

EUROPEAN SOCIO-LEGAL HUMANITARIAN STUDIES



Nº1, 2021

EUROPEAN SOCIO-LEGAL AND HUMANITARIAN STUDIES Nº 1, 2021

Editor-in-Chief

Conf. univ. dr. **Ioan-Mircea FARCASH**

Editorial board:

Prof. univ. dr. **George Achim**

Conf. univ. dr. **Delia Suiozan**

Lector univ. dr. **Ioan-Claudiu Farcas**

Lector univ. dr. **Ioan Benjamin Pop**

Prof. JUDr. **Dmytry Byelov**, DrSc

JUDr. **Myroslava Hromovchuk**, CSc

Taras Datio, Ph.D

Oksana Datio, Ph.D

Prof. Dr. **Csac Csilla**

Prof. Dr. **Nick Palinchak**, DrSc

Prof. Dr. **Ján Holonich**, PhD, MBA, LL.M

Prof. Dr. hab. **Zbigniew Kmiecik**

Prof. Dr. hab. **Arkadiusz Bereza**

Publisher:



Facultatea de Litere



CONTENS

BIBLIOGRAPHIC ACTIVITIES AS A PART OF FORMATION OF AN INFORMATION SPACE OF VIINYTSIA REGION 1966-1986 (BASED ON VINNYTSIA REGIONAL UNIVERSAL SCIENTIFIC LIBRARY NAMED AFTER K.A. TIMIRYAZEV)	5
---	----------

Oksana Antonyuk

THE PRINCIPLE OF HUMANISM AS A FUNDAMENTAL PRINCIPLE OF BUILDING A MODERN STATE BY THE RULE OF LAW	14
---	-----------

Dmytry Byelov, Ioan-Mircea Farcash

THE CONTINUITY AS ONE OF THE MAIN PRINCIPLES OF THE CONTEMPORARY EDUCATIONAL PROGRAMS IN THE GENERAL AND PRIMARY MUSICAL EDUCATION	21
---	-----------

Olena Veligura

EXPERIMENTAL VERIFICATION OF THE EFFICIENCY OF MECHANISMS OF MANAGING INNOVATIVE ACTIVITY OF THE INSTITUTION OF VOCATIONAL (VOCATIONAL AND TECHNICAL) EDUCATION	32
--	-----------

Doctorovich Valerija

MAKING UP OF SOCIAL AND PSYCHOLOGICAL PORTRAIT OF THE MODEN PRESCHOOLER – UP-TO-DATE RESEARCH TASK FOR FUTURE TEACHERS	44
---	-----------

Nataliya Havrysh, Helen Brezhneva

RECEPTION OF NATIONAL SOCIAL DISCOURSES IN EAST SLAVIC FANTASY OF THE BEGINNING OF THE XXI CENTURY	55
---	-----------

Gurduz Andriy

FACTORS OF PROFESSIONAL GROWTH OF CIVIL SERVANTS WITH DIFFERENT TYPES OF WORK MOTIVATION	66
---	-----------

O. Kolesnikov

IMPLEMENTATION OF PHILISOPHICAL AND LEGAL IDEAS IN ANCIENT ATHENS	73
--	-----------

Petro Mamchyn

**THE REPERTOIRE POLICY OF L. KURBAS'S THEATRES AND
THE REFLECTIONS OF HIS VIEWS IN MODERN UKRAINIAN
THEATRE.....84**

Kateryna Matvieieva

**FORMATIONING OF PROFESSIONAL MOBILITY OF
SPECIALISTS IN THE SYSTEM OF POSTGRADUATE
EDUCATION AS A COMPONENT OF THE PROCESS
OF SOCIALIZATION.....94**

Olga Ptakhina

**PROCEDURE FOR TAXATION OF INDIVIDUAL
ENTREPRENEUR WHO CARRIES OUT INDEPENDENT
PROFESSIONAL ACTIVITY.....100**

A. Sazonova

**VERIFICATION OF FACTS AS AN INTEGRAL PART
OF PROFESSIONAL JOURNALISM IN HYBRID WARS.....111**

Bogdan Synchak

**PROFESSIONAL TRAINING IN CIRCULAR ECONOMY:
CHALLENGES FOR UKRAINE.....125**

Oleksii Sysoiev

TO THE QUESTION OF CLIL APPROACH IMPORTANCE133

Skryl Oksana Ivanivna, Parfyonova Oksana Vadymivna

**PROBLEMS AND BENEFITS OF DISTANCE TEACHING
AND LEARNING.....140**

Slobodiuk Yuliia

**ACTUALITY OF FORMING FUTURE ADMINISTRATORS'
PROFESSIONAL COMPETENCIES IN THE SYSTEM
OF VOCATIONAL EDUCATION.....144**

Ukleina Lilia

**THE PROBLEM OF CHRONOTOPE IN THE DETECTIVE
SHORT STORY BY E.A. POE «THE PURLOINED LETTER»152**

Nataliia Sherstiuk

**APPLICATION OF THE CONSTITUTIONAL PRINCIPLE
OF HUMANISM IN MEDICINE.....158**

Myroslava Hromovchuk, Ioan Liviu Taut

**MAIN STRATEGIC DIRECTIONS AND PRIORITIES FOR
THE IMPLEMENTATION OF STATE SOCIAL POLICY.....163**

Medyanik Vyacheslav,

BIBLIOGRAPHIC ACTIVITIES AS A PART OF FORMATION OF AN INFORMATION SPACE OF VIINYTSIA REGION 1966-1986 (BASED ON VINNYTSIA REGIONAL UNIVERSAL SCIENTIFIC LIBRARY NAMED AFTER K.A. TIMIRYAZEY)

Oksana Antonyuk
Postgraduate Student
V. I. Vernadsky National Library of Ukraine
ORCID 0000-0003-0964-4980
e-mail: sanavinkray@gmail.com

Summary. The development of bibliographic activity of Vinnytsia Regional Universal Scientific Library named after K.A. Timiryazev is investigated. The topics and dynamics of preparation and publication of bibliographic indexes are analyzed. The value of the bibliographic index in the system of reference and bibliographic activity is characterized. The period of development of the regional universal scientific library named after K.A. Timiryazev in 1966–1986, tendencies of compiling bibliographic indexes, providing information requests of users are considered. The contribution of individual bibliographers to the development of scientific and information activities is determined.

Key words: *bibliographic activity, bibliography, Vinnytsia Regional Universal Scientific Library named after K.A. Timiryazev.*

Establishing a problem in general terms. The growing role of information in the development of society, the revision of accents in the activities of the library raised the need to create an optimal bibliographic system for users. A key component of library resource is secondary documents stemmed from analytical analysis of one or more primary documents: bibliographic indexes, lists, reviews, encyclopaedias, etc. In our article, the main focus was placed on analysing the

functionality of bibliographic indexes playing a critical role in satisfying the information needs of various user groups at the Vinnytsia Regional Universal Scientific Library named after K.A. Timiryazev during the period of active development of the institution.

The analysis of recent researches and publications. A significant number of domestic and foreign bibliographers focus on the development of reference and information support, emphasize the importance of the gradual improvement of bibliographic indexes. The analysis of scientific fundamentals of bibliographic activities at the libraries of Ukraine, practical activities, its close relations with science were well-covered by many library specialists, in particular T. Dobko, O. Dovhopola, V. Zahumenna, V. Ilhanaieva, T. Kivshar, A. Onyshchenko, M. Slobodiyanyk. The contribution to the history of national bibliography development was made by M. Gerashchenko, N. Strishenets, V. Popyk. They proved that bibliography is an integral part of the development of any branch of knowledge and proved the essence of bibliographic activities and its communication role in the system of library activities as a whole. This problem was not the subject of a special bibliographic study, however, some of its aspects were partially reflected in the monographic edition dedicated to the 100th anniversary of the Library [Vinnytska oblasna, 2007], opening articles of bibliographic indexes [Stolitnii shliakh, 2007], historical regional studies of Vinnytsia region [Halchak 2011, 2013], information publication [Informatsiyni resurs Biblioteky, 2004].

Recognizing the previously unresolved parts of a general problem. Despite a significant number of scientific surveys devoted to the history of the development of bibliographic activities. However, at the regional level the comprehensive study was paid limited attention.

The objective of the study is to investigate the development of bibliographic activities of the Vinnytsia RUSL named after K.A. Timiryazev in 1966-1986, in particular the preparation and publication of bibliographic indexes of the institution; analyse the structure and content of bibliographic products; determine the role of bibliographic indexes in the formation of information space.

Research methodology. Universal scientific research (analysis, synthesis, generalization) and interdisciplinary (structural-system) methods were used. Special attention was paid to the actual historical methods of scientific knowledge (chronological, comparative-historical, retrospective, periodization). While writing the article, the principles of comprehensiveness and objectivity were used.

Layout. During the second half of the XX century the system of social communications was updated. During the 1950s - 1970s the active formation of DDB of scientific libraries was implemented under the influence of dynamic economic, scientific and technical development.

The primary task of the country's leadership is to orientate society towards enhancing scientific and technological progress which led to changes in the priorities of the activities of the library to improve library and bibliographic services

for specialists of the national economy, scientists, increase the popularization of domestic and foreign scientific achievements, create conditions for their effective implementation in the field of the national economy. That brought about development of the library area as a component of the all-Union and republican systems of scientific and technical information which led to the specialization, co-operation and coordination of DDB of the scientific library including with respect to the creation and development of reference and bibliographic funds (DBS) and providing of high-quality reference and bibliographic services.

The library not only independently carries out regional bibliographic activities but it is a part of inter-organizational interactions with other libraries and organizations in all aspects of regional bibliographic activities organized by the regional library in order to ensure the most stable and considerable needs for regional information [3]. The regional library acts as an important component of information educational and cultural environment. During different periods the library was entrusted with an important task to respond to the information needs for the development of education, culture, science and development and strengthening of spirituality.

The specific user needs in knowledge, in particular about the region, require the library to provide appropriate information support. During the process of historically prolonged formation and development of regional bibliography, several interrelated ways of improving regional bibliographic inquiries and information inquiries were developed. One of them is the creation of a streamlined and scientifically grounded system of regional bibliographic manuals, which is shaped under the influence of requests and bibliographic user needs [Stolitnii shliakh, 2007].

The bibliographic index is one of the sources of research wherein the information about the publications of various types and kinds relating to different chronological periods is placed. Gathered together and placed in the chronology of their appearance, the descriptions of scientific publications are valuable material for information support of regional studies, for judgements on a particular issue, show a rapidly growing interest in discoveries, methods, or, vice versa, a decay when it appeared that the published data were inaccurate, the method was inapplicable, etc. In some cases, bibliographic indexes help researchers establish the availability of materials on the subject under study, the degree of their rarity and uniqueness.

The regional bibliographic activities of libraries is developing with consideration for user needs for any information, it is a valuable component of science and culture focused on the study of specifics of the region, and its result should be considered the creation of a unified system of regional bibliographic manuals as an integral part of the scientific and reference apparatus of regional studies.

In the twenty-first century the Vinnytsia Regional Universal Scientific Library named after K.A. Timiryazev is the largest regional book collection, cultural, ed-

educational, information, coordinating scientific and methodological centre for libraries of various types and forms of ownership of the region, the main book repository and depository of regional resources of Vinnytsia region. The librarians came a long way of dynamic and continuous improvement to their current state.

Having received the scientific status and approved the new charter dated 12 July 1966 [1], the Library was determined as the state scientific institution, the central regional book depository, the scientific and methodological centre of the state public libraries of the region, the base of the regional department of culture for the coordination and cooperation of the activities of libraries of all departments and organizations in the territory of Vinnytsia region.

The scientific and bibliographic and publishing activities were determined, the Library, both independently and in cooperation with other scientific institutions, issues: methodological manuals on the most topical issues of librarianship, scientific auxiliary, information and bibliographic indexes and manuals of recommendatory bibliography on regional studies, as well as to help promote and popularize the best practices in agriculture and industry; manuals of recommendatory bibliography to help upgrade the cultural and technical level and qualifications of workers, collective farmers; materials on best practices in librarianship.

Scientific and bibliographic work is entrusted to the bibliographic department which was led by highly professional specialists: Bekh M.M. (Sliusarchuk) - Head in 1952-1967, Pohut V.F. - Head from September 1967 to 1983, Avramenko H.M. Head of Scientific, Bibliographic and Information Services Department (1983-2007).

Since the 1960s, the Library staff members paid special attention to agricultural production. That was reflected in the annual issues of compendium of good practices, the formation of recommendatory literary lists, methodical and bibliographic guides, manuals on how to organize reading conferences, recommendations for the discussion of books were developed for regional libraries, the best library practices were systematized and popularized: "Heroes of Beet Fields of Vinnytsia Region" (compiled by N. Melnyk, 1966), "Comprehensive Mechanization for Livestock Farms" (compiled by N. Bekh, 1966), "New Methods in Sugar Production" (compiled by L. Zubalyi, 1979), "Yampil Initiative to All Sugar Beet Growers and Sugar Industry Workers" (prepared by: L. Zubalii, T. Herasymova, 1981), etc.

Methodical, bibliographic publications on patriotic topics became relevant as one of the priority areas of activities of the Library staff.

In preparation for the 20th anniversary of the Victory in World War II in 1966, the creative group of specialists prepared the first valuable bibliographic index of literature dedicated to those events - "Vinnytsia and Vinnytsia residents in the Great Patriotic War (1941-1945)". The scientists from the Vinnytsia Pedagogical Institute took part in its creation, in particular, the Candidate of Historical Sciences I.P. Pshuk, librarians M.M. Bekh, N.V. Melnyk, as well as the regional researcher,

retired lieutenant colonel L.A. Sakhnevych. This publication consists of a foreword and expanded chapters: "The CPSU is the inspirer and organizer of the victory of the Soviet people in the Great Patriotic War", "Vinnytsia residents who are the Heroes of the Soviet Union", "The heroic deeds of the Vinnytsia residents on the fronts of the Great Patriotic War", "Underground and partisan movement in the Vinnytsia region", "Vinnytsia region during the Great Patriotic War in literature", "Vinnytsia region during the post-war period." Each chapter includes an informative comment. The publication contains materials during the period from 1956 to 1966. The bibliographic entries in the index are presented with annotations [Vinnychchyna i vinnychany, 1966].

In collaboration with scientists from the Vinnytsia Pedagogical Institute named after M. Ostrovskyi and the Vinnytsia regional organization of the Society for Preservation of Historical and Cultural Monuments, the bibliographic index "Vinnytsia region in the Great Patriotic War (1941-1945)", created by Hryhoriy Smahl, Halyna Avramenko, Polina Tsymbaliuk, Ivan Pshuk, Yaroslav Branko [Vinnychchyna u Velykii Vitchyznianiі viini, 1984], was published in 1984. This textbook shows books, collections, the most important articles of continuing editions where the heroic deeds of Vinnytsia residents on the war fronts were revealed, the participation of fraternal peoples in the liberation of Vinnytsia region, the struggle of partisans and underground fighters were described, the participation of the Vinnytsia residents in the European anti-fascist Resistance movement. The material was systematized in seven chapters, 881 positions were presented. At the beginning of each chapter the official materials and documents are presented, further literature is placed in the alphabet of authors and names of editions or publications. The scientific auxiliary apparatus contains name and geographical indexes.

It should be noted that during the 1960s - 1980s the libraries of Soviet Ukraine, first of all, in their activities were guided by the political tasks of the CPSU - KPU. The library was considered to be an ideological centre for the propagation of literature which was mainly devoted to the important dates at the time, like the anniversaries of V. I. Lenin, the 50th anniversary of the October Revolution, the 50th anniversary of the Ail-Union Leninist Young Communist League. An important part in the work of the library played the promotion of the works of the classics of literature, documents and materials of congresses of the CPSU and KPB, literature about the party with its revolutionary, combat and labour traditions, as well as popular-science books of memoirs, essays and fiction, revealing the image of a communist during the history of the Soviet State, achievements of the five-year plans. The most common forms were oral magazines, political information, recommendation lists, literature reviews, reading conferences, invitation programmes, theme nights. A number of materials devoted to the theme under study should be named: "All power to the Soviets!: to the 50th anniversary of the Great October Revolution!" (The topic of readings, 1966), "Lenin's style of educat-

ing personnel" (methodical and bibliographic materials to hold Lenin's readings, 1968), "On strengthening the work of libraries for the international and patriotic education of the population" (recommendations of the Interdepartmental Council on Work of Libraries, 1973), "At the root of the creation of the party" (script of a literary and musical evening, 1983).

