laboratory base. Thus, modern methods of teaching physics, based on modern information and communication technologies, provide a new quality of training. The block diagram of the proposed structure of the teaching-methodical laboratory complex is presented in Fig. 1 [8].

| Real Physical Experiment | Virtual Physical Experiment | Computational experiment | Computer models |
|---|---|---|---|

⇩ ⇩ ⇩ ⇩

| Educational and methodical laboratory complex |
|---|

⇧ ⇧ ⇧ ⇧

| Tools for simulation | Applied computer programs | Tools for educational robotics | Technical training |
|---|---|---|---|

**Fig. 1. Block diagram of the structure of the educational and methodical laboratory complex**

It is known that the ultimate goal of any educational process is the use of theoretical knowledge in practice. It is proved that this, in particular, is achieved in the process of performing laboratory and practical work. It is the component that most needs to be brought into line with modern requirements. However, it is clear that the availability of even the most modern computers is not enough. This requires hardware (both hardware and software) that ensure the coordination of the computer, sensors with actuators. That is, the technical aspect of training needs to be filled with content, that is, to supplement the methodological aspect. This is the organic and systematic combination of modern methods and pedagogical and non-pedagogical (in particular, information and communication) technologies in the educational process.

Excellent technical features and functionality have the boards and modules for data collection and leading world and domestic manufacturers, but their cost is quite high. To solve most of the teaching tasks in higher and secondary schools, they do not require super-high performance and accuracy. Necessary smart multi-functionality, extended software support and mass availability. For example, among the specialized software that meets modern technical and didactic requirements, there are application software package for Multisim simulation and Graphic Programming LabVIEW by National Instruments (USA).

It should be noted that, from the methodological point of view, no matter how modern and progressive the simulation modeling was, its use for the purpose of training would be effective in the following situations:

– if it is impossible to conduct a real (natural) experiment for the following reasons: a) when expensive equipment is used; b) if a real experiment is dangerous for researchers' health; c) under the condition of high complexity and duration of real experiment; d) when there is a need for complex mathematical calculations to process the experimental data obtained; e) when it is impossible under certain circumstances to use modern metrological equipment;

– to check and clarify the work of real objects, completing a full-scale experiment;

– when controlling the course of the physical process, obtaining the necessary information about it and processing the information received for its further use;

– to accelerate the transfer of results of a computational experiment to real systems;

– at the time of introducing students to the principles of the work of virtual and other devices and installations for their further use in a real experiment.

At the present stage of the development of pedagogical, information and communication technologies, the use of hardware and software allows you to consider simulation, virtual and field experiments as equivalent components of a composite laboratory practice. In a compositional arrangement, the performance of a laboratory workshop may be as follows:

– processing of theoretical information, studying the methodology and techniques of conducting research, deriving formulas, preparing tables and reports;

– implementation of simulation, saving results in the form of tables and charts;

– conducting a full-scale experiment, processing results, forming tables and reports;

– comparison and analysis of the results of various forms of experimental research, synthesis and formulation of conclusions.

From the didactic and methodological point of view, computer-oriented laboratory practices contribute to the creation of a modern educational environment focused on the formation of cognitive interests and the instillation of research competencies, etc., and at the same time they have a number of undeniable advantages in comparison with field research, namely:

– based on mathematical models (with control parameters) or laboratory experiments, computer laboratory practice can be used not only for demonstration of phenomena, but also for research (clarification in dialogue mode) of the influence of certain parameters or their combination on the investigated processes and phenomena;

– virtual laboratories based on the use of multimedia technologies allow better visualization of the investigated material, combine text, graphics, video, audio, animation, that is, from a methodological point of view, it is possible to choose a more effective educational environment depending on the individual characteristics of the researcher;

– elements of interactive graphics enable the best, most motivated students and students to use models as simulators of laboratory installations, as well as to develop skills in managing modeling processes;

– observe and study the dynamics of the process at a rate that is convenient for the perception of the researcher, although the actual time of the process can be a fraction of a second or dozens of years [8].

**Conclusions.**

In the context of intensive development and implementation of pedagogical, information and communication technologies, the modern educational system should not only provide a certain amount of knowledge and practical skills, but also teach ways and methods for obtaining information, its analysis and continuous updating, that is, to teach the possession of modern information and communication technologies.

Since the goal determines the means, it is for this reason that they have the right to exist and there are different approaches to the organization of the learning process, and the question of the relationship between the use of methodology and technology in the teaching of physics can and must be determined by the purpose of learning and depends on the contingent of students, their cognitive needs and interests, professional orientation, etc.

Traditional methods of teaching physics can be combined with the use of modern information and communication technologies. From the methodological point of view, it is advisable to combine pedagogical technologies with information and communication technologies during a computer-oriented physical experiment. At the same time, any methods and technologies used in the process of teaching physics should primarily be aimed at forming an understanding of the physical content of the processes being studied. That is why from the point of view of the prospects of the development of methodical directions of studying physics more attention requires the study of methods of physical research and the development of methods for the formation of system knowledge.

The organic and systematic combination of modern methods and pedagogical and non-pedagogical (in particular, information and communication) technologies in the educational process consists in filling the technical aspects of the learning process with specific scientific content, that is, adding to the methodological aspect.

Further study, development and improvement require methodological principles for the formation of experimental and research competencies of students and students who, in the process of teaching physics, use information and communication technologies, educational and laboratory laboratory complexes, and others like that.

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## SPECIFIC ASPECTS OF PERSONAL CULTURE CHARACTERISTIC OF FORENSIC SCIENTIST

***Abstract***. *In the presented paper; the culture is considered as a specific means of organizing and developing human life. Formation of a forensic scientist culture is considered at three levels, a role and peculiarities of each of them are determined. According to the system of educational process in the field of training forensic experts, such a justification is a kind of indication to achieve the goal training and education of a forensic scientist. Particular attention is paid to the regulatory function of ostensive forms of culture and peculiarities of imperative forms of culture performing the regulatory function of the person's activities and behavior, their characteristics are presented. It is indicated that the attaching nature of ostensive and imperative forms of culture causes the formation of a forensic scientist as a professional, as "personality in itself". Essence of one of the regularities of educational process in the field of forensic expert training is considered, namely: Reflexive attitude of the mentor to himself and to the junior forensic expert, to his and his activities. Considering educational process in the field of forensic expert training; the special attention is paid to culture essence of an experienced forensic expert as a mentor representing educational system and at the same time its element, personal formation, a dialectically integrated unity of educational values.*

### Introduction.

Democratic society cannot be formed without competent cultural professionals in all fields of human activity. Over the last years problems of defining requirements for the personality of law enforcement officers in general and forensic expert were subject of dissertation research on topics: *Conceptual basis for development of forensic examination in modern conditions*, Dzhavadov F.M., *Theoretical, Methodological and Praxeological Principles of Forensic Science while Criminal Proceedings*, Shcherbakovskyi M.H., *Forensic Science activity: essence, principles, organizational essentials* Zherebk O. I.,: *Organizational, legal, moral, psychological principles of forensic science activity*, Sherstyuk V.M., *Administrative and legal status of forensic experts who are not employees of state specialized institutions*, Sabadash I.V., *Subjects of forensic science activity in modern system of forensic science support of criminal proceedings,* Tkachenko N. M. and other.

Analysis of scientific technology over the last years allows concluding that mentoring of an educated person who is capable of analysis and independent free choice of values that determining orientation and nature of its interaction with world and people are carried out while forensic science activity is one of the mechanisms of cultural broadcasting. The 21st century places new demands on science and education, opens up new perspectives and still unknown areas for research. Culture occupies one of leading places in the system of forensic science, as it plays a significant role in formation and development of personality of a forensic expert. Taking generation experience, absorbing human culture, it learns deeper into surrounding world and it is formed as a person.

## 1. Main content presenting

Notion of culture (derived from lat. *Cultus: lifestyle, occupation, education, development*) entered the scientific circulation of European social thought in the second half of the XVIII century and is a fundamental one, that is paid attention by philosophers, auxologists, sociologists, historians, cultural scientists, and scholars in other fields of knowledge. Culture is considered as a specific way of organizing and developing human life by scientists in different fields of knowledge. It is represented through the products of material and spiritual labor, system of social norms and institutions, spiritual values, totality of human relations towards nature, other people and themselves. They interpret culture as the second birth of a person, because culture passes through all his/her life.

Moreover, it should be noted that the term "culture" can be interpreted broadly and narrowly. Moreover, in the broad sense, the concept of "culture" determines specificity of human existence in the world and all that is associated with; narrowly, this is the field of spiritual life of people. As for inner meaning of this notion, culture is development of person himself as a social being, a holistic and harmonious person. With this approach culture includes results of material and spiritual production and is interpreted as "second nature" created by human being. In this sense, culture is equivalent to the realization degree of human will. So, culture acts as the basis of the development of human individuality, personality embodying universal goals and aspirations that is all-human meaning. In this case, culture acts as a form of its creativity. We can state that culture embraces the spiritual and material sphere of society existence and acts as a form of freedom and creativity manifestation, as a means of self-realization of person basic values of a [1].

Regardless of approach to the culture problem, almost all scholars point out that culture characterizes the vital functions of the individual, group, society as a whole. Culture itself is a specific way of human existence, since it has its own spatial and temporal limits. It is revealed through the peculiarities of behavior, consciousness and human activity, as well as through things, objects, works of art, tools, through language forms, symbols and signs [3, p.13]. In essence, the concept of *culture* was proposed by V. Konev: "Culture is the accumulated experience of activities necessary for the reproduction of this activity through the formation (education) of a person" [3, p.48].

This understanding of culture indicates that it reflects the centralization of a teacher or mentor in a particular type of activity focused on the formation of an individual that becomes able to reproduce experience of activities acquired under the direction of a teacher or mentor. This is reflected in the field of forensic science activity in the context of culture formation of a forensic expert. It should be noted that in culture also reflects the expression of a teacher or mentor on himself and his activities, on a student (forensic expert) and his activities. So, it is a question of the fact that the task of forensic science education (as well as high school) is to search for best practices to include forensic experts in culture, which development of is carried out under the sign of development of their ability to reflect. Solving this problem allows achieving the goal of a forensic expert forming that means providing each person, with forensic and cultural education affecting all personal aspects at a level that is sufficient for equal to the other start of a self-development of individual on the basis of basic education.

Referring to the model of culture, described by V. Konev [3, p.48-61] and considering how it is possible to include a person in culture while learning for forensic expert activities that are of greatest interest to us. Understanding cultural model where the author highlights three levels; this cultural model is based on the idea that culture and education unity which essence is, firstly: culture is a function and field of human life and education translates culture, secondly: culture is an education condition and education is a culture condition. It should be noted that activity acts are always discrete in time and space but activity is continuous. Mechanisms to ensure activity continuity including forensic expert activity is a culture ensuring the preservation and reproduction of human activity. Culture, being always concrete, carries in itself the image of activity, image of the people, image of the nation. Realization of forensic expert activity within the first level of culture where it serves as experience ensuring preservation and reproduction of human activity, it is connected with the fact that forensic expert activity carries an image of this activity and an image of its subject.

As emphasizes B. Bim-Bad, "Education is formation and improvement of the human image; it is identifying a person in the image of the creator, and, moreover, the creator of good" [4, p.16]. Sharing this point of view, we note that "image" can be used in various combinations with the concept of "mentoring". On the one hand, mentoring "for the image", on the other hand is mentoring through the image. This is very relevant while becoming a forensic expert as a person. Mentoring through the image is nothing more than a person's mentoring of an experienced forensic expert (mentor) whose image is perceived by junior forensic experts. In this case, we should remember the words of K. Ushinskyi: "A mentor is face-to-face with the students, in itself contains all the possibility of success of education" [5, p.168]. In this image, those who are learning begin to respond, accept or reject the values that an experienced forensic expert implements while interacting to.

The image of an experienced forensic expert reflects its outward expression in training junior forensic experts as a certain type of relationship of this person to his/her activity, probably second type of "residence" in its cultural education space. One of output, key concepts for describing educational activity of an experienced forensic expert which manifests the image of the mentor and his subjectify is pedagogical competence.

We believe that creating concrete relations by experienced forensic expert not only contributes to culture preservation and translation but it can be directed to future. Due to its prospective nature, forensic education is able to look into the future, that means creating the image of a prospective forensic expert, who is a "civilized person", namely, a "civilized forensic expert". The image of a "civilized forensic expert" is the image of such a forensic expert who is aware of his succession towards the "past" culture and his responsibility to those who are being trained as the creators of a new culture. The essence of forensic expert mentoring through the image can be presented as follows: subjectivity of experienced forensic expert (mentor) can become a prospect of their development.

It should be noted that education of forensic experts "for the image" has its differences from their education through the image. In first case, the purpose of education is civilized forensic expert. In the content of this image, the terms "educated" and "informed" do not diverge from the notion of "civilized forensic expert" becoming a criterion for filling the content of concepts of "educated forensic expert" and "informed forensic expert". New image idea of a forensic expert is based on society requirements and the life of this person. As researchers emphasize, such requirements are profound professional skills that involve learning of knowledge specific types of and concrete activities (experience preservation and translation) and availability to move from already mastered activities to a new one, which implies person ability to find new ways of working and the associated ability to self-study and continuous learning [6, p.16]. It should be noted that fulfillment of above mentioned requirements is possible only through including an experienced forensic expert and junior forensic experts in culture, thereby enriching their subjectivity. Thus, at the first level of culture, forensic educational activity provides human activity preservation and reproduction through junior forensic expert education with the help of image and for image. However, in modern conditions, when it is about person ability to self-education, such an aspect of education as education of oneself, "creation" on the basis of reflection becomes equally important. In our opinion, education "for the image", does not fit into the first level of culture. However, due to the fact that forensic and expert education is prospective, educational activity of an experienced forensic expert creates conditions for "looking" into future. From this perspective, education "for image" is the link connecting culture levels.

It should be noted that experience transmitting experience in time should be preserved and transmitted. Its mechanism is culture, but not culture as an experience, but culture as a form of preservation. Regarding this aspect, Konev observes that such forms are extensive, imperative, axiological and principles contributing to organization of cultural content and the formation of a civilized person.

Any form of culture is meaningful and through this content; it generates activities of a person to preserve and transmit culture as an experience. In addition to its content, each form of culture carries an abstract meaning, which transforms the forms of transmitting into a category of culture. At the same time, cultural categories are not abstractions, but forms of consolidation in culture of universal social personal abilities transforming it into a social subject [3, p. 49-59]. It should be noted that from scientific point of view, scientific accent is important for emphazing that cultural category content does not indicate concrete actions and deeds. In their content there is a general idea of social significance of activity itself and the activity focus on the affirmation of human nature.

Forensic science and educational activities aimed at establishing ethical norms in a junior forensic expert, on understanding of their essence of forensic expert activity, provides a link between forms of culture. Considering the issues of ethical component in the personality formation of forensic scientist, the authors noted that formation of ethical culture of a person who claims to be a professional forensic expert is an important part of his professional training; since it is based on the general and special moral principles that are specific to this profession and are fairly strict moral standards [7, p. 169-170]. Understanding ideas about the logic of the interrelationship between cultural forms demonstrates that content development of these forms by junior forensic experts is a process of organizing experience of forensic expert activity. In this sense, fixed and developed experience providing continuity between cultural forms, containing logic and cultural formation of civilized forensic expert.

Each of cultural forms is specific, whereby the organization of the activity of junior forensic experts on mastering of these forms has its own peculiarities. So, if mastering the content of ostentatious and imperative forms of culture by forensic experts ensures formation of "personality in itself", formation of "personality for himself" occurs while mastering content of axiological forms and cultural principles. Accordingly, the ways organizing the activities of forensic experts in mastering the content of a particular cultural form are different. Ostensive cultural forms (examples, patterns, customs, traditions, etc.) are demonstrated by mentor. They are the basis of moral action for a forensic expert. On their basis, there are imperative forms (norms, prohibitions, slogans, etc.) that outlining the limits of possible interaction of forensic experts with the world (law enforcement agencies, judges, lawyers, etc.) and people, determine the extent of the mandatory and prohibited in the activities and behavior. Demonstration of traditions or customs developed in a group, class, society, due to the fact that cultural forms as a whole have non-institutional character is connected with certain definite difficulties. It is a question of the fact that custom and tradition, for example, are the unity of the proper and the existing coincided in: "Something is worthy precisely because it is that it does everything" [8, p.266]. Another difficulty in demonstrating ostentatious forms of culture is based on the fact that it is the basis of moral action for forensic experts.

Regarding customs, a forensic expert they should have a "justification", meet moral requirements: justice, equality, freedom, etc. Demonstrating mentor moral requirements is also coupled with various difficulties. We note that it impossible to teach to be fair, independent in deeds and actions is because it is gradually being raised in a person. Education in this case introduces junior forensic experts into the world of human relations, where he is quite clearly manifested as far as a person is fair, independent in deeds, actions, judgments, assessments, etc. The difficulty in demonstrating ostentatious cultural form by the mentor is that they do not indicate what concrete action should be, but only concentrate attention of forensic experts on morality demands contained in customs, traditions, open the perspective for personal development and formation. Demonstration of customs and traditions, samples and examples by an experienced forensic expert becomes the starting point for regulation of deeds and actions. The regulatory function of ostentatious cultural forms lies in the fact that mastering of junior experts by their content becomes a starting point for observing customs, maintaining traditions to follow patterns that are inherent not only to experienced forensic experts, but also to ordinary people.

We cannot ignore the fact there are imperative forms (norms, prohibitions, appeals, slogans, etc.) on the basis of ostensive cultural forms. The mean idea of norms and prohibitions is the duty that as a binding force prompts activities and achievement of its goals. The peculiarity of mandatory cultural forms is that they are having significance for many that are general, act as multipurpose.

It should be emphasized that rules and prohibitions are formalized by behavior regulators of forensic experts, since they come to them from the outside. It is precisely nature of ostentatious and imperative cultural forms performing activity and behavior regulatory function determining formation of a forensic expert as a professional, as a "personality in himself". There is no choice because of voluntary nature of these cultural forms. We keep in mind that external environment determining activity and behavior of a forensic expert reflects the relation of a person's dependence on a group, a society. This dependence of his "binding" him/her does not allow to exercise free moral or value choice.

Formation of a forensic expert as a "personality for himself" occurs as a result of mastering the content of axiological forms and cultural Principles-Forms. Value is the significance of one or another object, subject, phenomenon for a forensic expert. Scientists emphasize that difference between value and norm is that first is the internal, emotionally mastered by the given subject, the reference point of his activity and therefore perceived by him as his own spiritual intent, and not impersonal, transpersonal, alienated from him by the behavior regulator, as a friend [9, p.64]. Values acquired by a person take the form of the motive of deed, action. In this case, it is not a matter of what is the primary: value or norm, but that norms developed by humanity, society, become values not only for individual life, but also of all of his professional activities, in our case, it is forensic expert activity.

Note that if the norm is a kind of external regulator of activity and behavior, the value is an internal regulator and controller. The focus of a forensic expert on values is known to be his value orientation, which determining nature and content of attitudes towards society and adopted rules. Value orientation as an internal regulator of activity and behavior "proceeds from the inner motive, acting in the form of experience and not from the voluntary and conscious adoption of some system of norms" [9, p.166]. It should be noted that restoration of value orientations occurs as a result of the choice of the individual goals and means of achieving. A person chooses what is meaningful or valuable to. Ability to choose values makes a person free. Assimilated by junior forensic expert the values advocated by an experienced forensic expert make him relatively free of requirements and standards offered to him by an experienced forensic expert, group, and society making him a "person for himself".

The next form of culture is the principles "transmitting cultural values in a cultural and abstract form, setting the fundamental and recent basis of activity in all branches of culture" [3, p.51]. The concept of "principle" means the moral content that has become shaped. At the same time, in the cultural and abstract sense the principle as a category of culture reflects the deep essence of relations between "personality" and society [3, p.55]. In our opinion, current relationship due to universality of moral requirements that under certain conditions become internal regulators of human activity and behavior (values), reveal the movement of personality to society and society to the individual. Thus, an experienced forensic scientist expert is an indirect link of the movement of a junior forensic expert to society and society towards him. In addition, an experienced forensic scientist whose activities are based on the principles of morality acts in this way (image of a forensic scientist), in correlation with which junior forensic scientists evaluate themselves and others, their actions and deeds, as well as actions and deeds of others.

The principle, acting as the basis of the educational activity of an experienced forensic scientist while junior forensic scientist training generates in them ability for meaningful use of his will which essence is to understand objective limits of action and the efforts to expand them. The will of the first as a mentor and the second as his disciple are expressed in the will of the choice of values that they learn to recognize. In the context of will, moral laws and imperative forms of culture receive a new meaning: "The moral law should not deprive him of moral independence replacing the implementation of values with obeying the law. The key point, for the sake of which the law is given, is education based on cognition" [10, p.84].

Education based on cognition creates conditions for the unity of value and rational in the minds of young forensic scientists and their mentors. Education should be based on the principles bringing forensic scientists to their profession values. In this case, it is not just about principles of education, but about principles as a category of culture and morality, and therefore it is necessary to find out what morality principles are.

The analysis of scientific literature indicates the absence of a single point of view of scientists regarding concept definition of the "morality principle": Thus, relying on the provision that moral principles are nothing more than the most general moral norms, it is proposed to classify rational moments of morality by degrees of their generalization. The first kind of generalization reflects general nature of the moral situation. The second type means a degree of abstraction from the situation specific content [1,1, p..76-77]. Categories, in turn, are the constituent notions of ethics as a science reflecting the main, essential in morality and its development. From this perspective, ethical categories correspond to moral principles, so categories should be scientific expression of these principles as elements of morality in general, the unity of content and form, historical and logical structures. Principles of morality is one form of moral consciousness where moral requirements (for example, requirements of legality, objectivity, independence, etc.) are expressed via the most generalized way. In contrast to the norms, principles governing activities and behavior in a generalized form reveal the content of morality which forms along with consciousness are moral relations and moral activity (practice). From the point of view of educational process in the field of forensic expert training, such a justification is nothing but an indication type of the goal of learning and training a forensic expert.

Universal is a high degree of generalization in ethical category and the moral principle. First, due to this it becomes possible to be guided by the principle anywhere and always and secondly, ethical categories and moral principles are legitimately considered in the general range of moral values, since the value characteristics of categories (and principles) do not contradict their status of key scientific concepts [12, p.157]. However, principles of forensic activity and principles of morality are not identical; although in the forensic science activity the principles of morality are refracted in a peculiar way due to its all-pervading nature.

Consequently, the analysis of scientific literature allows us to consider moral principles, on the one hand, as the most common moral norms and on the other hand, categories are the scientific expression of these principles. We have a "closed circle", since theoretically the terms "principle", "norm", "category" appear as if "embedded" in one space, namely: moral space and an explanation of the concept of "principle" is carried out by means of attracting other concepts from the moral space [1]. Let's try to get out of this circle using logical analysis, that allows us to establish that morality that is the system of moral regulation is the interweaving of a number of interrelated components. In our case, we are speaking about interweaving concepts "principle", "norm", "category". Understanding morality principles including forensic morality principles requires the work of mind, in other words deals with the ideas he acquired by means of reasoning about his own activities within himself [13, p.155]. The task of theoretical thinking in general and forensic science in particular which is necessary to understand ability to perceive the diversity of the individual under the guise of the general, is the search for common laws,

which involves distraction from all partial and single. In order to find out of ability nature of a forensic expert in his activity to perceive a personality in the general view, it is necessary to determine its content. So, content may be a generalization that is not identical to the general one. Since generalization involves distraction, analysis, synthesis, it is "only a partial, operational aspect of the general" [14, p. 121].

If we proceed from the fact that philosophy treats thinking as the power of intellectual designing by the people of the mastered world, then the theoretical thinking seeks to "seize" the dialectic of the general and the separate. From these positions it becomes possible to explain the opinion of scientists, where moral principles are the most common moral norms. General, being a regularity, is reflected in the form of concepts and categories. From this point of view, ethical categories correspond to moral principles [1].

At the second level, culture acquires integrity. An experienced forensic expert keeps and translates experience through the formation of a junior forensic expert as a cultural person. "Introduction" of it into culture at its second level involves the organization of cultural content, carried out through forms of conservation of culture: ostensive, imperative, axiological forms and forms-principles. The second level of culture, represented by its forms and cultural categories, is also transmitted in conservation and translation in time and space. To do this, there should be a special mechanism that ensures such conservation and forms the third level of culture. In other words, the third level of culture is the work with cultural forms, during which cultural forms can be isolated or created, organized and systematized, that is why they become aware of culture.

Note that in an educational process in the field of training a forensic expert, an experienced forensic expert, while preserving cultural forms, passes on to the learner, the accumulated cultural experience to them, and they while mastering this experience, reproduce the culture of forensic expert activity. Reproduction of activity is actually a culture of activity, as young forensic experts, under the guidance of a mentor will know the features and by giving the content of the cultural features of forensic expert activity master them. In any form, cultural activity is not the main thing is that the cultural activity is any reflection of significance in human life, and cultural activity in its essence coincides with the activity of the formation of a person and an expert.

The problem, however is to substantiate the regularities of the mentor's activity as a cultural subject in the forensic, educational, and social reality. One of these regularities of the educational process in the field of training a forensic expert is the reflexive attitude of the mentor to himself and to the young junior expert to his and his activities. The result of this relation is an explanation as an admission of knowledge (realization of the scientific and theoretical function of the educational process). The explanation of educational facts and phenomena is impossible without reflection on oneself and on the culture in which the mentor introduces young forensic experts.

The reflection of an experienced forensic expert on himself and on culture becomes a condition for the completion of educational forensic expert activity, which makes "an explanation as a sign of the continuous continuity of the active development of the world forms a cognitive relation of correspondence between the actions of man and objects of the world" [14, p. 123], between the actions of the mentor and education and training objects. Experienced forensic expert, engaging in a collaboration with a junior forensic expert projecting on him a cultural experience, acts as the subject of culture. Here is a contradiction: an experienced court expert imposing on the object of education and training experience definition objectifies them or treats them as belonging to a junior forensic expert. In order to eliminate this contradiction, an experienced forensic expert makes objective objectification an object of reflection, and thus himself as a cultural subject.

Cognition of the object of upbringing and learning inevitably gives the mentor a reflection on the culture, which (reflection) reveals the "rooting" of the mentor in culture. His "rooting" in culture is a sample (image) axiological mediated by those who are studying. In such a reflection, knowledge about them serves as an indirect knowledge of oneself and their competence [1]. The achievements of the young forensic expert, his successes and failures in the learning process, for example, serve as a criterion for the mentor's competence, in which rational-logical and value-sensible, due to his reflexive ability are combined.

Educational first process in preparing forensic expert as cultural activities in question in terms of its content and significance education culture first forensic expert through the preservation and transmission of culture as the experience of culture as a form of preservation experience culture as works of cultural forms, points to the mentor as a person and a professional. When the educational process in the field of forensic expert training is considered from the standpoint of the interaction of an experienced court expert with those who study it is possible to exclude a case with moral problems. Thanks to the reflection of an experienced forensic expert on himself, on the one who learns, and on culture, he learns both himself and his, establishes the relationship between the personal "Me" and "Me" of junior experts resulting in a cognitive relation (reflection is rational process) becomes an axiological relation. As is well known the values of the value relationship are value and assessment. Last is impossible without the knowledge, including the moral cognition carried out through the work of an experienced forensic expert on the forms of culture.

Thus, in the educational process in the field of training a forensic expert three levels of culture are combined. Due to such a combination of the mentor's action, the entire outlined system "culture – activity" is closed to itself, returns it to the initial start but on a different basis are based on personal activity. It should also be noted that the principles of value orientation are the main provisions that determine the content of subject interaction while achieving the goal of training and education.

Essence of these principles lies in the fact that the mentor presents a special essence of social life (ostensive forms of culture) and by organizing axiological communication (axiological forms of culture), is raised with young forensic experts to the "height" of the golden rule of morality (imperative forms of culture and form -principles). The requirement of "doing as if you wanted to do to you" becomes an objective necessity for a person and changes the basis of proper actions and actions in the alleged golden rule of human-human relations, between people. The regulatory function is performed by the reflection with the help of which both the mentor and the junior forensic expert carry out the selection of values that become the criterion for assessing the achieved results of forensic expert activity [15, p. 71]. Along with this awareness of the experienced forensic expert of the unity of the deontological and axiological in the golden rule that penetrates his organized interaction with junior forensic experts in the process of education and training allows him to find this unity which manifests itself in the content of the educational process in the field of training a forensic expert.

The principle of value orientation in unity with the principle of natural conformity focuses on an experienced forensic expert on the organization of the axiological communication of those who study. One should agree with the peculiarities of this kind of communication, which are defined as: the exchange of values leads not only to their assimilation, but also their rejection; in the process of axiological communication, teachers and students seek to merge with their people in a moral relation, and for others; it is a form of separation, the allocation of their own "Me" [16, p. 18].

Due to the merger and isolation as the unity of opposites, both the mentor and the young forensic expert are aware of their connection with society and more profoundly know their "Me" in. Mergence or separation that occurs in the process of axiological communication is a way of initiating the subjectivity of a young forensic expert (the principle of subjectivity). Naturally, the principle of subjectivity, revealing the procedural nature of the educational process, is realized not only in communication organizing by mentor.

It is carried out through an appeal to consciousness, when in the process of joint activity, while considerations and discussions, the mentor carries out the disclosure of the essence of actions and actions in their influence on the course of life, the disclosure of the inextricable connection of all human actions with the state of the world [17, p. 390]. Implementation of subjectivity principle in the educational process in the field of judicial process preparation for mentor, in our opinion, allows him to broadcast ostentatious forms of culture through the disclosure (demonstration) of the essence of actions and actions; to demonstrate the imperative and axiological forms of culture through the reproduction of constructive relations represented in the golden rule of morality use form-principles in the meaning as discussed above.

Consequently, since the principles of value orientation are not dominant in the educational process one can conclude that there is a problem situation in education that is related to the difficulties of transition from traditional education to humanistic education. Scientists [18], are convinced that the concept of culture should be based on the analysis of human activity.

The basis for such a conclusion may be the understanding of any activity as a system whose elements are: subjects that direct their energy to perception, evaluation, transformation of objects; objects to which the activity of subjects is directed; products created by entities in all their activities; means and means of action in which objects are converted into products of activity. Consequently, we will emphasize the isomorphism of culture and activities. If we consider culture from the point of view of the activity approach, then it can be divided into material and spiritual. This distribution captures the fundamental differences between the two types of activity (the difference between the products created, the internal characteristics of the activity, the aggregate of conditions and relationships that make up this activity). In the context of our study, need to apply to the essence of spiritual culture. As scientists believe culture of an individual is determined by the wealth of social and human qualities that it has acquired, distinguishing culture as a phenomenon derived from human activity, and spiritual culture, as part of it [18].

Spiritual culture can be defined through the notion of activity. By types of activities it is divided into transformative, cognitive, value-orientated, communicative. Objects of a projective, transformative type of activity are models, drawings, designs of technical constructions, structures, machines, social groups, new forms of political structure, new social institutions and institutions, the person himself (models of education, change and improvement of human nature, the future).

In the transformation activity, a vector of activity, an orientation to the future is realized that is important for personality formation of the forensic expert. The results of human cognitive activity are knowledge of nature, society, human being, his inner world. As an object of cognitive activity distinguish nature, society, personality itself, recognizing, highlighting practical and scientific knowledge. It should be noted that there are several levels of human knowledge that are the stages of awareness of the person of the world and of himself in it.

Knowledge cannot be separated from the subject (in this case, the subject is a forensic expert), they are the basis of the formation of goals-values and plans of activity. That is why the intellectual initiatives form a continuum: they are constantly reviewed and overestimated. Value orientation activity has a spiritual character and is the interaction of cognitive and evaluative activities, that is interaction of knowledge and evaluation, without which it is difficult to imagine any forensic research performed by a forensic expert.

**Conclusions**.

It should be noted that the formation of the culture of a forensic expert is considered at three levels, the place and peculiarities of each of them are determined. It has been proved that at the first level of culture, the educational process in the field of forensic expert training ensures preservation and reproduction of human activity through the training of junior forensic experts with the help of image and image. At the second level, culture acquires integrity as there is an organization of cultural content, carried out through forms of cultural preservation: ostensive, imperative, axiological forms and forms-principles.

It is noted that for this there should be a special mechanism that ensures such conservation and forms the third level of culture that manifests itself in working with cultural forms when these cultural forms can be emitted or created, organized and systematized, which is why they become well-informed in culture. Thus, in the educational process in the field of training a forensic expert three levels of culture are combined. Due to such a combination of the mentor's action, the entire outlined system "culture – activity" is closed to itself, returns it to the initial start but on a different basis are based on personal activity.

Relying on the provision that moral principles are nothing more than the most general moral norms, it is proposed to classify the rational moments of morality by degrees of their generalization. Categories, in turn, are the constituent notions of ethics as a science reflecting main, essential in morality and its development. Principles of morality justify the rules of conduct, the relationship between people. Such a justification is nothing but an indication of the goal of learning and training a forensic expert.

Taking into account scientific developments of recent years one can determine that one of the means of realizing the goal of forming a culture of a forensic expert is to become an innovative concept of educational process in the field of training of employees to provide forensic expert institutions with highly skilled personnel. In our opinion, it should be aimed at ensuring a harmonious combination of competences of a court expert with a high level of general and professional culture and not focused on the training of a relatively narrow professional layer of experts, but on the "tightening" of each specialist to a professional level.

Moreover while forensic expert training within expert institutions, particular attention should be paid to the essence of the culture of an experienced judicial expert as a mentor representing an educational system and, at the same time, an element of it, a personal formation, a dialectically integrated unity of educational values: values-goals and values-motives; knowledge values; technological values; property values; values-relationships, between which there are certain relationships and relations that are formed, realized and improved in various types of professional activity of a forensic expert and his activity as a mentor, in while communicating with a mentor and a junior forensic expert, determining the nature and level of their culture.

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## CULTURE CODES AND ARTISTIC TECHNIQUES OF "DOUBLE CODING" IN ART HISTORY

*Abstract. In the history of art, cultural code, as the well-established system of certain signs and symbols, has always acquired new meanings in the intellectual games of the authors. The formation of a system of codes in the texts of culture and the birth of an integral sign-semantic structure in the signification procedures determines the genesis of coding, which is complemented by artistic techniques of "double coding" – quotes, allusions, reminiscences, connotations and contaminations of archetypal codes.*

### Introduction.

Cultural code in the art of the XX – early XXI century gets additional opportunities for open dialogue or intertextuality, expansion of the intonation dictionary of the epoch or its collapse. "Double coding" in art is based on the definitions of the famous American architect and postmodern theorist Charles Jenks, among which are "playing with semantics and metaphoricality", "radical eclecticism", "various means of semiotic coding", "paradoxical dualism". The definitions of Jean-François Lyotard – "language game", "absurdism", "pluralism of forms and meanings" have something in common with them. There are also special works on psychology devoted to problems related to the theory of "double coding". It turned out that these definitions are applicable to the analysis of works of art in the history of art, and not only in the art of postmodernism. Of course, here "double coding" is close to the analysis of interpretation.

*The purpose of the article* is to highlight the codes of culture and the methods of "double coding" in works of art from different historical periods. *The work methodology* is based on the use of comparison methods; generalizations for the conceptualization and expansion of the meaning of "cultural codes" and "double coding" in art. *The scientific novelty of the work* lies in the actualization of the questions of "double coding" in art as a process of finding new meanings and forms of works.

### 1. Theoretical foundations of the study of culture codes and "double coding" in art in the scientific literature

Works of modern art have many examples of changes to the original, well-known type of cultural codes that broadcast information accumulated in culture in the form of signs and symbols. Decoding the content of a work of art or its simulation consists in the successive detection of cultural codes.

Often these codes are combined or parodied in Intertext with ambiguity of interpretation and simultaneous appeal to different layers of the audience (Roland Barth, Jacques Derrida, Umberto Eco).

Cultural code, as a multivalued phenomenon, is devoted to works from different fields of science and technology – computer science, semiotics, philosophy, history, aesthetics, and cultural studies. Applying it in art criticism indicates the universalization and actualization of the content of the concept. It unites various levels of definition – a cultural code as a historically established structure and as a process of semiotic and semantic identification of meanings and forms of works of art.

In the works of postmodernism and post-postmodernism, "double coding" is akin to their specific art of deciphering codes in unusual comparisons, manifestation of semiotics and semantics of images, the psychology of their perception. It turned out that "double encoding" can be a substitute for interpretation. And this concerns not only works of postmodernism, but the whole history of art: select a code or several codes in images, form, content and find their new meaning, in fact – their interpretation.

The most famous cultural codes were mythological images and narratives, folklore and religious themes, plots, and heroes. On the basis of a consistent examination of these codes, it becomes possible to identify their new incarnation, often this is their transformation, which is the basis of "double coding". This happens through the inclusion of well-known quotations in the new text, which create allusions and reminiscences.

In these cases, codes, it can be code scenes, images, actions, reminiscent of signs. Citations, allusions and reminiscences can be considered as characters with different meanings. The main condition for signs and symbols is to be familiar data. In order to evaluate the work of mobile communication, you need to know the code as a necessary condition. Also in art to create the process of "double coding" the necessary condition is that the code is known to everyone: the author, recipients, performers.

Study of works of art made to analyze material in accordance with the era in the resulting work. Further, the means of expression, which reveal the artistic image in the work, are analyzed. However, it turned out that the works of contemporary art are easier to fix with known codes, which are transformed with each hit in a new context.

Based on the study of scientists about the "duality" of codes (Charles Sanders Peirce, Ferdinand de Saussure, Julia Kristeva, Jacques-Marie-Emile Lacan, Paul-Michel Foucault), among the cultural codes, "universal code", "code sign", "code-language", "code-symbol", "code-genre", "code-plot", "code-plan". But it turned out that regardless of their focus on genre, plot, etc., all culture codes have a historically established structure that conveys information at the first level of their recognition. At the second level, a process of semiotic-semantic establishment of additional meanings and forms of well-known cultural codes is already underway.

In the art of postmodernism, this process is called "double coding". Analyzing the works of postmodernism, it is easier to establish the meaning of culture codes in a new context, which sometimes coincides with their interpretation, and sometimes goes beyond just interpretation, as a change in some original source. For example, the specificity of codes in musical, visual, choreographic art, their genres, stylistic structure, intonation-rhythmic and sign-shaped spheres was found through the concepts of "episteme", "discourse", "discursive practice", "discursive events", "archives" (M. Foucault); "Semiotic structures" (Roman Jakobson and U. Eco); "Labels, labyrinths" (U. Eco); "Phonology – language" (Prague linguistic circle, Czech Semiotic School, Jan Mukarzhovsky); "Myth" (Claude Levi-Strauss); "Intonation" (Boris Asafiev); "Communicative archetypes, music labels" (Dina Kirnarskaya). In addition, the concepts of structural psychoanalysis about the functioning of a natural language-code in the form of metaphor and metonymy with the ability to transfer the name from one objects (phenomena, signs, etc.) to others on the basis of similarity or adjacent connection between objects acquire particular importance.

Such a process forms the conditions for ambiguous decoding of information with real, imaginary, symbolic codes (J. Lacan). Cultural code, passing through various practices, has the ability to provide artistic works with a worldview-cultural unity, forming a Ponadtexte organization of meanings, "associative fields" (R. Barth), intertextuality (J. Kristeva), "double coding" in art.

After the works of postmodernism were examined, it turned out that the history of art is filled with examples of the use of cultural codes from myths, folklore and religious motifs in the process of "double coding" in art as the invention of additional values and forms.

Since "double coding" in art is a complex creative process, its analysis requires a search for specific artistic techniques in which it occurs. Accounting for citation techniques, allusions, reminiscences, connotations, and contaminations helps to reveal the nature of "double coding" in its basic concepts and artistic-figurative "mechanisms".

## 2. Citation as a "double coding" technique in art

Citing as an artistic technique of "double coding" quite often becomes the basis of a new compositional structure. The very concept of "quote" comes from Latin (citata, citarus, citare), which means "set in motion, shake, move" and has the meaning "literal excerpt from any text" [1, p. 773]. Already from this definition, we can conclude that citations in various types of art differ in their specifics. Therefore, in any form of art, the quotation or quoted material is concise, recognizable part of the previously created and resembles the semantic "code" with its informative fullness. Like the code, the quotation under certain conditions is a "communication model" (R. Jacobson).

Such an approach can be traced by the example of works by different authors. Composers use themes that become the codes of the author's text or write their work in the style of a famous composer. The leader of musical quotation can be called Wolfgang Amadeus Mozart.

The writing of Petr Tchaikovsky "Mozartiana" contributed to the appearance of a number of similar works in the twentieth century: "Chopiniana" by Aleksandr Glazunov, "Scarlattiana" and "Paganiniana" by Alfredo Casella, "Vivaldiana" by Francesco Malipiero, "Telemanniana" by Hans Werner Henze as well as the ballets of Stravinsky Pulcinella, Kiss of the Fairies and other works [2].

Songs, dances and ceremonial actions of folk art have always been and continue to be such a form of "intertextual" communication. Almost code words of the Russian composer Mikhail Glinka, that "the people create music, and we, the composers, only arrange it", are key for various examples of artistic creativity. A striking embodiment of M. Glinka was his overture "Kamarinskaya", in which he uses thematic musical quotation in the form of double variations. The composer relies on two folk melodies: the long Russian folk song "Oh, from the mountains, high mountains" and the dance "Kamarinskaya". Following the words of the song, the composer first conducts one theme, adding new echoes at each repetition, and then the second theme on the same principle. Finding the hidden possibilities inherent in these folk songs, becomes the basis for "double encoding" from the quotations of musical folklore. With this, this also applies to the title of the work – Kamarinskaya, since it is a folk dance.

This quotation concerns not only folk music, but also famous melodies that were included in the church masses of the Renaissance. For example, the Franco-Flemish composer, one of the pioneers of the Dutch school of Dufay, always used the melody well known to all parishioners so that they could recognize it in the polyphonic work as well. Interestingly, motets also had code lines called "incipits" (the first words of the text or parts of it that are quoted when the work has no name or when several works have the same name). For example, Dufay's motets were known for special events and had code-incipits: for the consecration of the cathedral in Florence "Nuper rosarum flores" ("Recently rose flowers") or for the wedding of Malatesta – "Vasilissa ergo gaude" ("So rejoice, Princess").

The music of the Dutch composer Zoskena Despre received wide recognition as a result of the inclusion of an Italian folk song (frottelet) with a fast tempo and dance rhythms in a moderately emotional church music.

It is not by chance that even later the process of incorporating codes into a new text of a material used earlier becomes "double coding". For example, Claudio Monteverdi, at the level of quotations and allusions, contains fragments of his own works in the opera "The Litany of the Virgin Mary" on modified tokkata (intraday) in the first prayer number "Domine ad adiuvandum" from "Orpheus". The composer does not change the theme of toccata, only adds a choral sound, enriching it with sonoric effects. Motet "Nigra sum" is also a recitative material of operatic monody in the style of recitative from the same "Orpheus". Another mote "Pulchra es" is like a chamber duo of the madrigal. Alyuziniy observed also in the performance of the echo effect, which was characteristic of church music.

Thus, in the Audi, coelum, the composer addresses the traditions of Florentine interludes. "Duo Seraphim" from the allusion hints more at the virtuosity and pomp of the ornamental style of the instrumental piece of the time [3, p. 256].

Conditions for "double coding" are also created by the interaction of the ancient layers of culture and the modern language, the new context, which reflect the main cultural and historical transformations. For example, the appeal of domestic composers to the Ukrainian folk song has always been and remains natural. The unification of folk songs into cyclical works according to the principle of suite was a typical phenomenon of Ukrainian music in the second half of the XIX and early XX centuries. This tradition was started by Nikolay Lysenko with his "wreaths" of spring creepers; she was picked up by Fedor Kolessa ("The Street"), Kirillo Stetsenko ("Carols and Generos") and other melodies of round-dance songs in the form of quotations are found in new texts, in Nikolay Lysenko's children's opera Winter and Spring (1892) or in Mihail Verikovsky's ballet music Mr. Kanevsky (1930). Citation of round dance melodies also occurs in the genre of symphonic music: in Lev, Symphony No. 2 (1927), Mihail Verikovsky, Vesnyanka (1924), Andrey Shtogarenko, In Memory of Lesia Ukrainka (1951). Round dance codes intonations and rhythms permeated suite Vladimir Nakhabin "Collective farm holiday" (1951).

Another kind of creation of conditions for "double coding" is an indirect, adapted quotation, for example, as in "Piano suites in the form of ancient dances based on folk songs" (1867–1869) by Nikolay Lysenko. An adapted quotation is "the translation of someone else's musical text with your own musical language", "the free development of someone else's material in your own manner" (Alfred Schnittke). Each miniature of the cycle Nikolay Lysenko has two names. The first one is the name of the number of the dance suite, known from the XVI century. The second name is the name of the song, on the basis of which the development of the whole part unfolds. So, 1.1. Prelude – "Well done fellow, that you are lazy"; 1.2. Courant – "Little by little, brother, play"; 1.3. Toccata – "I went to the mother of the village"; 1.4. "The sun is low"; 1.5. Gavot – "Oh, whose girl are you, whose are you?"; 1.6. Scherzo – "Yes, Solokha told me." Here Lysenko's intonational development of folk songs is combined with polyphonic development. The exception is Sarabande, where the composer uses the song Sun-Low. N. Lysenko builds his cycle on the principle of alternating non-dance and dance music, major and minor sections. The genre of the suite is characterized by a pictorial image and a close relationship with song and dance. Lysenko combines dance (chiming clock, gavotte, saraband) and folk songs.

Nikolay Lysenko likes certain folk songs so much that he uses them repeatedly in his works. For example, the composer uses the melody of the song "Well done boy, but you are lazy" (Prelude) in the "Fantasies for Two Ukrainian Folk Themes" for violin (or flute) with piano and in Peter's aria in the third act of the opera Natalka Poltavka.

The literal quotation of folklore occurs infrequently, but in the ballet "The Fable of the Fox, Kota da Baran" Igor Stravinsky refers to Russian folk texts.

The genre of "fun performance with singing and music" determined by the composer fully corresponds to this. In addition, this genre is associated with the traditions of buffoons and a booth. The main character, the Fox, quotes folk poetry, and there are many folk songs in the musical text. For example, the dance of the Rooster, Kota and Baran based on folk dance songs. The bright song of Kota and Baran "Package, bale, guseltsi" has a folk basis. More archaic intonations – in the second dance of the Rooster, Kota and Baran. In general, "Bike" resembles a popular ballet performance with dancers, vocal quartet and orchestra of the original composition. The peasant orchestra is represented by string and wooden wind instruments one by one, and the percussion instruments are numerous. Even exotic Hungarian cymbals are included in the orchestra. I remember the "Ukrainian Requiem" by Alexander Kozarenko using an incredible number of folk instruments in such a genre as a requiem. Therefore, quoting and combining various codes (Roland Barthes), including various folklore codes (musical, literary), creates the "basis of double coding" (Charles Jenks).

Any citation in art forms a figurative microsystem, which includes the ratio of the various uses of artistic material (music, literature, painting). In addition to folk quotation, the reproduction of mythological plots, names, and names in artistic works is quite common. At the same time, the philosophy of myth, in our opinion, includes its own structural logic of the code, its semiotics, poetics, aesthetics. For example, Jacob Golosovker, in addition to the historical component, highlights in the myth structural logic with inherent dynamics and dialectics. Analyzing the semiotic structure of the myth, he emphasizes that in its semiotic structure its "poetic form is dynamic. She is the subject of the poetics of myth. The dialectical content of myth is semantics" [4].

For example, Sergey Prokofiev in the Scythian Suite (1916) was influenced by the mythological images of Ali and Lollia. The summary of the ballet is as follows: the ancient Slavs worship good forces – the sun god Veles and wooden idol Ali. Their cunning enemy, Tuzbog, with the help of wild and evil monsters, wants to kidnap Alu, but the Scythian hero Lolly becomes his defense. In an unequal battle with Alien, he faces death, but at the crucial moment Veles appears and strikes Alien with his sizzling rays.

The musical quotation is quite complex and by the nature of its perception. After all, the tradition of "double coding" is also due to quoting fragments of other musical works, which are almost not mentioned in the new work, in contrast to literary or scientific publications. To recognize musical quotes you need to meet in the art of music and the history of musical culture. Of course, composers sometimes record quoting or any other borrowing in the title, program or dedication of a new work. For example, the theme of the nine variations of Beethoven was Marsh c-moll (1783) of opera singer Ernst Dressler. In general, Beethoven often turned to the variation genre: Six variations for piano on the theme "Nel cor piu non mi sento" from Paisiello's opera La Molinara in G major (1795) Twelve variations for piano on Russian dance from Pavel Vranitzky's ballet Das Waldmädchen in A major (1797) Eight variations for piano on the theme "Une fievre Brûlante" from the opera by Andre Ernest Modest Gretry "Richard the Lionheart" in C major (1798), Variations for

piano on the theme "La stessa, la stessissima" from the opera by Antonio Salieri Falstaff in B Major (1799) and many others. Famous were the variations of Fryderyk Chopin on Mozart's La Ci darem la mano (aria from the opera Don Juan).

Autocitation is associated with the fact that the composer consciously or subconsciously uses a musical code or some kind of common code-image in which timeless ideas are laid, and it is they who reveal artistic images. During his creative life Ludwig van Beethoven had an impartial fascination with ancient literature, which influenced the writing of his individual works. For example, in the ballet Creation of Prometheus (1801), the composer quotes a contradance written by him earlier. Then Beethoven quotes the same fragment in the Piano Variations (1802) and in the finale of the "Heroic" symphony (No. 3), which he first dedicates to Napoleon Bonaparte. After the disappointment of Napoleon's activities, Ludwig van Beethoven's symphony is dedicated to the "memory of a great man," most likely to mythological Prometheus.

The disclosure of additional features of well-known musical themes is one of the techniques of "double encoding". Sometimes such a quotation consists of a whole complex of quotations. This forms a new, complex story, within which there are semantic links with musical associations for dedication texts. For example, Variations on the French Folk Song (op. 10 for two pianos) Franz Schubert becomes such a dedication to Ludwig van Beethoven. From the biography of Beethoven we know what significance the antimonarchical France and the French revolution had for the formation of his civic position. Apparently, therefore, Franz Schubert used the French song for his variations. Why did Beethoven dedicate his variations to Schubert? Because Beethoven was for the young composer a certain pattern in music and civic position. Therefore, associative links (codes) refer the listeners' imagination to historical facts, creating conditions for "double coding" in art. The function of enhancing the dramatic expressiveness is performed by quoting a fragment from the Bach choral in the violin concerto by Alban Berg. In addition, this quotation has another meaning, namely, the Concert dedicated to the early deceased daughter of friend A. Berg [5, p. 358].

A musical quotation as a "double coding" technique can also create parody or comic effects. In this aspect, an example is the suite of Charles-Camille Saint-Saens "The Carnival of the Animals" (1886) with the borrowing of codes and their interpretation. In the play "Chickens and Roosters", the composer quoted the "chicken" motif from the harpsichord suite of François Couperin. His figurative incarnation of C. Saint-Saens. Quoting Cancan from the operetta of Offenbach "Orpheus in Hell" by Saint-Saens makes a comic effect. Since the cancan in the Turtle Room sounds in slow motion and is not perceived from the first listening. Turtles and cancan - this is already in itself original. A turtle who dances or simply moves in the rhythm of a vigorous French dance is absurd. Finding a new sense of kankan, like a turtle dance, the simultaneous use of the symbol of slow motion and fast kankan became a "double coding" technique in this piece.

Almost the same as with the Turtles, the composer comes with the play "The Elephant" when the waltz melody from the dancing elephant is borrowed from the Sylphide dance (from Berlioz's Damnation of Faust) and Felix Mendelssohn's comedy The Midsummer Night's Dream. The melodies, in the original, are performed in a high register, in "Elephant" they barely move in a low register. Such connotation in transcoding creates the comic music, reveals a "double" reading of the original source and its reincarnation.

The original method, namely parody, becomes "double encoding" as the simultaneous operation of several semantic systems. For example, from the ratio of several texts, when the foreground of the text (the ancient myth, the traditional genre and social traditions) falls into the new conditions, forming a parody. A similar approach is demonstrated by the French composer, conductor, founder of the operetta genre – Jacques Offenbach in his opera Orpheus in Hell (1874).

In his other opera The Tales of Hoffmann (1881), Jacques Offenbach quotes a fragment of the introduction of Mozart's opera Don Juan. The actions of Offenbach's opera take place in Mr. Luther's crowded tavern in Nuremberg. Next to the pub in the theater, there is a performance of "Don Juan", and therefore quoting the introduction of Mozart's opera is a natural display of the events of the performance.

These two types of quotations in Offenbach have a multi-vector nature of "double coding": the first is a parody character with a new context, the second is a new context, but the text remains unchanged, however both quotes create conditions for the "double coding" of the work and the perception of the recipients.

Almost the same as in the music of Offenbach, the musical quotation is used in the opera "The Queen of Spades" by Petr Tchaikovsky (1890) in the scene where the old countess sings an aria from the comic opera of the French composer Andre Gretrie "Richard the Lionheart" (1784). This aria symbolizes the memories of the countess of her youth, and for the listener knowledgeable in the history of music, the corresponding cultural and historical context. The citation of the theme of love from Tchaikovsky's Symphony No. 6 in the British film "The Ruling Class" (1972, England, director Peter Medak) is organic, as it happens in the love scene. In general, the film itself is an adaptation of the satirical play by Peter Barnes, which is also a "double coding" fact from the citation.

Quotes as "double encoding" techniques become symbols of time. For example, Dmitriy Shostakovich in the Soviet, and at that time the avant-garde cinema masterpiece "New Babylon" (1929) performs the original quotation of the music by J. Offenbach, which becomes musical symbolism. The authors of this black-and-white film (G. Kozintsev and L. Trauberg) refer to the historical and revolutionary events in France in the 1870s. The main heroine of the film, the saleswoman Louise, from the huge Parisian store New Babylon, comes to the barricades of the Paris Commune, and her lover, soldier Jean, changes herself and becomes a punitive.

The whole film is permeated with reminiscences on the events of the 19th century French revolution and culture, as well as on the literature of Victor Hugo, Emile Zola, impressionistic painting and the traditions of Manet, Degas, Pissarro.

The controversy is the release of this movie with a tragic outcome in the 1920s of the Soviet "victorious" time. But the music for the film by Dmitriy Shostakovich, by that time already a venerable composer, is organic. Even when quoting fragments from the opera by Offenbach, the cancan from Orpheus in Hell and Marseillaise. The composer spends these two quotations in a contrapuntal combination. Their symbolism points to the contradictions in life between the philistine ideology and the revolutionary attempts that are contained in the film. Therefore, here quotes play the role of historical and cultural symbols or become "double coding" of the audience. In this context, the desire of Soviet composers to convey in their music the "pulse of time" with the help of codes is also mentioned. This is also associated with quoting as a "double coding" technique. For example, in "Symphony No. 16" (1935-1936) Nikolay Myaskovsky uses the massive song of the time "Planes are flying", which was dedicated to the heroic military aviation. The song becomes a time code in the form of a semiotic structure, conveys information about the Soviet military period on the basis of incorporating it into a new context.

The quotation as a transmission of the spirit of the time, namely, the essence of the classic provisions of the aesthetics of Boileau and his Art Poetique, works by Descartes and Pascal, takes place in the Apollo Musaget (1928) ballet by Igor Stravinsky. Once in the new context, the text of "Poetic Art" by the French poet Bualo only emphasized the peculiarities of the classicism of the era of Louis XIV, to which the poet and then Stravinsky turned first. Having received a push from Boileau, the composer created a strict and laconic score of "musical Alexandrian poems" with their rhythms and meter of the 17th century. "The pizzicato accompaniment in one of the variations also arises, he said, from the Russian Alexandrian verse, suggested to him by the stanza of Pushkin" [6].

Therefore, quoting this code "fate or question" has a complex system of application. On the one hand, a certain figurative meaning was attached to it, and on the other hand, a new image emerged on the basis of a solid foundation, which contributes to "double coding". After all, "if you have to talk about the specifics of a musical language, then it can manifest itself in two ways: not only in the way music speaks (the specifics of the display method), but also in what the music says (the specifics of the information itself). In different eras, this problem was solved in different ways" [7]. Also, this characteristic of the musical language coincides with the ratios of the indicated and designated, the language-broadcasting of the concept of Ferdinand de Saussure.

Another musicologist, Andrey Kudryashov, considers such a quote by Shostakovich as a peculiar synthesis of musical and vocabulary intonation. In his opinion, this synthesis enhances the vocalism of melodic thinking in instrumental genres. The function of the verbal explanation in Shostakovich's Symphony No. 15 is also performed by direct quotations by Giovacchino Rossini and Richard Wagner [8, p. 201].

Thematic autociting as one of the "double coding" techniques in art makes P. Tchaikovsky in the second part of his First Symphony, introducing into the text a theme from his youthful overture "The Thunderstorm". Later, the composer uses this theme in his music for the spring fairy tale of Aleksandr Ostrovsky "The Snow Maiden". In the third part of the same symphony (No. 1), Tchaikovsky also used the theme from his piano sonata in C-sharp minor. Therefore, autocitats become theme codes with a specific system of previously found intonations, rhythmic formulas and other means of musical expressiveness.

Autocitation as a cultural code in music and the method of "double coding" in art is found in Sergey Rachmaninov in the code and parts of his "Symphonic Dances" with a quote from the main part and part of his symphony. Phenomena of such quotation, which are turned not only into the past of the author, but also into the future work, probably reflect the ideological experiences of artists or the common thoughts that they themselves had previously embodied in their work. That is, the once successfully found topic is again used in the new context.

The phenomenon of citation as a technique of "double coding" in painting coincides with the programmatic character that influences the structure of the image. For example, Rafael Santi in The Betrothal of the Virgin Mary (1504) used the composition scheme of his teacher Pietro Perugino's The Betrothal of Mary (1500-1504). Although distinguish these two pictures can only specialists. Both pictures have almost the same background, actors. But each author in his own way emphasized textural means.

In particular, Raphael's "Engagement" with his elusive sense of space, with grace and even some refinement, highlights such coloristic aromas and freshness that Perugino's fresco does not know. When you look at the picture of young Raphael, you are covered with anxious and exciting feeling, as if early in the morning, when the air is cool and clean, you were suddenly transferred to a beautiful country, where unusual and attractive people made a beautiful and elegant holiday. The distant outlines of mountains and hills stretching to the very horizon form the background of this picture" [9].

As for Perugino, his picture is built on contrasts and symmetry. Strict straight lines are combined with rounded shapes, but the characters look alive and natural. Gentle colors and excellent reproduction of every detail makes the picture the personification of the divine power that lives on Earth in everything [10].

The picture of Salvador Dali "A paranoid and critical analysis of the work of Jan Vermeer «Lacemaker»" (1955) can be viewed at an angle of "double coding" with quoting. Salvador Dali rethinks textural, timbre and dynamic means, mainly emphasizing the contours of the image, and creates a stylistic contrast to the original source, as well as conditions for the process of establishing semantic links and decoding the content of the new work.

### 3. Citations and allusions as codes in "double coding" in art

Citation contributes to the multivariate reading of the text (Eco). Therefore, it is not accidental in music that there is a citation of one melody by different authors in the characterization of one image, but with different decoding. For example, the chorus "Oh, how the sun glories in the sky to the red," is well known from Aleksander Borodin's opera Prince Igor. In addition, he sounds in the scene of the coronation of Tsar Boris in Modest Mussorgsky's opera Boris Godunov, Prologue, the second picture. In Nikolay Rimsky-Korsakov in the opera Tsar's Bride, the melody of the choir appears in the scene of Tsar Ivan the Terrible with Martha. This short meeting is a turning point in the development of drama, and the composer emphasizes the significance of this scene by purely symphonic means: the melody of Glory sounds solemnly, strictly and ominously in the orchestra, one of the themes of Grozny. In Shostakovich, this topic acquires an open grotesque. And Ludvig van Beethoven quotes "As the sun is in the sky, the red glory!" Becomes the theme of the fugue for the "Russian" quartet "Razumovsky", which was commissioned by Andrey Razumovsky as one of the three "Russian" quartets (1806-1807). This theme is cited in the Symphony No. 27 by Nikolay Myaskovsky (1947).

Composers' endless interest in quotations in compositional construction is sometimes connected with the fact that a melody found once has a "hypnotic effect" on listeners. This happened to the Bolero of the French composer, conductor, one of the reformers of the music of the 20th century Maurice Ravel. Without recounting the many ballet performances to this music, let us recall the election of this music by the composer Alfred Schnittke in constructing Woland's ball in the film version of the novel The Master and Margarita (1994). Another example is the quotation of "Bolero" directed by Jean-Luc Godard as a sound and rhythmic layer for his short film "Letter to Freddie Buchach" (1982). In the film, Godard himself turns on the record on the record, and the video sequence is built on the rhythm of the work and is accompanied by the reading of letters (the director's voice sounds off-screen).