During the period under study, the subject of the region revived in the Library's publishing activity. The newly created regional sector was of great importance in 1976, as well as a created regional department (1981) whose work was focused on the formation of the regional fund, development of reference and bibliographic apparatus, organization of the promotion of regional study, in-depth research activities, expansion of publishing. There was continued the work on the established so far informative, detailed annual release (since 1957) of the bibliographic index "Literature about Vinnytsia Region" (compiled by N.N. Bekh). The popularization of regional study was also made due to the release of "Calendar of significant and memorable dates of Vinnytsia region for the year ..." since 1962, which was traditional and authoritative for the majority of users: teachers of secondary and higher educational institutions, representatives of schoolchildren and students, journalists, regional ethnographers, cultural workers. Those publications were the first step towards the collection and systematization of printed materials devoted to the historical, socio-political, economic and cultural aspects of the life of Vinnytsia region. That edition became traditional in the work of the Library and unique due to its content including the chronicle of the history of region.

The activities of regional libraries, their development trends are presented in annual statistical reviews produced by representatives of the methodical services of three regional libraries since 1963. The said analytical works were published in different years under different titles, often without inclusion of a text and without specification of data on performers, for example: "Organization of guidelines for reading: from the experience of Vinnytsia regional libraries" (Vinnytsia, 1967), "The main indicators of work of the libraries of Vinnytsia region in 1969" (Vinnytsia, 1970), "Guidelines for the development of a strategic plan for the centralized library system in 1981-1985." (Vinnytsia, 1980)

Among the significant works of the 1970s, it is desirable to underline the bibliographic index "Writers of the Soviet Vinnytsia region" which was a joint project of the Library, the Vinnytsia Regional Committee of the LCUUU and the library of the Vinnytsia Pedagogical Institute [Pysmennyky Radianskoi Vinnychchyny, 1971]. The compilers were G. Podrutska, V. Pohut, H. Smahlo. The index is filled with biographical information about each of seventy local writers, the names of their works and a list of critical reviews about their work. "The consolidated catalogue of periodicals subscribed by the libraries of Vinnytsia" (compiled by I. Pohorelov), first published in 1975, contained the systematic information for residents of Vinnytsia. Throughout its existence, it provided an opportunity to navigate in a single list of names of newspapers, magazines in the library fund in Vinnytsia.

A significant achievement in the 1980s was the establishment of a series of bibliographic and bio-bibliographic indexes "Our outstanding fellow countrymen" which includes a number of published bibliographic indexes devoted to prominent figures of Vinnytsia region. The Library specialists, representatives of government authorities, employees of higher educational institutions, museums and the regional archive were involved in the implementation of a large number of issued bibliographic indexes in that series. Among the outstanding names to whom certain editions were dedicated, it is worth noting: "Marko Vovchok and Vinnytsia region" (compilers: H. M. Avramenko, B. V. Khomenko 1983), "Stepan Rudanskyi" (compilers: H. M. Avramenko, B. V. Khomenko 1983), "A. P. Svydnytskyi" (compiled by H.M. Avramenko, V.B. Bochkova, B.V. Khomenko 1984).

In 1982 the general public of Vinnytsia celebrated the 75th anniversary of the Vinnytsia State Regional Scientific Library named after K.A. Timiryazev. On the occasion of anniversary of the institution the bibliographic index "75 years of the Vinnytsia State Regional Scientific Library named after K. A. Timiryazev" (1907-1982) (compiled by H. Avramenko) was prepared and released on the basis of books, publications on the pages of professional journals and digests, reports, information materials which had been reviewed. The main chapters of the index from 1907-1982: From the history of the library; Library funds; Organization of customer services. Promotion of a book; Scientific and organizational and methodical work; From the experience of the regional libraries; Scientific and practical and scientific and theoretical conferences; Information and bibliographic editions of the library; Library veterans. Literature within the sections according to the alphabetical order of authors and titles of materials [75 rokiv, 1982].

During that period, a significant amount of informative materials was prepared, however, only a few of the most valuable of them were published, most of the publications were published due to the polygraphic base of the library, that is in a rotary way.

Conclusions and prospects for further research. The chosen period is not accidental in the history of the library as it includes the key moments of the scientific establishment of the institution (1966) which greatly affected all the processes of scientific, bibliographic and information activities. The main trend was the creation of regional bibliography in various topics, considerable attention was paid to bio-bibliography. In the 70s and 80s, scientific and methodological work in the field of preparing different types of bibliographic indexes, lists of references, methodological recommendations, bibliographic descriptions of documents, editing catalogues dramatically increased. There was formed and gained experience a team of bibliographers who made a significant contribution to certain aspects of bibliographic activities and were able to perform the most challenging tasks. Typological analysis of full range of bibliographic products created by Vinnytsia RUSL named after K.A. Timiryazev in 1966–1986 made it possible to conclude that there was an increased demand on compiling bibliographic indexes.

In future, it would be useful to focus on speeding up innovations of the technical aspects and ways to solve problems arising in the course of updating of the Library.

References:

1. Derzhavnyi arkhiv Vinnytskoi oblasti: R–391, Op. 1, Spr. 443, 5 ark. (in Ukrainian).
2. Halchak S. (2013) Rozvytok kraieznavstva u Skhidnomu Podilli: XIX – poch. XXI st. / S. Halchak. 2-he vyd., dopov. Vinnytsia: Merkiuri-Podillia. 876 s. (in Ukrainian).
3. Halchak S. (2011) Rozvytok kraieznavstva u Skhidnomu Podilli: XIX – poch. XXI st. / S. Halchak. Vinnytsia: Merkiuri-Podillia. 788 s. (in Ukrainian).
4. Informatsiyni resurs Biblioteky. Innovatsii. Suspilstvo: Dovid. – inform. vyd. [Information resource of the library. Innovation. Society: report. Inform. kind] (2004) / Uporiad.: M. Spytsia, H. Avramenko, O. Kizian; Vinnyts. OUNB im. K. A. Timiriazieva. Vinnytsia. 196 p. (in Ukrainian).
5. Pysmennyky Radianskoi Vinnychchyny: biobibliohr. pokazhch. / uklad.: H. H. Podrutska, V. F. Pohut, H. K. Smahlo; red. M. F. Prysiashniuk; Vinnyts. obkom LKSM Ukrainy, Vinnyts. obl. derzh. nauk. b-ka im. K.A. Timiriazieva, B-ka Vinnyts. ped. in-tu im. M. Ostrovskoho. Vinnytsia, 1971. 156 s. (in Ukrainian).
6. Pro robotu Vinnytskoi oblasnoi biblioteky im. K. A. Timiriazieva po informatsiinomu zabezpechenniu potreb nauky i vyrobnytstva: Dovidka [About the work of the Vinnytsia Regional Library. K. A. Timiryazev on informational provision of science and production needs: a certificate] (1979) Rishennia Holovnoho upravlinnia kulturno-osvitnikh ustanov Ministerstva kultury URSR. Kyiv. 6 p. (in Ukrainian).
7. 75 rokiv Vinnytskii derzhavnii oblasnii naukovi bibliotetsi im. K.A. Timiriazieva (1907–1982) : bibliohr. pokazhch. I-ry / pidhot. H. M. Avramenko ; Vidp. A. Y. Luchko. Vinnytsia, 1982. 21 s. (in Ukrainian).
8. Stolitnii shliakh biblioteky u yii vydanniakh [The centenary pathway of the library in its publishers] (2007) uklad.: H. M. Avramenko, O. M. Panchuk; red. M. H. Spytsia; vidp. N. I. Morozova. Vinnytsia, 2007. 112 s. (in Ukrainian).
9. Tsymbaliuk P. I. (2019) Naibilshe bahatstvo biblioteky – fond ta yoho khranyteli // Podilskyi knyzhnyk. Vinnytsia. Vyp. 8 (2015 r.) 9 (2016 r.). S. 27–41. Bibliohr. v kintsii st. (in Ukrainian).
10. Vinnychchyna i vinnychany u Velykii Vitchyzniani viini (1941–1945) : bibliohr. pokazhch. lit. / pidhot.: M. M. Bekh, N. V. Melnyk, L. O. Sakhnevych [ta in.] ; vidp. red. I. P. Pshuk. Vinnytsia, 1966. 37 s. (in Ukrainian).
11. Vinnychchyna u Velykii Vitchyzniani viini (1941–1945) : bibliohr. pokazhch. / uklad.: H. K. Smahlo, H. M. Avramenko, P. I. Tsymbaliuk ta in. ; konsultant I. P. Pshuk ; vidp. za vyp. A. Y. Luchko ; Vinnyts. derzh. obl. nauk. b-ka im. K. A. Timiria-

zieva, Derzh. ped. in-t im. M. Ostrovskoho, Obl. orh. T-va okhorony pamiatok istorii ta kultury. Vinnytsia, 1984. 83 s. (in Ukrainian).

12. Vinnytska oblasna universalna naukova biblioteka im. K. A. Timiriazieva v konteksti istorii ta innovatsiinomu postupi sohodennia (2007) [Vinnitsa Regional Universal Scientific Library. K. A. Timiryazev in the context of history and innovative advance of the present]. Vinnytsia: Vinnyts. OUNB im. K. A. Timiriazieva, 312 p. (in Ukrainian).

THE PRINCIPLE OF HUMANISM AS A FUNDAMENTAL PRINCIPLE OF BUILDING A MODERN STATE BY THE RULE OF LAW

Prof. JUDr. Dmytry Byelov, DrSc
Uzhhorod National University;

Conf. univ. dr. Ioan-Mircea Farcash
North University Center of Baia Mare

Annotation. The authors explore the principle of humanism as a fundamental principle of building a modern state by the rule of law. According to the results of the study claim - humanism, in our opinion, as a legal category, is a worldview that considers man as a higher, self-sufficient and self-aware value. Humanism expresses the attitude to man in at least two ways: recognizes the social value of the human person her assessment. Thus, humanism is a certain moral requirement for human behavior, is a certain category of moral awareness of man of the highest social value in the state.

Key words: humanism, principle of building a modern state, principle of law, the rule of law.

The term “principle” (*from the Latin - principium*) - the beginning, the basis. At the same time, the principle is what underlies a certain theory of science, the inner conviction of man, the basic rule of conduct [¹, p. 547]. According to V. Dahl, the word “principle” means a scientific or moral principle, basis, rule, from which do not deviate [², p. 431]. In legal doctrine, when defining the concept of principles of law, scholars use such categories as the initial theoretical provisions, basic, guiding principles (ideas), general regulations, guiding principles, patterns, essence, coordinate system and more. Many categories are homogeneous. There-

¹ Slovnyk inshomovnykh sliv; za red. O. S. Melnychuk. K., 1974. 1044 s.

² Tolkovi slovar zhyvoho velykorusskoho yazika. T. 3. / Dal V. Y. M.: Hos. yzd-vo ynostr. y nats. slov., 1955. 1110 s.

fore, the principles are general, guiding (basic, main, starting, initial theoretical, general normative-guiding, guiding) provisions [³, p. 41].

Thus, the principles are a kind of indicators that demonstrate the degree of development of the law itself, starting points that show the vector of legal regulation. Of course, the principles of law should reflect and express the basic values on which the law is focused, to carry the basis of “ideal” law. The purpose of legal principles is to ensure the ideological unity of lawmaking, law enforcement and law and order in general. They permeate the entire legal system of society, focusing its development on universal, most valuable ideals: democracy, justice, equality, humanism, individual freedom, etc. [⁴, p. 44] Therefore, in historical terms, the principles precede the formation of a certain historical type of law. They serve as a kind of ideological plan, according to which the legislation is formed, the practice of its implementation is formed [⁵, p. 35-35].

The principles of law as an important element of law inherit this quality, in other words, the principles of law are inherent in the system. In this regard, the thesis that “the principles of law must be taken in the system” [⁶, p. 155]. Without systematicity, organic interconnection and interdependence of the principles of law, on the one hand, and their hierarchy and interdependence - on the other, it is impossible, or rather, it would be meaningless to talk not only about their effectiveness, but even about their social significance [⁷, p. 239]. Systematic principles of law, in the opinion of V. Kolisnichenko, means both the presence of relevant components and their relationship [⁸]. Thus, this property of the principles of law sets the task of their classification.

It should be noted that today there is no single list of principles of law, each author distinguishes his classification and adheres to his own opinion, but almost all scholars agree that the principles are objectively inherent in the law of quality.

Thus, in particular, V. Khropanyuk refers to the basic legal principles of social freedom, social justice, democracy, humanism, equality before the

³ Starchuk O. V. Shchodo poniattia pryntsyviv prava. Chasopys Kyivskoho universytetu prava. 2012. № 2. s. 40-43.

⁴ Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytsynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsiya na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. M., 2010. 243 s.

⁵ Voplenko N.P. Sushchnost, pryntsyvi y funktsyy prava. Volhohrad, 1998. 288 s.

⁶ Явич Л. С. Общая теория права. Ленинград : Изд-во Ленинград, ун-та, 1976.

⁷ Kerymov D. A. Metodolohiya prava. Predmet, funktsyy, problemi fylosofyy prava. M., 2000. 410 s.

⁸ Kolisnichenko V.V. Suchasna yurydychna nauka pro klasyfikatsiiu pryntsyviv prava Yevropeiskoho soiuzu: krytychnyi analiz URL: <http://vuzlib.com/content/view/1522/92/>

law, unity of legal rights and responsibilities, responsibility for guilt, legality [1, p. 215].

L. Yavich gave the most complete classification of the principles of law. There is a whole hierarchy of principles of law, in which there is a certain system and subordination. Legal principles and principles of law are constantly in dialectical development and formation. For example, the principles of the rule of law emerged long before the rule of law and only in the process of creating new legislation in Ukraine were reflected [2, p. 44].

Thus, the activities of the state should be aimed at ensuring respect for all established human rights and freedoms. So it is clear that all these legal axioms are designed to ensure individual rights and civil liberties. The fundamental principle of law, according to E. Trukhanov, should be recognized as the principle of humanism, which is a social ideal, according to which man - the key value of a democratic society, and the leitmotif and purpose of the legal system - to ensure its rights and freedoms. Humanism is a pervasive and most fundamental principle of law, which means the recognition of human value, respect for his dignity, the provision of the necessary conditions and opportunities for respect for his rights and freedoms, the pursuit of his good as the goal of social progress. It is on how this principle is implemented in law, how deeply its meaning is understood by the public consciousness, depends on the further development of law and humanity as a whole [3, p. 27].

Thus, in modern philosophical literature, humanism (*from the Latin - manus - human*) is understood as a system of worldviews, the center of which is a person, his personality, high purpose and the right to free self-realization. Humanism determines the liberation of human capabilities, its well-being as a criterion for assessing social institutions, and humanity - the norm of relations between individuals, ethnic and social groups, states [4, p. 134]. Humanism as a feature of world culture has enriched ethical thought by recognizing the self-worth of human and earthly life. Hence gradually developed the idea of happiness, justice and equality of people [5, p. 6].

There are many philosophical definitions of the concept of humanism. One of them defines humanism as the recognition of the value of the human person,

¹ Khropaniuk V.N. Teoriya hosudarstva y prava. M., 1995. 612 s.

² Yavych L. S. Pravo rozvytoho sotsyalystycheskoho obshchestva: cushchnost y pryntsyipy. M. 1978. 412 s.

³ Trukhanova, E. F. Zashchyta prav cheloveka pry provedenyy byomedytsynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsiya na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. M., 2010. 243 s.

⁴ Filosofskyi entsyklopedychnyi slovnyk / V. I. Shynkaruk (holova redaktsii). K.: Abrys, 2002. 742 s.

⁵ Tseliev O. V. Humanizm ta pryntsyipy verkhovenstva prava na prykladi prava na hromadsku nepokoru. Naukovyi visnyk KhNU. 2009. № 2. S. 5-8.

his right to free development and manifestation of their abilities, the right to freedom and happiness, the assertion of the human good as a criterion for assessing social relations [6, p. 14].

Without aiming to study the history of the development of this phenomenon, let us just note that the most successful attempt to penetrate into its essence is a dialectical opposition to its antipode - antihumanism. Antihumanism is, first of all, the constraints that prevent the growth of creativity above the level that is considered in culture, in society. It takes the form of a ban on innovation, the proclamation of values, the inviolability of certain dogmas. The specific content of human history constantly contains different directions of people. The history of mankind can be seen as a history of the struggle between freedom and non-freedom, slavery, creativity - with its historical limitations. And the most important element of the content of the historical process is the struggle of humanism and antihumanism [7, p. 6].