The problems of creativity, starting from the twentieth century, also encountered the concept of editing, which was developed by Sergey Eisenstein. In his article "Montage of Attractions" (1923) it is stated that "collages from quotations similar to cento from other people's poems mentioned by Bakhtin, became half-common in modern art prose, where quotations can be viewed as metonymically substitutes for the whole text. Thus, they are included in the metonymic system of prose narrative works" [11, p. 19-20]. In addition, as noted Vyach. Ivanov on Eisenstein's attitude to the post-cubistic function of quotations in collages, "a composition from quotations can be used to create a whole treatise" [11].

Citation as an artistic technique of "double coding" in art is predominantly associated with texts that unfold over time and have the nature of a linear organization as opposed to texts of a spatial organization (architecture, sculpture, painting), which by their nature are less prone to using quotes.

Musical quotation, despite the fact that it is impossible, as in a written text, to put quotes, is replete with borrowings at the level of intonations, codes, time codes, cultural and historical context. As in verbal speech with its symbolic nature, so in music, quotation affects the structural orderliness of the text, recalls "a communicative conference with alternating phrases and blocks of events" (U. Eco). Both in music and in other types of art, in the title of a new work, dedication can be noted to the author, whose text is cited.

Citation in painting is akin to the inclusion of well-known images in the new context of the era, style, image. In choreographic art, quotations are found at the level of plots, musical design, figurative interpretation of well-known plastic codes. Therefore, the quotation in "double coding" in art appears in two ways – by the cultural code itself or its attendant additional value.

"Double coding" in art as a process of gradual encryption of information or the invention of additional values of a cultural code coincides with the use of the imaginative system of artistic means and techniques, among which the main place is taken by the allusion. Allusion (Latin Allusio – hint, joke) contains an indication or analogy of a certain historical, mythological, literary, political or everyday fact, fixed in a text culture or in colloquial speech [1, p. 26].

In the visual arts, which borrows individual elements of myths, creating semantic-compositional structures of new works, mythological names and events of myths are often beaten up. For example, the name and content of the myth about Apollo, which in the history of artistic culture became the sign-code of classical art, is used in paintings and plastics, starting with antiquity. His beautiful image was conveyed in the exterior of the famous marble statue of Apollo Belvedere. All artists often tried to portray the chase of Apollo for Daphne. "Running the divine patron of the arts over five centuries is a funny and instructive spectacle" [12]. The allusion, consistent with the Apollo code, has become a cultural cliche with the meaning of "beauty".

In addition, the embodiment of the Apollo laurel code, as an allusion to the inaccessibility of beauty, transmitted in the painting "Apollo and Daphne" by Florentine painter, sculptor, jeweler and engraver Antonio del Pollayolo (XV century). Patron of the arts Apollo in the then elegant golden coat with bare legs overtakes a girl with disheveled hair. Throughout the whole scene, there is a special, even crony, attitude of the Florentine Quattrocento to antiquity, although the scene of the picture conveys the events of that time on the streets of Florence. The symbolic laurel arms of Daphne remind us that the scene is an allusion or embodiment of the myth according to Ovid's Metamorphosis. For Florence XV century. there was a certain balance between paganism and Christianity, antiquity and modernity, which was formed in the philosophy of Neo-Platonism and in the aesthetics of the Renaissance. She gave a happy opportunity to make gods with her contemporaries, and contemporaries with gods [12].

This interpretation of the image of Apollo resembles the interpretation of the Sophists and the Stoics, according to which the code and coding in the myth can be seen on the example of the personification of the gods. According to Plato, we observe the philosophical and symbolic interpretation of this myth. Also, the Hellenistic philosopher Eugemer saw deified historical figures in mythical images, and it is not surprising that in some countries this approach continues to this day, which is why it is possible to use such acquaintances for all codes. Actually allusions in combination with this code-image, already as independent artistic constructions, have a deeper interpretation than just a mythological image. From the point of view of psychology, it is known that the exact wording is not preserved in a natural way. But it can be recalled, paying attention to the general information, that is, the meaning is coded better than the stylistic information.

In contrast to the ancient Greek interpretation of mythological code-images, during the Middle Ages, Christian theologians identified ancient gods with demons. Renaissance humanists interpreted ancient mythology as moral and poetic allegories, while a purely allegorical interpretation of myths remained before the Boccaccio treatises and the philosophical works of Frensis Bacon. This is noted in the code-images of Apollo and Daphne in the engraving "Apollo and Daphne" by the Italian master Agostino Veneciano (16th century). The artistic reception of the allusion here is a dialogue of the Masters with their predecessors and contemporaries. So, in the code-image of the face of Apollo Musaget Veneciano used Baccio Bandinelli's drawing. He has on his engraving the face of Apollo sends the intellectual perceptual to the image of B. Bandinelli known at that time. Apollo and Daphne are naked, as befits the ancient deities, that is, Ag. Veneziano in allusions conveyed the atmosphere of that time.

Allusion to the code-image of Apollo in the image of Agostino Veneciano is related to the use of a mythological name. Because the very transmission of the movement of Apollo was characteristic of the XVI century. The artist conveyed the divine run of Apollo with the help of a symbolic cloud under his foot. We will learn about Daphne by her hand, which has turned into a branch of a tree, which over time has also become a code. Therefore, allusions to the myth of Apollo with the symbol-cloud, as a reflection of the movement of Apollo, resemble the Lacanian concept of the structure of the myth. In it, the scientist examines the ratio of codes of the real, the imaginary and the symbolic, which, in a projection on the myth, synthesize the past and the modern. In this concept, "It" takes the real, the role of "I" performs the imaginary, the function of "super-I" is symbolic, which in the conscious and subconscious creates conditions for the emergence of artistic images. These real, imaginary and symbolic images further influence the process of encoding and decoding (real, imaginary and symbolic codes). Real images of engraving Agostino Veneciano – Apollo and Daphne. Imaginary images arise in the process when Apollo catches up with Daphne, and the nymph turns into a tree. The symbolic beginning is reflected in the appearance of the Laurel symbol.

Apollo appears here as the winner of unattainable beauty, makes Daphne Laurus with her sacred symbol-code-tree, and the first crowns herself with a laurel wreath. In this example, the allusion serves as a reference to a well-known myth led by the Olympic god. At the same time, it complicates and facilitates the perception of both the text as a whole and well-known cultural codes, showing hidden meanings, that is, becoming a technique of "double encoding" and decoding. The illusions of Apollo Belvedere (from the drawing of Baccio Bandinelli) also appear in the Apollo and Daphne sculpture (1622-1625) by the Italian sculptor and architect Lorenzo Bernini (1598-1680), who is considered an exemplary master of the dynamics of baroque forms. And in this sculpture, he freely conveys movement, going beyond the limits of baroque dynamics, causes associations with the images of the movement of spatial abstract compositions already in the 20th century. In his sculpture Lorenzo Bernini captured the moment of the mythical chase of the sun god behind the nymph Daphne. Nymph appeals to the gods for help. Her fingers turned into branches, her legs became the roots of the laurel, evoking the corresponding associations in the imagination of the audience. The future Pope Urban VIII wrote instructive lines that everyone who would seek pleasure in vanishing beauty would wake up with his hands full of leaves and bitter berries [13, p. 22-23].

The content of the myth in this case coincides with the poetic form of information storage of the image codes of Apollo and Daphne and those moral truths that are encoded in the form of symbols, allegories and allusions to these images.

Venetian painter, draftsman and engraver Giovanni Battista Tiepolo widely used allusions to the mythological codes in the Rococo style. His works on mythological subjects by means of the visual arts represent the triad "myth-code-information". The codes-images of his works, referring the imagination to the original sources, evoke stable associations. For example, the painting "The Triumph of Aurora" (1719-1720) depicts mythological and allegorical characters, which have in common a picture with a theatrical act. In addition, the viewer's eye is affected by a large amount of golden-blue color, like an inner light. Such allusion color patches remind of the pictorial style of Piazzetta, although Tiepolo fundamentally departs from the dark color spectrum that was characteristic of Piazzetta. He imitates the baroque style of Lazzarini, the personal style of Sebastiano Ricci, which indicates the search for his own style at the beginning of his creative career, in the first half of the 18th century.

## Conclusions.

Based on the analysis of works of art, the reasonably semiotic, semantic and text-organizing nature of citation, which involves the levels of style, themes and compositional structure of the artistic image and represents the artistic techniques of "double coding" in the transformation of the original source. Differentiated various types of citation codes (style, genre, theme, image, structure) with the identification of aesthetic communicative function (parodies, comedy, irony), semantic constructions of new and well-known materials with consistent decoding of cultural codes in art history.

The citation is related to an allusion or reminiscence of mythological, folkloric, sacral codes. Even if the initial content changes and new connotations and contaminations are obtained, culture codes are necessarily recognizable. The semiotic function is inherent in the nature of the allusion, which helps produce the semantics of the updated cultural code in a new context. The text-forming and semantic functions of allusions form the ambivalence of compositional structures in new works. Semiotics of contamination was found in the interspersing of one text into another with the creation of a new semantic field.

Allusions, reminiscences, contaminations in playing around mythological, folklore, sacral codes are defined as textual formation, constructing a recipient thesaurus for an adequate perception of the semantics of works.

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## DETERMINANTS AND CONSEQUENCES OF OCCUPATIONAL STRESS FOR SERVICEMEN UNDER THE CONDITIONS OF HYBRID WAR

*Abstract. The article presents conceptual foundations of occupational stress determinants and consequences for servicemen. We determined the peculiarities of hybrid war which consists in fact that along with armed forces, active participants include terrorists, mercenaries, partisans, militia groups, rebel groups, special forces of other states, etc.; the beginning of hybrid war involves penetration of camouflaged military units ("green men") into the territory of another state; use of pre-prepared and implemented illegal armed formations; extremely powerful informational and armed fighting; unpredictable level of manipulation and lie on the Internet and all other mass media. Determinants of professional stress can be conventionally divided into external and internal factors, which have both direct and indirect emotional impact on military personnel in the process of carrying out combat missions. It was found that all stress factors causing combat mental injuries have been divided by American scientists into three groups: stressors of combat environment; non-combatant stressors of combat environment; stressors associated with preparation and sending to the combat zone. Consequences of occupational stress may be post-traumatic stress disorders.*

### Introduction.

Occupational stress for servicemen is determined by conditions and features of hybrid war and direct armed confrontation in the east of Ukraine. Professional activity of servicemen in these conditions belongs to the type of extreme profile activities. This causes high nervous-psychic tension, disadaptive disorders, mental and physical health disorders and requires a comprehensive approach to preventing and overcoming negative manifestations of occupational stress.

Along with these stress factors specific action on the psyche of the individual there is a significant complication due to the intensification and complex negative effect of adverse occupational activity conditions - natural, biomedical, social, psychological and directly structural and organizational specific stress factors that increase the tension, promotes emergence and development of occupational stress and impose increased demands to the person, his mental and physical abilities.

*The aim and task* of the article is to carry out analysis of scientific sources and identify determinants and effects of occupational stress on servicemen in hybrid war conditions.

### 1. Scientific approaches to the features of hybrid war warfare.

Analysis of scientific literature on occupational stress, its causes, prevention and overcoming demonstrates the importance of this issue for Ukraine in terms of direct military confrontation and even for ostensibly peaceful Europe.

In publications of military psychologists for recent years it has been affirmed that current hybrid war and combat confrontation goes beyond the traditional ideas about it, gaining a combined character, transforming into a tangled ball of political intrigues, fierce struggle for resources and financial flows, irreconcilable civilizational clashes. In the current confrontation all possible means are used, the parties resort to the most dishonest ways and methods of action - both forceful and non-forceful (Ivan Kuzmich, Vasyl Osodlo, Oleksandr Timchenko, Vasyl Stasyuk, Olena Furs).

According to Ivan Kuzmich, the content of hostilities in the war of this type is not only physical destruction of the enemy's armed forces, but demoralization and imposition of own will upon state population. On the battlefield in today's armed conflict along with regular troops there are many new actors - irregular rebellion groups and criminal gangs, international terrorist networks, private military-industrial companies and legions of foreign mercenaries, intelligence units from different countries of the world, as well as military contingents of international organizations. This new type of war has been called "hybrid war".

«A hybrid war is a blend of classical warfare with use of irregular armed formations. A state that conducts hybrid war concludes a conspiracy with non-state executive agents - militants, groups of local people, organizations, connection with which is formally completely denied. These executive agents can do the things that the state itself cannot do because every state is obliged to adhere to Geneva and Hague conventions on the laws of land warfare, agreements with other countries. All dirty work can be shifted on the shoulders of non-state formations», explains the retired Major-General Frank van Kappen, a former Security Advisor to UN and NATO. Personal vision and peculiarities of current military confrontation in Crimea and Donbass gives a scientist from University of National Defense of the USA, Friedrich Hoffmann who characterizes hybrid war as "a complete arsenal of various types of military actions, including conventional capabilities, irregular tactics and formations; acts of terrorism (including senseless violence and coercion) and a criminal mess. Hybrid wars can be held both by the state and by various non-state actors [20].

Consequently, under the current conditions, scientists have come to some conclusions about the features of hybrid war: first: along with the armed forces active participants include terrorists, mercenaries, partisans, militia groups, rebel groups, special forces of other states, etc.; second: the beginning of hybrid war involves penetration of camouflaged military units ("green men") into the territory of another state; third: use of pre-prepared and implemented illegal armed formations; fourth: extremely powerful informational and armed fighting; fifth: unpredictable level of manipulation and lie on the Internet and all other mass media (Volodymyr Alyeshchenko, Andrii Bohuslavets, Mykola Korolchuk, Valentyna Korolchuk, Ivan Kuzmich, Vasyl Osodlo, Oleksandr Pozdyshev, Vasyl Stasyuk, Oleksandr Timchenko, Olena Furs and others).

For the last years a large number of studies and documents have addressed the effects of war on mental health. They include the WPA book "Disasters and mental health", the World Bank report "Mental health and conflicts-Conceptual framework and approaches", the United Nations book "Trauma interventions in war and peace: prevention, practice and policy".

The WHO estimated that, in the situations of armed conflicts throughout the world, "10% of the people who experience traumatic events will have serious mental health problems and another 10% will develop behavior that hinder their ability to function effectively. The most common conditions are depression, anxiety and psychosomatic problems such as insomnia, back or stomach aches" [23]. Direct correlation between the degree of trauma and the amount of psychological problems is consistent across the number of studies. The greater the exposure to trauma – both physical and mental – the more pronounced are the symptoms.

## 2. Psychological peculiarities of Ukrainian servicemen occupational stress under the conditions of hybrid war.

Scientists who study modern military issues affirm that for most combatants adaptation to civil life is accompanied by heavy feelings of prospects collapse, isolation and alienation from social life, since in real life their experience and knowledge are often unclaimed [1,6,7,12]. According to Cabinet of Ministers calculations during ATO more than 150 thousand fighters participated in the operation. Many of them, in addition to medical, need psychological help. Analysis of research [2, 4] allows us to assert that combatants and especially disabled veterans have a stable situational social and psychological disadaptation. This is due to traumatic and post-traumatic stress disorders. Their main manifestations are: - symptomatic recurrences (obsessive memories of tragedy, repetitive dreams, reproduction of experience in the form of illusions, hallucinations, flashbacks); - symptoms of avoidance (trying to escape from conversations, thoughts, feelings, places, people - all that can resemble the tragedy; blocking memory; pulling awayfrom relatives). According to Olena Dyshkant, a comprehensive analysis of scientific literature on the impact of extreme situations on personality characteristics of individual, as well as analysis of data obtained by the author experimentally with regard to psychological characteristics of people who had a psycho-traumatic experience, suggests that those who survived traumatic situation has the following psychological features:

–  high level of personal anxiety and sensitivity;

–  decrease of well-being and mood indicators;

–  emotional and volitional weakness and inability to self-control;

–  inadequate self-perception and general inadequate world perception;

–  "tunnel thinking" and its domination over rational;

–  inconsistency between psychological needs and personal psycho-physiological capabilities necessary for their implementation;

–  exaltation and uncontrollability of feelings, which under certain conditions can be transformed into a form of psychoaggression;

–  lack of moral and value basis of personality.

Consequently, this psychophysiological symptomatology shows functioning disruption of such psychological spheres of individual as professional, motivational, emotional and volitional, communicative, social, cognitive, moral, axiological [1, p.115-117].

Modern understanding of post-traumatic stress disorder (PTSD) was established by american psychology in the second half of 70 - ies. Post-traumatic disorders can accompany a number of events on the person's life path - from a large-scale environmental or man-made disaster, sexual violence and consequences of military confrontation. This type of disorder is one of the officially diagnoses according to International Classification of Diseases ICD-10 and American DSM-V. According to International Classification of Diseases (ICD-10), post-traumatic stress disorder is described in heading F 43 ("Reaction to severe stress and dysadaptation") and is defined as a non-psychotic reaction to traumatic stress (natural or man-made disasters, military actions, tortures, etc.), which by its nature can cause mental disorders practically in any person. It should be noted that PTSD is manifested predominantly by emotional and affective disorders that develop as a result of traumatic influence and are variant of protective and adaptive personality reaction in the conditions of intense stress factors destructive action. A separate cluster of post-traumatic disorders is observed in combatants and is a specific form of PTSD.

Military events during the conflict in the former Yugoslavia drew the attention of European experts in clinical psychology and psychiatry to the studying of PTSD in servicemen. Despite the previous years European researchers concentration on PTSD of people after traffic accidents, sexual violence and other criminal offenses (robbery, beatings), after Yugoslavia conflict with its numerous victims, the theme of PTSD of servicemen has become particularly relevant in the European scientific environment. US military operations in Afghanistan, Iraq and other countries also provide a powerful basis for servicemen PTSD research. Consequently today a whole cohort of foreign researchers directs its work on study of PTSD peculiarities, diagnosis, development and study of effective therapies for former members of military actions. So, Alex Merker describes the most common forms of PTSD manifestation, approaches to development of theoretical models and psychotherapy for post-traumatic disorders.

He examines nosology and epidemiology of PTSD, describes post-traumatic behavior changes. Different methodological approaches to PTSD study are highlighted, namely from the perspective of educational psychology (behavioral approach), from the point of view of cognitive psychology and in the perspective of biological approach. A multimodal approach to PTSD therapy is being developed [21].

Mykola Shyuttsvol devoted his research to differential diagnosis of PTSD, disclosed structural features of structured interviews for work with PTSD individuals, use of appropriate psychometric instruments and psychophysiological indicators. He proposed diagnostics for various phases of PTS therapy. Barri Rothbaum and Eric Foa study forms and effectiveness of cognitive-behavioral therapy for persons with PTSD They analyzed effectiveness of such methods as confrontation with stimulus and cognitive training to overcome fear for PTSD therapy. Possibility for their combination and mechanism that provides effectiveness of the mentioned methods is studied by Robert Shtail and David Clark. They proposed a cognitive model of the post-traumatic symptoms preservation, highlighted the role of individual in interpreting post-traumatic experience and place of cognitive factors in avoiding post-traumatic experience. Kristian Vote and Lee Sipmann explored the PTSD directly for servicemen after military actions. Scientists cover the peculiarities of psychological stress during military operations, namely operations under the aegis of the United Nations, and psychological consequences of operations participation. They also develop preventive measures, describe peculiarities of personnel selection for participation in operation, training for participation in operation, and describe the importance of public support for soldiers and their families. Specialists of the National Defense University of Ukraine Volodymyr Aleschenko, Vasyl Ozodlo, Oleh Blinov, Mykola Korolchuk and a number of foreign scientists [15, 16, 18, 19, 21, 22] point to the existence of a number of factors that modulate PTSD probability for a serviceman [13, 14, 15, 16, 17, 19, 22, 24]. This knowledge can be used for organizational measures to reduce the likelihood of PTSD. We accept the following factors to be the modulators:

- PTSD in medical history of ATO participant and success of its elimination;

- purposeful psychological training in the framework of previous battlefield practice with fire training as a modulator of PTSD manifestation;

- prior combat experience, for example in the limited peacekeeping contingents in Africa, Afghanistan, Iraq, countries of the former Yugoslavia.

- balance of participation in operations on the territory controlled by own Armed Forces and on the territory controlled by the enemy in ATO zone;

- balance of participation in offensive and defensive operations in ATO zone;

- the success of offensive / defensive operations as a predictor of PTSD;

- local intensity of hostile shelling in the district where the unit is located (established by OSCE observation mission);

- the number of dead and wounded in the unit for every 2 months of service in ATO;

- geographical remoteness of soldier's homeland from ATO zone;

- material well-being of soldier's family, which remains in rear;

- individual psychophysiological indicators.

Please note that all of these factors are well controlled statistically, and therefore allow to use appropriate statistical methods of data processing.

During the period of empirical and theoretical material accumulation connected with this problem in the 80 years of the XX century a new branch of psychological science - psychology of traumatic stress had been created. It was the most widespread and developed in the United States, Great Britain, France, Israel, and later in Russia. Since then, the effects of stress began to be studied not in general, but as the effects of combat stress that occur directly on the battlefield, after the end of mission and after a certain period. It was found out that emergence of battle mental trauma contributes to soldiers psychological overload in a combat environment; combat, physiological overload; conditions of combat activity [2, p.41-44]. The main factors of mental soldiers overload in a combat environment include:

- constant threat to life;

- strict responsibility for performing a combat task;

- insufficiency and uncertainty of the incoming information;

- shortage of time when making a decision;

- mismatch of military-professional training level of soldier to a real conditions of combat activity;

- negative psychological setting of a soldier;

- cumulative and induced variant of reactions in groups of people, for example, the instantaneous spread of panic among soldiers;

- full or partial isolation of soldiers from the main forces.

Combat, physiological overload:

- physical exhaustion as a result of overstrain and violation of the diet;

- sleep disturbance.

Conditions of combat activity:

- execution of the day and disciplinary requirements;

- organization of life conditions, needs provision for soldiers;

- unusual conditions of service (climate, weather, locality);

- personal problems.

Knowledge of these reasons practicaly defines the main directions of activities connected with psychohygiene, psychoprophylaxis and psychological rehabilitation of soldiers. For example, according to US data, 30% of Vietnam War veterans had severe post-traumatic stress reactions throughout their lives. In 1988, 15.2% of male veterans and 8.5% of women had post-traumatic stress disorders. Among national minorities, this percentage is higher: 27.9% are Spanish-speaking veterans, 20.6% are African-American veterans. Vietnam War experience was used during the preparation of American troops in the Persian Gulf [23].

In connection with this, all stress factors that cause battle mental trauma were divided by American scholars into three groups:

- stressors of combat environment (life threatening, battle injuries) that affect servicemen participating in special units and performing combat missions on the enemy's territory;

- non-combatant stressors in combat environment (death of enemy soldiers, fear of enemy rocket attacks or attacks with chemical and biological weapons, waiting for ground combat actions, general negative living conditions in the desert, etc.);

- stressors associated with being sent to the war zone (isolation from family, friends, colleagues, especially for reserve recalled soldiers).

According to scientists of National Defense University of Ukraine [1], as a result of these stress factors, soldiers have problems with mental health. Authors suggest the following psychological classification of mental disorders in combat conditions:

There are three main clinical forms of fear:

- - motor - is manifested in uncontrolled actions, for example, escape from danger;
- - rigid - is manifested by passivity, lack of mimic, indifference, intimidation;
- - hidden - is manifested in feverish passivity, meaningless activity which leads to a breakdown in performance of combat mission; in the headquarters this form of activity paralyzes productive work, generates opposing orders, etc.

Collective form of fear is panic - a state of mass fear of real or perceived danger, which increases in the process of mutual induction, which blocks the ability of soldies to really assess the situation, the mobilization of volitional resources and the organization of joint purposeful actions.

Fighting shock and fighting fatigue. Combat shock has three stages:

- the first one develops within a few hours or days, characterized by a feeling of anxiety, which gradually increases, with fear and mood deterioration;
- the second, acute, lasts from a few days to several weeks and manifests in the development of psychosomatic neurotic disorders;
- - the third, chronic, characterized by prolonged mental decompensation with changes in personality.

Combat fatigue is a group of mental disorders that accrue in a few weeks of combat operations of moderate intensity.

Mental disorder, leading feature of which is phobia - pathological fear, with such symptoms as palpitations, cold sweat, dry mouth, trembling limbs, involuntary urine and feces, paralysis of limbs, stuttering, muteness.

Post-traumatic syndrome includes a group of mental disorders that arise as a result of unconscious attempts made by subject to "squeeze out" from consciousness the most adverse episodes. In a separate group we can identify so-called post-traumatic stress disorder that arises in some period of time.

In our opinion, the main forms of post-traumatic syndrome manifestation are:

- memory impairment, problems with concentrating, constant circumspection, suicidal thoughts, feelings of constant fatigue, difficulties with falling asleep and sleep disorders;

- partial or complete social disadaptation, alcohol abuse, drug use, headaches, gastrointestinal disorders, sexual disorders, outbreaks of rage and agression to other people or subjects;

- dreams and obsessive recollections about psycho-traumatic events, sometimes associated with some definite actions, events;

- desire to avoid thoughts, experience, actions, situations that can bring back psycho-traumatic circumstances;

- inability to reproduce in memory events associated with psycho-traumatic situation; loss of interest to earlier meaningful life activities (for example, sport);

- feeling of "truncated future," inability to empathy, to family life.

Based on the material outlined above, we offer the following classification of battle mental trauma by degree of severity:

- mild degree (I degree) - manifested in excessive irritability, secretion, loss of appetite, headaches, rapid fatigability (short-term psychological reactions);

- moderate degree (II degree) - characterized by mild hysterical reactions, aggressiveness, temporary loss of memory, depression, increased sensitivity to noise, and fear;

- severe degree (III degree) characterized by hearing and eyesight disorders, problems with coordination of movements and psychomotor disorders from senseless actions to development of stupor [2, p. 41-44].

Modern concepts of stress include four main definitions: 1) stress as an event that gives additional load; 2) stress as a reaction; 3) stress as an intermediate variable; 4) stress as a transactional process. In the latter case, stress is a process of interaction between individual and outside world. When considering stress in the form of transactional process, the structure of stress microenvironment is represented by the following elements: 1) awareness of the stressor and its assessment; 2) disorderes of homeostasis, associated with stress emotional and cognitive processes; 3) coping reaction; 4) results of coping and new assessment of the situation. Peculiarities of stress manifestations appear in behavioral, emotional, cognitive (professional) and physiological spheres.

**Conclusions.**

In our opinion, occupational stress is an integral mental state as a result of effect of short or long stress factors (external or internal), which, in the interaction of holistic system became excessive from the environment or inadequate with superiority of requirements for opportunities on the part of overcoming copying strategies of soldier, that determines negative manifestations (consequences) in psychological structure of individual on psychological, social, biological or professional levels and significantly reduce effectiveness of professional military activity.

We found out that in modern environment scientists have come to some conclusions about the peculiarities of hybrid war which consists in fact that along with armed forces, active participants include terrorists, mercenaries, partisans, militia groups, rebel groups, special forces of other states, etc.; the beginning of hybrid war involves penetration of camouflaged military units ("green men") into the territory of another state; use of pre-prepared and implemented illegal armed formations; extremely powerful informational and armed fighting; unpredictable level of manipulation and lie on the Internet and all other mass media.

We come to conclusions that determinants of professional stress can be conventionally divided into external and internal factors, which have both direct and indirect emotional impact on military personnel in the process of carrying out combat missions.

It was found that all stress factors causing combat mental injuries have been divided by American scientists into three groups: stressors of combat environment; non-combatant stressors of combat environment; stressors associated with the preparation and sending to the combat zone .The main manifestations of post-traumatic stress disorder are: symptomatic recurrences (obsessive memories of tragedy, repetitive dreams, reproduction of experience in the form of illusions, hallucinations, flashbacks); - symptoms of avoidance (trying to escape from conversations, thoughts, feelings, places, people - all that can resemble the tragedy; blocking memory; pulling away from relatives).

Psychological features of individuals with traumatic experience and surviving the traumatic situation are as follows: high level of personal anxiety and sensitivity; decrease of well-being and mood indicators; emotional and volitional weakness and inability to self-control; inadequate self-perception and general inadequate world perception; "tunnel thinking" and its domination over rational; inconsistency between psychological needs and personal psycho-physiological capabilities necessary for their implementation; exaltation and uncontrollability of feelings, which under certain conditions can be transformed into a form of psychoaggression; lack of moral and value basis of personality.

This psychophysiological symptomatology indicates functioning violations in motivational, emotional-volitional, communicative, cognitive, moral and axiological spheres of individual. Based on the analysis and synthesis of scientific literature and personal research, we proposed a comprehensive, unifying (integral) model for studying occupational stress among ATO soldiers. In the basis of integral-differential approach lies a complex system of occupational stress psychological study with analysis of conditions and features of military-professional activity (ecological approach) with psychological-activity method of studying each side of the behavior (transactional approach), with clarification of regulation mechanisms and value of military activity (regulatory approach) with definition of effective methods and means of occupational stress prevention and overcoming (prophylactic approach), what is the immediate task of Extreme Psychology.

The prospect of further research is to create a system for monitoring the psychological characteristics of ATO participants, computer psychodiagnosis of PTSD providing individual psychological care.

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## EXHIBITION AND EXPOSITION ACTIVITY USING ADVANCED INFORMATION AND ADVERTISING TOOLS AS A POWERFUL WAY TO POPULARIZE CULTURAL VALUES OF THE STATE

*Abstract. The article investigates and analyzes the main principles and tasks of exhibition and exposition activity using advanced information and advertising tools. It emphasizes the mutual enrichment and dialogueness of cultures, which determines their openness and creative interaction with other peoples and cultures, which is particularly important in our conflict and challenging times. Taking into account the importance of popularizing historical and cultural monuments in the development of certain territories, the urgency in the field of the formation and implementation of exhibition policy has been emphasized, considering the interests of the regional and local economies. General scientific and special methods have been used to solve the tasks: analysis and synthesis, comparative-historical, retrospective. The results of the study will contribute to a more complete implementation of the exhibition policy, taking into account the interests of the regional and local economies.*

### Introduction.

Every country owns huge and varied cultural heritage, which reflected its complex, dramatic history, a colorful palette of civilizational influences targeted at it at different times. Each monument, memorial complex or building is a symbol of a particular event or era that has been reflected in the life of our ancestors and the history of the state in general. These all invite contemporary artists to creativity, who seem to pass treasures of the past through themselves, and, sometimes, they communicate their view to the connoisseurs embodied in creativity in completely unexpected, interpreted forms.

Recently, the development of exhibition and exposition activities with the use of state-of-the-art advertising and informational tools for promoting the state's achievements and popularization of contemporary works of art, which have a moral and aesthetic value, has become especially needed. Obscurity in definitions, such as "cultural values" and "intangible cultural heritage", can be quite often observed. In addition, a new direction has recently appeared in modern science – geography of the heritage, which object is the cultural heritage, which includes the intangible and natural ones.

The analysis of international and domestic legislation allows us to define the notion of the objects of cultural heritage as natural, natural-anthropogenic or human-created moving and nonmoving objects, which have brought the value to our times from anthropological, archaeological, aesthetic, ethnographic, historical, artistic, scientific or imaginative views, and have retained their authenticity: buildings (pieces of art), complexes (ensembles), their parts, associated territories, or areas under water, places of interest, objects of science and technology, as well as objects and documents [1].

Cultural heritage includes cultural values that are passed on from generation to generation: tangible and intangible works of human activity, moving and nonmoving objects. According to V. Meshcheriakov [2], the essence of cultural heritage should be disclosed through ethno-cultural values, traditions, and customs. The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage provides for the enhancement of knowledge as well as international cooperation to ensure respect for this achievement. Ukraine joined the Convention in 2008. This law has established new opportunities for implementing the strategy of safeguarding historical and cultural heritage in the regions of Ukraine, strengthening the state's authority in the world, bringing its legislation in this area in line with the global standards, more active participation in the programs of international cultural cooperation, preservation and dissemination of the best examples of traditional culture of the Ukrainian people.

Therefore, every state should be interested in the promotion of cultural values in the global cooperation, their popularization using up-to-date advertising and information tools. The exhibition activity in the field of culture enters into in the foreground in this regard. Organization of exhibitions is an art, because the exhibition should be remembered, it should evoke an emotional response, make think about the theme of the exhibition, awaken the research interest. There are special rules and technologies for organizing the exhibition space. The organization of the exhibition space involves the development of engineering, technical, navigation, functional and design solutions that create a unique look of the exhibition, including the exhibition space into the general philosophy of the exhibition project.

### 1. Local governments promoting to conduct and advertise exhibition activities and popularize cultural values of the region through social networks.

Nowadays, the indicator of a society's maturity is the attitude to the monuments of history and culture. Their preservation and popularization should be among the important areas of the state policy, since Ukraine's rich cultural heritage is part of the world's cultural heritage.

The monuments of history and culture influence the development of individuals, enrich their spiritual growth, cause emotional excitement, because they are unique witnesses of the past. In order for the historical and cultural monuments not to be "dead", we must study and popularize them to make them "live". Mutual enrichment, dialogueness of cultures determines their openness and creative interaction with other peoples and cultures. This is particularly important in our conflict and challenging times. Considering the importance of popularizing historical and cultural monuments in the development of certain territories, one can highlight the relevance in the field of the formation and implementation of exhibition policy, taking into account the interests of the regional and local economies.

Activity of the local self-government bodies is determined by the general economic policy of the states. However, the state has delegated sufficient powers to the local, district and regional authorities. The shaping of a certain image of the region depends on the impression from the very locality, popularization of historical and cultural monuments. This creates a certain image not only of a particular area, but also of the country as a whole. In this regard, the development of historical tourism, which not only brings profit to the region, but also contributes in its turn to the promotion of cultural heritage, creates a system of rational use of unique resources.

Attraction of the municipal authorities in supporting popularization of cultural values, promoting exhibitions, and providing exhibition space in turn indirectly affects the successful development of tourism. These principles, which have been determined at global forums, should be further reflected in the strategic initiatives of the local authorities. Thus, the organization of exhibitions is an obligatory part of the exposition work of museums. Exhibitions increase the accessibility and social significance of museum funds, introduce monuments to the scientific and cultural circulation located in both museum and private collections, promote the development and improvement of methods of expositional and cultural &awareness-building work of museum institutions, expand the geography of their activities. The result of the exposition work is the creation of a new historical reality, based not on external plausibility, but on the author's rethinking of the information potential of the monuments in its contemporary interpretation. Recently, a new scenographic direction of expositional image-creation has spread with its typical theatrical and audiovisual means of interpreting monuments. Culture is "a social experience and a social memory that fixes and retains it, as well as the activities of people associated with the preservation, replenishment and transfer of this experience"[3].

Currently, regional museums are increasingly experiencing intense interest in the history of the region on the part of visitors – target audiences (for example, organized student groups), tourists, etc. This is due to the development of the market for services in the field of leisure and recreation. In the conditions of fierce competition, museums have to increasingly revise the forms and methods of working with visitors, which is primarily reflected in the exposition and exhibition activity. Application of the advanced methods of decoration of exhibitions, which must meet the principles of accessibility, expressiveness, creativity, communicativeness, mobility, dynamism, allows the museum institution to increase the number of visitors. Only a carefully conceptually and organizationally thought out exhibition can be a success among various categories of tourists [4]. Among the main reasons that limit the development of exhibition activities in the field of culture one can call:

- lack of sufficient experience;
- lack of popularization of the events at the local level;
- insufficient level of informatization;
- lack of information on regulatory, economic and organizational aspects.

We need to work over these and other issues. Given the importance of information technology in the era of global progress, advanced technologies must be introduced into the activities of municipal authorities that will facilitate the way out of difficult situations.

Users, as a rule, seek access to tourist sites in order to find necessary information about the location of an object of tourist interest, its description, the fee of an entrance ticket, etc. If the tourist facility itself does not have its own Internet resource, which would provide such information, then the local authority may place these data on its website, since the municipal government is interested in increasing the attendance of tourists. To this end, it must advertise the tourist facilities of its region and make their positioning through the information resource. The official website of the local self-government bodies is a resource with a complex structure, which allows users to get acquainted with various news related to social life, as well as to get a lot of other useful information. As a rule, a standard functional of the city website includes news, directory of addresses and telephone numbers of municipal organizations, a city map, information on the city mayor and deputies, the possibility of integrating the open city system into the website, publishing the results of voting, etc. It is often difficult to find information on artistic events, including exhibitions. The question arises: why does it happen so? The Internet site, after all, stands out from other resources because it can contain quite a large amount of information that can be updated [5].

In order for an exhibition ad on the website of the local self-government body to be constructive and effective it is necessary to choose the places where this data will be placed on the site (website section, banners, gallery, etc.); calculate the budget of the information campaign; attract partner websites to advertising campaign; place the advertisement itself (articles, ads, photos, videos, etc.); exercise systematic control over the implementation of previous stages.

Creation of the informational image of the region occupies an important place in the strategy of its development and the priority here is to create a positive image. A reliable way to achieve this goal is to use state-of-the-art technologies and tools for providing information about the activities of the authorities and community life, in particular, the Internet. Website visitors (residents, who visit the site to obtain information about the activities of the municipal authority, events taking place in the region, tourists – people who intend to visit historical and cultural sights and visit the web page) should receive full information about cultural and artistic events, the venue, time, and fee. That is, according to the purposes and requirements under which the structure of the website is formed, the relevant materials for the site are selected and the main content is formed. The information placed on the website should be addressed to both local citizens and tourists (description of historical monuments, their location, announcements about various attractions, exhibitions).

It is important to inform the widest possible audience about an exhibition project. Here you need to attract other Internet resources, such as social networks. This kind of popularization is effective and has several advantages: it does not take a lot of time to search for the target audience; the possibility of feedback; interactivity, etc. Visitors leave feedback and comments in communities that may get other people interested and encourage them to visit the website.

One way or another, websites are deprived of interactivity. Therefore, the authorities increasingly create official pages in various social networks. This is an effective way to inform people about the existence of the website and encourage the user to visit it.

An exhibition or exhibition project should be advertised, and the availability of a community or a page in social networks, and the placement of ads there will cost cheaper than TV commercials, purchasing banner and teaser messages on popular thematic portals, and the image effect will last much longer. What is more, the reach of the target audience is expanding. This is a great advantage, because the content of the website is aimed not only at the territorial community, but also at the tourists. Another advantage is an additional way to get feedback from visitors. Installation of the comment widgets, for example in Facebook, is highly desirable for virtually any website, especially if it has no other way of discussing and contacting an administrator. This is an efficient and free way to set up feedback, the ability to leave reviews, comments, participate in discussions.

Social networks are also characterized by promptness. The Web-First Repoting system is increasingly gaining ground when materials are first prepared for the website and then rewritten for social networks, television and newspapers. The leader in this feature may be Twitter: 140 characters of only needed information that clearly answers the 5 main questions: what?, who?, where?, when?, why? You do not need to spend a lot of time for such a message – 1 (one) minute is enough, while for a regular website you have to provide at least 3 (three) full paragraphs, which significantly increases time for preparation of the message.

It should be remembered that advertising about the exhibitions via social networks should be well thought out. It should be meaningful and concise; it should not be obsessive in nature.

Thus, popularization of historical and cultural monuments with the use of advanced IT solutions will contribute to the formation and consolidation of national self-awareness and identity. Establishing a connection between the past and the present is also a powerful indicator of the enrichment of patriotic values. Cultural heritage as one of the components of public knowledge and mass information accessible to the population is, in turn, an important part of the tourist infrastructure. Tourism is one of the sources of pumping up the local budget in a region with historical and cultural monuments. Therefore, one of the priority areas of activity of the municipal authorities is full support and stimulation of popularization of cultural values, in particular related to holding of exhibitions to familiarize with the achievements of culture, science and technology. The UNESCO Convention concerning the Protection of World Cultural and Natural Heritage in its Article 4 states that each State Party to this Convention (which is also Ukraine) shall ensure the identification, protection, conservation, presentation and transmission to future generations of the cultural and natural heritage. In accordance with Article 5, paragraph (d) of the Convention, the States Parties to this Convention, in order to ensure the most effective protection and preservation and the most active popularization of the cultural and natural heritage located in its territory, seek under the conditions specific to each country: to take the appropriate legal, scientific, technical, administrative and financial measures necessary for the identification, protection, conservation, presentation and rehabilitation of this heritage.

## 2. Organization of archival, library virtual exhibitions as popularization of historical and cultural heritage of Ukraine.

The relevance of the issue is due to changes in the modern society, which is the formation of a single information space on the basis of information and communication technologies. The system of electronic information communications radically modernizes the conditions for the search, storage and processing of data in archival and library institutions. The virtual information space in social and communication institutions, shaped to meet the information needs of users, covers such virtual representations as websites, blogs, user groups' pages in popular social networks. The use of the virtual information space in archival and library institutions has a number of advantages, including the activation of professional competition in the field of archival, library and information products; the modernization of communication of archives and libraries with users; the environment for popularization of electronic resources and services, servicing of readers takes place not only directly in the archive, library, but also through the information resource; the possibility of exhibiting virtual exhibitions for popularization of archival and library funds.

It is important today to process, study the sources of historical facts, phenomena, events; distribute, use, preserve the cultural heritage and cultural values recorded in the documents of archival and library funds. One way to popularize historical and cultural heritage in archival and library institutions – is the creation of virtual exhibitions [6–8].

So, let us define the term "virtual exhibition" for its more complete understanding. The virtual exhibition can be defined as a new information product of an archive, a library, represented as a consolidation of traditional and the latest electronic methods of presentation of documents [9].

The purpose of organization of the virtual exhibition of archival and library institutions – is to distribute information to the public about a certain historical event, a phenomenon, activity of an individual or group of persons, institution (institutions) or organization (organizations); to promote preservation and popularization of the historical and cultural heritage, to stimulate the interest of population in historical and cultural achievements, which is a huge part of the Ukrainian historical heritage.

The use of virtual exhibitions in archival or library practice allows us to solve a number of problems that can not be solved by traditional methods:

*a) for archival and library institutions:*
- no restriction of the exhibition area - unlimited period of display of documents on the Internet;
- an option to obtain information about the exposition of documents for Ukrainian and foreign users;
- ensuring preservation of documents;
- promptness of the exhibition organization and an option of its continuous replenishment with new documents;
- disclosure of the content of the presented publication with the help of an abstract;

*b) for users (readers):*
- an option to review the contents of some documents, in particular, collections of scientific works and illustrations;
- presentation of documents that are not available in the archives, libraries, but have a definite meaning for the development of a given topic;
- an option of remote viewing of the exhibition without visiting the archive, the library anytime and from anywhere in the world.
- an option to visit the exhibition repeatedly.
- The virtual archival or library exhibition has the following objectives:
- to promote satisfaction of scientific, educational, industrial, public and other needs of remote users;
- to present new and topical printed documents received and stored in the departments of archival and library services;

    – to reveal the sectoral content of the universal fund according to information queries of the users;

    – to attract public attention to the historical heritage;

    – to expand an active readership;

    – to ensure information support for scientific research.

For the development of a plan for holding virtual archival, library exhibitions, the plans of work of traditional expositions have been taken as the basis [10]. Taking into account the instructions and proposals we have partially adapted these stages of plans [11 – 12], thus organization of the virtual exhibition has the following general algorithm of actions (Fig. 1):

Stage one: Preparation of a documentary exhibition begins with the study of literature on its topic, according to which the range of funds is defined, whose documents may contain information about the chosen topic.

Stage two: The files are reviewed, which may contain documents on the topic of the exhibition. The most interesting documents are chosen, which best reveal the stated topic, are in line with the chosen type of the exhibition, and at the same time are informative and not too much overloaded with information.

Stage three: If it is required for and improves the exposition of the exhibition, contact an expert of a given topic – a scientist, a historian, a source-study expert.

Stage four: Audio support, which will enhance the user's interest in the topic of the exhibition or reveal more detailed content of the exposition, the use of quotations or video materials, the use of animation tools (images and text moving in a certain way on the slide), which facilitate the attraction of attention, revive the review. The design is of a great importance as well – color gamma, font. Since the exhibition is a visual form of work, one of the decisive values belongs to its *artistic and aesthetic image*. A well thought out and skillfully developed virtual exhibition will not be in demand among the readers if it is poorly designed. Good design, by contrast, attracts attention to the exhibition, helps to reveal its content, enhances the emotional impact on the reader.

Stage five: it takes place through speeches/reports on the Internet of the staff of the archive, libraries, co-organizers of the exhibition, consultants, fund-creators and others about exposition of the virtual exhibition, the creation of informational and advertising messages, distribution of press releases on the virtual exhibition, writing messages about scheduled and conducted documentary virtual exhibitions for the media.

However, it should be noted that depending on the type of the virtual exhibition, the exposition of the very documents – archival or library funds, this general algorithm of actions needs to be detailed.
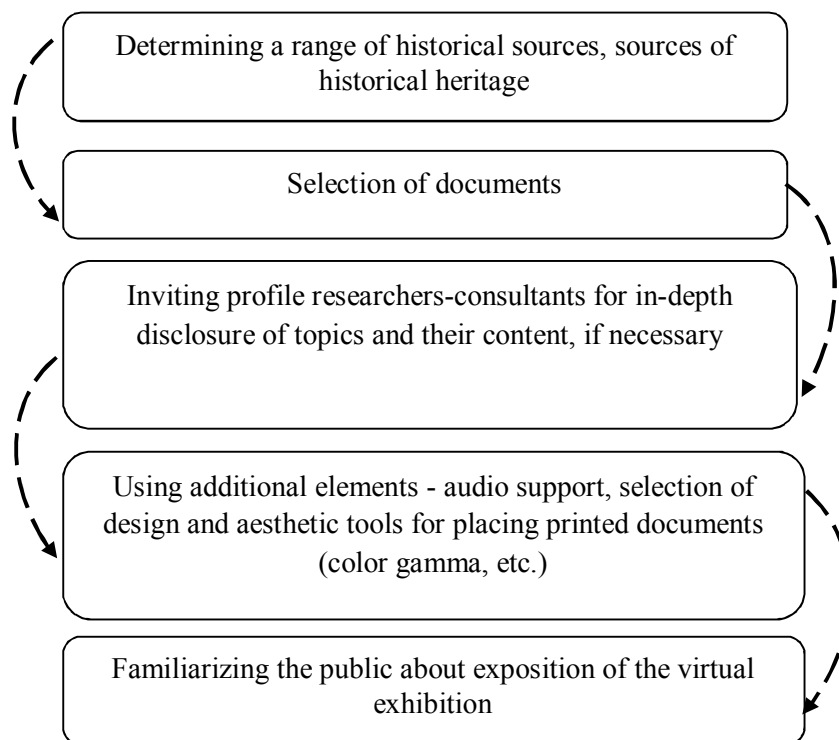
**Fig. 1. Algorithm for organizing the virtual exhibition**

The main factors characterizing the effectiveness of popularization of documents presented in the form of archival, library virtual exhibitions are [13]:



Today, the software market offers a number of products that should be used to create virtual exhibitions. We have chosen several services to analyze the organization of virtual exhibitions, namely: Google Slides, Prezi, Calameo, PhotoPeach, SlideShare, Slidely.

For comparative characteristics of services for the creation of virtual exhibitions in archival and library institutions, the following parameters have been introduced, namely, the interface language, the fee for using the service, multimedia content, format of the document to be converted. The English interface prevails for comparative analysis of the six services. However, when creating virtual library exhibitions, these services have intuitive interfaces. The cost of using the service is also important for the creation of virtual exhibitions. Most of the analyzed services are free, but such service as Prezi provides 30-day free use of the service. It should be noted as well that such services as Slideshare, PhotoPeach offer free options, which have some functional limitations when creating, but there are plenty of opportunities to create an interesting, original virtual exhibition, and in case of increased features of the service functions, the author of the archival, library virtual exhibition is offered paid services. Services for creating virtual exhibitions allow converting documents into the following formats:

    – Google Slides – .pptx, .pps, .ppt

    – Prezi – .jpg, .png, .gif

    – Calameo – .doc, .docx, .ppt, .pptx, .pdf, .odt, .ods, .xls

    – PhotoPeach – .jpg, .tiff, .gif

    – Slideshare – .pdf, .ppt, .pps, .pptx,.ppsx, .pot, .potx

    – Slidely – .jpg, .png, gif

In fact, all services enjoy the option of integrating audio, video, images and text. However, the PhotoPeach service has restrictions on adding text. Text can be inserted in this service only in graphic format (jpg, gif, tiff, etc.). However, one of the peculiarities of the application of the PhotoPeach service is the possibility of presenting the virtual exhibition in two ways: as turnaround photos and as a slideshow. Calameo service with the option to instantly create a bookcase is also interesting. While the use ofthe online service Slidely for virtual exhibitions has the feature to create a story as an interactive collage or a slideshow. It is also possible to integrate with social networks and other photo and video services; all types of interactive content are interconnected; any gallery can be opened as a slide show, and a collage – as an interactive gallery; the service is compatibleonly with the most current or updated browsers. Among the cons of Slideshare in the creation of virtual exhibitions we have discovered the following: it does not import effects, does not allow editing the imported presentation; using images one-on-another with animation leads to a partial concealment of the virtual exhibition content.

Consequently, the rapid development of modern life, the informatization of society stimulate archives, libraries to continuous search for the latest forms and technologies of work with visitors, commit to be focused on qualitative changes in accordance with their needs. Creating virtual exhibitions in archives, libraries is an important part of providing access to information for all groups of visitors, which stimulates the growth of the cultural and educational level of users.

### 3. Museum and exhibition activity

Spiritual prerequisite for the development of modern society can only be a full historical consciousness, based on the comprehensive understanding by its citizens of their historical and cultural heritage, which is stored and accumulated in museum institutions and becomes the basis for satisfaction of not only aesthetic, but also socio-ethical needs of people such as value-based attitude to the national heritage, morality, patriotism, systematic study of history, preservation of memory of the past generations [14].

The modern understanding of the museum as an institution for the preservation and demonstration of cultural and historical values relates to its exposition and exhibition work and its deep and correct information content. The need to create new expositions, corresponding to the current level of historical, culturological, museological knowledge, is now becoming more acute.

Museum collections are accumulated and systematized not only for the purpose of studying and centralized storage, but also for the fulfillment of such important functions as cognitive-informational, popularizational, educational. These functions are realized precisely thanks to the exposition and exhibition activities of museums.

Recently, the researchers for more complete scientific and informational coverage of museum studies have sought to a more thorough and versatile study and analysis of the activities of the most well-known central museums, as well as regional ones – city and local history museums, both public and private [14].

The relevance of this study is due to the dynamic development of the communicative function of museums in modern conditions, the most important component of which is the exposition and exhibition work. In the minds of most visitors, the museum's activity is associated with its exposition, while other aspects of its activities, in particular the acquisition, accounting and maintenance of museum funds, remain undistinguished. In this perspective, this is quite natural, since the exposition is the main product of the multidisciplinary intellectual work of museum's stuff among those offered to the public. It is through the exposition activity that the museum manifests its peculiarities as a social institution [15].

Exposition work is one of the areas of museum activity, the main content of which is the design of the exposition, installation and dismantling of the exposition, re-exposition, supervision over the state of the exposition, organization of thematic exhibitions, and maintenance of the current exposition documentation. Exposition work in museums has always been in the center of attention, as it is closely related to other types of research activities [16]. The interest of society in the museum and exposition creativity has increased significantly in the late XX – early XXI century in connection with the need to study and preserve the historical and cultural heritage, remodel the true picture of the historical existence of people, events and processes that took place on Ukrainian lands. Exposition work contributes to the study of historical and cultural monuments, which are the "components of the national historical and cultural heritage" [17]. This gives an opportunity to throw light on the social experience and the progressive development of humankind. The basis of the exposition work is the acquisition and storage of museum collections, because the museum – is primarily a repository of unique items of high value. The museum is a place where the memory of generations is stored – "visualized, verbalized, immortalized in pieces and descriptions" [18].

The organization of permanent expositions and periodic exhibitions is a specific form of presentation, publication and testing of museum objects. Trial and experimental expositions are sometimes organized to test exposition ideas and concepts. Contemporary museology considers exposition as a coherent subject-spatial system, where museum objects and other exposition materials are united by conceptual (scientific and artistic) plans.

The word "exposition" is derived from the Latin verb expono (expose, display) and derivative noun expositio – presentation, description. In the early stages of the museology, the term "exposition" and "exhibition" coexisted as equal, because the word "exposition" when translated means "exhibition". Only recently, the term "exposition" has become to denote relatively constant, while "exhibition" a temporary public display of the museum heritage [19]. In the exposition work, the exhibition is a museum exposition with a regularly changing composition of exhibits [20]. An important task of the exposition is to draw the attention of society, visitors to a certain problem, event, fact, phenomenon. To reproduce the historical truthfulness of the fact, to trace the sequence of the process, the museum staff apply a documentary-figurative approach. The achievement of this task is made possible by the use of museum collections, which include documents, letters and photographs, archival sources and published documents. Therefore, the exposition is an object-documented artistic image of the displayed era, period, or a separate event or a phenomenon. As a part of the museum collection, which is exhibited for a long-term public review, the museum exposition is, firstly, the result of scientific development of the exposition topic taking into account museum materials, and secondly, a specific work of art, in which by means of architecture and sculptural art forms an exposition image on the chosen subject is created, which can aesthetically affect the visitor [21]. Static museum exposition is the main form of popularization of collections and propaganda of historical knowledge by museum means. The external and internal organization of the expositional images in a certain sequence and in a certain space, which is based on the topical composition, provides the creation of an expositional plot.

Each exposition has its own content, expressed in its concept. The content of the exposition is a totality of systematized and interpreted information in accordance with the cognitive and educational goal of the museum's scientific and educational activities. It is realized thanks to the whole complex of exposition work, which is the result of the exploration and research, collecting, fund work of the creative team of employees of the museum institution and serves as the basis for the implementation of the educational function [21]. The basis of the exposition is a museum object, that is, a monument taken from the environment of existence and being a part of the museum collection after its scientific processing. The museum object has a great informational and communication potential. Not all museum objects are used in exposition work, but only those with a definite set of features and attributes (are original historical and cultural monuments, sources of knowledge and emotional influence, means of mentoring and education) [21]. They find a new status in the exposition: they become exhibits, are the material for shaping our representations of a particular era. Exhibits (exposits) – are a scientifically organized set of museum objects (monuments), exhibited for public viewing, and which are the structural part of the exposition. Their selection and placement are based on the scientific concept developed by the museum staff.

They serve as the means for expressing certain content; therefore, they form a sign system. A set of exhibits makes an exponature. While the organization of the exposition is the process of selecting a logical scientific composition of exhibits. For a more complete understanding of the events on display in the exposition, scientific and auxiliary materials are introduced into it, and artistic works (painting, sculpture), background music, cinema fragments, light effects are used to enhance the perception. Due to this, there is a concept of "exposition materials" in the exposition work that present true museum objects, their reproduction, models, scientific and auxiliary materials belonging to the museum exposition. The sign nature of things is revealed in the exposition. The sign is an object that is a bearer of information about other objects, events, phenomena. Exhibits-signs can convey both ideas, feelings, representations, considerations of people who review the exposition, and the authors of the exposition display. The exposition is important for the expressiveness of the museum's language, so it is necessary not only to view, but also to comprehend it.

The rules of exposition are a code that allows you to build the content. This means that the museum exposition is a kind of "text" that comments on its content. It can highlight, logically emphasize individual objects or content blocks of the exhibited material, enhance emotional accents. Like a word in a sentence, a separate museum object acquires meaning in the environment of other exhibits or units of collections, and the museum exposition acquires the signs of the text [21]. The structural unit of the exposition is a thematic-expositional complex, that is, a complex of material, documentary and other monuments that are united thematically, constitute visual and semantic unity and are the main link of the exposition. An exposition hall, created by a single project and with its unique appearance, can be considered an expositional complex.

The museum exposition is the result of the joint work of museum staff and the artist. The first stage of the exposition work is conceptual. The management, responsible museum staff and experts produce ideas about the appearance and content of the future exposition, the features of its compilation and placement. The ideas are formed into a holistic concept, and in the context of this concept, a scientific search is going on and additional expert studies are carried out, own museum facts are analyzed and negotiations are held with related museum institutions on the attraction of exhibits. Each exposition is created according to certain methods and principles.

The method of building an exposition is the order of grouping and organizing the exposition material [20]. The principles of building the museum exposition are determined not only by grouping and interpreting the exhibits, but also are the basis for determining the structure, order and nature of distribution of the exposition by topics, sections, subtopics, expositional complexes, and rows. The visitor perceives the exposition as a unity of content and form.

Therefore, the main principle of the organization of museum exposition is the integrity – the harmonious unity of artistic and figurative, functional, constructive and technical and economic aspects, which organizes museum objects according to their informative and attractional content features. Modern museum expositions are formed as a synthesis of scientific, technical and artistic awareness of the phenomena of modern times. Composition, form, color composition, illumination – everything should be subordinated to the main idea and at the same time create the conditions for the most favorable display of exhibits. The necessary effect is achieved by taking into account the following factors: the architectonics of the room, its scale, proportions, light and texture solutions. An important factor is also the selection of items for display and the most appropriate forms of exhibits placement in separate complexes [21].

Thanks to the innovations in the exposition image-creation, the entire system of museum communication is being restructured. The content of communication processes has deepened significantly, and the disparity between educational, educative and recreational functions has been aligned. Implementation of the themes and figurative solutions of expositions ensured the implementation of the modern concept of an "integrated museum", that is, active participation in practically every sphere of public life [22]. Exposition work is closely connected with the monument safeguarding activity, which sets the practical purpose of identifying, researching, preserving and using historical and cultural monuments.

The effectiveness of exposition work is based on the generalization of the former exposition experience and the use of modern experimental methods and information technologies – computerization of funds, creation of databases, museum websites, strengthening of informative and communicative value of the museum exposition.

During experiments, prototyping and computer simulation are widely used, which makes it possible to find the most optimal version of the exposition solution. The creative use of various new techniques of exposition work, the ingenuity of the artistic design of the exposition helps to reveal without theatricalism and formalism the great figurative power and uniqueness of the exhibits, their interaction and integrity, the beauty of the material, gives the viewer the opportunity to penetrate the peculiarities and essence of the exposition, to understand deeply its artistic foundations and aesthetic structural features. Thus, the creation of public-resonant expositions with a certain information load and social significance may become an innovative event nowadays [21]. In the forms of cultural and educational activities, it is important to use interactive technologies that involve active participation of the audience during museum communication in order to gain experience for better mastering of the museum space.

Exposition work of the museum, along with the fund-oriented and educational ones, is one of the functional works in the museum's research work of any kind of profile.

It is in the exposition space of the museum that the communicative potential of the original museum objects (museum realities) is implemented, which, being scientifically and artistically designed by a professional scientist-exposition expert and a museum art designer into the corresponding museum exposition rows, blocks and complexes, help to comprehensively reveal some subject, thus creating the holistic and complete image of the exposition plan.

An important element of the modern exposition work of museums is its respective innovative and interactive potential, which allows implementing the use of multimedia and computer technologies in the exposition space of the museum to the full. The exposition, in general, is a visiting card of any museum, its unique "face".

**Conclusions.**

It is indisputable today that every state should be interested in spreading cultural values among global cooperation, their popularization using up-to-date advertising and informational tools. In this regard, the exhibition and exposition activities enter into in the foreground, the purpose of which is the dissemination of cultural values, understood as the objects of material and spiritual culture, which have artistic, historical, ethnographic and scientific value and are subject to preservation, reproduction and protection in accordance with the law. These include original artistic works of painting, graphics and sculpture, artistic compositions and assemblages from any materials, works of applied and decorative as well as traditional national economy. The items are also related to historical events, the development of society and the state, the history of science and culture, as well as those relating to the life and activities of prominent figures of the state, political parties, public and religious organizations, science, culture and art. It is important to popularize the sources of archival, library and museum significance, numerous rare collections that make up the scientific, cultural-educational, educative or aesthetic value.

The authors of the study point out the dynamic development of communicative functions of archives, libraries, museums nowadays, the most important component of which is the exhibition and exposition work, and emphasize that one of the priority areas of activity of the municipal authorities is the full support and promotion of popularization of cultural values, in particular related to holding of exhibitions for acquaintance with the achievements of culture, science and technology. We need to take into account the importance of information technology in the era of global progress and introduce advanced technologies. In particular, the creation of public-resonant expositions with a certain information load and social significance may become an innovative event nowadays in the context of exhibition and exposition work. It follows that the popularization of historical and cultural monuments using advanced information technologies contributes to the formation and consolidation of national self-awareness and identity and creative interaction with other peoples and cultures.