In essence, writes S. Pogrebnyak, humanism is a worldview, at the center of which is the idea of man as the highest value, an ideology that focuses primarily on the positive of man in recognizing its negativity, which requires control and restrictions. In the most generalized form, humanism is a philosophical, ethical and natural-legal principle that gives a person the status of absolute value [8, p. 33]. At the same time, the scientist quoted by us rightly notes, the highest humanitarian principles, conditioned by the essence of society and the human desire for a high, dignified position, are realized primarily in the values of natural law. However, the researcher notes, humanism, along with freedom, justice and equality, is undoubtedly one of the basic principles of positive law. This must be taken into account when creating, implementing, applying and interpreting legal norms [9, p. 34-35].

Fundamentality and universality of the principle of humanism is due to the system of its imperatives and sub-imperatives, its structural components. When considering the formal and practical aspects of the implementation of the principle of humanism, we inevitably face the problem of its polystructurality, because the implementation of this principle affects the need to implement its components [10, p. 25].

⁶ Kostytskyi M. V. Humanizm prava yak proiav vyshchych (kosmichnykh) zakoniv u suspilstvi. Pryntsypy humanizmu ta verkhovenstva prava yak umova rozvytku demokratychnoi, sotsialnoi, pravovoi derzhavy (pamiaty profesora V. V. Kopieichykova): Materialy mizhvuz. nauk.-teoret. konf. K.: Kyiv. nats. un-t vnutr. sprav, 2009. S. 13 — 15.

⁷ Tseliev O. V. Humanizm ta pryntsypy verkhovenstva prava na prykladi prava na hromadsku nepokoru. Naukovyi visnyk KhNU. 2009. № 2. S. 5-8.

⁸ Pohrebniak S. P. Vtilennia pryntsypu humanizmu v pravi. Visnyk Akademii pravovykh nauk Ukrainy. 2007. № 1. S. 33-42.

⁹ Pohrebniak S. P. Vtilennia pryntsypu humanizmu v pravi. Visnyk Akademii pravovykh nauk Ukrainy. 2007. № 1. S. 33-42.

¹⁰ Momot M. O. Dialektyka spravedlyvosti ta humanizmu v pravotvorchosti. Pravo i suspilstvo. 2010. № 3. S. 24-29.

One of the components, in our opinion, is the state of morality of society, the achievement of the highest development of society is directly related to the level of development of a member of such a society, citizen, official, etc. In a society with a high level of morality and ethics, it does not matter whether these rights are formalized or not, because the realization of human rights in such a society is natural [1, p. 35].

However, it should be noted that the category of humanism is not new. Even during the Soviet era, the socialist law existing at that time was considered the most humane law in the world, as socialism was seen as the most progressive world phenomenon. The humanism of Soviet law was seen by scholars primarily in the elimination of class and social antagonisms, as well as in the fundamental rights and freedoms of Soviet citizens formally proclaimed in all Soviet constitutions. [2, c. 30].

At the same time, theoretical developments in the Soviet period were conducted mostly from a class standpoint and were extremely ideological. Legal scholars at the time emphasized that only socialist humanism was true and, moreover, unique. Thus, M. Kareva, in particular, wrote that the class essence of Soviet law also determines the real, that is, socialist humanism, real concern for man, unthinkable in bourgeois law, because true humanism and human exploitation are incompatible. [3, c. 12]. However, despite considerable ideological pressure, it was during the Soviet period that the basic provisions characterizing the content of the legal principle of humanism, which are of interest today, were formulated in the science of constitutional law.

It is necessary to distinguish between the implementation of the principle of humanism at the stage of lawmaking and at the stage of law enforcement: humanism, implemented in law, and humanism, used, for example, in the sentencing, are different phenomena. If humanism enshrined in legal norms is objective, then humanism, which is guided by law enforcement, is subjective and the use of this principle depends solely on the level of legal awareness, legal culture of the person applying the legal norm. [4, c. 34]. Thus, humanism in law can be man-

¹ Bysaha Yu.M., Kozodaiev S.P., Bielov D.M., Hromovchuk M.V. Zakhyst konstytutsiinykh prav i svobod liudyny u protsesi provedennia biomedychnykh doslidzhen. Uzhhorod, 2018. 172 s.

² Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytsynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriia y ystoriia prava y hosudarstva ; ystoriia uchenyi o prave y hosudarstve. M., 2010. 243 s.

³ Kareva M.P. Pravo y npravstvennost v sotsyalystycheskom obshchestve. M., 1951. 221 s.

⁴ Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytsynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriia y ystoriia prava y hosudarstva ; ystoriia uchenyi o prave y hosudarstve. M., 2010. 243 s.

ifested through the generally accepted moral requirements, which, as A. Malko rightly points out in this regard, play a limiting role in relation to man and are aimed primarily at preserving, positively preserving the foundations in which the population is interested. [⁵, c. 55].

Conclusions. Humanism, in our opinion, as a legal category, is a worldview that considers man as a higher, self-sufficient and self-aware value. Humanism expresses the attitude to man in at least two ways: recognizes the social value of the human person her assessment. Thus, humanism is a certain moral requirement for human behavior, is a certain category of moral awareness of man of the highest social value in the state.

References:

1. Slovyk inshomovnykh sliv; za red. O. S. Melnychuk. K., 1974. 1044 s.
2. Tolkovi slovar zhyvoho velykorusskoho yazika. T. 3. / Dal V. Y. M.: Hos. yzdo-vo ynostr. y nats. slov., 1955. 1110 s.
3. Starchuk O. V. Shchodo poniattia pryntsyviv prava. Chasopys Kyivskoho universytetu prava. 2012. № 2. s. 40-43.
4. Trukhanova, E. F. Zashchyta prav cheloveka pry provedenyy byomedytsyn-skykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. M., 2010. 243 s.
5. Voplenko N.P. Sushchnost, pryntsyvi y funktsyy prava. Volhohrad, 1998. 288 s.
6. Yavych L. S. Pravo rozvytoho sotsyalystycheskoho obshchestva: cushchnost y pryntsyvy. M. 1978. 412 s.
7. Kerymov D. A. Metodolohiya prava. Predmet, funktsyy, problemi fylosofyy prava. M., 2000. 410 s.
8. Kolisnichenko V.V. Suchasna yurydychna nauka pro klasyfikatsiiu pryntsyv-iv prava Yevropeiskoho soiuzu: krytychnyi analiz URL: <http://vuzlib.com/content/view/1522/92/>
9. Khropaniuk V.N. Teoriya hosudarstva y prava. M., 1995. 612 s.
10. Yavych L. S. Pravo rozvytoho sotsyalystycheskoho obshchestva: cushchnost y pryntsyvy. M. 1978. 412 s.
11. Filosofskyi entsyklopedychnyi slovyk / V. I. Shynkaruk (holova redaktsii). K.: Abrys, 2002. 742 s.
12. Tseliev O. V. Humanizm ta pryntsyvy verkhovenstva prava na prykladi prava na hromadsku nepokoru. Naukovyi visnyk KhNU. 2009. № 2. S. 5-8.

⁵ Malko A.V. Novie yavleniya v polytyko-pravovoi zhyzny Rossyy: voprosi teoryy y praktyky. Toliatty. 1999. 188 s.

13. Kostytskyi M. V. Humanizm prava yak proiav vyshchykh (kosmichnykh) zakoniv u suspilstvi. Pryntsypy humanizmu ta verkhovenstva prava yak umova rozvytku demokratychnoi, sotsialnoi, pravovoi derzhavy (pamiaty profesora V. V. Kopieichykova): Materialy mizhvuz. nauk.-teoret. konf. K.: Kyiv. nats. un-t vnutr. sprav, 2009. S. 13 — 15.

14. Pohrebniak S. P. Vtilennia pryntsypu humanizmu v pravi. Visnyk Akademii pravovykh nauk Ukrainy. 2007. № 1. S. 33-42.

15. Momot M. O. Dialektyka spravedlyvosti ta humanizmu v pravotvorchosti. Pravo i suspilstvo. 2010. № 3. S. 24-29.

16. Kareva M.P. Pravo y нравstvennost v sotsyallysticheskom obshchestve. M., 1951. 221 s.

17. Malko A.V. Novie yavleniya v polytyko-pravovoi zhyzny Rossyy: voprosy teoryy y praktyky. Toliatty. 1999. 188 s.

18. Bysaha Yu.M., Kozodaiev S.P., Bielov D.M., Hromovchuk M.V. Zakhyst konstitutsiinykh prav i svobod liudyny u protsesi provedennia biomedychnykh doslidzhen. Uzhhorod, 2018. 172 s.

THE CONTINUITY AS ONE OF THE MAIN PRINCIPLES OF THE CONTEMPORARY EDUCATIONAL PROGRAMS IN THE GENERAL AND PRIMARY MUSICAL EDUCATION

Olena Veligura

Master's degree of the speciality «The musical education science and upbringing», Specialist in educational methods of the form piano and solo singing of The Communal institution «Semenivska children's music school»

Chernihiv region, Semenivka, Ukraine

The reforms have led to significant changes in the contemporary educational system in Ukraine. In particular the guidelines in primary art education have changed and one among main principles on which base the education is the continuity. The Ministry of Culture and Information Policy proposed to develop educational programs based on the principle of the continuity. Therefore, this need led to the choice of the topic of the article «The continuity as one of the main principles of the contemporary educational programs in the general and primary musical education».

Abstract. The article is devoted to the problem of the principle of the continuity in the contemporary educational programs of the institutions of general secondary education and the institutions of the primary art education on the contemporary development of the educational system. It presents the implementation of the analysis of the contemporary educational programs of the institutions on the base of the principle of the continuity. Also done the determination of mentioned phenomenon.

Key words: the continuity, the principle, the contemporary programs, the institutions of general secondary education.

The methodological base of the investigation was: the state document «National Strategy and Development of Education in Ukraine for 2012-2021», the leading aspects of the methodic of the vocal and the choral work with the

children (O. Apraksina, O. Borisova, K. Malinina); the development of culture of the musical and aesthetic apprehension (L. Barteneva, L. Dzhikiya, O. Yeremenko, T. Nagornaya, S. Naumenko, O. Rostovskiy, M. Subota, O. Chernova, S. Sholomovich); the main positions of the peculiarities of the structure of the children's vocal device (N. Hontarenko, L. Dmitriev, A. Menabeni, M. Mikisha, V. Morozov, Y. Yutsevich, V. Yushmanov); the theoretical principles of the continuity's phenomenon (L. Vihotskiy, V. Davidov, O. Leontyev, O. Kononko); the theoretical principles of continuity between preschool and primary education (O. Bohinich, A. Bohush, N. Bushueva, N. Nazarenko, Z. Onishkiv); the musical upbringing of six-year-old first-graders (G. Martyanova); the main principles of the age-specific peculiarities of the development of the psyche of the preschoolers (O. Kononko, V. Kuzmenko) and the children of the junior school age (L. Wenger, M. Zabrotskiy, V. Kuzmenko, V. Kutishenko); the modern programs of upbringing of the children of preschool age (Z. Plohiy; O. Kononko; O. Bilan, L. Vozna, O. Maksimenko, L. Ovcharenko; K. Krutiy, O. Andrietti, O. Holuboviy; O. Dolinna, T. Dyachenko, G. Ivanova, G. Lisenko, T. Panasyuk); the interaction of the vocal and the methodical components in the process of the professional preparation of future music teachers (L. Vasilenko); the principles of the vocal preparation on the base using phonetic (O. Komisarov, A. Sarkisyan) and the phonopedic methodes (V. Yemelyanov); the process of upbringing of the aesthetic attitude of the pupils to the vocal art (N. Mozhaykina); the pedagogic substantiation of the content the vocal preparation (V. Antonyuk, A. Menabeni, Yu. Yutsevich); the methodic of the forming the bases vocal culture of the junger schoolchildren (L. Gavrilenko); the methodic of the music upbringing in the primary school (G. Akvileva, O. Apraksina, Z. Klepina, G. Martyanova, A. Hodkova); the specific of the forming singing skills of the preschool children (O. Borisova, M. Vikat, N. Vetlugina, I. Dzerzhinska, R. Zinich, D. Irgalieva, A. Katinene, L. Komisarova, M. Medvedyova, M. Metlov, M. Palavandishvili, O. Radinova, I. Rudchenko, R. Savchenko, S. Sholomovich) and the junger schoolchildren (O. Borisova, T. Doroshenko, V. Malinevska, L. Churilina); the differential training of the pupils of the primary school (O. Kuzmina); the forming experience of the musical and performing activities activity of senior pre-school children (Z. Emanova) and the peculiarities of the development of the pitch and rhythmic hearing (A. Mediannikov); the development of the music hearing and the singing voice in the bad singing pre-school children (M. Ihnatenko); the personal and oriented approach (V. Alekseeva, I. Beh, Yu. Reva); the continuity of the musical upbringing of the pre-school children and the junger schoolchildren (O. Krjukova, L. Shabashov); the genesis of the development of reflexion (L. Vihotskiy, V. Zhelanova, M. Lisina, O. Kononko).

The scientific novelty is in that:

- firstly, in the article is out lighted the problem of the continuity.
- secondly, implemented analysis of the contemporary programs' primary link of the institutions of general secondary education «Music» and

- the institutions of primary musical education;
- the concepts of «the principle of the continuity» and «the continuity in the work with the vocal repertoire of the preschoolers» was introduced into scientific circulation.

Formulation of the problem in general aspect and its connection with important scientific or practical tasks.

Today, due to changes in the primary education of Ukraine, the problem of continuity of learning has become an important one. The modern scientists (Sh. Amonashvili, T. Andreeva, O. Bohinich, A. Bogush, N. Bushueva, T. Chala, V. Davidov, O. Kononko, O. Leontyev, N. Nazarenko, Z. Onishkiv, V. Kotyrllo, V. Kuznetsova, N. Moiseyuk, G. Nazarenko, O. Savchenko, L. Vihotskiy, and others) are researched this phenomenon, but their investigations has not yet found its reflection on the problem of the continuity of the forming singing skills.

Unimportant on the versatility of the investigations, the problem of the formulation of children's singing skills in the minds of a new type of sanctuary with the same psychological and pedagogical influences on every pupil, has not found its coverage in the science investigations yet. At the same time, in this educational institutions «State standard of preschool and primary education» will be based on the programs of the upbringing and the training of the new children, which are aimed at changing the usual stereotypes of the organizational activities, significant opportunities are created for the forming singing skills of the children and further continuation of a such work in the junior school age, the continuity is provided, the consistency and the prospects of pedagogical influence on personal growth of the children on this period.

The article's purpose is the implementation of the analysis of the contemporary educational programs of the institutions of general secondary education and the institutions of primary art education on the base of the principle of the continuity.

The presentation of the main material.

Today the continuity is one of the priority principles in the educational process which proposed by Ministry of Education and Science and Ministry of Culture and Information Policy of Ukraine. Also the mentioned principle was proposed consideration for the elaboration the new educational programs for the institutions of the primary art education and the institutions of general secondary education and to introduce into the educational process of the mentioned institutions.

Thus, E. Baller made the determination the concept «the continuity» - is the connection between the different stages of the development as the existence, thus and the familiarization, the essence which is in the storage of these or other elements of the whole or individual aspects of its organization, when changing the whole as a system, that is, in the transition from one state to another. Connecting the present with the past and the future, the continuity thus determines

the stability of the whole» [Konstantinov, 1967, p. 269]. The philosophers E. Bal-ler, G. Isayenko believed the phenomenon by the condition of the development all phenomenon of the reality, insisted on the storage of the best accumulation of the previous in new stage, emphasized the progressive nature [Konstantinov, 1967, p. 36]. N. Litvina and T. Kondratenko believed the continuity as the methodological base of the organization system of the continuing education. They believed that in the base the methodological landmarks is «the principle of the general connection of the phenomenon nature, social life and the psychical processes of the personality, the laws of negation negation, quantitative changes in qualitative» [Litvina, 2010, p. 98].

The psychology interpreted the continuity as the uninterrupted process of the upbringing and the training of a child, which has the general and the specific goals for every age period. The scientific investigations in the education of S. Rubinshteyn, L. Vigotskiy, O. Zaporozhets, D. Elkonin and others discovered that the continuity is foresee the consideration and the optimal utilizing of the age and psychological possibilities of the children.

The continuity is one from the priority directions of the modernization of contemporary education. This mentioned phenomenon considering by the education as the method involvement of the personality in the social life and as the method self-realization of the personality. N. Moyseyuk determined next: «the principle of the continuity and incessancy means passing the stages, during which gradually become more complicated and diversified the content and the directions of the development of those formations, which in general constitute a holistic system of personality characteristics» [Moyseyuk, 2003, p. 394]. A. Bogush thinking that «the perspectivity – the bottom-up view, the awareness of the pre-school teachers with the programs and the learning technologies and upbringing of the pupils of primary school» [Bogush, 2006, p. 58].