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## EXPERIENCE OF MATHEMATICAL OLYMPIADS IN LATVIA

*Abstract. Discussions about teaching mathematics both at school, and universities have appeared in recent years. There are a lot of talks on how to get pupils and students interested and involved in acquiring mathematics. One of the ways to involve the best students into additional mathematics studies is inviting them to participate in the mathematical olympiads. Regular mathematical olympiads in Latvia happen since the academic year 1945/46. Nowadays not only the amount of mathematical olympiads is rising, but also their variety: every year there is a State Mathematical olympiad, Open Mathematical olympiad, RIMS Meridian Mathematic competition olympiad, International olympiad "This much or How much?", International Mathematic competition – game "Kangaroo", International Scientific mathematical olympiad. Organization of a student mathematical olympiad is also developing in Latvia. For already 8 years there is a Mathematical olympiad for Baltic states students. The aim of the mathematical olympiads is to promote pupils and students interest about mathematical problem solving to create skills and abilities to solve non-standard tasks.*

### Introduction.

Mathematical competitions are spread all over the world and their origins go as far as middle ages. From history of mathematics it is known that mathematical tournaments were held already in the 16th century. Those times, middle ages, scientists did not hurry to share the secrets they discovered. Knowing these secrets put them in a more beneficial state towards others. A mathematician, discovering something new, could call out for a competition everyone willing to compete, and, by becoming a winner, receiving the fame of an unbeatable mathematician. In addition, he or she received all the prizes, including money. Only, unlike nowadays, such tournaments happened between 2 people. Usually opponents handed each other 20 – 30 tasks that needed to be solved. The winner was the one who solved the most tasks. Nowadays, mathematical competitions together with people and organizations that are involved in that create big global net. This net has several roles. First of all, it helps identify pupils and students with high mathematical abilities. It motivates students develop their talents and gain success in science.

Competitions positively influence also the development of the educational institutions. And finally, mathematical olympiads help preserving classical heritage of elementary mathematics, which is not insignificant nowadays, too [4]. But, as the society, education and technology is constantly developing, the movement of mathematical olympiads also has to change to comply with the demands of today's world.

Mathematical olympiads and competitions are an important additional component to the mathematical education. Sometimes they stimulate not only mathematical studies, but also the interest about other school subjects [3].

To create interest in mathematics and find the most talented mathematicians among pupils, there are mathematical olympiads in almost every country in all the continents. Mathematicians from the Republic of South Africa have done a detailed analysis of the tasks and results of mathematical olympiads in 7 year period: from 2006 to 2012. There is analysis on both tasks, and results of the olympiads in the Work [2]. It was concluded that pupils' knowledge of algebra are superior than knowledge of geometry and statistics. Taking part in evaluation of some mathematical olympiad results, we can say the same about the knowledge of Latvian pupils.

## 1. State Mathematical olympiad of Latvia

Origins of the Mathematical olympiads for secondary schools in Latvia are dated back to academic year 1945/46 when State University of Latvia (now University of Latvia), department of Mathematics organized the first olympiad. This type of mathematical competitions for pupils are regular since academic year 1949.50, but numbering of olympiads begin with academic year 1950/51, when Pioneer castle of Riga (now Student castle of Riga) started taking part in the organising it. Later, stimulated by the Ministry of Education, olympiads covered all Latvia. Last year there was already the 69th State Mathematical olympiad of Latvia.

For several years already, the 3rd and 4th phase of olympiad is organized by A. Liepa off-site mathematical school of University of Latvia (LU). For many years the task sets for the State Mathematical olympiad for all phases were created by the LU professor Agnis Andžāns. But, starting from academic year 2009/2010, task sets for the State Mathematical olympiad are developed by a specially created commission.

Preparation for olympiads, as well as, work in afterschool mathematics classes require appropriate study materials. At the olympiad, pupils receive 5 tasks to solve, $0 - 10$ pints for each task.

Pupils achievements in olympiads co-create the reputation of schools. Experience proves that results of olympiads show not the work done during the lessons, where teacher has very little time for individual work, but the quality of afterschool work, and the priorities of school and municipality. [6]

## 2. Open Mathematical olympiad of Latvia

Open Mathematical olympiad is an initiative of the A. Liepa off-set mathematics school of LU (OSMS), that is why all the questions related to its organization are on OSMS collective. In 1974, students of the 5$^{th}$ course of the faculty of Physics and Mathematics had an idea to organize a republic range mathematical olympiad, where any pupil, who is interested in mathematics, regardless of the successes in the phases of the State Mathematical olympiad, could take part in. The second aim was to give a chance to participate in the olympiad the pupils from younger classes.

So, the 1$^{st}$ Open Mathematical olympiad happened in 1974, where 316 pupils participated: pupils from forms 7 to 11 from all over Latvia. In the following years also younger pupils participated in the olympiads. The idea of the Open olympiad appeared fruitful and attractive: in the following years similar olympiads were organized also by physics, astronomers, geographers, philologists, and others, as well as, they were organized also by foreign organizers. The Open Mathematical olympiad has gained also an international authority: delegations from other countries have participated several times. Open Mathematical olympiad is the place where everyone stands at the same line, regardless of parents prosperity, native language, place of inhabitant, size of school or recognition. It is a place to show themselves especially for pupils from the suburbs, reaching for further successes, whether it is entering the university of their dreams, their own business or the position of the President of the country. It is worth participating even if mathematics is not even close to pupil's one of the favourite subjects. It is an opportunity to check their own knowledge and find out what they already succeed in and what needs to be worked on more. There are 5 tasks offered at the Olympiad, 0 – 10 points for each task.

Now the Open Mathematical olympiad has become the most popular olympiad in Latvia. In 2018, the Open Mathematical olympiad happened for the 46$^{th}$ time. Since academic year 1998/99, every year, about 4000 pupils applications are received for the Open Mathematical olympiad. In this olympiad, which happens at the end of April, on Sunday, pupils from form 5 – 12 take part, some pupils from forms 3 and 4 (these students solve tasks for form 5) [6].

## 3. RIMS Meridian Mathematic competition (MMC) olympiad

An olympiad is being organized for the 6$^{th}$ time in the premises of the private school "RIMS – Riga International meridian school". The initiator of the olympiad of the range of Latvia in the founder of the school „RIMS – Riga International meridian school Ltd" member of the board Sinan Ciftler.

In 80 minutes pupils show their mathematical abilities, doing 34 test type tasks and one open type task. There are maximum 120 points at the olympiad. The olympiad is lead and tasks are available both in Latvian, and Russian, according to child's native language. Pupils from forms 3 to 9 participated in the last year's mathematics olympiad and it was called "MMC – Pangea 2016/17".

Olympiad is realized in two phases. In the first phase pupils do the olympiad tasks in their own schools. The best 50 participants from each form groups are invited to participate in the second phase, doing 25 second phase tasks. The olympiad is held in the premises of the private school "RIMS – Riga International meridian school" [15].

#### 4. This much or… How much?

The idea of the olympiad developed in cooperation with the Lithuanian colleagues. The university of Siauliai organize mathematics olympiad every year for pupils for form 4 – 5 in 3 phases – school, region, country. In winter of 2004 they offered other countries to participate in this olympiad. So, in May of 2004, some school in Latvia organized such olympiad. Then pupils were offered to do the tasks from the State olympiad of Lithuania.

Starting with an academic year 2004/05 this olympiad was introduced also in Latvia as a traditional yearly event for pupils of younger forms, where in the first three phases they are offered our own created tasks, but the 4th phase is organized simultaneously with the State olympiad of Lithuania, and the task sets for this phase are created together with Lithuanian (and maybe also other countries) colleagues. Basically, olympiad "This much..How much?" is a competition for pupils of form 4. Olympiad happens every year in 4 phases. The first three are organized at schools, the 4th phase is organized in several "centres", which are chosen by the geographical positioning and by mutual agreement.

The materials for the first three phases (tasks, answers, evaluation instructions, table for results) are electronically sent to a contact person of the school shown in the application. One lesson hour is intended for the completion of the tasks in the first three phases. The works of the first three phases are corrected at school according to the given evaluation instructions. A. Liepa OSMS of LU gather and analyze the results of the first three phases and choose participants for the 4th phase, taking into consideration the total sum of the points gathered in all three phases. There is at least one participant chosen from each school to participate in phase 4 [10].

#### 5. Mathematical contest – game ″Kangaroo″

″Kangaroo″– it is an international mass mathematical contest – game with a slogan "Math for everyone". Now the contest is also officially represented in Latvia!

Contest is a real competition. The main goal is to show children the attractive side of the mathematics, give them a chance to feel joy from an intellectual effort, and, even though small, wins and discoveries. For many children it is important to know that the contest is international, and that, pupils from many other countries are doing the same tasks together with them. And, if the queue of the participants for the content raises every year, it means that it corresponds to the important needs of the children of some age groups.

At the beginning of the 80s last century, Piter Holloran, professor of mathematics from Sydney, decided to organize a new type of the contest – game for the pupils of Australia: survey with possible answers that are corrected by the computer. Thousands of pupils could take part in the contest simultaneously. The success of a National Australian mathematical contest was huge.

In 1991, two French mathematicians decided to organize this game in France, naming it "Kangroo" in honour of their Australian friends. The first game gathered 12000 college students. Later pupils from schools and lyceums also took part. In June 1993, organizers of the French "Kangaroo" organized a meeting for the leaders of the mathematical contests of the European countries in Paris. The invited mathematicians were very surprised by the success of the contest "Kangaroo – math for everyone" in France: 1991 – 120000 participants, 1992 – 300000, 1993 – 500000.

In May 1994 Belarus, Hungary, Spain, Netherlands, Poland, Russia and Rumania decided to take part in the contest and it secured the great success of the game. In July 1994, in Strasburg, European Parliament meeting, the General Assembly created an Association "Kangaroo without borders" from 10 European countries.

Now this association gathers participants from many countries. The goal of the association is wide spreading of the general mathematical culture, and, of course, organization of the contest – game "Kangaroo" that happens at the same day in all the participating countries. The form of the contest remained – list of questions with the possible answers, the date and time of the contest, and the main principle - "prize for everyone" for every participant. Every country has its own organization committee, own prizes, results of the different countries are not compared to each other.

This year the contest "Kangaroo" happens in Latvia already for the 8$^{th}$ time!

The contest has one phase, without selection contests. This contest happens in March, in one day, one hour, and consists of 30 questions, which are ordered by the increase of the level of difficulty, there are 5 answer options for each question. The discoverers of this contest in Riga in 2006 became private school ISMA "Premjers" pupils, who showed very good results.

In 2013, pupils from 17 schools – 1297 pupils in total, joined the "kangaroos" of the school ISMA "Premjers".

Until 2013, contest was organized in cooperation with the committee of the Russian Organization, which was created in St. Petersburg, in institution of Productive Education of the Academy Of Russian Education and centre of Technological testing "Kangaroo plus".

From 2014 we became a full-fledged members of the association Le Kangouron sans fronties (Kangaroo without borders). Today it has more than 82 European, Asian and American countries, but the number of participants is more than 6 million. The idea of accepting Latvia in the association belongs to Classical Grammar school and school ISMA "Premjers". The main organizational work takes Latvian organizational committee "Kangaroo" in the custody of the Youth association "Bright Youth".

Amount of schools and pupils participating in the contest increases every year: in 2015 more than 15000 pupils from 199 schools participated in the mathematical competition; in 2016 – 19286 pupils from 219 schools of Latvia; 2017 – 23855 pupils from 247 schools of Latvia.  [https://www.kengurs.lv/lv/konkurss/v-sture]

## 6. International pupils scientific mathematical olympiad

To promote interest in mathematics and creativity, on 27th February, 2017, there was an International pupils scientific mathematical olympiad (HSPSMO) in Lithuania for the seventh year in a row, which was organized by the University of Siauliai in cooperation with Mathematics department of Latvia University of Agriculture (LUA). This year Latvia was represented by 22 pupils from 6 schools. The aim of the olympiad was to acknowledge those pupils who are interested in the exact sciences and are gifted in mathematics, as well as, motivate these pupils to a further career in  this field. Analyzing the tasks and results of the olympiad, main differences between olympiads in Latvia and Lithuania were acknowledged. In the evaluation of both pupils and teachers, tasks in Pupils mathematical olympiad of Latvia, have a very little connection with the mathematical school course, they have higher level of abstraction, and levels of difficulty vary very little. Tasks in the Olympiad of Lithuania are more precise. Opposite to Latvia, where pupils have to know additional problem solving methods, they can be characterized as deepened mathematical school course.

## 7. International students mathematical olympiad

In turn, the tradition to organize an International students mathematical olympiad was founded in 2011, in the frames of Latvian-Lithuanian cross-border project "Cross-border cooperation net to incorporate mathematical competences in the social-economical development of the region" (MATNET) and last year it was organized for the eighth time.

The aim of the olympiad is to promote interest about mathematics among young people, strengthen the education that is gained at school by providing creative opportunity for its implementation, and to promote the cooperation development among young people with same interests. That is why, invited to participated in the olympiad are those who are good at mathematics, who are interested in problems of a particular type, who like "hard nuts", as well as, all those who want to try out their strength in the mathematical competitions.

At first the olympiad was organized only for students of University of Siauliai and Latvia University of Life Sciences and Technologies (LLU). Then, next year, students from Riga Technical University also joined. Because of the fact that for the evaluation of the students' individual works of the olympiad there is only one hour intended, amount of participants is limited, for all eight years it has remained in between 36 to 81.  Thus, the number of universities, students of which participate in the olympiad, grew almost every year, but especially it has grown in the last two years. Number of universities – participants of the olympiad – is seen in Fig. 1. In 2018, 36 participants from 10 universities had applied for the olympiad: 7 own students, 12 – from Lithuania (University of Siauliai and Alexandra Stulginska University), 3 – from Estonia, as well as students from several universities in Latvia: Riga Technical university, Ventspils University, Vidzemes University, Rezekne Technological academy, University of Daugavpils and University of Latvia. LLU Erasmus+ exchange students from Italy, India and Bangladesh also participated in the group works. Number of participants was limited.
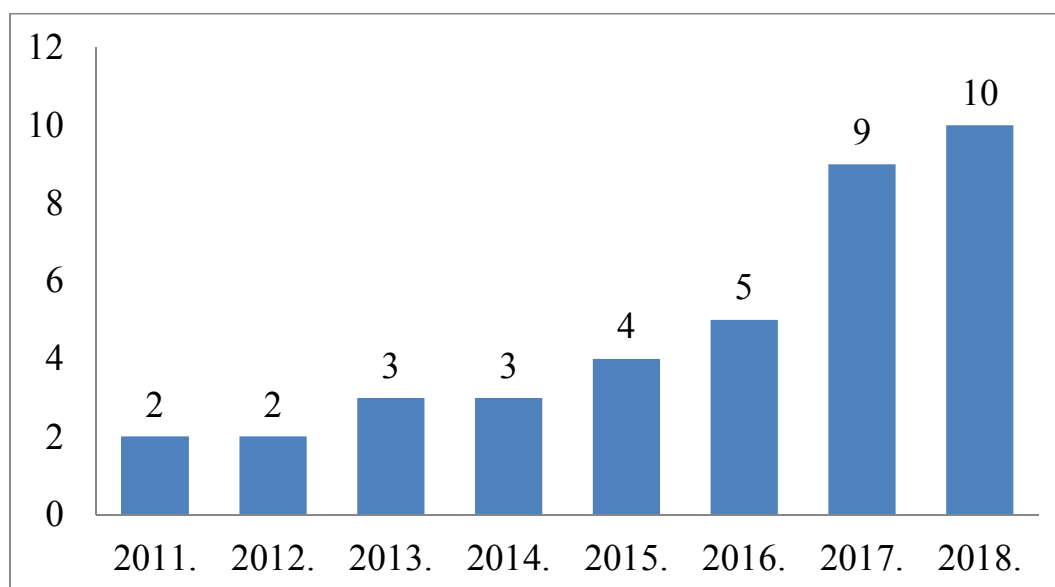
**Fig. 1. Number of universities – participants of the olympiad – in years 2011-2018.**

As previously mentioned, International students mathematical olympiads in Latvia happen once a year, starting from 2011, and its main organizer is Mathematical department of Latvia University of Life Sciences and Technologies (LLU). Students from Riga Technical University participate in these olympiads since 2012, in addition, showing good results and receiving one of the award-winning places every year.

As the level of the olympiad does not exceed secondary school knowledge, but knowledge gained at university can also be used – solving the equation systems, extremes, for three years (2015-2017) pupils from secondary schools were also invited to attend. In 2017, 81 participants from 18 educational institutions had applied: 22 own students (from LLU), 19 students from Lithuania (University of Siauliai and Alexandra Stulginska University), 3 students from Estonia (EMU), as well as, students from 4 universities in Latvia. Erasmus+ exchange students from Portugal (Instituto Politecnico Braganca) also participated in the olympiad.

Olympiad was divided in two parts. First part includes individual contest and is one hour long. There were several puzzle tasks also included, but in the second part – group work. Groups are created randomly on the spot, so that each group is represented by different educational institutions. Group work of five – seven students consisted of solving two combinatorial geometry tasks, as well as, acknowledging connection of students' hobbies with mathematics. Group work also involves experience exchange among students about learning and teaching mathematics in their universities, what is common, what different, as well as, what is good; what should be improved in the study process.

Individual tasks for each participant are given in their native language. Group tasks – in Latvian, Lithuanian, Estonian and English. Communication between students is in English.

Beginning with 2012, every year students from Riga Technical University (RTU) participate in these olympiads and every year receive award-winning places. Although, for the last two years, students from the Faculty of Physics and Mathematics of University of Latvia received the first place, RTU received the highest points in the team rating. Picture 2 shows team rating of university teams in 2017, abbreviation graphics beneath mean: ASU – Aleksandra Stulginska University (Lithuania), EMU – Estonian University of Life, IPB – Polytechnic Institute Braganca (Portugal), LiepU – Liepaja University, LLU – Latvia University of Life Sciences and Technologies, LU –University of Latvia, RTU – Riga Technical University,  ShU – Siauliai University (Lithuania), VeUAS – Ventspils University of Applied Science.
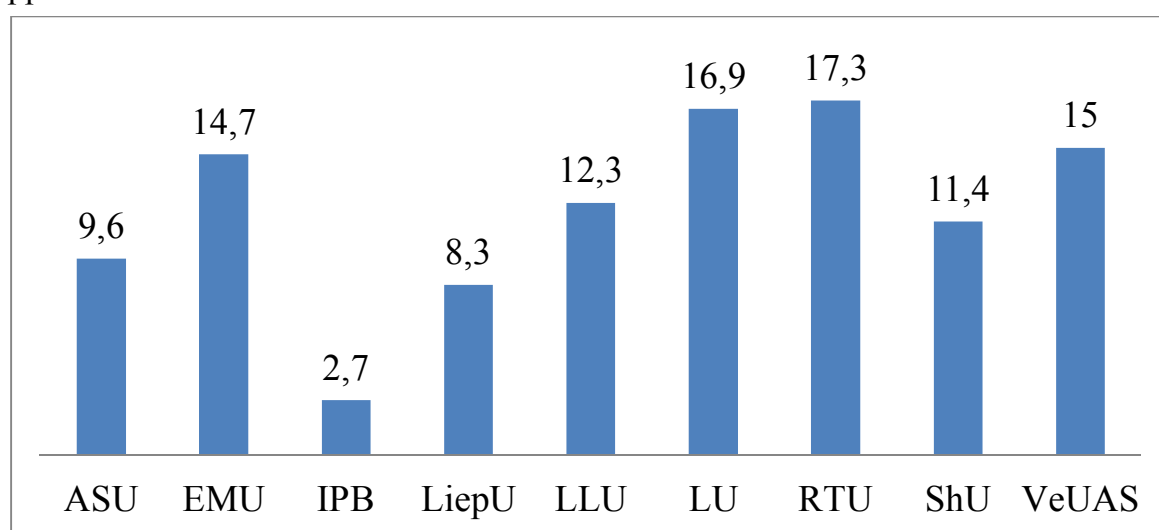


**Fig. 2. Average points each university team received in the olympiad**

Teams received also additional task – share the experience about the studies of mathematics, determine the common and different in the mentioned educational institutions, as well as, give suggestions on the improvement of mathematical studies.  The link of mathematical studies to a real life and the usage of the gained knowledge is the main topic of the discussion. To improve mathematical studies, students suggest adjusting mathematical course to a particular speciality, using more interactive materials, as well as, simulations, also more logic tests and tasks. In turn, theoretical approach, in students' opinion, promotes general skills. Interesting is the fact that both, students from LLU, and RTU sees the need of mathematical studies, but students from Siauliai University and Jelgava Technical school have doubts about applying the taught mathematics in future. Students from Vidzeme University think that only few topics are interesting and useful for the chosen profession.

The common in all mathematical studies of all universities are homework, tests, practical works in relatively small groups, as well as, accessibility of electronic study materials (e-studies and other teaching platforms). Although, homework is a regulation for credit points in several universities, in RTU they are evaluated and give extra points.

Students agree that it helps passing the course. RTU students welcome also additional course to revise secondary school knowledge. These courses are for students who fail the test about the knowledge of elementary mathematics. But, other students can also attend these additional courses to both, remember the forgotten secondary school topic, and to acquire the topic of the higher mathematics additionally.

It must be stated that the greatest value in Siauliai University is a student friendly study environment, accessibility of technologies, and also, lecturers are very welcoming and give a lot of good examples during the study process. In turn, students from Ventspils University are surprised that a lecturer after the lectures not only asks if students understood everything and if they have any suggestions or wishes, but also take their responses into consideration.

After the discussion, students and pupils consolidate the confidence that mathematics is not only complicated and precise science necessary for research of scientific discoveries, but it is also being used in an everyday life. To improve mathematical studies students suggest varying the tasks that are offered for an individual work, creating even smaller groups for practical classes to involve all students in solving the task, as well as, using more visual materials. Students would also like a slower study pace.

During the International mathematics olympiad in Jelgava not only students gain new conclusions, but also lecturers. First of all, a lot can be taken from the evaluation of the mathematics curriculum and its teaching, and the suggestions for its improvement. Secondly, parallel to olympiad, there was a seminar-discussion for teachers and lecturers of mathematics about mathematical education at universities in the context of sustainable development. Beginning the next academic year – 2018/2019 schools and pre-schools in Latvia (aged 1.5 to 18) will start a gradual shift to an improved study curriculum and a changed in accordance to it a new teaching approach, to develop as a result of it in students "knowledge, skills and attitudes necessary for living in the 21st century" (school 2030). State Education Content centre (SECC) project "Competence approach in Study content" indicates creating a support mechanism for schools and teachers, municipalities and parents in 5 years period for a successful change of teaching approach [16]. The change of paradigm in the school study curriculum will create a string of changes also both in programs of mathematics at universities, and their implementations.

During the implementation of the competence based approach, program of the subject will remain, but teacher cooperation in the school frames, work planning and implementation will increase. "Changes are necessary because the pupils themselves have changed!" [12]. It is essential to shift from giving a ready made knowledge and frontal teaching form, where teacher gives information in front of the class, to leading the learning. Teach and learn differently is possible already in the frames of an existing curriculum, and in many schools it is happening.

## 8. Team mathematical olympiads

Team olympiads in mathematics were created in 1979 in Lithuania. Today, they are even more popular in our neighbouring country than an individual olympiads. Since 1982, 3 tasks in the form of team competitions are offered in an annual Austria – Poland New Mathematician competitions. A special form of team competitions as so called "mathematical fights" that were created in Calliningrad and are still a very popular in the in-depth teaching system of mathematics in Russia. Internationally the form of the team olympiads stabilized in 1990 when organizers of mathematical competitions of Latvia, Lithuania and Estonia agreed on an annual competitions "Baltic road" between the teams of these countries; later other around the Baltic sea or friendly to Baltics countries also got involved.

Opposite to the classical mathematical olympiads, where individual solvers participate, "Baltic road" is a team competitions, where five solvers, consulting among each other, in 4.5 hours solve and hand in results for 20 tasks. It is clear that such type of rules require not only mathematical knowledge and fast reaction, but also cooperation skills, get other ideas and realize them, rationally plan time and strength, and etc.

The team consists of not more than 5 pupils, team leader and the leader assistant. Traditionally, there are 5 tasks in algebra and analysis, 5 tasks in geometry, 5 tasks in number theory and 5 tasks in combinatorics. Every result of the task is valuated with 0÷5 points.

The mode of the olympiad is very tight. At first team leaders and their assistants are introduced with tasks and their results sent from all participating countries. Then, in a voting process, 20 competition tasks are chosen. After the team works are handed in, the leaders of the team have their hottest work time – evaluation of the results and "defending" in front of the coordinators, who, according to a linked system evaluating all the results, determine the final evaluation. The winners receive a travelling cup, which is handed to the next winner next year.

The first "Baltic road" competitions happened in Riga in 1990. In 1991 they happened in Tartu, Estonia. In the first two competitions there were two teams from the three Baltic States.

In 1992 other countries that are situated along the Baltic sea were invited to participate. Special invitation received Iceland, which was the first (in 1991) to acknowledge the independence of the Baltic States. In that way, in 1992, there were teams from 8 countries participating in the "Baltic road" - Denmark, Estonia, Iceland, Latvia, Lithuania, Poland, Saint Petersburg (Russia) and Sweden. Finland participates in the "Baltic road" competitions since 1993, Norway – since 1996, but Germany – since 1997.

Traditionally, the teams of the mentioned 11 countries are invited to participate in the "Baltic road' competitions. In 2001 Israelite team was invited to participate, in 2004 – Belarus team, 2005 – Belgium team, but in 2011 – South African team.

## 9. International Mathematical Olympiad

Pupils from Latvia show good results not only nationally, but also in the international level. There is an International Mathematical Olympiad every year in summer (IMO). The first World Olympiad happened in 1959 in Romania, Bucharest, and only 7 countries participated. Gradually the number of participants grew, in 1989 it reached half a hundred; at the end of the 90s, the number of participating countries exceeded 80; in the recent years there are about 100 countries participating in the olympiad. In the team of each country there are no more than 6 pupils. Pupils solve the olympiad tasks for 2 days. Every day there are 3 tasks given, time for solving them – 4,5 hours. Maximum points: 7 for each task (points are given only in whole numbers, i.e. 0, 1, 2, 3, 4, 5, 6 or 7).

During the first years, 8 pupils from each country could participate in the IMO; in 1982 it was lowered to 4, but in 1983 – increased to 6 pupils from a country, as it is also now. In such way, the amount of participants (pupils0 in the olympiad exceed 500. There were 5 pupils from Latvia participating in the International Mathematical Olympiad in Brazil in 2017. Last year 6 pupils from Latvia participated in the 59th International Mathematical Olympiad in Romania and received two awards. Pupils – participants of the olympiad, themselves agreed that results could have been better. Psychological aspect played its role here – lack of experience of such level and huge responsibility. Olympiad was happening in the centre of a huge sports arena, where 614 participants of the International Mathematical Olympiad were placed. Next, 60th International Mathematical Olympiad will happen July 11 – 22, 2019 in England.

## 10. European Girls' Mathematical Olympiad

Usually the majority of the participants in the mathematical olympiads are boys, the number of girls is lower. To give girls a possibility to participate in mathematical competitions of an international level, European Girls' Mathematical Olympiad was organized. The first European Girls' Mathematical Olympiad happened in April 2012, Cambridge, England. The 7th European Girls' Mathematical Olympiad will happen in 2019, April 7th – 13th Kiev, Ukraine. Four pupils from each invited country participate in the olympiad. Competitions last 2 days, there are 4 tasks to solve each day. For each tasks there are 0 – 7 points.

## 11. Analyses of the tasks of olympiads

Tasks of olympiads usually differ from the tasks solved at school. It creates difficulties both pupils who get ready for the olympiad, and teachers who help them in this preparation work. None of them know how to prepare for olympiads. If the pupil is not well prepared for olympiad, he or she gets bad results, which in turn, scares pupils away from additional mathematics acquisition and re-participation in olympiads. But, if pupil gets good results, it stimulates him or her to study even more and get even better results.

Until 2014, olympiad tasks in State Olympiad of Latvia and Open Olympiad consisted mainly of so called "repeated" problems. Those were non-standard tasks that repeated every 2 – 3 years. There are 5 tasks to be solved in 5 hours in total, every one of those is given 10 points.

That means that the maximum points are 50. Pupils results were low in these olympiads: only 11% of pupils received more than 25 points, and what is even worse, 45% of the participants received less than 10 points, which means, they did not solve completely not even one task [1]. That is why there was a survey in 2014 for mathematics teachers and pupils-olympiad participants about what tasks to include in the olympiads. After gathering data from the survey it was decided to include one school task in the State and Open olympiads, only a bit harder than the ones solved in class, and one "repeated" task. Beginning with 2015, there was one tasks included in olympiad, so called "topic" problem. The aim of these tasks is to teach pupils something new. Pupils and teachers are sent theoretical description and task solving examples for some new method. Pupils acquire it themselves or with the help of a teacher, and similar task is included in the olympiad. After these changes, pupils results in the olympiads visibly improved.

Analysing the tasks of the State and Open Mathematical olympiads for secondary school pupils for the last 3 years, we concluded that the types of tasks in these olympiads are similar: usually 2 algebra tasks, 2 combinatorics or number theory and 1 geometry task. True though, not always it is easy to distinguish which group does the task belong to, because, part of the tasks are combined, they include elements from several mathematical groups. As tasks from previous years are freely available in the Internet [8], it helps pupils to better prepare for olympiads. Tasks from previous years for the International Mathematical contest "Kangaroo" are also available in the Internet [13]. Tasks in this contest are easier, but, there are more of them and the time is shorter. Pupils must solve 30 tasks in 75 minutes: 10 of them are graded with 3 points, 10 – with 4 points and 10 – with 5 points. In all tasks pupils have to choose the correct answer from the 5 options given. Opposite to the State and Open olympiads, where the solving process is evaluated and for each task you can get a partial evaluation, only answers are evaluated in the "Kangaroo" - so pupil gets the maximum points for the task, or 0 points. Tasks of logics, number theory and combinatorics dominate in the "Kangaroo" contest, as well as, in most mathematical olympiads.