The principle of the continuity was introduced in the educational process between the institutions of pre-school and primary link of general secondary education. Also it was proposed by Ministry of Culture and Information Policy of Ukraine to use for the elaboration of author's programs.

The contemporary programs of the institutions of the preschool education and the institutions of the general secondary education have some specificity, the directions and the principles on which base the general children's music development.

The line of the development of the children's music upbringing is implementation on the base the Ukrainian national culture in the programs and the methodical working for 1-2 and 3-4 forms of the institutions of general secondary education. The pupils' musical perception is subordinated some stages – subject of the programs. The mastering singing skills and the program's demands must be occurring in the obedience of the concrete goal. In the first grade is emphasized on the restriction of the sound's power and the careful development of the range.

In the second grade is proposing to implementation the future forming singing skills. In the tasks of the outlined documents is absent the singing reflection's development, the mastering singing skills on the base of the principle of the continuity and personality-oriented approach to pupil's singing potential.

The compiler of issue «In the world of music» T. Naumenko among the demands advancing the following: to study of the children to sing with natural voice, to adapt for adult's sing in the program of children's upbringing of the preschool age Z. Plohiy «Kiddy». She does not rely on the idea of the continuity of the mastering singing skills. In this program don't indicate the forming outlined phenomenon.

The compiler of «Basic program of the child's development of the preschool age «I am in the world» - O. Kononko is recommended begin the forming singing skills in junior preschool age (4-5 years), since in researcher's opinion in the indicated age «conceiving the types voice's singing» [Kononko, 2008, p. 149].

The outlined age «is promoted for the forming singing voice, the manifestation of its type, but the ability intonating of melody by the voice is not forming yet», «the singing voice is mainly feeble, hoarse, the breathing is short, the fuzzy articulation... The child sings willingly the simple songs, singings their expressively and musically; has the ability to distribute the breathing, is ability to corresponding the bearing of body's posture during singing» [Kononko, 2008, p. 149]. O. Kononko is confirming that in the senior preschool age «continues develop vocal chords, to form of the larynx's vocal device, a voice is acquire new possibilities, intone the melody is become more clear. The majority of the children are reproducing the general direction of the melody's movement, and some of them are intone exactly its individual segments. The intonation improves, strengthens and prolongs breathing» [Kononko, 2008, p. 237]. However, does not indicated by the author the concrete mechanisms for the improvement singing activity, does not suggested the methods and the methodical approaches for the mastering singing skills by the pupils on base the principle of the continuity. A compiler does not gave one's view about valuing by the children own singing. In our opinion, this is deficiency in the outlined document's contents.

The compiler of the «Program for the comprehensive school 1-4 forms» O. Lobova laid the foundation the uninterrupted personality-oriented musical education, which called in author's thought «on the development in the school-children the ability for perception, understanding and valuing of musical art, creation of artistic characters, necessities in the aesthetic-creative and spiritual self-realization» [Lobova, 2007, p. 372]. The program base on «didactic principles of nature compliance, culture compliance, the arts' synthesis and the aestheticization of the education process, personal and the individual approach with the support on the child's experience, the integration of knowledge, the consistence, systematic and the continuity of training, availability in the connection with the high complexity's level etc» [Lobova, 2007, p. 372]. In the contents and the didactic-methodical concept of the program indicated to realize the ensuring of the

sequence and the continuity of educational process.

The repertoire suggested with the support on the theme-based and calendar planning, without consideration the pupils' individual singing possibilities. In a program is absent the concept of the reflection singing, the pupils' cognitive development what presupposed the ability valuing own singing. The continuity is absent in the gradual forming singing skills, the training's consistence is considering only from the point of view perception of music, the comparison of the music compositions; study of the peculiarities and the purpose of the different musical instruments, vocal and the instrumental music; creation of rhythmic and the vocal improvisations in the accordance music's personality. The goal and the tasks of its document aren't foreseen the pupils' forming singing skills on the base the principle of the continuity, ensuring of the incessancy educational process.

One of the principles of the «Program for secondary comprehensive school» by O. Rostovskiy, L. Hlebnikova, R. Marchenko is personality and activity approach. The goal and the tasks of its document aren't foreseen the pupils' forming singing skills on the base the principle of the continuity, ensuring of the incessancy educational process. The author's foreseen the simultaneous interconnected development of the music abilities and singing. This Program presupposed some topics and foreseen the mastering skills to perceive, to analyze, to perform of music, taking advantage the different activity's aspects with the pupils on a lesson. Among the tasks of second form are the awareness of the expressive and the pictorial possibilities of music. The singing and dancing to study in the third form [Rostovskiy, 2007, p. 347]. The tasks of fourth form are found on understanding of the Ukrainian national Melos.

The analysis of the outlined program allowed drawing new conclusions: among the main tasks is absent the development of reflection of singing, the mastering singing skills on the base the principle of the continuity and personality-oriented approach to the vocal upbringing the younger pupils.

In the program of the child's development of preschool age «The Ukrainian preschool» by O. Bilan, L. Vozna, O. Maksimenko, L. Ovcharenko, the authors offers «to develop the children's singing skills» [Bilan, 2013, p. 41]. In younger preschool age the children have not the ability of full value sing yet. They can to sing only some sounds and to hum. The process of mastering some skills is foreseen some consistence, the continuity: forming – development - improvement. On this stage can only begin the process of forming some skills. In our opinion, is necessary outlined the direction of activity like the forming of sing's elements.

In this document for senior preschoolers in their age possibilities outlined: strengthening and lengthening of the breath. But is necessary indicated next: in the children occurs physiological development, lungs' volume and correspondingly the possibilities of the singing breathing are widening. Among the educational tasks of the children of six ages life is «forming the basic singing skills», but we thinking that is necessary indicated: forming singing skills and the habits of

the children senior preschool age.

In the part «Singing» indicated «to sing in the different speed without the accompaniment». But we thinking that the children outlined age are not suitable for with confidence to sing a cappella. Such a task is set for third graders in the educational programs of out-of-school art education institutions.

In the part «Singing» among the tasks is «to develop the ability to incomplete right and false singing», which it is a reflection. Outlined phenomenon is newborn of the pupils of six years of the institutions of general secondary education. Among the indicators of child's competence indicated «developed harmonious hearing» [Bilan, 2013, p. 234]. In our opinion, the children of outlined age have melodic hearing. Authors separated every stage of study of the songs in this Program. This approach is foreseen gradual forming singing skills, their improvement. We called this process *the continuity in the work with the vocal repertoire of the preschoolers*.

In high indicated educational program, the goal of musical lessons is subordinated by some standard. The authors are differentiating every stage of study songs. In the middle preschool age they offer to study of the preschoolers of five age life to begin singing after the musical introduction, to teach theirs attentively to the singing adult; to teach to sing expressively, for a long time; correspondingly to pronounce words; to sing in the one's speed with the instrumental accompaniment and without it. In this Program the authors does not indicated the interaction of the institutions of preschool and general secondary education. For the improvement of diction and the articulation is given three-four lessons at the end of all work on the song.

But according to Pavlov's researches any first action remembered in the child's memory stronger than the next. For this reason we believe that from the first stage of learning the song it is necessary to connect the work on the singer's breathing, the articulation, the diction, dynamics. This approach assumes the forming singing skills in a more accessible simplified form at the beginning of the stage of studying songs and with gradual further improvement of them.

So, they will have gradually higher, new stage of development. The specified process considers the continuity in the work on the vocal repertoire of the preschoolers. In addition, in middle school age (5 years of life) O. Bilan, L. Vozna and others note that «the children of this age perceive pitch and rhythmic pattern of the melody, the timbre of musical instruments; can to sing intonation purely...» [Bilan, 2013, p. 158]. But, the experience has shown that most children of the specified age show only the direction of the melody, not able to accurately intone the melodies of songs yet.

The reason is that the intonation is acquired in the process of gaining the musical experience, but it is not significant at this age. In addition, there is a pre dominance of forced singing in the most children, who in turn try to shout well intonating of the children who sing more quietly. This property was manifested in

the preschoolers and the schoolchildren.

On 6 years of life (senior preschool age) the authors of the outlined document are proposing «the forming basic singing skills» [Bilan, 2013, p. 233]. In our opinion, is necessary to determine direction of the work as the further stage of the forming singing skills of the children of preschooler age. O. Bilan, L. Vozna offer in the indicated age «to sing in the different tempo without accompaniment, with accompaniment, practice the ability to distinguish by ear the right and wrong singing; to determine of the sounds in pitch and duration; to preserve right pose while singing» [Bilan, 2013, p. 234].

Regarding singing a cappella, the considerable per cent of the children of this age are not suitable for highly artistic to perform of a song without musical accompaniment. To use that form of work in contemporary programs for the institutions of the primary art education offer only from third age of training. In the phrase «practice the ability to distinguish by ear the right and wrong singing» mean the development of reflection. We also believe that the mentioned property is manifest in this age.

So, in the program of a child's development of preschool age «Ukrainian preschool» is absent the principle of the continuity in the mastering singing skills, are not outlined the elaborated structural unit in regard to interaction of the institutions of preschool education and the institutions of general secondary education etc.

In the «Project the programs of music of the secondary comprehensive school and the extracurricular work from the music 1-4 forms» by A. Avdievskiy, A. Bolharskiy is absent the principle of the continuity in the mastering singing skills by the younger schoolchildren and the personality-oriented approach. However, the authors indicated that the pupils of fourth form must «valuing own singing and the mates' singing relatively the right and expressive of performance» [Avdievskiy, 1991, p. 24]. In our opinion, they mean the reflection of singing – the newborn of six-year-old children. There are among the tasks also «to keep right pose while singing». However instead of a word «pose» expedient it was worth noting «singing posture». We do not agree with the compilers, since the children of senior preschool age and the younger schoolchildren haven't the outlined ability.

The Program of the development of the children senior preschool age «Confident start» has the personality-oriented approach to the training of the preschoolers. Not provided in this document the uninterrupted forming singing skills on the base of the continuity.

The program of upbringing and training of the children from 2 to 7 years «Child» is integrated and represented the demands to the contents of the preschool education. In this document outlined the ability which must mastering a preschooler, the oriented repertoire, the cheerful entertainments and the holidays, indicators are presented «successful musical and aesthetic development

of the child» [Belenka, 2016, p. 269]. However, do not indicated that the singing ability must forming successively, purposefully, by introduction the continuity, taking into account the requirements of the system of primary school education. Also in this document does not offer the forming sensing skills on the base of the continuity.

So, in all programs is absent the principle of the continuity in the forming singing skills. Also the singing reflection is not developed which encourages the cognitive development of learning subjects. Not all programs offered the personality-oriented approach to the development of singing potential of the junior pupils of the institutions of general secondary education.

In Olena Veligura' Educational programs and the Educational text-books were elaborated on the base the principle of the continuity. Among them: «Educational Program of elementary sublevel of the primary art educational from the music art «Reading notes from the letter» [Veligura, 12], «Educational Program of elementary sublevel of the primary art educational from the music art, instrumental form - piano» [Veligura, 11].

The mentioned Educational text-books are the good base for the training of the junior pupils-pianists. Among them we are distinguished next: «Educational text-book «Piano.com.ua» for the teachers with the subject «Piano» of the art schools and the musical directors of the institutions preschooler educational»[Veligura, 13], «Educational-visual text-book «The musical reading and writing in the drawing» for the art school' teachers and the institutions of general secondary education»[Veligura, 14], « Educational materials for the music teachers of comprehensive educational institutions and the music schools' teachers (the schools of arts) « The principle of the continuity in the learning of the music reading and writing»[Veligura, 15].

Conclusion. This phenomenon is the important in the contemporary educational system of Ukraine. The presented principle of the continuity in training junior schoolchildren was successful used in the elaboration of the contemporary programs for the development of the creative potential of the junior schoolchildren.

The analysis of the proposed programs' primary link of the institutions of general secondary education from the subject «Music» has show that in them is absent the principle of the continuity in the forming singing skills and does not suggested the personality-oriented approach to the development of this phenomenon of the junior pupils.

In the contemporary programs' primary link of the institutions of general secondary education from the subject «Music» does not suggested the personality-oriented approach is absent the principle of the continuity in the forming singing skills of the junior pupils. But in the Olena Veligura' «Educational Program of elementary sublevel of the primary art educational from the music art «Reading notes from the letter», «Educational Program of elementary sublevel of the pri-

primary art educational from the music art, instrumental form - piano», and also in the «Educational text-book «Piano.com.ua» for the teachers with the subject «Piano» of the art schools and the musical directors of the institutions preschooler educational», «Educational-visual text-book «The musical reading and writing in the drawing for the art school' teachers and the institutions of general secondary education» was elaborated on the base the principle of the continuity and two last was successful introduced in the educational process of the institutions of the primary art education.

References:

1. Avdievskiy, A. T., & Bolgarskiy, A. G. (1991). The Project of the Program of Music of the Comprehensive School and the Outwork of the Music of 1-4 Forms, Kyiv, 1991. 74 p.
2. Bilan, O. I., & Vozna, L. M., & Maksimenko, O. L. (2013). Program of the Development of a Child of Preschool Age «Ukrainian Preschool», Ternopil, Mandrivets, 2013. 264 p.
3. Belenka G. V., Bohinich O. L., Bohdanets-Biloskalenko N. I. (2016). The Child. The Program of Upbringing and Education of the Children from 2 to 7 Years. Kyiv, University, 2016. 288 p.
4. Bogush, A. M. (2006). The Continuity of the Pre-school and the Primary Links of Education as a Pedagogical Problem. The Scientific Notes of Ternopil National Pedagogic University Named V. Hnatyuk, Ternopil, TNPU, 2006. P. 58-61.
5. Kononko, O. L. (2008). The Basic Program of the Development of a Child of Preschool Age, Kyiv, Svitch, 2008. 430 p.
6. Konstantinov F. V. (1967). Philosophy Encyclopedia, Moscow, Encyclopedia, 1967. 591 p.
7. Litvina, N., & Kondratenko, T. (2010). The Problems of the Continuity in the Educational Work of the Preschool Institutions and the Primary School. Kyiv, NPU named M. P. Dragomanov, 2010. 186 p.
8. Lobova, O. (2007). The Program For the Secondary School. Music. 1-4 Forms, Kyiv, Primary school, 2007. 393 p.
9. Moyseyuk, N. E. (2003). The Education Science. The Educational Text-book, Kyiv, OJSC KNK, 2003. 615 p.
10. Rostovskiy, O., & Hlebnikova, L., Marchenko, R. (2007). The Program for the Secondary School. 1-4 Forms, Kyiv, Primary School, 2007. 371 p.
11. Veligura O. (2020). The Educational Program of Elementary Sublevel of the Primary Art Educational From the Music Art, the Instrumental Form – Piano, 4 Years, Kiyv, NPU Named M. P. Dragomanov, 2020. 101 p.
12. Veligura O. (2020). The Educational Program of Elementary Sublevel of the Primary Art Educational from the Music Art «Reading notes from the letter, 4 Years,

Kiyv, NPU Named M. P. Dragomanov, 2020. 68 p.

13. Veligura O. (2020). Educational Text-Book «Piano.Com.Ua» For the Teachers With the Subject «Piano» Of the Art Schools and the Musical Directors Of the Institutions Preschooler Educational, Kiyv, NPU Named M. P. Dragomanov, 2020. 52 p.

14. Veligura O. (2020). Educational-Visual Text-Book «The Musical Reading and Writing in the Drawing» For the Art School' Teachers and the Institutions of General Secondary Education, Kiyv, NPU Named M. P. Dragomanov, 2020. 64 p.

15. Veligura O. (2017). Educational Materials For the Music Teachers of Comprehensive Educational Institutions and the Music Schools' Teachers (the Schools of Arts) « The Principle of the Continuity in the Learning of the Music Reading and Writing», Kiyv, NPU Named M. P. Dragomanov, 2017. 83 p.

EXPERIMENTAL VERIFICATION OF THE EFFICIENCY OF MECHANISMS OF MANAGING INNOVATIVE ACTIVITY OF THE INSTITUTION OF VOCATIONAL (VOCATIONAL AND TECHNICAL) EDUCATION

Doctorovich Valerija Mykolajivna
Deputy Director for Educational and Production Work of Sumy
Higher Vocational School of Construction and Design, Postgraduate
Student of the Department of Vocational and Higher Education of the
University of Educational Management of the National Academy of
Pedagogical Sciences of Ukraine

Abstract. The article describes the implementation of the formative stage of the pedagogical experiment in order to verify the effectiveness of the implementation of the model of managing innovative activity of an institution of vocational (vocational and technical) education (hereinafter IV(VT)E). The author presents the content of experimental sections, the structure of the experiment and the interpretation of its results. The results of the experiment proving the effectiveness of the proposed model are analyzed.

Key words: pedagogical experiment, managing innovative activity of V(VT)E; formative stage; quantitative efficiency coefficients; quality factor.

Formulation of the problem.

The relevance of the research topic is caused by modernization of current vocational (vocational and technical) education (hereinafter V(VT)E). New conceptual base for pedagogical process, new legislative base require thorough comprehension, elaboration, creating conditions for practical application at all levels of managing V(VT)E. Educational innovations are defined at the state level, but are implemented in a specific IV(VT)E.

This approach requires a scientific vision of management problems based on the introduction of modern principles, methods and functions, IV(VT)E man-

agement models, search for innovative technologies, methods of professional, practical training, its closer combination with management activity of V(VT)E [4, p. 134]. Such a strategic guideline involves developing models and scientific and methodological recommendations for V(VT)E management model based on innovative technologies for educational process participants to follow their own professional and educational trajectory defined by their capabilities, demands, interests and abilities.

Based on the above, the formative stage of the experiment was performed (2019/2020).

The task of the formative stage involved an experimental test of the effectiveness of the developed model of managing innovative activity of an institution of V(VT)E.

The purpose of the article is to describe the pedagogical experiment implied introduction of the developed model of managing innovative activity of IV(VT)E; evaluation of its effectiveness; the quality of educational services in educational institutions involved in experimental work; determining criteria, indicators and levels of efficiency in managing innovative activity of an institution of V(VT)E.

Analysis of recent research and publications.

The works of S. Arkhypova, P. Volovyk, S. Honcharenko, V. Zhyhar, V. Malykhina, D. Novikov, S. Panova, V. Petruk, O. Rudnytska and others are devoted to the statistical processing of pedagogical research data. They characterize the essence of a number of statistical methods, as well as examples of solving problems of experimental data processing. But, as S. Arkhipova notes, «despite the growing relevance and practical significance, the features and problems of applying the methods of mathematical statistics in conducting pedagogical research remain unexplored» [1].

The results of pedagogical research of Ukrainian scientists (V. Bondar, V. Bongarina, L. Danilenko, L. Kalinina, V. Oliynyk, V. Pikelna, E. Pavlyutenkov, T. Sorochan, L. Sergeeva, etc.) show that management activity of the head of an educational institution in modern conditions is multifunctional, multi-active and professional, its content surpasses pedagogical knowledge and includes many modern theories of traditional set of competencies typical for any management activity.

Presenting main material.

In accordance with the stated goal, and taking into account the initial sampling (2017) that determined the number of participants and established the actual level of managing innovation activity of IV(VT)E (incoming assessment), the task of the formative stage were substantiated: to determine and experimentally verify the organizational conditions for implementing mechanisms for managing innovative activity of IV(VT)E; determining the level of quality of educational services provided by IV(VT)E; determining the level of readiness of lecturers for

innovation; establishing indicators of the level of employer satisfaction with graduates' professional competencies.

The abovementioned purpose and objectives of the formative stage of the experiment included the following stages:

1. Preparatory:

1.1. Confirming experimental educational institutions: **IV(VT)E** – SEI “Bilopil-lia Higher Vocational School”, SVTEI “Sumy Higher Vocational School of Construc-tion and Design”, SEI “Sumy Center of Vocational and Technical Education of Food Technologies, Trade and Restaurant Service”, SVTEI “Konotop Higher Vocational School”, SEI “Boguslav Center for Vocational and Technical Education”, Kryvyi Rih Vocational Mining and Technology Lyceum, SEI “Odessa Center for Vocational and Technical Education”, SEI “Rzhyshchiv Vocational Lyceum”, SVTEI “Kyiv Interre-gional Center for Jewelry Art”, Lviv State College of Food and Processing Industry of the National University of Food Technologies; Chernihiv Professional Lyceum of Railway Transport.

1.2. Selecting groups of indicators:

First direction of the formative stage was to assess readiness of lecturers to work at an innovative IV(VT)E. The main criterion of the lecturer's readiness to work at IV(VT)E is one's pedagogical skills, the indicators of which we consider:

- I. Institution ranking among applicants;
- II. Educational process and level of educational services;
- III. Level of pedagogical creativity;
- IV. Level of cooperation with employers;
- V. Level of management activity of heads of structural subdivisions of IV(VT)E.

The main one is the approbation of research results of the system of manag-ing innovative activity of IV(VT)E.

2. Final - determining final level of efficiency of managing innovative activity of IV(VT)E (outgoing assessment). Comparison and statistical processing of the obtained results.

During the formative stage of the experiment, we used pedagogical experi-ment as a key method of scientific and pedagogical research.

Representativeness of the sample was ensured by a sufficient number of respondents, as well as a probable way of forming a sample using the method of nest (serial) sampling, a kind of focus groups (students, educational workers, deputy directors of IV(VT)E, heads of IV(VT)E, employers) . Focus group parti-cipants were selected at random, so the sample size is sufficient for information and prompt processing.

11 institutions of vocational (vocational and technical) education were in-volved in the formative stage of pedagogical experiment; 165 entrants; 238 stu-dents; 78 employers; 248 pedagogical workers; 234 graduates; 54 heads of IV(VT) E, from six regions of Ukraine.

Representativeness of Respondents' Sample
on Formative Stage of the Experiment (2019/2020)

№	Institution Name	applicants	students	pedagogical workers	graduates	employers	heads of IV(VT)E
IV(VT)E							
	SEI «Sumy Center of Vocational and Technical Education of Food Technologies, Trade and Restaurant Service»	13	18	20	21	7	5
	Lviv State College of Food and Processing Industry of the National University of Food Technologies	15	19	19	18	6	5
	SVTEI "Kyiv Interregional Center for Jewelry Art"	16	21	21	20	8	4
	SEI "Rzhyschchiv Vocational Lyceum"	12	22	20	25	5	4
	SEI "Odessa Center for Vocational and Technical Education" of Odessa Region	11	25	23	23	10	7
	SEI "Boguslav Center for Vocational and Technical Education"	17	23	23	22	9	4
	SEI «Bilopillia Higher Vocational School» of Sumy Region	15	21	26	24	7	5
	SVTEI «Sumy Higher Vocational School of Construction and Design»	12	25	27	21	7	5
	SVTEI «Konotop Higher Vocational School»	13	18	20	20	6	4
	Chernihiv Professional Lyceum of Railway Transport	20	22	22	18	8	6
	Kryvyi Rih Vocational Mining and Technology Lyceum	21	24	27	22	5	5
Total:		165	238	248	234	78	54

The enterprises selected for the survey employ 6,586 employees (61.5% of the total number of employees in selected economic activities) in Dnipropetrovsk, Lviv, Odessa, Sumy, Chernihiv, Kyiv regions and the city of Kyiv.

Target groups: Group I - applicants of educational institutions, II - students, graduates; III group - pedagogical workers (lecturers and masters of industrial training) of institutions of V(VT)E; Group IV - employers; Group V - heads of IV(VT)E.

At the third final stage of the pedagogical experiment, measurements and statistical analysis of the indicators of the ascertaining (2017/2019) and formative (2019/2020) stages were performed; evaluation of strategies for managing innovative activity in IV(VT)E was done based on defining a number of normative and actual indicators by their ratio; methodologically orderly results of pedagogical research have been introduced into practical activity of 11 institutions of V(VT)E;

the efficiency of the conceptual model, organizational and methodological conditions of managing innovative activity in IV(VT)E is checked; the prospects for further scientific research on managing innovative activity in IV(VT)E, identification and correction of shortcomings are defined.

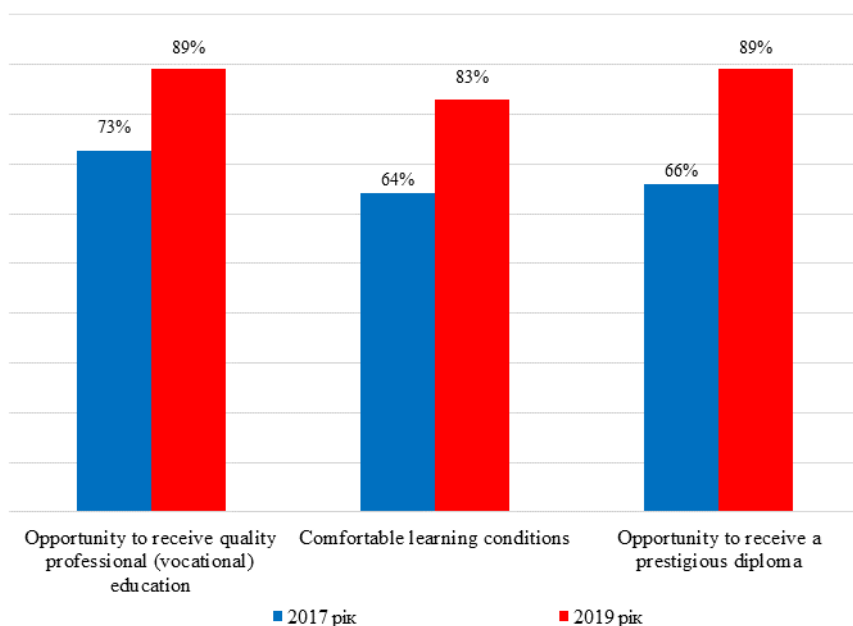
At the final stage, pedagogical means of solving the set tasks were used: analysis of the results of attestation of pedagogical staff; transfer of innovative experience of management activity through participation in scientific and practical conferences, workshops, round tables; publication of scientific articles, educational and methodical recommendations and an abstract on research results.

Assessing the quality of managing training of competitive professionals was performed by comparing the results in 2017 and 2019 using methods of observation, questionnaires, interviews, qualimetric evaluation of results, sample surveys of applicants, students, graduates, employers, lecturers and educational managers according to 5 groups of indicators.

The comparative analysis of indicators for 2017 and 2019 shows qualitative changes in the development of IV(VT)E, in particular:

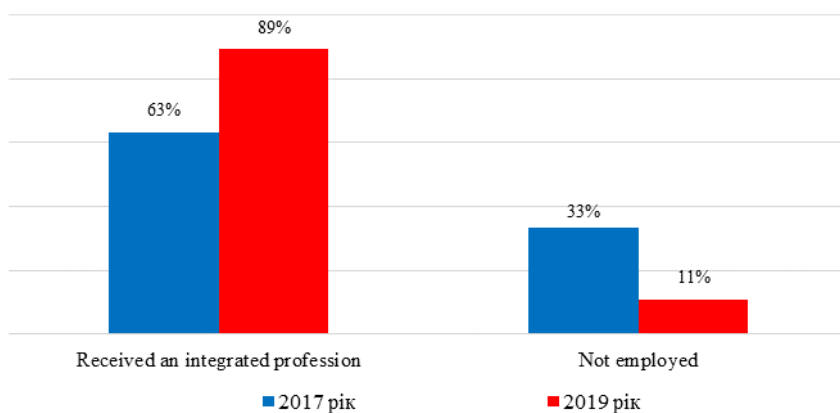
- *according to the first group of indicators «Institution ranking among applicants»* we found out that the number of applicants in such areas of training as Vocational and technical training, Retraining and Post-graduate training has increased by + 21% resulting in expanding of paid services for usage of a new form of training as a result of incoming control.

The image of IV(VT)E among entrants is growing, regarding the choice of future profession: 147 (+ 16%) entrants choose an institution as a center for providing quality V(VT)E; 137 (+ 19%) respondents choose IV(VT)E because they believe that comfortable conditions are organized there; 147 (+ 23%) respondents enter the institution because they consider this profession prestigious.



*Image diagnostics of the Institutions of Professional
(vocational) Education among entrants*

The number of applicants who plan to work in the chosen profession increased by + 26 % indicating the use of innovative approaches in career guidance work, as a result, the number of undecided applicants decreased (-22%).



The results of the research of students' employment

Regarding the expectations of applicants on receiving educational services, we have the following data: receiving/obtaining quality education 142 (+ 18%); - modern material and technical base 148 (+ 22%); - quality knowledge for the growth of the life trajectory of success 140 (20%); - constructive dialogue with pedagogical staff 143 (+ 23%); - modern approach to learning educational components 155 (+ 27%); - to gain the experience necessary for modern working conditions 137 (+ 22%); - to become a good skilled worker 154 (+ 27%).

According to the second group of indicators «Educational process and level of educational services», we determined that students are satisfied with the level of knowledge and practical skills + 15%, the level of social skills (soft skills) + 21%, had the opportunity to freely choose places of practice + 16%. + 13% of respondents note that lecturers/masters of practical training used modern pedagogical methods (master classes, educational discussions, brainstorming, trainings, business games, etc.).

Internship as the one that contributed to the increase of knowledge and practical skills noted + 16% of respondents, the fact that experts and practitioners (representatives of social partners) joined the teaching and educational process testified + 16% of respondents. Rationality in time distribution for tasks has increased, according to applicants, by + 19%. The rates of students' involvement in technical creativity clubs increased by + 21%. «Lecturers' assessment of students' knowledge was transparent and honest» was underlined by + 17% of respondents.

Satisfaction from material, technical, information and methodological support of the profession increased by + 18%. Transparency of appeal procedure for students regarding the educational process at the institution was noted by + 15%. About 15% mentioned regular surveys on education quality at the institution. The percentage of informing on results of surveys and decisions on improving educational process at the institution has significantly increased + 15%. + 14% of respondents believe that the quality of knowledge fully meets the needs of the modern labor market. Democratic teaching style is noted by + 14% of students. "I will strongly recommend others to study at IV(VT)E in their profession + 15% of applicants.

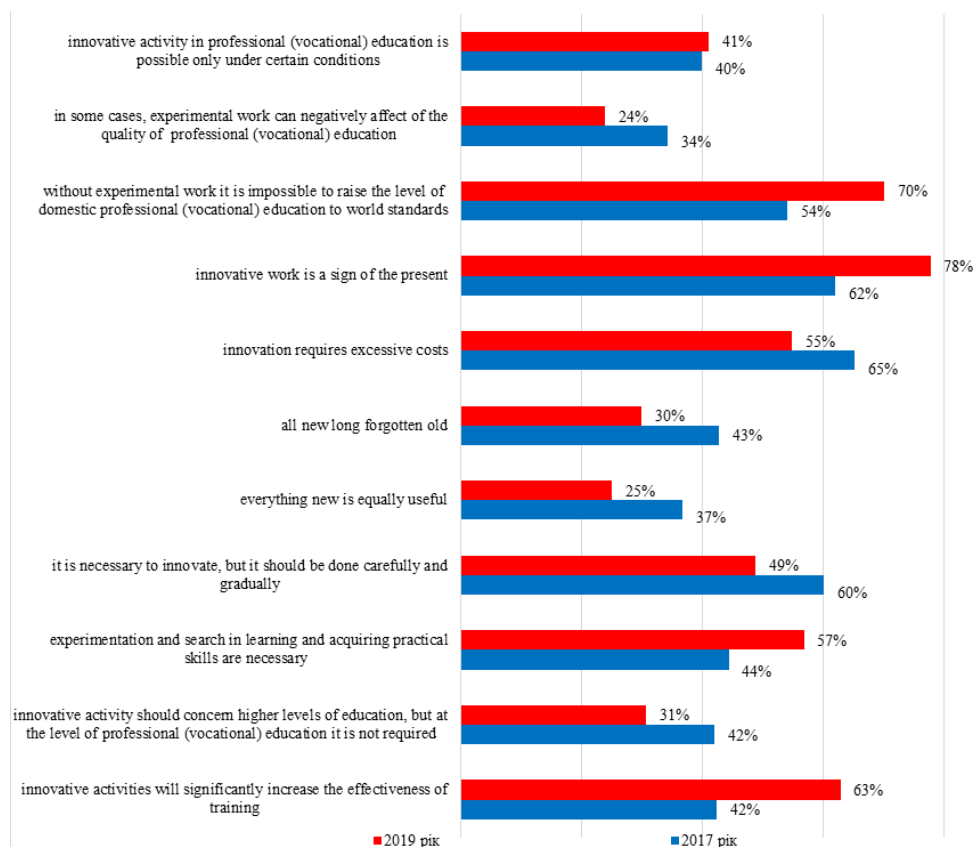
The rate of graduates who received an integrated profession increased by + 4%. Employment rates increased by + 4%, the number of unemployed decreased by -3%.