Analysing the tasks of the last 3 years from the "Kangaroo" for forms 9-10 and 11-12, we concluded that about 44% of the tasks are classified as tasks of logics, number theory or combinatorics, in turn, tasks of algebra and geometry are equal – about 28% of tasks are algebra and the same amount, that is 28%, are geometry (see Fig. 3).
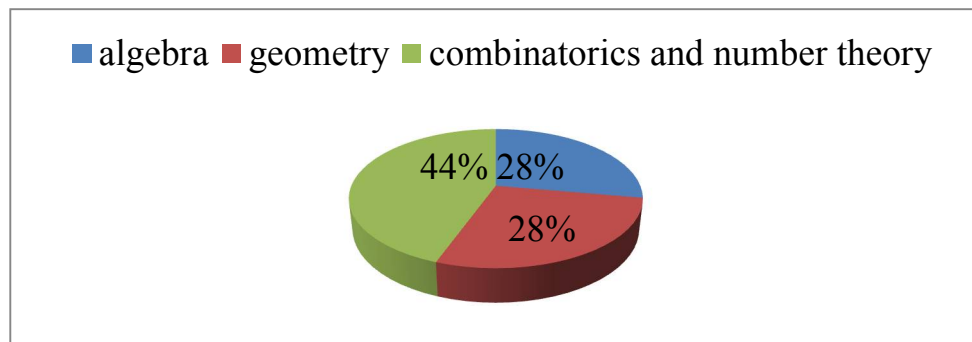


**Fig. 3. Division of amount of tasks (%) in topics in the "Kangaroo" contest**

Comparison of the tasks for forms 9-10 and 11-12 show that for forms 11-12 there were more geometry tasks, and less number theory and combinatorics (see Fig. 4).
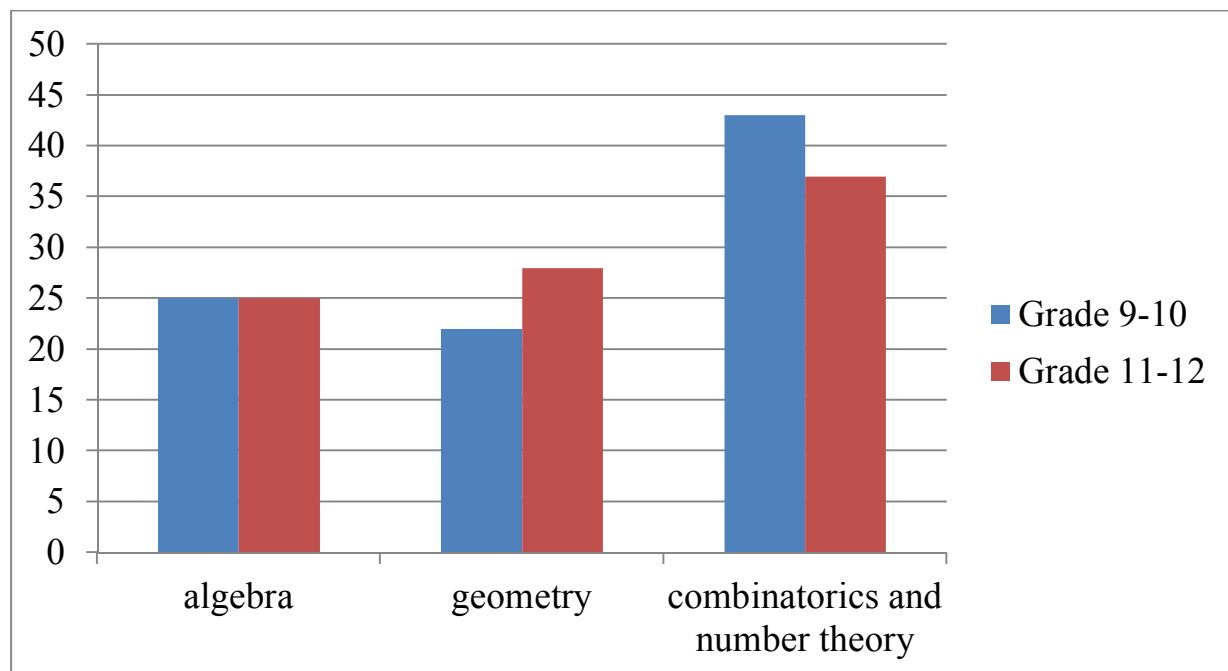


**Fig. 4. Comparison of the tasks for forms 9-10 and 11-12**

Analysing tasks by years, the tendency for tasks of logics, number theory and combinatorics increases at the expenses of number of tasks in algebra and geometry (Fig. 5).
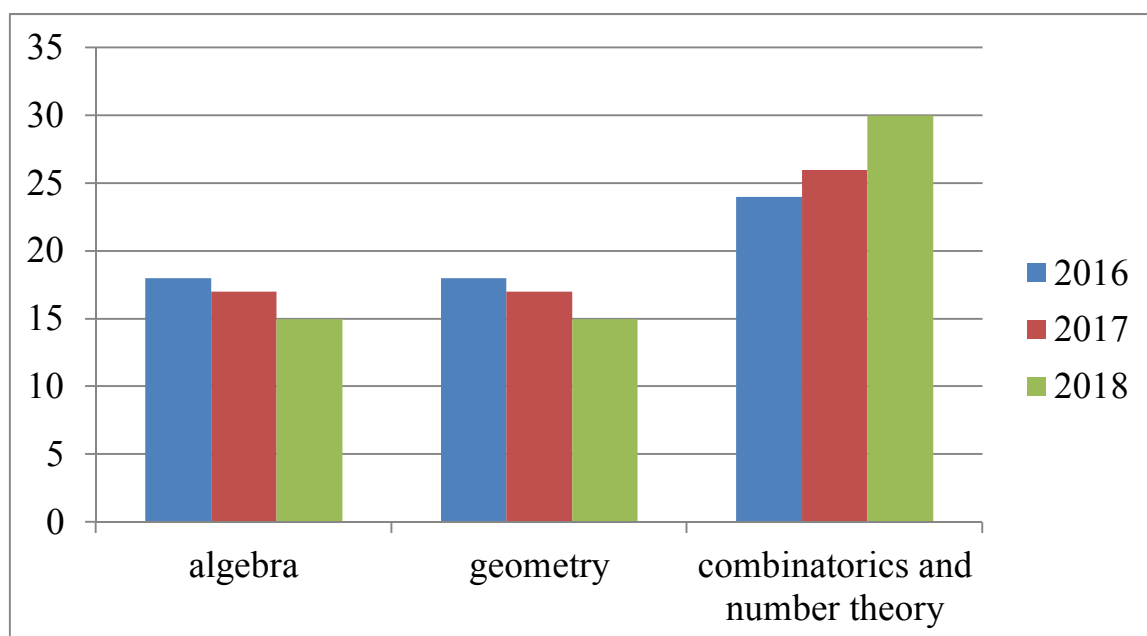


**Fig. 5. Comparison of the topics of the tasks in the "Kangaroo" contest by years.**

As a conclusion we can express a statement that non-standard tasks dominate in the olympiads, they differ from the tasks solved at school, and mainly, those are tasks, for solving which, not only knowledge is needed, but also logical and critical thinking.

**Conclusions.**

1. Schools and teachers and greatly promote pupils interest in mathematics and passion about it, as well as, give teaching this subject a greater role. Nowadays society often speaks about old methods being used at school, that pupils are bored and they lose interest in learning.

2. Mathematical olympiads promote interest about mathematics among young people, develops cooperation skills among thinking alike young people.

3. International Students' Mathematical Olympiad is an example of good practises of sustainability of the results of an international projects.

4. International Students' Olympiads, where students can exchange experiences about mathematics studies and express suggestions for improvements of mathematics studies, gives lecturers a possibility to hear the opinions of the best students about the methodology of mathematics teaching and improve it.

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## THE PROBLEMS OF EMPLOYMENT AND UNEMPLOYEMENT IN MODERN LEGAL SPACE

*Abstract. Every person requires income for ensuring essential needs. Job loss and absence of opportunity for job placement, according to chosen specialty, result in financial troubles; continuous unemployment can provoke psychological problems as well. For certain group of people unemployment can become an impetus for criminal activity. The government takes measures for employment, however, nowadays there are issues, which need solvation. One of the problem is hidden unemployment (actual labour relations), that doesn't provide a person with any relations of agreement; or a civil contract, which limits his rights (comparing labour rights to civil rights). This article gives offers to a Law Draft about specification of persons, who are under regulation of the paragraph, providing exceptional features of labour relations. Also considerable attention is paid to employment problem of persons, who work under the outsourcing and outstaying contracts; corresponding recommendations about legislative changes are given; offers of preventive unemployment measures are determined thorough analyzing the demands for skills in future by the school pupils and their parents.*

### Introduction.

Constitutional attitude to a person and his rights as to the highest social value, declaring Ukraine to be the social welfare state, both demand effective and high-level legal regulation of economy and social spheres. The paragraph 46 of the Constitution of Ukraine provides rights for social protection, which includes maintenance in case of full or part loss of working capacity, loss of a breadwinner, unemployment with its own cause, and in other cases, provided by the law. Thus, the Constitution determines the unemployment to be one of the social risks, which provides a person with a right for social protection.

The Law of Ukraine "About employment" of 05.07.2012 № 5067-VI determines legal, economy and organizational basics in realization of the government employment policy, state guarantees, concerning protection of labour rights and realization of the rights of the citizens for social protection against unemployment.

According to the published statistic data, the level of unemployment in the first quarter in 2018 in Ukraine achieved 9,7% among the economically active people, estimated with the ILO's methodology, or lowed to 0,4 percent points, comparing to the first quarter in 2018. Among the able-bodied population the level of unemployment is higher and it reached 10,0 %. The total number of unemployed people - 1713000, this number consists of 55 % (938 000), which are male persons. It is important to note, that more than 65% (1116000 persons) are urban [1]. The problem of unemployment is one of the main source of social instability, that increases psychological vulnerability among the lower-income people. Unemployment in Ukraine is a negative supporting factor of a high level of poverty and large-scale labour migration outside Ukraine.

People with disabilities, women, who have children under 6 years old, parents of lower-income families, young specialists, graduated from secondary and higher education institutions, etc. need special attention from the government. According to the data, given by the State Statistics Service of Ukraine, the level of population appeal to State Employment Service doesn't exceed 50% during all the years. This is one of the lowest rates in Europe, which shows the insufficient attractiveness of state social protection of this category of citizens within the labour market. According to this, the government has low opportunities for streamlining the structure disproportions of demands and supply within the labour market and adjusting the decline in income during the job search [2].

Ukraine needs complex approaches to solution of this problem, which have to be aimed at reduction of the depth of poverty among all categories of population, namely: 1) young specialists, who do not have employment experience; 2) specialists with no-hope and under-paid jobs; 3) specialists, who are registered in employment service and work simultaneously, receiving envelope salaries; 4) citizens, who do not want to work for low wages; 5) persons, dismissed after serving their sentence or compulsory treatment, etc.

The Government policy has to be focused on creation of according legislative, legal and regulatory base and favorable social and economic conditions for tackling unemployment. It is important to note, that quality of life of the population considerably depends on state policy in the sphere of social protection. However, such problems like narrowed market of sale of products and services, monopoly, corruption, employers' reluctance to pay taxes for employees and provide them with necessary social package and so on bothers tackling unemployment and supporting official employment. It is obvious, nowadays it is needed more than special education for job search, but knowing foreign languages as well, having team working skills, constant raising personal qualities, working at self-education and achieving the goals. Deterioration of the economic situation in the country leads to declining of salaries, raising of the wage debts, growing of the number of pensioners through dismissed workers and unemployed persons, etc., which causes failing incomes of population, its stratification and increase of the part of poor people. That's why the problem of unemployment in Ukraine continues to intensify in conditions of financial and economy crisis, which significantly influences the social position of Ukraine.

International experience proves, that during the economic and financial crisis, the problem of unemployment extremely worsens and it is able to achieve the scopes of social disaster. This article is focused on search of ways to overcome the unemployment and stimulate able-bodied population to demand legal employment, that will lead to consolidation of labour and social guarantees of employers and paying taxes to government. To achieve this, the state must create new workplaces, provide training and retraining, skills development of able-bodied population, that can considerably low the level of unemployment in the country.

## 1. Employment and job placement: general characteristic

Employment - is a not legislatively forbidden activity of people, connected with satisfying their personal and social demands for achieving income (salary) in cash or other forms; and also activity of the members of one family, who are engaged in economic activity or work for business entity, founded on their property, and for free as well [3].

The Universal Declaration of Human Rights stipulates provision about employment and financial support in case of unemployment. Thus, paragraph 23 of the Universal Declaration of Human Rights provides, that every person has a has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. And the paragraph 25 declares that every person Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

The issue of employment finds its further development in the International Covenant on Economic, Social and Cultural Rights. Thus, the paragraph 6 obliges the states, which take part in this  Covenant to recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right. The steps to be taken by a State Parties to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual [4, p. 59].

Important rate, which characterize the employment, is the rate of labour activity of population or economy activeness according to the ILO terminology. First of all, its significance lies in its possibility to allocate the reasons of changing of number of working population only through its labour (economic) activity, using the analyses and projection. The allocation of the rate of labour activity gives an opportunity to identify only the factors, which condition it directly, and, thus, deepen the analysis of processes of forming and prediction of employment.

Labour activity of population stands out not only like quantitative rate of employment, but as its the most important qualitative description, which allows the dividing of population into employed and unemployed [5, p. 16-17]. Modern scientific literature identifies two main positions, concerning the legal meaning of the term "employment". The first one – employment as activity of persons, the second – as social relations [5, p. 16-17].

S.V. Popov determines employment as relations, which occur in relation with taking part of the population in activity, connected with satisfying of personal and social demands, which doesn't contradict the legislation and, as a rule, gives income in cash or other forms [4, p. 40]. As for the taking part in the social production, a person can remain in one of the three states: firstly, employed, if he has a job; secondly, unemployed, if he doesn't have a job and is looking for it (in general, employed and unemployed constitute economically active population); thirdly, unemployed, if he doesn't have a job and is not looking for it (these people are considered to be non-active and remain outside the labour market). S.V. Popov classifies work, based on: labour agreement; agreements under the civil law, which regulate the performance of work and provision of services (refit contract, services agreements); based on election, appointment or approval to the paid position in public authorities or public organizations; the Security Service of Ukraine; military service in Armed Forces of Ukraine, State Border Guard Service of Ukraine; forces of internal and escort defense; internal affairs authorities; other armed forces, established in accordance with domestic legislation; alternative (non-military) service [4, p. 29, 37].

The issue of employment, based on agreements under the civil law, concerning the performance of work and provision of services (hereinafter called civil contracts) creates the variety of discussions in law enforcement. Nowadays, employers often hide labour relations by concluding civil contracts or contracts for outsourcing, in order to minimize cost. Legislation provides penalties for informal labour relations, although, so far employers are not ready to refuse completely from civil construction of legal relations, as they are attracted by the following:

a) absence of the guarantee to pay minimal salary;
b) possibility to determine the order of early termination of agreement;
c) absence of paid annual leave;
d) absence of obligation to provide trainings, concerning occupational safety and health, etc.

Employment Relationship Recommendation, 2006 (No. 198) provides, that for the purposes of the national policy of protection for workers in an employment relationship, the determination of the existence of such a relationship should be guided primarily by the facts relating to the performance of work and the remuneration of the worker, notwithstanding how the relationship is characterized in any contrary arrangement, contractual or otherwise, that may have been agreed between the parties [6]. This document offers states to foresee the possibility of determination of the concrete evidences of existence of labour relations and proposed elements, which can relate to such features by domestic legislation or by other ways.

Ministry of Social Policy of Ukraine promulgated the draft Law "About amendment to some legislative acts of Ukraine concerning improved protection of the rights and counter using of informal work", which offered to complement the Labour Code of Ukraine with the paragraph $21^2$ "Evidences of presence of labour relations" by the following:

Work (service) considers to be a work, performed (done) within labour relations independently of name and type of contractual relationship between parties if there are three and more evidences of presence of labour relations, proposed below:

1)    periodically (twice and more) remuneration in cash or in-kind for work (service) to the benefit of other person;

2)    personal performance of work (provision of service) according to concrete qualification, profession, position upon instructions and under control of a person, benefiting from this performance, or a person, authorized by him;

3)    remuneration for performed work (provision of service) remains the only source of income for a person or constitutes 75 or more per cents of his income during 6 months;

4) performance of work (provision of service) to the benefit of a certain person, or a person, authorized by him in the workplace under the house labour rules;

5) a person performs work (provides service) similar to work, performed by personnel of employer;

6) organization of work conditions, namely provision of production tools (equipment, instruments, material, workplace, commodity) by a person, benefiting from it performance, or a person, authorized by him;

7) lengthy working hours and rest hours are determined by a person, benefiting from it performance, or a person, authorized by him.

A person, who performs work (provides service) and has three or more evidences of presence of labour relations without concluding a labour agreement, can appeal to central executive body, which implements the policy, concerning control and supervision for labour legislation observance for establishing the existence of labour relations [7].

This draft doesn't takes into account the fact, that these evidences can match the relations with own-account worker, that's why it is necessary to mention that this paragraph doesn't expand its scope of relations between employer and own-account worker. Also it makes good sense to determine an obligation of a person (when the contract is being concluded and during its validity term) to inform the employer about the circumstances, which comply with the evidence "remuneration for performed work (provided service) remains the only source of income for a person or constitutes 75 or more per cents of his income during 6 months".

In cases, regarding actual labour relations, courts critically treat outstaffing agreements. Thus, in a dispute about employees' jobs without concluded labour agreements, court concluded: "…according to the agreement, Ltd. "Staff-Service is obliged to provide

service in request of Individual Entrepreneur_1, concerning staff recruitment and sending workers to the Client and also make payments, charging and paying taxes and compulsory payments to budgets at all levels, estimated in connection with payment of remuneration to workers". And, what is more, according to this agreement, Ltd. "Staff-Service sets remuneration and amount of other pay to employees. Mentioned obligations inherently are the obligations of employer, who regulates employees' activity within the enterprise. So, such agreement determines essential conditions of employment and it can be concluded only and with the participation of employer and his consent. In other case it is a violation of rights and interests of employee. … mentioned outstaffing contract, concluded between Ltd. "Staff-Service and Individual Entrepreneur_1 conflicts with the paragraph 21 of the Labour Code of Ukraine, as it doesn't contain employee's consent to performed work, envisaged by this agreement. … Outstaffing contract doesn't provide the performance by Ltd. "Staff-Service the intermediary service, concerning job placement of the employers of Ltd. Marinex LTD and these conditions can't be provided by the outstaffing contract, as it contradicts the content of the treaty. … the outstaffing contract of 18.01.2017 cannot be a reason for allowance of the employees Person_2, Person_3 and Person_4 to perform work without concluding labour agreements in accordance with paragraph 24 of the Labour Code of Ukraine, therefore, using work of these persons without concluding labour agreements by the applicant, issued by order or disposal, violates part 3, paragraph 24 of the Labour Code of Ukraine [8].

Job placement – is the complex of legal, economical and organizational means, aimed to provide the realization of a right of a person to work [3]. S.V. Popov understands placement as complex of relations, concerning job search by persons and job placement with the participation of state and other intermediary authorities, taking into account the interests of citizens, employers and state. In view of the foregoing, job placement can be considered to be one of the means of assistance for employment. Among other means it is possible to allocate: professional orientation, training and retraining, further training of unemployed people; organization of community service for unemployed people; providing unemployed people with social care, anticipatory pensions, scholarships and other types of social support. The scientist regards it to be meaningless to identify narrow and wide understanding of the concept "employment" and, moreover, equate it with job placement [4, p. 39-40]. Also S.V. Popov considers job placement to be the way to assist achievement of full, productive and freely chosen employment through the help of state authorities to find a job for an employee and to recruit staff for an employer. He also identifies main signs of "job placement":

1. job placement is one of the form for realization of the right to work;

2. participation of special authorized bodies (government and non- government) in job placement of citizens, which creates job placement relations. This part is missing while autonomous job placement;

3.    providing assistance for citizens in job search and for employers – in staff recruitment and also in meeting the need for workforce – these are the main tasks of job placement and their successful achievement is not possible without taking into account the interests of citizens, state and employers in corresponding legal norms;

4.    fulfilment of job placement in two main forms – assisting in job search and provision with job. The first form applies to all citizens, who appeal to job placement authorities, the second – only to certain categories of persons (persons with disability, minors and other citizens, who get the job under the quote system) [4, p. 41-42].

K.P. Urzhynsky mentioned, that job placement serves as one of the main link, which combines demands and supply of workforce. The more perfect mechanism of interaction between demands and supply of workforce – the more possibilities for society in the sphere of using of labour resources [9, p. 13].

There are different approaches to the meaning of the concept "job placement". Representatives of one of them understand it in three aspects – wide, narrow and internal (within concrete enterprise). Thus, O.M. Medvedyev interpret it in wide sense as a system of organizational and legal means, conducted by authorized bodies (mainly state ones), concerning assisting and provision of citizens with job or other types of employment (enterprises – with personnel), which accompanied by settlement of special legal relations within job placement. This concept in narrow meaning (through employment service) is an intermediary activity of employment service authorities between enterprises, which have a need in staff and between citizens, who appeal for assisting in getting the job, which is finished by job placement [10, c. 32-33].

T.I. Kim notes, that the important task of state policy within the labour market is creation of general system of job placement and special – for youth and socially vulnerable categories of population. Stimulation of enterprise entrepreneurial initiate of unemployed, harnessing inactive workplaces, development of public works, creation of different programs of professional training, retraining, skills development, "business incubators", psychological trainings and so on. Complex of state measures, concerning provision of social protection of unemployed has to include: streamlining of the system of social insurance; widening of the services of state employment service and its appropriate financial security; forming of social and market consciousness; development of financial and credit instruments for support of unemployed, etc. [11].

Nowadays, using of work under the outsourcing and outstaffing contracts is insufficiently regulated in legislation (in terms of labour relations). The mentioned Law draft about changing the Labour Code of Ukraine also does not answer this question. Taking into account the fact, that people, who perform work or provide services under the outsourcing and outstaffing contracts can be matched with three or more offered evidences, it is necessary to detail the draft, namely, whether it applies to people, who perform work or provide services under the outsourcing and outstaffing contracts.

R.I. Shabanov determines the right to employment as a subjective right, which is enshrined with a view to translate into deeds the right to work, observing its main principles. A right to employment serves, firstly, as a subjective right of every citizen, who belongs to the economically active category of population, for state assisting in getting a job or necessary professional training for it; and the state has an obligation to fulfil such assisting; and, secondly, as a deal to realize his possibilities to get the job and state assisting in different organizational and legal forms and to demand from state authorities and officials to fulfil his duties in a proper way [5, p. 50].

Effective legislation in part of regulation of labour relations will lead to full official employment and improve the situation within job placement.

## 2. Unemployed and unemployment: general characteristics

Unemployed – is a person, aged between 15 and 70, who, due to absence of work, doesn't have earning or other income, provided by legislation, as a source of livelihood, and is ready and able to start working [3].

The ILO classifies unemployed as people 15 and 70 years old (registered and unregistered in state employment service), who simultaneously match three conditions: don't have job (gainful occupation); who have been searching job or trying to organize own business for last 4 weeks; ready to start work during two nearest weeks. Unemployed are also people, who: are being trained according to the referral of employment service, have found job and waiting for an answer or preparing to start it, but are not working at the moment [4, c. 151].

There are different approaches to the concept "unemployed" abroad. Thus, in the USA unemployed are people, who: a) do not belong to institutional population; b) do not have job during a week; c) make concrete efforts to find a job during last 4 weeks; e) able to start work at the moment. In Japan a person is considered to be unemployed if he didn't work one hour during a week. Unemployed in Great Britain is a person, who doesn't have work during a week, searches job during this week or is not able to search it due to disease or waits for results of negotiations about job placement. Germany has the same term for unemployed as the ILO does, with the only exception about absence of the part about "readiness to start work" [4, p. 152].

The legislator allocates the notions "registered unemployed" – a person of employment age, who is registered in territorial central executive body, which implements state policy in the sphere of employment and labour migration, as an unemployed and who is ready to start work [3].

Conditions, that allow to consider a person unemployed, are the following: age restrictions, absence of job and benefit, impossibility to find suitable work, registration in employment service. Unemployed are people, who do not have salary or other incomes, provided by legislation, due to absence of work, registered in employment service and ready to start suitable work [5, p. 78].

Today, to receive a status of unemployed, it is necessary to: first of all, expression of will of the citizen in the form of appeal to the state employment service at the place of residence for registration him as a person, who is looking for job; secondly, registration of him as a person, who is looking for job by state employment service; thirdly, impossibility to provide suitable work during seven days while being registered; fourthly, application about providing of status of unemployed; and fifth, decision of the state employment service to give the status of unemployed. The legal status of unemployed – is a complex of general, special and particular rights, freedoms and obligations of unemployed, provided by laws and subsidiary legislation, which shows the specific demands of given category of population [4, p. 159, 164].

The problem of unemployment is a world-wide problem, thus, means of combating this event have to be accurately balanced and effectively matched. The essence of unemployed is in its nonrandomness; this phenomenon is logical, formed by the process of accumulation of capital in a market economy, based on private property on production tools. Market economy in such circumstances creates unemployment; engagement of population in agriculture and industry continues to decline. Positive shifts in employment can only partly decrease deficit of workplaces, if this will be accompanied by active political efforts, aimed to rise of effectiveness of workplaces and productiveness in the sphere of service [12, p. 5-6]. Unemployment – is a social and economic event, which doesn't allow certain part of people to realize their right to work and receive salary (remuneration) as a source of livelihood [3].

Unemployment is classified according to several criteria. S.V. Popov identifies following criteria.

1.  By grounds of emergence: friction, structural, cyclic, seasonal unemployment.

Friction unemployment is unemployment of the economically active part of population in socially useful activity, for the reason of search of suitable job.

Structural unemployment is unemployment of the economically active part of population in socially useful activity, connected with structural changes in economy. Subspecies of structural unemployment are technical unemployment, caused by technical refurbishment of production and territorial unemployment, caused by structural changes in economy.

Cyclic unemployment is unemployment of the economically active part of population in socially useful activity, connected, with decline of production, caused by reduction of total demand for goods and services.

Seasonal fluctuations on demands for goods and services are the reasons of seasonal unemployment. And, though, this type of unemployment is close to cyclic, S.V. Popov considers, that this is an independent type of unemployment, as it is caused by namely seasonal and not any other fluctuations on demands for goods and services. This type of unemployment characterizes seasonal economic sector.

2. By forms of emergence: open and hidden unemployment.

Hidden unemployment includes: excess unemployment (when an enterprise uses labour of employees and their amount decreases the demand of enterprise, they are paid full salary); part (incomplete) unemployment (when employees have to work part-time, are paid according part salary and wish to work full-time); unregistered unemployment (when not everybody, who does not have work and search for it are registered in employment service); formal unemployment (when employees have to remain in long-term leaves without saving salary).

3. By duration: short-term (from 1 to 3 months), average-term (from 3 to 6 months), long-term (more, than 6 months) unemployment.

4. By distribution: state, regional, branch, urban, domestic unemployment.

5. By social and professional composition: professional, age, sex, social status, socially vulnerable category of citizens [4, p. 131-133, 138-142, 144, 147].

Doctrine identifies long-term unemployment as social and economic event in the state, when a certain part of economically active, able-bodied population remains in continuous job search during one year or more, which is connected to absence of suitable workplaces for present contingent of unemployed, due to discrepancy of their qualification, level of education and other high-quality characteristics to modern market demands. Long-term unemployment is the main premise of devaluation of human capital, it assists suspension of a person from the labour market, creates professional deskilling, declines of work motivation, outflows of the most trained workforce and intellectual potential out of the state [13, p. 5, 35]. Economical doctrine has formed five main models of employment regulation; each of it provides certain means, which assist preventing of long-term unemployment. Unquestionably, all of them have features their own countries, namely: Scandinavian (Sweden, Norway, Finland, Denmark, Iceland, Greenland), Anglo-Saxon (Great Britain, Canada, Ireland), continental (Germany, Austria, Belgium, Nederland, Switzerland, France), American (the USA), Japanese [13, p. 56].

The main reasons of emergence of long-term unemployment in a modern market economy, namely are: low level of investments; expensive credit resources; outsize tax rates for wages; amount of minimal salary, enshrined legislatively; system of social insurance in the event of unemployment; discrepancy of the educational and qualifying demands to the labour market; quick temps of technology development; migration; occasional and seasonal earnings and so on. It is possible to use the USA experience in the area of improving of vocational skills of unemployed with the help of the scholarships of the Ministry of Work in order to implement programs, concerning job placement of unemployed, through improving their professional skills and knowledge and providing the conditions for receiving the education during life through distant learning. The most available social educational institution in this country is Center of career development, where unemployed have an opportunity to receive a whole package of social service, scientific and professional accompaniment, concerning job placement.

Great Britain also has an interesting experience in the sphere of stimulation of development of medium- and small-scale business through organization of industrial zones; and the local government creates different programs of involving of unemployed to labour activity. Special attention is paid to learning and consulting of unemployed population about business skills within the special business-schools; stimulation the self-employment of population through assistance of local powers, address financial support or benefit credits [13, p. 70-71]. The scientists define unemployment as phenomena, which is characterized by vacancy of economically active population, caused by inconsistency of demands and supply the workforce within the labour market. However, there are two different approaches to determine of the main criteria of unemployment. The first approach considers lack of work to be the general criteria of unemployment. The second informs the lack of workplace for those, who have desire and opportunity to work, to be the main criteria, no matter on the age of people [5, p. 61].

R.I. Shabanov allocates social and economic phenomena of unemployment and its legal aspect as well. Thus, unemployment as social and economic phenomena is a forced vacancy of economically active population, which is created not by the labour market itself, but the labour economy in general. Objective economy base for creation and development of unemployment is a group of specific labour relations, concerning the means of production. The process of alienation of property is a process or, namely, effort to transform the workforce into good, into object to be purchased and sold within labour market, and the employee itself –a carrier of workforce and its owner – into an object of recruitment and dismissal, and this puts a worker under conditions, where he can easily lose the job and become unemployed. Unemployment in legal sense – is a legal status, which is characterized by absence of the opportunity to realize the right to work in order to provide full, effective (rational), freely chosen and decent employment [5, p. 65-66].