Satisfaction with the acquired profession is noted by + 13% of respondents, the percentage of dissatisfaction of graduates with working conditions and wages decreased by -19%. The sufficiency of skills and abilities acquired at the institution for the implementation of professional activities is underlined by + 11%. The rate of desire to improve the learning process decreased by -10%

- according to the third group of indicators «Level of pedagogical creativity» the increase in the number of pedagogical workers with higher education was revealed: by + 4%.

The indicators of pedagogical workers with pedagogical titles «lecturer-methodologist», «senior lecturer», «master of industrial training of the 2nd category» + 12% increased. qualification categories «specialist of the highest category», category «specialist of the 1st category» and tariff 14 categories by + 23%.

Regarding the level of readiness of pedagogical workers for innovative work, indicators have risen as following: innovative activity will significantly increase the efficiency of training + 21%; experimentation and research in training and mastering practical skills are necessary by + 13%; innovative work is a sign of the present day + 16%; without experimental work it is impossible to raise the level of Ukrainian V(VT)E to global standards by + 16%, innovative activity in IV(VT)E is possible only under certain conditions by + 12%.



*The results of a survey of teachers on the level
of their readiness for innovative work*

At the same time, the indicators that innovation activity should apply to higher levels of education have decreased, while at the level of vocational (vocational) education it is not required by -11%; it is necessary to introduce innovations, but it should be done carefully and gradually -11%; that not everything new is equally useful by -13%; that everything new is the long forgotten old by -13%; that innovation requires excessive costs -10%; that in some cases the experimental work can negatively affect the quality of V(VT)E by -11%.

Answering which innovations modern V(VT)E needs the most, pedagogical workers note: introduction of modern forms and methods of education + 29% and transition to the use of modern information technologies + 23%.

Regarding the assessment of individual features of one's innovative activity: desire for change and developing fundamentally new things have increased by + 15%; generating one's own ideas, independent developments, methods have + 31%; pioneering innovation + 14%; constant active search, creativity, improvement by + 22%; introduction of systematic changes by + 15%; exchange of experience with colleagues by + 13%; the desire of results acknowledgement of one's innovative activities by + 13%; desire to promote innovation + 17%.

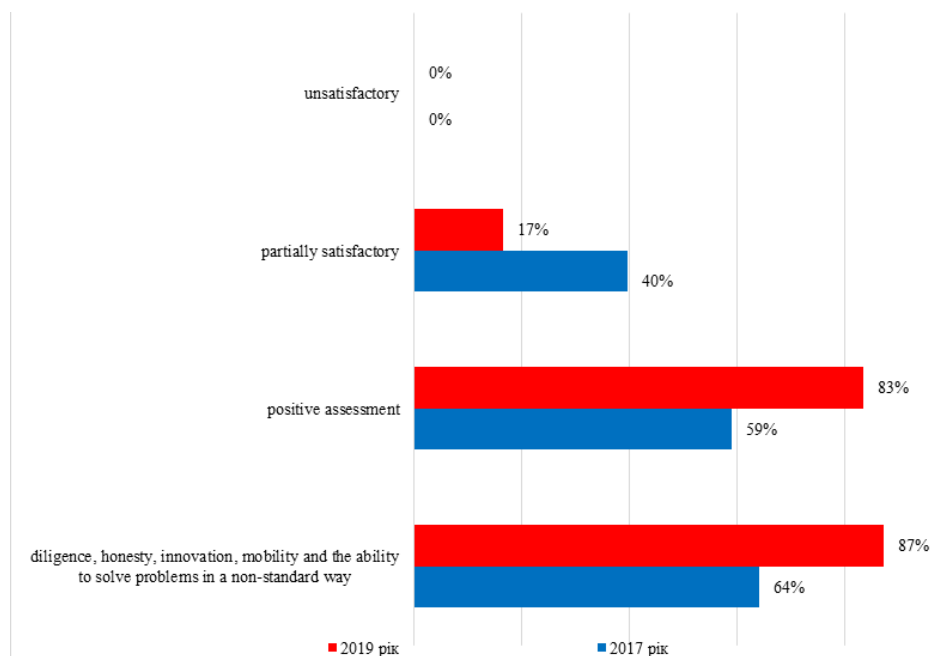
The indicators of sufficient and high level of organization of professional training of skilled workers with the use of innovative approaches at the institution have significantly increased by + 15%.

According to the assessment on the activity of students encouing innovative forms of education, the indicators of high and sufficient levels increased by + 22%.

- *according to the fourth group of indicators «Level of cooperation with employers»* analysis of the survey of enterprise representatives showed that + 22% of respondents are generally satisfied with the personal qualities of graduates (diligence, responsibility, innovative approach, mobility and ability to solve production situations in a non-standard way). Assessment of the quality of vocational training in IV(VT)E showed that a positive assessment of the quality of graduate training is provided by + 24% of respondents, «partially satisfactory» — -23%.
- *according to the fifth group of indicators «Level of management activity of heads of structural subdivisions of IV(VT)E»*

Survey results of management stuff of the center allowed to determine the main factors for the implementation of innovative activities: access to modern information sources noted +16%; favorable atmosphere in the team + 11%; self-confidence, drive for success + 19%; no household problems -7%; + 11% curiosity, a wide range of interests; + 6% peculiarity of activity, possibility to experiment; + 13% satisfactory health; + 22% opportunity to share experiences with colleagues; personal activity, initiative + 31%; -11% lack of appropriate training facilities and personal qualities of the student (unwillingness to learn, small vocabulary, etc.); management support + 9%.

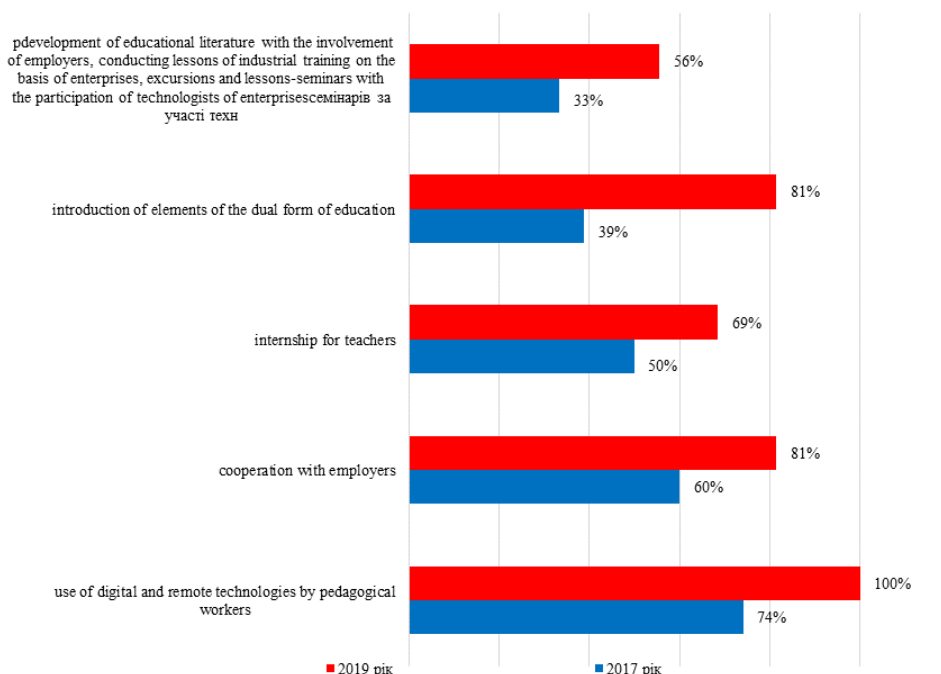
During the survey + 26% of respondents note that digital and distance learning technologies are constantly used in the training of future skilled workers. Among the most active forms of improving the quality of training of skilled workers that meet modern production requirements, + 20% of respondents identify cooperation with employers in conducting workshops and competitions for professional skills.



Results of the level of employers' satisfaction with the level of professional training of graduates and the quality of professional training in professional (vocational) education

The most common innovative forms of social partnership are internships of teachers on the basis of enterprises - + 19% of respondents; introduction of elements of the dual education system - + 43%; developing educational literature with the involvement of employers, conducting lessons of industrial training on the basis of enterprises, excursions and lessons-seminars with the participation of technologists of enterprises - + 22%.

The development of the innovative potential of the institution is indicated by the presence of cooperation with scientific institutions + 35%. + 22% of respondents indicate that the most effective means of training is to update training and material and technical base, + 6% to upgrade V(VT)E.



Diagnostics of the use of innovative forms of training and cooperation with employers by pedagogical workers

In the course of the scientific experiment, the effectiveness of the work of IV(VT)E was measured according to the above indicators. Quantitative coefficients for the provision of paid services of IV(VT)E are determined; IV(VT)E image among applicants; quantitative coefficient of applicants who plan to get a job in the chosen profession; positive expectations of applicants from receiving educational services in IV(VT)E; students' satisfaction with the level of professional training in IV(VT)E; providing modern innovative practices in educational process of IV(VT)E; quantitative coefficient of educational process quality; graduates obtaining an integrated profession; employment of IV(VT)E graduates;

satisfaction of graduates with their first job; the quality of providing skills and abilities at the institution according to the working conditions; qualitative composition of lecturers of IV(VT)E; masters of industrial training; quality teaching staff; high-quality staff of masters of industrial training; readiness of pedagogical workers for innovative work; using modern educational forms in the training of skilled workers; assessing individual features of one's innovative activity; professional training of skilled workers using innovative approaches; activities of students in working with innovative forms of education;

satisfaction of employers with personal qualities of students; satisfaction of employers with the level of professional training of students; implementation

of innovation activities at IV(VT)E; use of digital technologies at IV(VT)E; the level of IV(VT)E cooperation with employers; IV(VT)E cooperation with scientific institutions; updating of educational-material and material-technical base of IV(VT)E; IV(VT)E renewal as a mandatory condition for training a mobile skilled worker:

Quality coefficient $\bar{K} = \frac{\sum_{i=1}^n K_i}{n}$, where n is the total number of coefficients,

$$\bar{K} = \frac{2,7 + 1,3 + 1,4 + 1,3 + 1,3 + 1,2 + 1,2 + 1,1 + 1,1 + 1,1 + 1,2 + 1,6 + 1,6 + 1,1 + 1,2 + 1,3 + 1,5 + 1,3 + 1,3 + 1,4 + 1,4 + 1,4 + 1,2 + 1,4 + 1,8 + 1,5 + 1,2}{28} = 1,4$$

Conclusion.

These measurement indicators of managing innovation activity in IV(VT)E by groups of indicators prove feasibility of our scientific research, formative experiment, as the average indicator of IV(VT)E quality activity in 2019 is 1.4 times higher than in 2017. The results of positive dynamics confirm the assumptions about the expediency of implementing the conceptual model of managing innovation activity of an IV(VT)E.

References:

- [1] Arkhipova, S.P Using methods of mathematical statistics to verify the results of socio-pedagogical experiment. Pedagogical science: history, theory, practice, development trends. 2009. № 1. URL: http://intellect-invest.org.ua/rus/pedagog_editions_e-magasine_pedagogical_sciences_arhiv_pn_nl. (Ukr)
- [2] Goncharenko, S.U. Pedagogical research. Methodological advice for young scientists. Kyiv; Vinnytsia: DOV «Vinnytsia», 2008. 278 p. 3. Zakharchenko N. Experiment as one of the methods of pedagogical research. Modern information technologies and innovative teaching methods in training: methodology, theory, experience, problems: a collection of scientific papers / editor. : I. Zyazyun (chairman) and others. Vip. 39. Kyiv; Vinnytsia: LLC «Planer», 2014. P. 230–234. (Ukr)
- [3] KHRUKOV, E.M. Methodology of pedagogical research: monograph: Monograph / EM Khrukov. - H. : 2018. - 294 p. (Ukr)
- [4] Kovalchuk, V.I. Professional development of pedagogical workers in the conditions of information society. Open education: innovative technologies and management: col. monograph / for science. ed. MO Kirichenko, LM Sergeeva. - Kyiv: Interservice, 2018. - 440 p. (Ukr)
- [5] Bratko, M.V. Educational environment of a higher educational institution: search of management strategies / MV Bratko // Pedagogical education: Theory and practice. Psychology. Pedagogy / SCIENTIFIC INTELLIGENCE OF YOUNG SCIENTISTS. - 2014. - № 22. - P.15-20. (Ukr)

MAKING UP OF SOCIAL AND PSYCHOLOGICAL PORTRAIT OF THE MODERN PRESCHOOLER – UP-TO-DATE RESEARCH TASK FOR FUTURE TEACHERS

Nataliya Havrysh

**DSc. in Pedagogical Sciences, Professor of Department of Psychology
and Pedagogy of preschool education, Grigory Skovoroda Pedagogical
State University of Pereyaslav-Khmelnytsky,
Pereyaslav-Khmelnytsky (Ukraine)**

**ORCID ID: <https://orcid.org/0000-0002-9254-558X>
e-mail n.rodinaga@ukr.net**

Helen Brezhneva

**DSc. in Pedagogical Sciences, Professor of Preschool Education
Department, Mariupol State University, Mariupol (Ukraine)
ORCID ID: <https://orcid.org/0000-0003-4387-4851>
e-mail: helen.brzhnv@gmail.com**

Issues of training quality of specialists in preschool education are updated in the research article. Contradictions between individual qualitative criteria for its evaluation have been identified. It is stated that the level of innovative culture of a significant number of teachers does not correspond with the requirements of modern times. One of the reasons for this situation is the lack of flexibility of higher education, the slow reorientation towards new ways of working with future teachers. It is substantiated the necessity of forming, among future teachers, objective, realistic knowledge of the distinctive features of the preschooler of the XXI century. The reasons for the inefficiency of traditional instruments of influence on the formation of a children's picture of the world in the modern educational process are mentioned. It is pointed out the necessity to systematize and generalize the impressions of students, their perceptions of a modern preschool child. The main content of the article is devoted to the analysis setting the priorities and preferences of

modern senior pre-school children and comparing the results with the corresponding characteristics of pre-school children in the second half of the last century. This analysis carried out by the students at several pedagogical universities in the form of scientific research. The results of interviewing modern children are compared with the social and psychological characteristic of a six year old boy - fictional character of V.Dragunskij, who lived more than 60 years ago. Students have found similarities and differences in such aspects as: attitudes towards close people, to the assessment of themselves by others; favorite activities, attitude to nature, taste preferences, favorite entertainment etc. Such a research carried out by students revealed its positive impact on the formation of a value attitude among students towards children and childhood, motivation for the future profession.

Key words: children's picture of the world, social and psychological portrait of the person, value and sense field of modern preschoolers/future teachers, research procedures.

1. Introduction. The increasing number of pedagogical innovations in the modern theory and practice of preschool education, which cause its modernization and renewal, has objective roots, since in our time the situation is changing so quickly and radically that pedagogical realities often do not keep pace with them, creating contradictions between the desired quality of educational services and real results. On the one hand, the problem turns out to be in non-compliance of the certain latest technologies with the quality criteria: the catastrophic lack of time for thorough expert verification of the introduction's results of new approaches and technologies. On the other hand, the problem - is in the absence of systemic studies to create a social and psychological portrait of a modern preschooler, therefore, the search for ways to optimize the educational process is almost blind - it is difficult for a practicing teacher to systematize and summarize his impressions, ideas about what a modern child is. It is more difficult for future teachers. Indeed, most of the textbooks and manuals, they learn from, contain the characteristics of children of the previous time, which arouses false expectations and lack of readiness to act in real conditions of interaction with modern kids. These two aspects partly explain the reason for the ineffectiveness of traditional instruments of influence on the formation of the children's picture of the world in the modern educational process, and therefore one of the reasons for the inhibition of reform processes in the preschool education system as a whole. It should be recognized that the level of innovative culture of a significant number of modern teachers does not meet the requirements of our rapid time. To some extent, this can be attributed to shortcomings in the work of higher education, which is difficult to call flexible.