The legislator determines the concept "partial unemployment" as a forced reduction of legislatively provided duration of work time due to stop (decline) of production for reasons of economical, technical, and structural character without termination of labour relations [3]. R.I. Shabanov is sure, that the category "underemployment" and "part-time work" are opposite, however, connected notions. Thus, part-time work is one of the possible results of forced underemployment. For its part, if "underemployment" is atypical form of employment, then "part-time work" is, first of all, insured event in the sphere of social maintenance and acts as basis of providing the employee with unemployment assistance. In turn, determination of the possibility of this atypical form of employment as forced underemployment and takng measures to minimize its consequences do not solve the problems: assisting of full employment [5, p. 225]. I.I. Sheketa determines unemployment as an extensive social situation in the country, caused by economical, political or social factors, when the considerable part of population is not able to realize its labour and creative potential through limited quantity of workplaces or lack of competitiveness within the labour market [13, p. 21-22].

Nowaday unemployment – is an event, which is innate to any modern state. Unconditionally, it is negative phenomena, which harms the society, state and every person and every state has to fight it, using legal, economic and social mechanisms [4, p. 125-126].

According to the Report about budget execution of the Social State Insurance Fund of Ukraine in case of unemployment, in 2017 costs of material maintenance and social service amounted to 7'398'295,4 thousand of hrivnas, which included: (1) unemployment assistance, including one-time payment for organization business activity for unemployed - 6'911'947,1 thousand of hrivnas; (2) burial insurance - 1'762,2 thousand of hrivnas; (3) professional training and retraining, skills development - 228'534,3 thousand of hrivnas; (4) issuance of vouchers for improving of competitiveness of certain categories of employees - 4'362,0 thousand of hrivnas; (5) organization of social service - 87'271,0 thousand of hrivnas; (6) job placement of unemployed through providing subsidy for employers - 191,8 thousand of hrivnas; (7) compensation of single contribution for employers - 95'139,8 thousand of hrivnas; (8) informational and consultative service, connected to job placement and its provision - 29'086,8 thousand of hrivnas; (9) vocational guidance and its provision - 4'409,8 thousand of hrivnas; prevention of ensured events, unemployment assistance - 2'841,8 thousand of hrivnas; (11) adoption of measures in assisting of employment of internally displaced people - 32'748,8 thousand of hrivnas [14].

As it is seen in the Report, the considerable part of cost is aimed to authorizing payments. It is reasonably to review the unemployment policy in part of unemployment preventive measures and professional training and retraining of personnel, which will decrease the amount of unemployed and the period of receiving unemployment assistance.

## Conclusions.

Nowadays, the legal regulation of job placement within outstaffing and outsourcing is not enough.

In the first paragraph offers, concerning improvement of legislation in this part, are given. It is important to make state analysis of trends in science and technology, perspectives of robotizing of certain areas and predict the demand in specialists for the next 5, 10 years. Taking into account this research, it is necessary to provide the departments of science, schools with these forecasts in order to inform parents and students. This data will help graduates to choose those specialties, which will be requested (or, at least, not so crowded in certain segments of labour market). These preventive measures will assist in decline of amount of unemployed and decrease the number of persons, who will have to retrain, and this will lead to economy of resources of the Fund and will give an opportunity for development of those areas of employment, which will assist in reduction of unemployment. The main task of employment service is to help person in job placement; unemployment assist is a temporary support during job search, and not a way to earn.

The problem of overcoming of unemployment is necessary to solve with the help of realization of next strategy directions:

1) rising the employment and labour market development;

 2) increasing the level of labour benefits;

3) establishment of reasonable insurance principles of social protection of employees;

4) improvement of the system of social legislation, effective using of budget funds and means of special extrabudgetary funds;

5) realization of the program of involvement of international investments and grants for social perspectives and measures;

6) monitoring of realization of the strategy directions of overcoming the unemployment.

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## "A PERSON OF CULTURE" IN MODERN INTERPRETATION OF CULTURAL STUDIES

*Abstract. The formation of the cultural scientific paradigm at the end of the 20-th and the beginning of the 21-st centuries opened up new possibilities for understanding the human phenomenon in the cultural space. In the coordinates of the cultural paradigm, a person appears as "a project of a human person", which is produced by a certain culture as the most acceptable embodiment of a person as a whole and acts a "a person of culture". Consequently, the concept of "a person of culture" requires understanding in the scientific space of theoretical Cultural Studies based on the integration of philosophical, philosophical and aesthetic, psychological, cultural, philosophical, art criticism discourse. A concept has been formulated that reveals the essence of the interpretation of Cultural Studies of the concept "a person of culture". It is noted that in the space-time continuum of any cultural-historical epoch this concept acts as a universal of culture. In the methodological dimension, "a person of culture" acquires the value of a theoretical model, the content of which is revealed from different cognitive positions – gnoseological, logical, cognitive. Under the conditions of the postmodern visual reality, a man of culture as a phenomenon manifests itself through image – a universal sign of information exchange, a synthesized visual code that is capable of transmitting important ideological and value attitudes of a certain cultural era through artistic and creative forms and cultural practices. The unity of these components allows us to interpret this phenomenon of the positions of the universality of its content, the process of education and the mechanism of objectification.*

### Introduction.

The transitional nature of the modern era, its value-semantic shifts and the need to develop a new strategy for the further development of mankind evoke the sustained interest of humanitarian thought in the problems of man in connection with the universal meanings of culture. This is due to the pace and quality of changes in all components of the culture itself, caused by the globalization of world processes, the profound transformations of modern socio-cultural systems, the exacerbation of the cultural and anthropological crisis, and the like. In this regard, modern cultural science requires an exit to new levels of understanding such complex phenomena as man and culture, in particular through the prism of trans-humanitarian strategies of cognition. After all, awareness of the role of man in the processes of humanization of culture claims the importance of a fundamental methodological constant in the study of contemporary sociocultural problems.

Cultural science refers to man as a subject, creator and product of culture, relying on theoretical and practical developments in many areas of scientific knowledge - philosophy and philosophical anthropology, classical and non-classical aesthetics, ethnology, culture-anthropology, psychology and ethno-psychology, art history, etc. cultural science attracts to its own subject field and creative practices aimed at the spiritual comprehension of man. In the methodological aspect, such a breadth of the disciplinary range requires a syncretic combination of different types of thinking inherent in cultural studies, namely, scientific, philosophical, artistic, poetry, and the like. Taking into account the complexity of the investigated phenomenon "man of culture", the outlined interdisciplinary synthesis can be effectively used in the updated system of cultural coordinates.

Consequently, the formation of a cultural scientific paradigm at the end of the 20-th and the beginning of the 21-st century opened up new possibilities for understanding the human phenomenon and the fundamental bases of its existence in the space of culture. Such a statement of the problem is connected with the humanistic nature of cultural science, the idea of human interaction and culture, the polyphony of the culture itself and the priority of the values of human individuality. It is in the coordinates of the cultural paradigm that a person is the "project of a human person" that is produced by a certain culture as the most acceptable embodiment of a person as a whole and acts as "a person of culture". A cultural orientation in the sense of a "human culture" as a preferred personality culture is expressed in the fact that it becomes the only acceptable form of human existence in a culture in which the due is embodied not so much. Thus, the concept of a "a person culture" of requires an understanding in the scientific space of theoretical Cultural Study as an interdisciplinary science, based on the integration of philosophical, philosophical-aesthetic, psychological, cultural-philosophical, art criticism discourses.

### 1. "A person of culture" as a universal of culture

The problem of universals is one of the most important and relevant in the field of modern humanities. This is evidenced by its active theoretical processing by modern representatives of philosophy, axiology, social philosophy, philosophy of culture, ethics, and cultural studies. The growth of cultural interest in the problem of universals is explained by the fact that their understanding takes place not so much in the ontological and epistemological, as in the value-semantic aspect. Consequently, the problem of universals appears as a problem of the meanings of human existence — the key values and vital meanings of the subject (society, community, person), which constitute the basic elements of culture and form constant models of spiritual life. Their main purpose is the accumulation, systematization of sociocultural experience, as a result of which a person of a certain culture experiences, interprets and values the world.

Taking this into account, they must prove that the concept of "culture man" in cultural interpretation can act as a universal of culture, since cultural analysis as a research method is essentially focused on the reconstruction of a universal picture of the world, the coordinates of which are precisely the "universal of culture".

According to many modern scientists (S. Krymsky, V. Lichkovakh, T. Orlova, V. Stepin, and others), universals appear as original cultural invariants - the most common cultural forms in sociocultural practice (norms, patterns, stereotypes, consciousness and behavior), differing in relatively monotonous features among various nations. They are inherent in all cultures, accumulate socio-cultural experience and help a person to comprehend and experience the world, and also act as basic structures of human consciousness and are universal. In the process of the historical development of society, with the advent of new activities, behavior and communication, not only the meaning of universals can change, but their set, organized into an integral system. The main feature of the universals of culture is their inherent unity of the general and the concrete, common to all and variable, constant and variable. As the deep structures of the socio-cultural existence of humankind, universals provide for a variety of interpretive and variable incarnations in numerous programs of the cultural behavior of various communities and individuals. At the same time, the variability itself can be as a group, social class, religious, regional or temporary, and individual.

The definition of the cultural essence of the phenomenon "a person of culture" can quite logically rely on the interpretation of the concept of "cultural universals" as categories reflecting the structural characteristics of the world that are most significant for humans, namely, nature, society, good, evil, life, death, love, beauty, freedom , faith, male, female and the like. In this regard, V. Stepin identified two large interrelated blocks of universals. The first category includes the categories that record the most complete, general characteristics of objects of human activity - these are universals of "space", "time", "movement", "thing", "relation", "measure", "content", "causality", "Accidents", "necessary" and others. The second block includes categories reflecting the attitude of a person as a subject of activity in the structure of his communication, environment and the like. These include the categories: "man", "society", "consciousness", "good", "evil", "beauty", "faith", "hope", "conscience", "justice", "freedom" and others.

Universals of culture perform at least three interrelated functions in human life. First, they provide a kind of quantification and sorting of diverse, historically variable social experience. Thus, the concept of "a person of culture" can be assessed in accordance with the meanings of cultural universals and thus be included in the process of their transmission and transmission from generation to generation. Secondly, the universals of culture are the basic structure of human consciousness in each specific historical epoch. Thirdly, the relationship of universals forms a generalized picture of the human world, it is customary to call the worldview of the era [1]. In the aspect of these provisions, it can be argued that "a person of culture" as a universal is directly connected with the phenomenon of consciousness, in particular cultural, as well as worldview as a form and special organization of human consciousness. Many philosophical scientists (E. Andros, E. Ilyenkov, P. Kopnin, V. Lektorsky, I. Nadolny, V. Shinkaruk and others) point out this connection in their research.

In their opinion, the world view acts as an aggregate knowledge of the goods in the process of life activity of individuals, societies, nations, and systematizes in itself the results reflected in the cognitive activity of thinking in the meaning of life-long, essential characteristics. In addition, the worldview serves as the highest level of human self-determination in relation to the world, and the worldview can be expressed in a rational-practical and emotional-sensual form, in the form of empirical and practical knowledge, a functioning logical, gnoseological thinking apparatus, through the choice of a certain image life, principles, norms, patterns, and ideals. At the same time, an ideological attitude in culture manifests itself as a qualitative characteristic of the goals, means and results of cultural-transformative activity, providing a holistic essence for each cultural phenomenon. The phenomenon of culture in this context is the whole socio-historical reality as the actual reality of society. The versatility of the forms of manifestation of this reality reflects and specifies the features of the functioning and development of society in the dimensions of the disclosure of its essential forces. Given the above, the worldview in culture realizes itself as its internal form, which provides it with a subjective integrity and purposiveness, as well as continuity in the cultural process and its universal sense.

The interaction of various manifestations of human and cultural consciousness determines the way of understanding of the world as a conceptual awareness of the initial principles of the functioning of subject-subject relations, determined through the prism of the spiritual experience of society and the individual. Thus, the meanings of universals are assimilated by a person through an assessment of the past experience in its relation to the future (social and historical possibilities), as well as through the attitude and perception of the world, manifest the personal orientation of life-meaning orientations. At the level of mass and individual consciousness, the meanings of universals are concretized taking into account group and individual values, and opens wide opportunities for their interpretation. At the same time, the stereotypes of mass consciousness, which are specifically refracted by each individual, are complemented by values and social formations opposite in interests. As a result, the accumulation of the necessary cumulative knowledge takes place, forms many modifications inherent in the system of ideological attitudes of a certain culture and leads to continuity as signs of the development of historical forms of consciousness and self-consciousness, determines the level of generalization of ideological information and the method of its transmission.

Universals of culture as worldview structures function in the meaning of the social gene pool, the meanings of which, forming a categorical model of the world, manifest themselves in all spheres of culture. It is in culture that the interpenetration of objective truth and subjective meaning occurs, which is based on the value approach of the subject of culture to his social environment and the establishment of communication with other subjects. So, the ideal of a person is presented as the unity of the ideal and the real in the worldview, it allows to experience the ideal as real, and the material as spiritual.

Thus, highlighting the problem of the ideal on the basis of the doctrine of the universal, E. Ilyenkov formed the opinion that the universal should be realized in man as the ideal of man, the "truth of man", where the harmonious combination of truth, goodness and beauty is the criteria for the maturity of real human relations. Therefore, for E. Ilyenkov, "Truth, Good, Beauty" is a Human with a capital letter [2].

At the present stage, the problem of universals is actualized from the standpoint of the ideas of universalism - the modern global intellectual movement, the meta-philosophical teaching on the unity of Nature and Man, on the universal solution of global environmental and socio-cultural problems of modern civilization. Universalism as a reaction to the postmodern crisis is perceived by the world scientific community as a promising way of human survival in the plurals post-informational world of the 20th - early 21-st century.

Universalism to the equality of rights of cultures, paying tribute to the diversity of cultural, ethical, aesthetic values (multiverse, synergistic culture). Comprehension of the ideas of universalism from the standpoint of the universalistic perspective of the development of civilization arises from one of the options for the historical development of mankind, extrapolation of the Renaissance ideal of a "universal person", socio-cultural integrity and essential properties to the society of the future.

Therefore, in the measurements of the cultural-conceptualization of the "a person of culture" phenomenon, relying on the concept of universalism with its ideological attitude to the search for basic – fundamental bases of human existence common to all types of cultures, as well as an ideological platform about the existence of eternal, common (universal) for all mankind significant values, it can be argued that the concept of "a person of culture" in the space-time continuum of any cultural-historical epoch appears as a universal of culture, faces as the idea of the board, pour the image of man on the basis of the developed culture of universal meanings, values, norms and ideals.

This is precisely the value-semantic interpretation of a person due to the fact that the values of Good, Beauty, Truth, despite their many different interpretations, remain fundamental, and understandable, both for different cultures and for the preservation of the existence of humanity, to find ways to prevent global catastrophe. That is why the triad "Man-Mankind-Humanity" became the basis for understanding man in the concept of "new humanism", the core of which is the approval of priorities of common human interests and values [3].

At the same time, this phenomenon appears as an important world outlook, arises as a result of the generation of complex sign systems and leads to the development of certain patterns — perfect human images in their value-semantic dimension. It helps a person to navigate in the world of moral values, to choose a life position, contributes to strengthening its spiritual and emotional forces necessary for self-realization.

## 2. The methodological potential the concept of "a person of culture"

Universals as categorical structures and forms of rational thinking not only provide for the systematization of human experience, but also define human perception of the world and its understanding. This allows us to consider them as a kind of theoretical construct, in particular, a model that personifies the most typical features of any phenomenon. In its understanding, the concept of "a person of culture" can be interpreted. In the context of culturological knowledge, this helps to expand its methodological possibilities in recognizing the meanings of culture, and makes it possible to find new modifications in the sphere of cultural knowledge.

Among the theoretical constructs should highlight the concept of "model" (from the Latin. "modulus" – measure, pattern, norm), is widely used in the scientific literature. Most often, it is understood as a certain symbolic image of an object – conditional or mental. Along with that, a model means a specially created or specially selected object reproduces its significant characteristics.

In general, the experience of theoretical processing of the concept of "model" and modeling as a general scientific method of cognition suggests that the model as a scheme for explaining any phenomenon and modeling as an analytical and prognostic factor have always been closely watched by philosophy, thereby forming the classical tradition of philosophy. However, as a theoretical construct of the concept "model", it was also actively used in the field of sociology. At the same time, the attention of sociological science is focused precisely on the model of human nature, on its model characteristics (needs, talents, inclinations, etc.). As a modern sociologist A. Ruchka notes, "the current socio-humanitarian sciences in their research and educational programs are always based on a certain interpretation of human nature. The implementation of state policy in various public spheres, to be successful, also cannot ignore the question of what is the essence of modern man, what features are inherent in it, what are the basic meanings of his life, what is he orienting to, what does he strive for" [4, p. 23].

Therefore, such theoretical constructs as "telematics man" (G. Chmil, N. Korableva), "post-man" (K. Hales), "proto-man" (M. Epstein), "Homo creator" are typical human models" (A. Handle) and other. From the standpoint of modern humanitarian knowledge, human understanding in the process of cultural evolution allows one to construct" cultural models "of man corresponding to different cultural and historical eras and accumulate typical human features of ancient, medieval, Renaissance, human of the Modern Age and n This creates the opportunity to reach the level of generalization regarding what types of culture certain ideal types/constructs or ideals-images of a person are determined to be in demand. Analysis of these models of a person as appropriate images of culture allows you to reconstruct the knowledge gained into the source of predicted changes in culture and in man.

To this end, in a historical context, it seems logical to refer to one of the fundamental concepts formed within the framework of the social sciences methodology – the "ideal type" introduced by Max Weber, an eminent sociologist, economist, historian, and political philosopher. On the one hand, the emergence of the term "ideal type" was a reflection of the process of creating the methodology of the social sciences and is associated with the interpretation of sociology as an "understanding science". On the other hand, the process of its conceptualization has demonstrated the ontological principle of the functioning of scientific concepts in the historical development of both the whole science and the sciences of culture in particular. As the researcher notes, permanently establishing the "true" meaning of historical judgments leads to formulation only in relation to certain concepts, or — if it is necessary to give conceptual content unambiguity — conviction becomes an abstract ideal type and thus becomes a theoretical, respectively, "one-sided" point of view. In this struggle, the progress of research in the sciences of culture. Its result is the constant process of transforming those concepts through which the comprehension of reality takes place.

Based on the fact that social reality appears to be meaningful, the scientist carries out a subjective reconstruction of the meaning of the object being studied through typing procedures, creating the ideal type of one or another aspect of social reality. Given this, the ideal type arises as a mental image that unites certain connections and processes of historical life in space, devoid of internal contradictions. Weber argued that the ideal type taken in its "conceptual purity" cannot be found in empirical reality. In its content, this construction has the character of a utopia, obtained through the mental strengthening of certain elements of reality. "Her relationship with empirically given facts of real life matters in that if abstract connections represented in a construction or processes turn out to be really meaningful to a certain extent, we can sing and put them with an ideal type, show and explain the peculiarities of these connections with a pragmatic goal. . Such a method can be heuristic, and even necessary to determine the value of a phenomenon" [5, p. 388].

Therefore, the ideal type is a deliberate simplification and idealization of a complex variety of social phenomena, carried out by the researcher with the aim of systematizing the empirical material for further comparison and study. However, according to the scientist, the task of historical research is to determine in each individual case how close to reality such a mental image is or is far from it. With careful application of this concept, it specifically contributes to the achievement of the goal and clarity of the study. It is constructed through the unilateral amplification of one or several points of view and the combination of the majority of diffusely and discretely existing single phenomena, which correspond to those one-sidedly separated points of view and form a single mental image.

From the point of view of identifying the heuristic potential of an ideal type, Weber notes the possibility of reflecting in it the truly important and unique features of culture, which are distinguished from reality and combined in an ideal image. After all, the interest in those phenomena is always associated with their "cultural significance", arising as a result of attributing them to the most diverse value ideas.

That is why "as there are various" points of view "from which we can consider cultural phenomena as significant for us, one can be guided by very different principles of selecting relationships that are to be used to create the ideal type of a certain culture," proves the researcher [5 c. 390].

And although, in contrast to the ideal, the ideal type does not have the character of a proper "sample", it is still the ideal limit concept, a means of understanding specific cultural phenomena in their relationship and causation: "Such concepts are constructions; in them we build, using the category of objective opportunity, connections, our reality-oriented, scientifically disciplined fantasy considers in its judgment as adequate" [5, p. 395].

Conscious and methodologically verified use of the ideal type in social reality studies allows, according to Weber, to separate the problem of the freedom of social sciences from value judgments. The science of culture, society and history, says Weber, must be free from value judgments, just like natural science. Such a requirement does not mean that a scientist should completely abandon his own assessments, tastes, they simply should not interfere with the limits of his scientific judgments. Clearly formulated ideally-typical constructions, free from evaluative components, contain "purely logical perfection" and are a heuristic tool and should not be understood as ethical, political, and other ideals (the principle of "attitude to value"). "The constant blending of the scientific interpretation of facts and value judgments remains the most common, but also the most harmful feature of research in our science. But the absence of convictions and scientific objectivity are by no means identical" [6, p. 468].

Since the ideal type cannot be clearly defined, because it consists of many features that do not always correspond with each other, this unites it with the ideal, the nature of which is also constructed. Thus, both the ideal type and the ideal of a person have the character of a correct utopia. Separating the two acts – attributing to value and, in fact, assessing, as opposed to treating values and their hierarchy as supra-historical, Weber is inclined to interpret value as an installation of a particular epoch, as a characteristic direction for it. Given this, the ideal type is the interest era, expressed as a theoretical construct. So, the ideal type does not appear with empirical reality, but is constructed as a theoretical scheme.

Thus, the concept of the "ideal types" of M. Weber is productive in terms of the possibility of its use for building a hypothesis and developing the culturological essence of the concept "man of culture". After all, the experience of human life in a particular situation is built into the construction of an "ideal type" in such a way that it is this ideal type that becomes a component of the consciousness of the individual. As a result, the process of "operating" with values and meanings coincides with social reality itself. Consequently, the concept of "culture man" acquires the value of a theoretical model, the content of which is revealed from different cognitive positions – gnoseological, logical, cognitive, however, it pertains to the perceptual picture of the world centered by the subject.

This allows you to use the concept of "culture man" as a theoretical construct that serves as a means of transmitting certain cultural codes and cultural values. In addition, he is an important methodical tool to justify the due. Thus, the concept of the "ideal types" of M. Weber is productive in terms of the possibility of its use for building a hypothesis and developing the culturological essence of the concept "man of culture". After all, the experience of human life in a particular situation is built into the construction of an "ideal type" in such a way that it is this ideal type that becomes a component of the consciousness of the individual. As a result, the process of "operating" with values and meanings coincides with social reality itself. Consequently, the concept of "culture man" acquires the value of a theoretical model, the content of which is revealed from different cognitive positions – gnoseological, logical, cognitive, however, it pertains to the perceptual picture of the world centered by the subject. This allows you to use the concept of "culture man" as a theoretical construct that serves as a means of transmitting certain cultural codes and cultural values. In addition, he is an important methodical tool to justify the due.

Based on the concept of culture as V. Vernadsky and his teachings about the energy of living matter on the planet, the algorithm of the influence of "human culture" as a theoretical model acquires certainty [7]. Indeed, during a crisis, due to the expansion of the circle of like-minded people, a kind of social coherence arises that is able to provide a resonance of the system. This may lead to the emergence of a new social order, new directions of spiritual quest, adjustment of semantic orientations, etc. and thus increases the likelihood of a particular model materializing with an almost limitless space of options. Thus, ideas encrypted in theoretical form are capable of shaping the future, objectifying it in various cultural practices.

### 3. "A person of culture" as an image in the postmodern visual practices

At the beginning of the 21-st century, all the humanities are in a state of change in their paradigm. This paradigm is a visual "vision of an object" in the space of culture. This indicates that the way of visualization of any objects of living matter - from the cell to the Universe – is a promising way of scientific and technical development of all spheres of human life.

In turn, the postmodern era is accompanied by a transformation of social reality, consciousness, corresponding to the type of philosophizing. This creates the conditions for the plurality of axiologies and ideological paradigms, determines coexistence in the single socio-cultural field of alternative ideas about a person. Postmodernism rejects the metaphysical linear paradigm, leads to the unification of the ways and forms of historical development, offers the idea of multiplicity as a source of news. Therefore, the universal principle of the organization of the cultural space of the postmodern becomes plurality, collage. Refusing the idea of forced causality, postmodernism, as a type of philosophizing, interprets transformation processes as self-organizing, and considers man as a system that develops itself.

However, such representations are realized in the culture of the 20th - early 21st centuries on the basis of visual experience, formed in the communicative space of visual reality. The visualization path is the path of creative development. In this way, cultural science can make an invaluable contribution, along with philosophy. It is precisely her achievements in understanding the visual phenomenon that make it possible to expand the theoretical possibilities of various spheres of humanitarian knowledge from the standpoint of expanding their creative and practical components. In this regard, requires a conceptual understanding and cultural interpretation of the concept of "a person of culture", which acquires new meanings and meanings in the visual space of modern culture.

In this understanding of the problem, the concept of image, which is widely used by various types of knowledge, acquires key meaning. Thus, in philosophy, the image is one of the basic concepts that designate the form of the existence of the material in the ideal, complex generalization of the objective in the subjective. An image in psychology is a mental (mental) image formed in the human mind of an object perceived by him in the environment. Image in sociology - the order, method, method, organization, way of life, well-established, typical for historically specific social relations forms of individual, group activity of people, characterizing the features of their communication, behavior and thinking in various fields. An image in computer science is a reproduction of an object, information about it or its description, structurally similar, but not identical in them.

With the advent of cultural knowledge, a new dimension of the image problem appears, in particular through an understanding of its nature in the cultural space of postmodern, in the context of the structures of everyday life and cultural practices. However, this process is based on a long history of its philosophical and scientific understanding. During this time, the image has acquired many facets, turned into a promising object of scientific analysis. In modern philosophy, psychology, art criticism, the image received the status of a conceptual and methodological paradigm, which is used to study the human psyche, patterns of its behavior in society, ways of identifying art through various art practices.

At the same time, the image appears as a cultural-creative, subjective reflection of the surrounding reality. Since man exists in two worlds, the natural and the artificial, the creative transformation of both worlds is a vital condition for its existence. Each of the worlds is transformed by its own means – physical or mental. Thus, the appearance of an image in an ideal expression can mean the creative activity of consciousness as the ideal appears as a special language of understanding the world and a way of its creative reorganization. It is also a special form of knowledge; it is on this path that the whole essence of the artistic and creative transformation of the world as a whole must be sought.

Thus, analyzing the cognitive sphere, D. Dubrovsky notes that "the images that are created as a result of the reflection of the world by man create in their sum what is commonly called the "inner world" of a person.

They motivate the activity and perform the function of self-regulation, but at the same time they develop it" [8, p. 206]. This indicates the subject-object function of the image, its direct connection with the cognitive-behavioral structure of the personality. Leontiev argues that a person finds an ideal life plan only in the course of familiarizing with historically developed forms of social life, only together with the social plan of existence, together with culture. In this sense, ideality is nothing but an aspect, dimension and definiteness of culture [9, p. 73]. Scientists point to the natural, evolutionary process of creative exploration of the world, presented in images. So, B. Ananiev notes that the nature of the ideal development of the external world is based on the reality of the world itself. In the process of idealizing development, the surrounding material world crystallizes in its essence, purified from insignificant connections, constitutes the picture of the world, reality, reflects and modifies reality. It is an ideal synthesis that represents a high probability of transformation of the external world and is the highest manifestation of its development, its knowledge, serves as a condition and basis for the development of an ideal person" [10, p. 261].

This regard, it can be noted that images as ideal phenomena may well be a measure of the transformation of the synthesis of the material and the ideal in the evolutionary development of the surrounding world. Moreover, scientists consider this synthesis "the beginning of the human psyche" in the logic of ideas, the mechanism of the formation of "ideality", and the formation of mental images as an immanent feature of the laws of highly organized movement of matter. Ideal images have another sign function – the creation of an artificial world that optimizes a person's being and his relationship with him. Self-awareness by his images is the result of the previous evolution of the idealization of the external world. Thus, ideal images are a mental structure, generated by man.

There are other views on the interpretation of the image. Thus, K. Abulkhanova-Slavskaya believes that images are signs, not a reflection of objects, it is something like a displayed object, does not require material similarity in the elements, but only functional correspondence in the structure " [11, p. 135]. Leontyev notes that an image is not a static set of sensations, but a sign, "hieroglyph", constructed by the mind from sensations, to designate specific conditions [9, p. 73]. According to R. Polborn, the image is not an exact "copy" of the inner essence of man. He is always a stereotype, but a stereotype, elected to present him-self as desired. Therefore, it is functionally designed to hide itself from others. Thus, the image personifies certain volitional imperatives, these intentions are presented in imaginary form as its characteristic features, attractive for its carrier and for the realization of those actions that these imperatives aim at. The main function of figurative thinking is to tune the practical construction of the image: a person, things, social life, etc. [12].

So, in the period of development of the information paradigm of social progress, modern researchers interpret an image as an information bank, in which sociocultural information is generated, which is transmitted historically - from generation to generation. In addition, in the conditions of the modern post-informational era, visual thinking acquires its "second wind", because in the future it will be developed under the conditions of information technology.

Scientists also identify areas in which visual thinking is most in demand – production, science, education, art, and artistic creation. This will intensify the actualization of visual thinking in the creative fields, since the content of artistic and creative activity involves the creation of visual images, and with them the creation of an image of a "person of culture".  At the same time, researchers indicate that the strength of a visual image depends on the strength of information connections. After all, imaginative thinking is the front edge of the entire human psyche. It is precisely because of the ideal images that the struggle against external informational pressure of the psyche for the survival and adaptation of the individual to the information civilization will occur. In this regard, it should be noted the opinion of Ukrainian cultural scientists – Y. Bogutsky and V. Sheyko that both information and civilization are cultural and historical worlds that float on the image of the world formed by people – "the spiritual universe of culture" [13]. Thus, the visual image has a target character, it depends on the general ability of the psyche to display. Visual image strategies as its mechanisms are determined by the general social picture of the world, its individual vision, which is reflected in the subjective semantics of the non-rational mechanisms of creating an image-concept.

So, in an era of the Postmodern, with the creation of new – visual, virtual, communicative and other types of reality, the expansion of information media, a new chronoscopes of culture is being formed. This opens up possibilities for constructing both the person himself and her image in the space of cultural consciousness. Its essential feature is imagery. This allows, through various forms of artistic creativity and cultural practices, to create a "different reality" as a relation to what is actually available from the standpoint of socially desirable and individual. Such a reality today is visual and virtual reality, arises as a product of cultural consciousness. In modern conditions, cultural consciousness is positioned in the images of cultural creativity, in which traditional systems of methods and means of shaping are actively complemented by modern visual, communicative and art practices (design, fashion, advertising, image-making, etc.). The dominance of the figurative method of reflection, characterized by the priority of the visual over the verbal, the subconscious over the conscious, creates the basis for the transformations of modern cultural practices in the projections of visual, information, and communication technologies.