2. Analysis of scientific publications. Three main groups of works were The scientific and theoretical basis of the study, which the materials and results are presented in this article. First of all, those related to the study of the children's

picture of the world, because the great K. Ushinsky about two hundred years ago emphasized that before educating a person, you need to know him as deeply and better as possible (Ushinsky, 1983). Of special interest to us were scientific works devoted to the study of the peculiarities of the children's picture of the world as an element of the subculture of children, in particular, philosophical works of M. Bakhtin, I. Kon, D. Feldshtein; work of psychologists (V. Abramenkova, L. Vyhotskyi, V. Kudriavtsev, V. Mukhina, T. Pirozhenko); professors (T. Babushkina, G. Brevde, L. Varianytsia, N. Ivanova, I. Kindrat, O. Makarova, V. Sukhomlynskyi, D. Walters, V. Kharchenko, S. Tseitlin), social educators (N. Ivanova, N. Holovanova, S. Kurinna, O. Malakhova, A. Mudrik, M. Osorina, I. Rohalska). The scientists consider the children's subculture, on the one hand, as a development source of the childhood world, because the child reveals and shows his essence, creates his own special world exactly there. On the other hand, children's subculture reflects the values, modes of activity, forms of interaction and communication of children, characteristic of each stage in the history of society, and they are to some extent the litmus, which reveals the level of its social and psychological well-being. (Havrysh, 2010; Havrysh, Linnik, 2013; Kindrat, 2013; Kononko, Lutsenko, Nechai, 2013).

Another group of theoretical intelligence that served as the basis for us in organizing the study includes the works of psycholinguists, linguodidacts that characterize the state of speech development of older preschool children. It allows us to assess the real possibilities of preschoolers to use broadcasting as a means of displaying a picture of the world (A. Bohush, D. Elkonin, O. Hvozdiev, L. Kalmykova, G. Lopatina, O. Lurii, N. Kharchenko, T. Ushakova, O. Ushakova, F. Sokhin etc.). According to our own scientific position there is the opinion that the system of worldview, which combines a set of ideas, meaningful relations from different sides of the child's interaction with the world, is primarily reflected in speech: in statements, dialogues, questions, children's philosophy, word-making, games (Havrysh, 2010; Havrysh, Linnik, 2013; Bohush, Varianytsia, Havrysh, Kurinna and Pechenko, 2006; Totska, 2009). A prime example of ways to form a children's worldview can be found in the research works of L. Obukhova and N. Shumakova, who studied the similarities of children of different eras. The joint study of scientists showed that children in the late 70s, like children studied by J. Piaget (20s of the twentieth century), also «use moral, animistic reasons to explain the phenomena of nature» (Obukhova, 1996). For example, the children explain the movement of the Sun «so that everyone will be warm and light»; «it wants to walk and move,» etc. Obukhova L. notes that «the real heyday of the ideas of «small philosophers» about the origin of the Sun, the Moon, the stars begins from 5 years. To explain something the knowledge drawn from television programs is attracted: about astronauts, months, rockets, satellites, etc. The scientist gives interesting examples of children's explanations and questions indicating the peculiarities of 5-7 years old children's understanding of the processes taking place in the world: senior preschoolers claim that the Sun and Moon in the sky

were made by astronauts or pilots because they can fly to the sky; stars in the sky made of gold pieces of paper and «astronauts threw them there...»; dreams come when «some creature appears in your head, and then you are shown dreams, like cartoons, all night long» (Andrey, 6 years old); the children associate the origin of the wind with the fact that someone blows it out of the pipe. As we see, the children's picture of the world is based on the conclusions that the child comes up with, invents his own theoretical concept. A preschool child «is trying to build schemes of a global nature, worldview schemes» (Obukhova, 1996). At the same time, according to D. Elkonina, two contradictory constants arise here: the low level of intellectual capabilities of a preschooler and the high level of his cognitive needs.

Finally, the third group of theoretical studies covers a number of scientific works on the problems of training future teachers of preschool education (L.Artemova, G.Bielienka, A. Bohush, O.Bohinich, Z.Borysova, O. Karpova, K.Krutii, N.Lysenko, O. Polovina, L.Pietukhova, O.Sushchenko, G.Tarasenko etc.), the authors which rightly complain that the content, forms and methods of this training lag far behind the realities of a modern preschool institution. Scientists convincingly prove: the modern teacher has not enough professional knowledge. The motivation is important for high results in ensuring the quality of education, the ability to feel the children with the heart, and not only manage their actions (Bohinich, 2008; Havrysh, 2016; Bielienka, Bielienka, 2009; Tarasenko, 2015). However, the focus on students' assimilation and reproduction of dry textbook knowledge remains quite common in the university system without developing the ability to think and reflect critically. Some scientists tend to consider the component of the educational program of future teachers as a basic one, given by the standard (A. Dorofieiev, I. Zymnia, N.Kopylova, N.Kuzmina, A. Markova, N.Pecheniuk, N.Talyzina, V. Shadrikov, V. Shepel, etc.). Meanwhile, the teacher's understanding of a child, the ability to listen to him, «feel» cannot be formed only by methodical memorization of theoretical material. This skill is rather in the field of psychoemotional perception of a small personality by a teacher.

In psychological and pedagogical literature, the content, organizational and pedagogical conditions, objects and subjects, technologies, historical aspects of the formation and development of childhood are quite fully disclosed. At the same time, an analysis of the research and practice of preschool teachers preparations indicates the existence of a technological developments shortage for students to study the peculiar features of preschool children in the historical future. Such conclusions that inspired us to attempt to use the powerful potential of the research work of students of several pedagogical universities to fill the gap in the knowledge of a generalized social and psychological portrait of a modern preschool child.

We provided that the fulfillment of such task will have a double benefit: the participation of students in the study will allow them to get closer to the

personality of those with whom they have to work very soon, in other words, the performance of the task should «bring the warmth» (Havrysh, Barna, Polovina, 2016) the result of the professional preparing of future teachers. On the other hand, the obtained studies' results, though local, will give interesting material for modern childhood science for compiling a social and psychological portrait of a modern preschooler.

Thus, the **purpose** of the article is to present the materials and results of a local study on life benefits and choices as a component of the six-year-old children's picture of the world, carried out as part of a project activity on the family and children's kinship.

To achieve the purpose, the following **objectives** are defined: 1. To establish the factors of influence on the formation of the modern preschooler's image in future teachers. 2. To compare the choices and life benefits of preschoolers and determine the range of differences between children of the second half of the 20th and 21st centuries.

This project was implemented by teachers and students of several universities: the Preschool Education Department of Mariupol State University (represented by the professors H.Brezhnieva and V.Yailenko) – on the basis of preschool institutions of a modern industrial city, which is Mariupol; Psychology and Pedagogy of Preschool Education Department of Hryhorii Skovoroda University in Pereiaslav (represented by the professor N.Havrysh) – as the base was several preschool institutions in Kiev; Preschool and Primary Education Department of Luhansk Taras Shevchenko National University (represented by the associate professor M.Yepikhinoy) – on the basis of rural preschool institutions of the Lugansk region; Preschool Education Department of Donbass State Pedagogical University (represented by the professor O.Mikhieieva) – the study was conducted in preschool institutions of a small provincial city, which is Slavyansk. The study involved 94 senior students who surveyed 168 senior preschoolers.

3. Presentation of the main material. As the **study methods** were used: survey, individual interviews, evidence analysis, systematization of responses, analysis of essay summaries from the survey, methods of statistical processing of the study results, study and analysis of the results of children's activities. The accumulation of actual material was carried out by methods of observation, survey, interview as part of a pedagogical experiment.

The validity of the research results was ensured by the use of a research methodology that corresponded to the set purpose and objectives of the study: a logical sequence of research procedures and techniques, their correlation; results of experimental work. The study was local and was carried out in three stages.

At the first, initial stage, introductory work was carried out with students of a preschool specialty, the interests of future teachers were studied, they were asked to determine their own choices and advantages. Each participant of the experiment had to compile a list of preferences on the principle of «what I like»

and «what I do not like» without limiting the industry to what is desired. Each participant of the experiment had to compile a list of preferences on the principle of «what I like» and «what I do not like» without limiting the industry to what is desired. Completing the work, students joined in microteams, exchanged their own answers and systematized them into groups. According to the results of systematization, students were invited to write an essay as an option for generalization and self-determination in their own preferences.

The second stage of the study was aimed at studying the preferences, advantages in choosing activities, interests, inclinations, etc. of older preschool children. Students were asked to pre-read the stories of V. Drahunsky «What I love and what I do not love» (the book «Stories of Denis»), and then conduct conversations with children in an individual format and determine the advantages in choosing favorite and disliked classes of modern children of older preschool age. The essence of the task was to compare the preferences of children - representatives of different generations of preschoolers: the generation of 60-70 years of the XX century and the generation of preschoolers of the second decade of the XXI century. In addition, the task of the study was to achieve positive changes in the consciousness of students regarding the holistic image of a child with creative potential for self-determination and self-development; broadening students' perceptions of the childhood phenomenon; determining of the value and meaning field of modern preschoolers and future teachers.

On the third stage was the statistical processing of the results of the study, the individual results of which are presented in this article. Let's turn to their analysis. Students systematized their own preferences by identifying five key benefit groups. In the category «love» was allocated: entertainment; cinema; family relations; books; clothing; sport; gadgets and devices; depicting activities; holidays; food; animals. From the list above it can be seen that some groups can be enlarged by common semantic signs: entertainment, hobbies, food, relationships, ICT. Qualitative analysis of individual student elections gives grounds for conclusions. In the circle of students' values, gadgets occupy the first position (own phone, play games in the phone, own laptop, make photos in the phone, when the phone is full and others) 92-100% of the election. Moreover, a decrease in the percentage is typical for students of agricultural districts of the Lugansk region, the maximum indicators are united by city students. In second place are social relations with peers, relations in the family (72% of the elections), and there are no differences between students from different universities. So, Anastasia Sh. designated in the list «I love»: «I love when my parents together; spend time with my brother; when I am praised; to be needed by loved ones». In other answers: «I like to talk with my mother» heart-to-heart»; «to have dinner with the whole family»; «meet friends for the weekend, sit somewhere in a café.» In third place in terms of importance - entertainment (cinema, dance, reading, ecotourism) and sports (hikes, excursions) - 66%. Separate content forms music

as a favorite activity (classical music, opera, violin, playing the guitar, saxophone, singing) - 68%. More elections in the direction of «music» were made by students of large cities.

In the category «I don't like» the election rating was distributed as follows: family relations (quarrel with parents; when mom worries about me; when parents quarrel with each other, etc.); clothing (do not like hats, capron stockings, overalls, etc.); sports (I do not like to run, walk a lot, attend the gym); the state of gadgets (when poor communication, when charging on the phone is over, when games are not interesting); attitude to entertainment (I do not like to visit clubs, play bowling, celebrate at home, celebrate alone, have guests); advantages in food (I don't like: boiled carrots, liver, borsch, milk foam, etc.). From the study, it can be concluded that the students participating in the study have a lot in common in taste advantages, favorite and disliked classes, value priorities. They note that they spend a lot of time in joint interaction, which affects the formation of their preferences.

In this article, we did not aim to detail the results obtained on self-examination conducted by future educators. They deserve deeper analysis and will be reflected in other articles. Regarding the research task of examining the life advantages of preschoolers, we note that most students reacted to it with interest and responsibility. The task was carried out as part of pedagogical practice and was accompanied by advice from professors.

The second stage of the experiment was aimed at studying children's preferences according to the criteria of «love,» «do not like.» In addition to the answers of children during the interview, we took advantage of their experience and the thoughts recorded on them, expressed when compiling home-made books in the form of houses, where children in drawings, symbolic marks noted that, in their opinion, is the most important for their family, the dreams of loved ones, family traditions and so on.

We would like to analyze the results of interviewing six-year-old children in comparison with the election of the literary character little Denis Korablev in the following aspects: patriotic settings; attitudes towards loved ones and relatives; attitude to the evaluation of oneself by other people; favorite activities; attitude to nature; favorite entertainment; taste advantages, etc.

A comparison of elections and life's advantages indicates the presence of many common points that have remain, although their (the preferences of modern children and the characters of the stories of V. Drahunsky) separates more than half a century. For preschool children at different times, the immediate environment is of particular importance - family, relations with parents, a feeling of family warmth, tenderness, comfort. For little Denis, this is expressed in an emotional experience of intimacy and family: «I like to lie and swing on dad's knee; I like to breathe with nose into my mother's ear». Filled with love for relatives breathe not only words, hugs («I like to lie in bed with dad on Sunday

morning and dream aloud...»), but also the expression of emotions and feelings in movements: «I will jump and rejoice that you are my dad.» Modern children are no less in need of family warmth and love. This is indicated by the answers: «I love my family; I love it when my mother smiles; I like to play with my parents; I love it when we are together with our parents; I love dad and mom». For children, it is not just the presence of parents, but their positive attitude, satisfaction, peace and harmony between loved ones that is extremely important. Modern six-year-old children painfully survive a violation of peace and tranquillity, negative relations between parents, which, unfortunately, is quite common in modern society. Note that the answers, drawings of children prove that many of them lack verbal tenderness, other emotional and bodily ways of expressing it. Emotionally underloved in families, modern preschoolers have become somewhat more closed, restrained, but no less vulnerable. Physical and emotional manifestations of tenderness among them are more of an exception than a rule.

In comparison of children's statements, we drew attention to the general in relation to the six-year-old children to the situation of success. Modern six-year-olds, like little Denis, strive to be winners, strive to recognize their successes from relatives and friends, from peers: «I like to play..., but to be sure to win. If you do not win, then do not play at all «- Denis said; «I love when my mother praises; I love when grades are good in notebooks; I love when they love me... « - statements of modern children. Six-year-old kids usually positively evaluate themselves, their achievements, although many of them are ready to objectively recognize their own mistakes, but try to avoid situations in which they could not be at their height. However, unlike the hero of the Viktor Dragunsky's stories, modern children often show understated self-esteem, experience uncertainty in themselves, their powers, refuse difficult tasks precisely because there is an opportunity to make mistakes (A. Sirenko). In our opinion, this can be partly explained by the aggravation of child-parental relations during the recent decades.

At the same time, students noted differences in the election of children of the Soviet period and modern preschoolers. Although, like their peers of the last century, modern children are lovers of games and toys, but, unlike chess, drafts, dominoes, numerous board-printed games, toys around which game plots unfolded for more than one day, the lion's share of the toys of modern children represents the heroes imposed by the film industry are incomprehensible and difficult to use in games with a developed storyline. Secondly, modern preschoolers show dependence on new technologies. Most senior preschoolers (145 people) prefer computer games (I like to play a computer; phone, tablet, and do not like when parents forbid playing computer games).

Modern children, like those of the XX century, are also interested in gaming, are active in communicating with peers, appreciate the attention and love of parents. They do not like when parents quarrel, various conflicts. They like to read poetry, participate in competitions and entertainment, feel attention to themselves

from adults, etc. The detailing of children's answers allowed students to determine the general and distinctive characteristics of children of different eras. For example, students note that modern children have not changed very much compared to Denis, the character of the story of V. Drahunsky. Preschoolers still prefer children's games, watching interesting programs, movies. If Denis watched films on TV, then modern children have a choice: computer, tablet. Interest in cinema remains common, only ways to get such cinema have changed. The images of heroes that children imitate have changed. In the 70-80 years of the twentieth century, cavalymen, soldiers, courageous revolutionary served as heroes, and today these are Spiderman, Shrek and other cartoon characters. An interesting feature, illuminated in comparison of children of different eras, are taste preferences. In the middle of the last century, «sweets», those products that would be unusual, some kind of festive, special was not so much. Sprots, sparkling water with spiny bubbles and other delicacies were a sign of the holiday and therefore extremely appreciated among children who knew about them. And the importance of this aspect of life at that time did not attach great significance. Unlike modern children, who grow up surrounded by adults focused on «high» gastronomic pleasures, often come with them in various cafes and restaurants, are known on various «fashionable» dishes... Unfortunately, such attention to gastronomic joys overlaps and extinguishes the spiritual needs of many children and adults.

Like their peers of the last century, modern six-year-old children show wide cognitive interests in various aspects of life: participation in festive events, joint games with peers, travel with parents, competitions, observation of nature... Modern six-year-olds also love life itself in all its manifestations, in particular, «pink color; winter; when the bright sun is directly in the eyes; when it rains, to catch the droplets and jump in the puddles....»

So, summing up the students' conclusions, we will express their general opinion that children are changing in accordance with the changes that are taking place in society, an era that is changing thanks to civilizational processes.

4. Conclusions and prospects for further exploration. The study and analysis of students' preferences based on a survey and essays writing provide grounds for their conclusions, which are difficult to disagree with: in each historical period, children get opportunities for self-development and changes, their advantages, preferences can change, but attraction to the game, curiosity, cognition activity, benevolence, positivity, energy are features accepted by children of all eras. An active nature is embedded in a modern child, but whether it turns out to be in later life will depend on the conditions of upbringing and training. We would like to note that the analysis of students' essays based on the results of a survey of children and the study of the products of their artistic activities proved convincingly the positive changes that occurred in relation of future teachers to the chosen profession, the image of a preschool child, and motivation for future professional activities.