Therefore, in the postmodern era, the process of visual creation of a "human culture" is a non-stop process in which both real and imaginary characters are involved. Thanks to the Internet, computer games, various art culture practitioners, a virtual space is created in which you can create any image of yourself. Reproducing it in his life circumstances, a person tries to be either recognizable, or seeks to "hide" his nature. Creating his own image, man determines himself, however, at every moment of being again objectifies being changed, rather than diminishing it. The orientation of the postmodern on cultural polycentrism, communication, dialogue, creates an orientation to the plurality of axiologies and ideological paradigms, thereby determining the coexistence of alternative ideas about the "man of culture" as an open system with a multiplicity of meanings and codes in a single socio-cultural field.

On the one hand, the basis for this is the presumption of the multi-vector development of the universe. On the other – transformations that occur within the framework of modern civilization and provide for the growth of the capabilities of the individual. The tendency to individualize modern civilization becomes a prerequisite for the real humanization of society and demonstrates the increasing importance of the activities of the individual and, accordingly, its freedom and responsibility. Therefore, the modernist ideal of necessity changes the ideal of chance in the world of chaotic realities, opening up space for a wide range of modifications in ideas about the ideal of man. However, the idea of this phenomenon is realized in the culture of the beginning of the 21st century on the basis of visual experience, formed in the communicative space of visual reality.

As a result of "visual rotation", the image becomes one of the forms of visual reality, the function of which is to provide phenomena of meaningfulness and significance. This function of the production of senses realizes itself through the mechanisms of interpretation, while preserving the schematic definition of those values within which such an understanding can occur. At the same time, the image appears in the way of self-expression of the subject in the culture, but such that allows you to concentrate on his creative potentialities and provide the latter with more clarity. This happens in a specific way - through the search for oneself in the "Other". As a result of "visual rotation", the image becomes one of the forms of visual reality, the function of which is to provide phenomena of meaningfulness and significance. This function of the production of senses realizes itself through the mechanisms of interpretation, while preserving the schematic definition of those values within which such an understanding can occur. At the same time, the image appears in the way of self-expression of the subject in the culture, but such that allows you to concentrate on his creative potentialities and provide the latter with more clarity. This happens in a specific way - through the search for oneself in the "Other".

**Conclusions.**

The formation of a cultural science scientific paradigm in the humanitarian space of the twentieth century revealed new perspectives in the study of anthropological problems. Thus, in the coordinates of the cultural paradigm, a person appears as a "project of a human person", which is produced by a certain culture as the most acceptable embodiment of a person as a whole and acts as "a person of culture".

The concept presented in the work reveals the essence of the culturological interpretation of the concept "a person of culture". It indicates a concept defined as a universal of culture, personifies the idea of a perfect image of a person based on universal meanings, values, norms, developed by a certain type of culture. The next interpretation approach is to understand the concept of "a person of culture" as a theoretical model, the content of which is revealed depending on the methodological foundations that dominate at a certain cultural stage in the development of scientific paradigms.

Under the conditions of postmodern culture, the concept of "a person of culture" can be interpreted as an image, the objectification of which occurs in different types of arts (literary, visual, theater, music, cinema, etc.), creative practices (art practices, fashion, design, image making etc.). He is the image of a man of culture, in which both the real and the proper manifest themselves.

The concept includes three conceptual components – the universal of culture, the model (theoretical, artistic), the image – serves as the methodological basis for the cultural interpretation of a person as a cultural phenomenon. The first component allows you to interpret the space of any type of culture in the dimensions of its value-semantic picture of the world, through the semantics of the cultural universals. The second component reveals the process of the formation of "a person of culture" from the standpoint of theoretical and artistic modeling. The third one makes it possible to trace the transformation of a person's ideal through his artistic and creative-practical interpretations. The unity of these components makes it possible to uncover "a person of culture" phenomenon from the standpoint of its value-semantic content, educational process and objectification mechanism.

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## "EMOTIONAL BURNOUT" SYNDROME AS A PROFESSIONAL DEFORMATION OF EDUCATOR

**Abstract.** *The article explains the causes of "emotional burnout" of educators. It is proved that innovative pedagogical activity activates the creative potential of teachers, therefore it can serve as an effective means of stimulating thier personal development and reducing the level of emotional burnout. A comparative analysis is carried out on the results of empirical research between the teachers of the humanities and natural sciences and mathematical disciplines in identifying the emotional burnout syndrome. The main concepts of the article and the conducted empirical research can serve as a material for improving the effectiveness of organizational, methodological, psycho-diagnostic, psycho-corrective work of a psychologist and a teacher. They provide the opportunity to harmonize the teachers' emotional state through the stimulation of thier personal self-development, which will allow to determine the peculiarities of self-actualization of teachers' personality and the level of thier emotional burnout.*

### Introduction.

*The relevance of the study* is determined by the rapid changes occurring both in the world in general and in the educational environment in particular. It is difficult to imagine an educator who would not take into account the requirements of time in his professional activity, the main of which can be considered continuous improvement of professional knowledge and skills, active introduction of innovative technologies in the pedagogical process, personal self-development. It is a serious problem to contact with parents of pupils or students who are often enthusiastic about their own career ambitions, so the main burden of upbringing and educating children is moved to educators. This tendency can be traced at all educational levels - from school and to higher educational establishment, because parents do not always even know if their children attend classes. The nervous-psychological and information burden on a person is increasing, which is generated by competition in the educational sphere, a person seems that he does not cope with his duties, that his thoughts are not respected or listened to. An economic factor does not add any optimism, because the physical, cognitive, and emotional expenses of an educator are much more higher than the salary that he receives; in addition, the prestige of the pedagogical profession is falling, the teacher's authority in society is being lost. All these factors do not allow to realize their intellectual abilities entirely and to use their own heuristic potential in full, since the professional has often to spend time and effort to seek additional earnings, engage in tutoring to improve the financial position and responsibility for the fate of their own children and their family in a difficult social-economic situation.

One more negative factor is that pedagogical activity is one of the most deforming professions for human personality, the more people have worked in the educational field, the lower are the indicators of both their physical and mental health. Educational activity is characterized by a high level of stressfulness, among the reasons of which is an unregulated burden and overtime working hours; insufficiency or inferiority (for various reasons) of means of renovation of physical and mental resources; high responsibility, united with the indifference of society, the problem and sometimes the danger of communicative situations, much more restrictions than in other areas of activity. As a result of the above-mentioned reasons, the emotional and personal condition of the educator is destroyed - the number of affective disorders increases, among them we can mention: a sense of dissatisfaction with oneself, impossibility to "present oneself" efficiently, the activity is perceived as monotonous, routine. There is disappointment and loss of life sense, the gap in establishing contacts with students of another generation is deepening, disputes and misunderstandings with colleagues are appearing, the atmosphere in the family and relationship with relatives are becoming worse, the professional results and level of satisfaction with their own activities are decreasing, there is internal the accumulation of negative emotions without the appropriate "discharge", eventually a syndrome of emotional burnout is developing. Understanding the risks of educational activity at the present stage will provide an opportunity to avoid dangerous consequences, to ensure a harmonious combination of professional and personal sphere of educator's life, to achieve professional success.

## 1. The syndrome of emotional burnout of educators

The fact that professions in pedagogical sphere - educator, teacher, lecturer, associated with emotional stress and high levels of stressfulness, has been noted by both foreign and domestic scientists for a long time. The pecluriaties of symptom and development of "emotional burnout" are described in the works of V.V. Boyko, N.E. Vodopianova, V.E. Orel, K. Maslach, T.I. Ronginskaya, T.V. Formanyuk [1,2,3,4,5,6]. The most important stressors in the professional pedagogical sphere are the social evaluation (both positive and negative), uncertainty, complexity of communication, the necessity to perform routine, monotoneous actions and operations, etc. Stress affects the human body in an integral and almost all his physiological systems [7]. When a person has a stressful effect, he "removes it from balance" [8], leads to temporary or permanent changes in human behavior [9], pre-psychological and nervous-psychological [10] or psychosomatic [11] disease.

A significant stress factor is considered to be the psychological and physical overload of teachers, which results in so-called "burnout" syndrome, when exhaustion of moral and physical forces affects not only the efficiency and effectiveness of professional activity, psychological well-being, but also relationships in the family [12]. Unfortunately, the pedagogical profession is one of those where the syndrome of "professional burnout" is the most common, even the usual phenomenon. It actualizes the study of the peculiarities of its origin, development and course in pedagogical activity. For the first time, the theory of burnout is described in the works of Canadian physiologist Hans Hugo Bruno Sielier, and

later by his followers who studied the general adaptive syndrome and "hidden" (masked) dyspression. or "a depression of exhaustion" (D. Beck and others) [13]. "Depression of exhaustion" is now described as a burnout syndrome.

In English the word "stress" means "pressure, tension". And the encyclopedic dictionary gives the following interpretation of stress: "The state of organism, which reveals in the form of stress or specific adaptive reactions in response to the action of adverse external or internal factors" [14]. H. Selye distinguishes three phases of the body's response to the stressor: 1) a disturbance reaction, reflecting the process of mobilizing reserves; 2) the phase of resistance when it is possible to overcome successfully the difficulties that arise without any harm to health. In this phase, the body is even more resistant to various harmful effects (intoxication, loss of blood, loss of food, feeling of pain, etc.) than in the normal condition; 3) the phase of exhaustion, when due to too long or excessively intensive tension, the ability of the organism to adapt is reduced, its resistance to diseases is reduced, and various signs of physical illness appear: appetite, sleep disturbance, weight loss, increased blood pressure, cardiac rhythm disorders, etc. [15].

Taking into account the definition of the stressful process by G. Sielier (i.e., the phases of anxiety, resistance and exhaustion), "professional burnout" can be defined as a third phase, characterized by a stable and uncontrolled level of excitement [16]. Educational activity is carried out in a restless, emotionally intense atmosphere. Stress is generated by a plurality of stressors, which continuously accumulate in various spheres of life. If a teacher reacts in an adequate, adaptive way, he operates more successfully and effectively and increases his functional activity and confidence, the disadaptive reactions, on the contrary, cause a spiral downward movement leading to a "burnout".

In a situation where the requirements (internal and external) are constantly dominated by resources (internal and external) a person's balance condition is ruined. Continuous or progressive imbalance inevitably leads to "burnout". Burnout is not a result of stress, and not a one-time process, but a consequence of uncontrolled stress. D. Etzion stressed: "Burnout begins without warning and even to a specific moment develops slowly, latently, and then suddenly a person experiences a feeling of exhaustion. And they can not make connections between the devastating experience and a particular stressful event themselves" [23].

Since modern research data suggest that "professional burnout" can be distinguished from other forms of stress both conceptually and empirically, there is a need for systematic scientific studies of this syndrome. The term "professional (emotional) burnout" appeared in psychological literature relatively not so long ago. His author is an American psychiatrist H.J. Freidenberger, who introduced this term into scientific circulation in 1974. He marked with this term healthy people, volunteers of the public hospital, who communicated with patients actively and intensively during a year and were constantly under emotional atmosphere of pressure. The researcher noticed that gradual emotional exhaustion and loss of motivation of these people were accompanied by physical and mental symptoms such as headache, insomnia, stomach disorders, fatigue, exhaustion, irritability, etc. [18].

Researchers from Canada, the USA, Western and Central Europe, as well as scientists from Ukraine and Russia underline that specialists in the sphere of professional assistance (doctors, lawyers, social workers, psychiatrists, psychologists, teachers, etc.) have to face negative emotional worries of their clients, patients, students in the mentioned areas all the time, therefore involuntarily become involved in these experiences, and therefore suffer from increased emotional stress. The study of the "burnout" syndrome was initiated by the staff of medical institutions and various non-governmental organizations. F. Storley, professor of the School of Nursing at the University of Nevada, conducted a research of the phenomenon of "burnout" syndrome of nurses working in cardiology. She concludes that this syndrome is the result of confrontation with reality, when the human spirit is depleted in the fight against circumstances that are difficult to change. As a result, professional autism develops. The necessary work is carried out, but the emotional contribution that transforms the task into creative form is absent [19].

K. Maslach, a professor of psychology at the University of California, made a more detailed analysis of professional burnout and called it a syndrome of physical and emotional exhaustion, consisting of the development of negative self-esteem, negative attitude to work and loss of understanding of mutual understanding with clients. Dr. K. Maslach emphasizes: "Professional burnout" is not loss of creativity, not reaction to boredom, but rather emotional exhaustion, which arises on the bases of stress caused by interpersonal communication" [24]. Among the symptoms that appear at first, we determine the general feeling of fatigue, negative, hostile attitude to work, an uncertain feeling of general anxiety, the work constantly seems to become more complex and less effective. This is revealed in the fact that the teacher is constantly angry, irritated and feels broken, has extremely negative attitude to all events. Anger that he feels can lead to the development of suspicion. The educator may think that colleagues want to get rid of him. This condition can be increased by the feeling of "inactivity", especially if the teacher previously participated in all events that took place in the team. In addition, anyone who tries to help, advise something, causes irritation and is not perceived at all.

"Professional burnout" is revealed in changing behavior. People who used to be talkative and unrestrained can become silent and distracted, and vice versa, quiet and restrained people can become very talkative, enter into a conversation or dispute with anyone. The victim of "professional burnout" might become rigid (violent, firmer) in thinking. A rigid teacher may be closed for quick change because he needs to have energy and be ready to risk. And this is a great threat to an individual who is already so exhausted [21]. A teacher who feels the effect of a "burnout" syndrome can try to overcome the situation, avoiding employees and students, physically and mentally distancing themselves from them. Avoidance and distancing can be shown in many ways. For example, a teacher may often be absent from work, communicate with impersonal methods with colleagues and students, and reduce their own involvement in contacts with them. It ends with the fact that the teacher is in a depressed state and begins to perceive the situation as "hopeless". He may leave his post or change his profession at all.

V.V. Boyko developed his own classification of symptoms, which are followed by various moments of "professional burnout". "The Methodology for diagnosing the level of emotional burnout" created by him allows us to assess the demonstation of the syndrome in the twelve main symptoms, which usually are followed by three components of "burnout", each of which consists of four symptoms.

1. The first component – "stress" - is characterized by a feeling of emotional exhaustion, fatigue caused by their own professional activity. It is shown in the following symptoms: 1) the experience of traumatic circumstances - a person perceives the conditions of work and professional interpersonal relationships as psychologically-traumatic; 2) dissatisfaction with oneself - dissatisfaction with one's own professional activity and as a professional; 3) "being pushed into a corner" - a feeling of hopelessness of a situation, desire to change work or professional activity in general; 4) anxiety and depression - development of anxiety in professional activity, increase of nervousness, depressive mood.

2. The second component – "resistibility" - is characterized by excessive emotional exhaustion, which provokes the appearance and development of protective reactions that make people emotionally closed, detached, indifferent. In this condition, any emotional engagement in professional affairs and communications causes a person's feeling of excessive exhaustion. This is revealed in the following symptoms: 1) inadequate accidental emotional response - uncontrolled influence of the mood on professional relationships; 2) emotional and moral disorientation - the development of indifference in professional relationships; 3) expansion of the sphere of saving emotions - emotional isolation, alienation, unwillingness to communicate; 4) reduction of professional duties - reducing of professional activities, the desire to spend as less time as possible performing their professional duties.

3. The third component – "exhaustion" is characterized by psychological and physical fatigue of a person, devastation, leveling out his own professional achievements, violation of professional communication skills, development of cynical attitude to those with whom you have to communicate about job issues, the development of psychosomatic disorders. Here are the following symptoms: 1) emotional deficit - the development of emotional sensitivity because of overfatigue, minimization of emotional contribution to work, automatic performance and devastation of a person in the process of realization of his professional duties; 2) emotional alienation - the creation of a protective barrier; 3) personal alienation (depersonalization) - violation of professional relations, the development of a cynical attitude to those who have to communicate in the performance of their professional duties, and to professional activities in general; 4) psychosomatic and psycho-vegetative disorders - deterioration of physical well-being, development of psychosomatic and psycho-vegetative disorders (sleeping disorders, headaches, problems with arterial pressure, stomach disorders, intensifications of chronic diseases, etc.) [22].

If we analyze the content and individual symptoms of the burnout syndrome, then we can say that "professional burnout" has a rather complicated structure.

In educators, many symptoms may show themselves in different ways, taking into account the specific circumstances of professional and personal life. This is due to a complex of adverse production factors of different nature, neuro-emotional stress, high responsibility. In the workplace, the teacher has constantly a large number of contacts with students, their parents. Educational process is accompanied by negative emotions that carry negative energy.

One more unfavourable factor affecting the life and activities of a teacher can be considered an imbalance of professional and family-household sphere. In this regard, it seems to us extremely relevant the consideration of innovation as a factor of personal self-development of a teacher, which prevents the appearance of emotional burnout.

Currently, burnout is similar to virus infection and can therefore be spread rapidly. People, who are intent for burnout, risk to become cynics, negativists and pessimists, interacting with other people who are under the influence of the same stress, they can quickly turn the whole group into a "burning out" community. The greatest probability of this to happen exists in educational institutions where the level of stress is high.

Prof. C. Cherniss says that great responsibility for burnout development in the organization lies on the chief manager, because some jobs and situations are simply created for burnout. Most people working in these places are very vulnerable.

They are in overstressful situations, where they are expected to have high levels of performance and where they have less control over what and how they do [17]. The "emotional burnout" syndrome is the result of a confrontation with a reality that depletes energy and reduces the human spirit in the fight against circumstances that are difficult to change. As a result, professional autism or professional stress develops. There is a clear statement about professional stress, that reducing professional motivation and preserving work enthusiasm are two poles of interaction between a human and profession. Professional deformation, which is gradually being developed in pedagogical workers, often leads to the fact that, because of a high degree of "burnout", the tendency is growing towards negative, often even latent-aggressive attitude to the students, colleagues, oneside communication with them by means of critique, grades, pressure, which, of course, make suffering both sides. But the question about the primary source and its consequences still remains open. Therefore, it is very important to identify the level of its formation and to take it into account during the planning, organization of corrective and development work aimed at overcoming and preventing the syndrome.

In the context of all above mentioned, the problem of providing psychological assistance to educators becomes of special significance. Despite the system of psychological services that are actively developing in the organizational and content curriculum of educational establishments, the work of a psychologist with an educator, who implements one or another innovative technology, still remains at the periphery of his professional activities. One of the reasons for this we can consider the lack of a number of methodological developments, specialized training programs that a psychologist could take as a basis for his practical activity in the technology for preventing and overcoming the syndrome of emotional burnout.

## 2. Empirical study of psychological (emotional) burnout of teachers of humanitarian disciplines of educational establishments

To provide psychological assistance to teachers and to solve the given problem, it was relevant to carry out an empirical research with the aim to: determine the level of emotional burnout of teachers of educational establishments; to identify the types of emotional reactions that influence the motives of the environment; to define the degree of expression of motivation to avoid the failure of teachers with a syndrome of "psychological (emotional) burnout". On the basis of public higher educational establishment "Dniprovska Academy of Continuing Education" (Dnipro, Ukraine) an empirical part of the research was conducted. The experimental group consisted of 80 pedagogical workers. Among the responded there were 40 teachers of humanities and 40 teachers of natural sciences and mathematical disciplines. Age of the responded was ranging from 26 to 67 years. To solve the problems stated in the research, the following techniques were used: 1) the methodology of diagnostics of the level of emotional burnout by V.V. Boyko; 2) the methodology of personality diagnostics for the motivation to avoid failures by T. Ehlers; 3) the methodology for diagnostics of the type of emotional response to the action of motive-reaction of the environment by V.V. Boyko.

With the help of V.V. Boyko's methodology, the level of emotional burnout of the teachers of humanities and natural sciences and mathematics disciplines was determined. The proposed method gives a detailed picture of the syndrome of "emotional burnout". It consists of 84 statements, which need to be answered "yes" or "no" and represents a sequence of three phases: tension, resistibility, exhaustion. The results of the research are given in Table 1 and marked by "H" - teachers of humanities, and "NM" - teachers of natural sciences and mathematical disciplines.

**Table 1. Level of emotional burnout of the teachers of humanities and natural sciences and mathematics disciplines**

| Tension | | | | | | Resistibility | | | | | | Exhaustion | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Not formed | | In the phase of formation | | Formed | | Not formed | | In the phase of formation | | Formed | | Not formed | | In the phase of formation | | Formed | |
| H | NM | H | NM | H | NM | H | NM | H | NM | H | NM | H | NM | H | NM | H | NM |
| 22 | 19 | 12 | 16 | 6 | 5 | 5 | 1 | 16 | 16 | 19 | 23 | 17 | 19 | 12 | 16 | 11 | 5 |
| 55% | 47,5% | 30% | 40% | 15% | 12,5% | 12,5% | 2,5% | 40% | 40% | 47,5% | 57,5% | 42,5% | 47,5% | 30% | 40% | 27,5% | 12,55% |

1. The phase of tension (chronic psycho-emotional atmosphere, excessive responsibility) includes symptoms: 1) the experience of traumatic circumstances (if a person is not rigid (violent, firm), then irritation is gradually increasing, despair and offence are accumulated); 2) dissatisfaction with oneself (as a result of failures or inability to influence the psycho-traumatic circumstances a person feels dissatisfaction with oneself, chosen profession, occupied position, specific duties); 3) a feeling of "being caught in a cage" (when the psycho-traumatic circumstances press upon the human psychology and it is impossible to avoid them, there comes a sense of hopelessness); 4) anxiety and depression (the last drop in the formation of tension in the development of emotional burnout).

*Conclusion*. According to the results of the research it can be seen from the Table 1 that *the phase of tension* has been formed in 15% of the responded teachers of humanities and only in 12.5% of teachers of natural sciences and mathematical disciplines. The phase of tension is a precursor and a "triggering" mechanism in the formation of emotional burnout. That means, the teachers of humanities are more inclined to emotional burnout than teachers of natural sciences and mathematical disciplines.

2. The phase of resistibility (resistance, a person is trying to more or less successfully deflect himself from unpleasant situations) includes: 1) inadequate accidental emotional response (undeniable "sign of burnout", the principle "I want or I do not want" (for example, I recognize the necessary - I will pay attention, If I am in a mood – I will respond, which speaks about emotional unkindness, impoliteness, indifference); 2) emotional and ethical disorientation (often the teacher needs self-justification. It does not show a proper emotional attitude to the subject, he protects his strategy. He has such thoughts as: for example, "this is not the case to worry about", "such people do not deserve good relationship", "such people can not be sympathized with", "why should I worry about everyone". Similar thoughts and evaluations undoubtedly show that emotions do not wake or insufficiently stimulate ethical feelings, because professional activity, which is built on human communication, does not know exceptions. The teacher shouldn't solve students' educational problems by his own choice); 3) expansion of the sphere of saving emotions (such proof of emotional burnout occurs when this form of protection works outside the professional area - in communicating with relatives, friends and acquaintances (for example, at work you are tired of contacts, conversations, answers to questions, that you do not even want to communicate with your loved ones.) By the way, often domestic ones become the first "victim" of emotional burnout); 4) reduction of professional duties (reduction means simplification. In the professional activity that involves broad communication with people, the reduction is shown in attempts to simplify or reduce the duties that require emotional expenses. According to the "laws of reduction", the employees of service sector, medical treatment, education and upbringing spheres are left behind the attention).

*Conclusion*. According to the results of the research it can be seen from the Table 1 that *the resistability phase* was formed in 57.5% of teachers of natural sciences and mathematical disciplines and only in 47.5% of teachers of humanities. The teachers of natural sciences and mathematical disciplines are trying to more or less successfully lessen themselves from unpleasant situations, and the teachers of humanities have low level of such resistance. This confirms that teachers of humanities are more inclined to emotional burnout than teachers of natural sciences and mathematical disciplines.

3. The phase of exhaustion (the impoverishment of psycological resources, the reduction of the emotional tone that occurs as a result if the resistance proved to be ineffective) includes the symptoms: 1) emotional deficit (there is a feeling that emotionally you can no longer help the subjects of your activities. You are not able to participate and sympathize with, respond to the situations, which should encourage, enhance intellectual, willing and ethical returns.

This is nothing but emotional exhaustion, when the positive emotions are becoming more rare and increasingly negative. Sharpness, rudeness, irritability, offence, whims, supplement the symptom of "emotional deficiency"); 2) emotional alienation (the person completely excludes emotions from the sphere of professional activity, the person gradually learns to work as a robot, and the reaction without feelings and emotions is the result of emotional burnout); personality alienation, or depersonalization (it occurs a complete or partial loss of interest in a person - a subject of professional action. He seems to be not alive object, an object for manipulation. The object is a burden with his problems, needs, his presence and the fact of his existence are unpleasant); 3) Psychosomatic and psycho-vegetative disorders (occur at the level of physical and mental health). The transition of reactions from the level of emotions to the level of psychosomatics suggests that emotional protection – "burnout" - can not cope with burden themselves, and the energy of emotions is redistributed among other subsystems of the individual. In this way, the organism saves itself from the destroying power of emotional energy).

*Conclusion.* According to the results of the research it can be seen from the Table 1 that *the phase of exhaustion* has been formed in 27.5% of teachers of humanities and only in 12.5% of teachers of natural sciences and mathematical disciplines. Emotional exhaustion is shown in feelings of emotional overstress and in the sense of emptiness, exhaustion of their emotional resources. Hence, the teachers of humanities are more inclined to emotional burnout than the teachers of natural sciences and mathematical disciplines.

With the help of the methodology for diagnostics of the type of emotional response to the action of motive-reaction of the environment by V.V. Boyko, we consider a number of external and internal factors of the preconditions that provoke emotional burnout. The results of the research are given in Table 2 and marked "H" - teachers of humanities, and "NM" - teachers of natural sciences and mathematical disciplines.

**Tabale 2. Types of emotional reactions**

| Euphoric (external factor) | | Refractory(internal factor) | |
|---|---|---|---|
| **H** | **NM** | **H** | **NM** |
| 20 | 15 | 18 | 25 |
| **50%** | **37,5%** | **45%** | **62,5%** |

According to the results of the research, it is evident from the Table 1.2 that the external factor (chronic tension of psycho-emotional activity, increased responsibility for performing duties) from teachers of humanities is 50%, and the teachers of natural sciences and mathematical disciplines is only 37.5%. This indicates that teaching activity is connected with intense communication, to be more exact, with the purposeful perception of partners and action on them. A professional, who works with people, must constantly support various aspects of communication with emotions: actively put and solve problems, attentively perceive, memorize and quickly interpret visual, acoustic and written information, quickly weigh alternatives and make decisions.

Internal factors (predisposition to emotional rigidity) are formed by 62.5% of teachers of natural sciences and mathematical disciplines and only 45% of them are formed by teachers of humanities. This suggests that the tendency to emotional rigidity (firmness, violance) occurs faster by those who are less reactive and receptive, emotionally restrained.

Hence, teachers of humanities are more inclined to emotional burnout than teachers of natural sciences and mathematical disciplines, since during the day of lectures thier dedication and self-control are so significant that until the next working day, mental resources are practically not restored. The methodology of personality diagnostics for the motivation to avoid failures by T. Ehlers [20] proposed a list of 30 lines of words, 3 words in each line. In each line you should choose only one of 3 words that more accurately characterize the responded teacher. The results of the research according to the methodology of personality diagnostics for the motivation to avoid failures by T.Elerz are given in Table 3 and marked "H" - teachers of humanities, and "NM" - teachers of natural sciences and mathematical disciplines.

**Table 3. Results of the research according to the methodology of personality diagnostics**

| Low level of motivation for protection | | Medium level of motivation for protection | | High level of motivation for protection | | Too high level of motivation for protection | |
|---|---|---|---|---|---|---|---|
| H | NM | H | NM | H | NM | H | NM |
| 11 | 5 | 11 | 17 | 8 | 9 | 11 | 11 |
| 27,5% | 12,5% | 27,5% | 42,5% | 20% | 22,5% | 27,5% | 27,5% |

Low motivation for protection of teachers of humanities is 27.5%, and of teachers of natural sciences and mathematical disciplines 12.5. The presence of motivation to avoid failures by teachers in educational institutions does not affect the burnout syndrome. High level of motivation (people with a high level of protection, that is, the fear of accidents, get into such troubles more often) of teaching of humanities is 20%, while the teachers of natural sciences and mathematical disciplines are 22.5%.Too high level of motivation to avoid failures by teachers of humanities is 27.5%. The teachers of natural science and mathematical disciplines make up 27,5%.

*Conclusion.* High level of motivation and too high level of achievement motivation is essential for the development of personal factors of psycological burnout. That means, that the teachers of humanities and the teachers of natural sciences and mathematical disciplines are inclined to a syndrome of emotional burnout.

## Conclusions.

Modern educational policy involves the modernization of education, the active involvement of a teacher in innovative activities, which determines the increased requirements for the professional and personal qualities of a teacher. At the same time, pedagogical workers suffer from the danger of professional deformations, as well as create obstacles in innovation activity, reduce its efficiency. One of the most common types of professional deformation of the teacher's personality is the emotional burnout syndrome.

Paradoxically, but the very innovative activity, which involves a creative approach, stimulates the personal and professional self-development of a teacher, can serve as a precautionary condition for the appearance of his syndrome of emotional burnout.

As a result of the empirical research, it was found that te teachers of humanities are more inclined to emotional burnout as a result of greater mental stress than the teachers of natural sciencs and mathematical disciplines.

Psychological support of teachers in the situation of emotional burnout should be a priority in the work of psychologists with teachers in educational institutions, psychological services. It might be considered as the foundation upon which other components of work may grow, for example, assistance in career advising, psychological analysis of pedagogical activity, psychological education, etc. Without such a foundation, all the latest actions of psychologists, in our opinion, will be practically useless, and in some situations they can cause aggression from teachers side.

The main concepts of this research can serve as a material for improving the effectiveness of organizational, methodological, psycho-diagnostic, psycho-corrective work of psychologists with teachers and can help to develop special individual and group programs for the prevention and overcoming of the syndrome in advance. The work should be directed for the harmonization of the teachers' emotional state through the stimulation of their personal self-development, which will allow to determine the peculiarities of self-actualization of teachers' personality and the level of thier emotional burnout.

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# PROBLEM SPACE OF MODERN SOCIETY: PHILOSOPHICAL-COMMUNICATIVE AND PEDAGOGICAL INTERPRETATIONS

Collective monograph

Part I