In our experiment, it was found that in each historical period, the life planes of the world of childhood and the world of adults intersect in a special way. This is particularly evident in the comparison of the results of the survey of children living in different social conditions. They will be presented in the next publications, because the problem of the children's worldview of a modern child remains the subject of active scientific interest and practical exploration.

References:

1. Bieliienka, H. V., Bohinich, O. L. & Borysova, Z. N. (2009). *Pidhotovka vykhovatelya do rozvytku osobystosti dytyny v doshkilnomu vitsi: monohrafiia* [Training of the teacher for personal development of the preschool age child] Kiev: Vyd-vo NPU imeni M.P. Drahomanova [in Ukrainian].
2. Bohinich, O. L. (2008). *Shliakhy vdoskonalennia systemy pidhotovky fakhivtsiv doshkilnoi osvity*. [Ways of improvement of a training system of preschool education specialists]. e-zhurnal "Pedahohichna nauka: istoriia, teoriia, praktyka, tendentsii rozvytku". Vypusk № 1. Retrieved from URL: http://intellect_invest.org.ua/pedagog_editions_e_magazine_pedagogical_science_arhiv_pn_n1_2008_st_9/ [in Ukrainian].
3. Bohush, A. M., Varianytsia, L. O., Havrysh, N. V. (Ed), Kurinna, S. M. & Pechenko, I. P. (2006). *Dity i sotsium: Osoblyvosti sotsializatsii ditei doshkilnoho ta molodshoho shkilnoho viku: monohrafiia* [Children and society: Features of socialization of children of preschool and younger school age]. Luhansk : Alma-mater [in Ukrainian].
4. Havrysh, N. V. (2010). *Vidbytta v movlenni doshkilnykiv osoblyvostei svitorozuminnia* [Reflections in preschool children's speech of features of outlook]. *Doshkilna osvita*, 2, 42–47 [in Ukrainian].
5. Havrysh, N., Barna, Kh. & Polovina O. (2016). *Oserdechennia zmistu profesiinoi pidhotovky yak chynnyk osobystisno-profesiinoho zrostannia maibutnikh pedahohiv doshkilnoi osvity* ["Spiritualization" of person-professional growth content of future pre-school teachers]. *Science and Education a New Dimension. Pedagogy and Psychology*, IV (45), Budapest, Issue, 93, 42 – 46 URL: www.seanewdim.com [in Ukrainian].
6. Havrysh, N.V. & Linnik, O. (2013). *Filosofia dlia ditei movoiu sertsia* [Philosophy for children in the heart language] (metodychnyi posibnyk). Kiev: Vydavnychi dim "Slovo" [in Ukrainian].
7. Kindrat, I.R. (2013). *Formuvannia dytiachoi kartyny svitu v intehrovanomu prostori doshkilnoho zakladu*. (Doctoral dissertation) [Formation of a children's picture of the world in the integrated space of preschool institution]. *Luganskiy natsionalnyi pedagogichnyi univversitet Imenya tarasa Shevchenka*. Luhansk [in Ukrainian].

8. Kononko, O. L., Lutsenko, V.O., Nechai, S. P., Plokhii, Z. P., Sydelnykova, O. D., Starchenko, V. A., Tereshchenko, O. P., Shelestova, L. V. & Yakymenko, L. Yu. (2013). Formuiemo u starshih doshkilnykiv tsilisne svitobachennia. Navchalno-metodychnyi posibnyk [Let's form complete outlook at the senior preschool children] – Kiev: «Imeks-LTD» [in Ukrainian].

9. Obuhova, L.F. (1995). Detskaya Psihologiya. Teorii. Faktyi. Problemyi [Children's psychology. Theories. Facts. Problems.]. Glava 8. Moskva: Trivola [in Russian].

10. Tarasenko, H. S. (2015). Pidhotovka maibutniikh pedahohiv do realizatsii nastupnosti doshkilnoi i pochatkovoï osvity (kontekst poshuku onovlennia metodolohichnykh ta metodychnykh zasad) [Preparing future teachers for the implementation of the continuity of preschool and primary education (searching context of methodological and methodological foundations updating)] Aktualni problemy formuvannia tvorchoi osobystosti pedahoha v konteksti nastupnosti doshkilnoi ta pochatkovoï osvity: zbirnyk materialiv Mizhnarodnoi naukovo-praktychnoi internet-konferentsii. Vinnytskyi derzhavnyi pedahohichnyi universytet imeni Mykhaila Kotsiubynskoho, Instytut pedahohiky, psykholohii i mystetstv. Vinnytsia: TOV «Nilan – LTD» [in Ukrainian].

11. Totska, T. P. (2010). Filosofiia dlia ditei ta doroslykh za literaturnymy tvoramy V. Sukhomlynskoho [Philosophy for Children and Adults in V. Sukhomlinsky's Literary Works]. Kiev: Shkilnyi svit [in Ukrainian].

12. Ushynskiy, K. D. (1983). Problemy rosiiskoi shkoly [Problems of the Russian school] Vybrani pedahohichni tvory: U dvokh tomakh. T.2. E. D. Dnieprov (Ed.). Kiev: Radyanska shkola [in Ukrainian].

RECEPTION OF NATIONAL SOCIAL DISCOURSES IN EAST SLAVIC FANTASY OF THE BEGINNING OF THE XXI CENTURY

Gurduz Andriy
Candidate of Philological Sciences, Associate Professor,
Doctoral Candidate of the Subdepartment
of Ukrainian and Foreign Literature and Comparative Studies
of Berdyansk State Pedagogical University, Ukraine
orcid.org/0000-0001-8474-3773
e-mail: gurdai@ukr.net

Summary. At this time, the very productive fantasy genre intensively rethinks of the national reality, primarily socio-political, in veiled or direct way. The original embodiment of echoes of resonant social events of the beginning of the XXI century we found in fantasy novels, and that embodiment is organic to modern myth-making tendencies of the genre. The search for an artistic reflection of national identity is especially relevant today for the literatures of the post-Soviet space.

We determine for the first time the specifics of the fantasy reception of Ukrainian, Belorussian and Russian social discourses of the beginning of the XXI century respectively in “The House in Which Time Was Lost” by Victoria Granetska, Anastasia Nikulina and Maryna Odnoroh, “Seven Stones” by Oleksiy Shein and “Empire ‘V’” – “Batman Apollo” by Victor Pelevin. The key elements of our study are the coverage in the compared literary texts the role in modeling the fantasy chronotope of traditional structures of legendary and mythological origin, as well as the differences between the basic fantasy paradigms regarding the ethical aspect of the relationship between good and evil.

Key words: reception, fantasy, social reality, religion, typology.

The relevance of the research topic. From the literature, which was not fully recognized by the academic community for a long time, fantasy in the first decades of the XXI century has become one of the most productive genres. Its

myth-making potential is now in great demand in the field of national identity due to the virtually unlimited possibilities of fantasy manipulations with historical, cultural and legendary-mythological and neomythological material. Accordingly, the writers of this genre are sensitive to the socio-political discourse of the end of the XX – the beginning of the XXI century. At this time, the genre takes on a veiled (Mariam Petrosyan), transparent in its metaphor (Victoria Granetska, Anastasia Nikulina and Maryna Odnoroh, Olexiy Shein, etc.) or direct (Victor Pelevin, Grigoriy Zotov, Sergiy Lukyanenko, Ransom Riggs, Sally Green, etc.) rethinking the national reality, primarily socio-political. The original embodiment of echoes of resonant social events of the beginning of the XXI century we found in fantasy novels, and that embodiment is organic to modern myth-making tendencies of the genre. The search for an artistic reflection of national identity is especially relevant today for the literatures of the post-Soviet space.

The national aspect is of primary importance in the reception of the social realities of independent Ukraine, Bilorus and Russia, as seen respectively in the fantasy novels *"The House in Which Time Was Lost"* (2016) by V. Hranetska, A. Nikulina and M. Odnoroh, *"Seven Stones"* by O. Shein and *"Empire 'V'" – "Batman Apollo"* (2006–2013) by V. Pelevin. Subject reflection or metaphorical echo here of social events of the beginning of the XXI century relevant and unexplored, although fundamentally important, in particular, in the sense of superimposing on the relevant artistic corpus features of specific matrices of these East Slavic countries mentality. This problem requires for its solution a syncretic set of research methods, primarily comparative-typological, imagological, ethnoimagological, psychoanalytic and mythopoetic.

Resonant in their national systems, these novels due to the modeled pictures of the world, the embodiment of actual socio-cultural, gender and national-ideological codes are organic and important in the evolution of fantasy in the XXIst century. The comprehension of the imperatives inherent in these works is possible when analyzed in the appropriate genre context, taking into account the political and social movements in the national societies of the named writers. We make an attempt to investigate one of the foreshortenings of the indicated problem in this article for the first time.

Analysis of recent research and publications. The question of the fantasy reception of modern socio-political reality was not covered in literary criticism. At the same time, the originality of artists' appeal to the format of this genre for ideological purposes was considered – in particular, in Russian literature (O. Krynytsyna, K. Korolyov), American (I. Gordon, J. Kavadlo), English (D. Baker, N. Birns). For example, in addition to numerous commentaries on the events of Russian history and the present, the Ukrainian Revolution of Dignity is directly mentioned in *"Empire 'V'"* by V. Pelevin (Pelevin 2006, p. 168).

"The House in Which Time Was Lost" and *"Seven Stones"*, despite their artistic originality, did not become the subject of literary research. T. Belimova's

attribution to magical realism (Hranetska, Nikulina, Odnoroh, 2017, p. 375) remains almost the only genre assessment of "The House in Which Time Was Lost", very polemical in the light of fantasy concepts by F. Mendlesohn, O. Kovtun and others scientists. The system of artistic parameters testifies to the fantasy nature of the novel (in particular, it is a detailed explanation in the text of the reasons for stopping time, as well as the logic of the paradigm "God – people", that complicated because of its third element – watchmakers with justification of their role; motivation of angelic help to the chosen masters; virtual continuation of the story line in the dream of the hero (Hranetska, Nikulina, Odnoroh, 2017, p. 182), etc.).

O. Shein's novel "Seven Stones" was also not studied, it was commented in the author's interview sometimes and it was described by Belarusian researchers as an "adventure heroic fantasy" (Hrushecki, Hryshchuk, 2015, p. 6).

V. Pelevin's dilogy is covered aspectually: in particular, K. Dyakova considers the problem-thematic complex of "Empire 'V'", revealing in it the scheme of the myth about the hero (Dyakova, 2007, p. 158). Separate accents regarding the problems and the system of images of the dilogy are recorded in the works by O. Vernitsky, T. Nadozirna and others. In a number of contemporary works on the problems of the writer's prose, this dilogy is ignored (Kostromitskiy, 2013) or interpreted very superficially (Osmukhina, 2016).

In general, the named Ukrainian, Belarusian and Russian works were not compared yet.

Formulation of the purpose and tasks of the article. The purpose of our article is to determine for the first time the specifics of the fantasy reception of Ukrainian, Belorussian and Russian social discourses of the beginning of the XXI century respectively in "The House in Which Time Was Lost" by Victoria Granetska, Anastasia Nikulina and Maryna Odnoroh, "Seven Stones" by Oleksiy Shein and "Empire 'V'" – "Batman Apollo" by Victor Pelevin. We make the comparison of these artistic works for the first time. The key elements of this study are the coverage in the compared literary texts a) the role in modeling the fantasy chronotope of traditional structures of legendary and mythological origin, as well as b) the differences between the basic fantasy paradigms regarding the ethical aspect of the relationship between good and evil.

Presentation of the main research material. Mariam Petrosyan's trilogy "The House in Which..." (2009) became a fantasy work – a kind of common denominator for the novels we are comparing: it is here that premises and the actual collapse of the USSR are metaphorically marked. The crisis of the last period of the state is reflected here in the building of the boarding school, which has existed for seventy years, but whose walls are marked by cracks; in the pro-Western preferences of the residents of the boarding school despite the hermeticism of the House; in the metaphor of emigration of the end of the XX century and a lost generation that cannot let go of its past life in a former boarding school.

Full of criticism, but a powerful patriotic message about the Russian reality of already the beginning of the XXI century is heard in the dilogy "Empire'V'" – "Batman Apollo" by V. Pelevin. Unexpected emphasis on nationality in a vampire environment is made ("Be proud, Rama, that you are a Russian. Russian vampire..." (Pelevin 2013, p. 319)) and the vampires' awareness of their citizenship ("I'm not only a vampire. I'm also a citizen of my country" (Pelevin 2006, p. 278)). At the same time the resonator in dilogy is the piercing criticism of the writer in the remarks of his characters about the insolvency of his country and about Russia as a "police state" (Pelevin 2013, p. 111). Let us recall here S. Clark's attempt to awaken English national pride in "Jonathan Strange & Mr Norrell" or S. Green's critique of English flaws in her "Half-Life". The Russian dilogy is consonant with the modern tendencies of the world vampiriad with the involvement of the rethought material of the "superhero mythology" (in "Batman Apollo"), although the biography of the key character is close to the scheme of the myth about the hero (Dyakova, 2007, p. 158), which was developed by O. Rank (Rank, 1997, p. 216). Articulated leveling the differences between the camps of good and evil by the characters of the "Watches" by S. Lukyanenko, "The Face of the Black Palmyra" by V. Vasiliev, "Half-Life" by S. Green, "Persecutor of Clouds" and "Immortals" by D. Korniy, "Evil" by L. Bagrat and others writers, we also meet in these V. Pelevin's novels with described a morally shattered world in them.

Referring to the text of O. Solzhenitsyn (Pelevin 2006, p. 15, 76, 291) and in contrasting his national culture with others, Russian postmodernist critically assesses the state of his fellow tribe's spirituality. The writer states a specific reason for Russia's "eternal youth" ("...it got it at the cost of a complete rejection of identity..." (Pelevin 2006, p. 386)) and makes a diagnosis of its modernity ("... the recent history of Russia has corrupted the people completely and forever, without any hope of recovery" (Pelevin, 2013, p. 304)), sometimes rising to political sarcasm in post-folklore processing.

The specificity of the intertext of V. Pelevin's philosophical dilogy discovered by us brings it closer to English trilogy by S. Green "Half-Life". S. Green introduces elements of a political novel into her trilogy, depicting the struggle of Nathan Bern's associates against the repressive power of the Council of White Witches as a metaphor for a totalitarian regime (the latter brings this trilogy closer to S. Collins' "The Hunger Games").

Throughout the trilogy, Solzhenitsyn's "trace" emphasizes the horror of torture and murder of people inconvenient for the system and symbolizes the repressive state apparatus. The reading of "One Day in the Life of Ivan Denisovich" and, in general, O. Solzhenitsyn's books about the Gulag by the black witch hunter Celia (Green, 2014, p. 154) outlines the position of the repressive organs of the depicted system. "One Day in the Life of Ivan Denisovich" becomes Nathan Bern's favorite book as the embodiment of the persecuted opposition (Green, 2014, p. 290), since the hero of a Russian work survives in inhuman conditions.

V. Pelevin, in the designation of the Russian spirit, chooses the path of opposing national characters, defining through the lips of Rama the ambivalent essence of Russian life by "...a combination of European sophistication and Asian lawlessness..." (Pelevin 2006, p. 210) and in Hera's reply – the futility of searching for a "national idea" (Pelevin 2006, p. 302)). Under the sign of Solzhenitsyn's mythologeme, the prose writer forms the image of his contemporary homeland, referring also to the concepts of poetry "The Drunken Boat" by A. Rimbaud (Pelevin 2006, p. 292), "The Mind Can't Understand Russia..." by F. Tyutchev and the film cycle "Alien" by dir. R. Scott, J. Cameron and others (Pelevin 2006, p. 385–386). Despite the pessimistic summary of the wise vampire Enlil Maratovich in the dilogy, regarding the Russian mind (Pelevin, 2013, p. 316), V. Pelevin leaves his country a ray of hope.

According to the artistic parameters "The House in Which Time Was Lost" by V. Granetska, A. Nikulina and M. Odnoroh we classify as the urban fantasy, while O. Shein's "Seven Stones" its author himself fair considers to the Christian fantasy (Shein, 2015, Chryscijanskaje, p. 31).

The Ukrainian novel is based on the fantastic idea of stopping time (although it is not time that stops in this artistic work, but its formal countdown, and even that is not fully), developed in a fantasy way with the addition of appropriate genre attributes (in particular, figures of angels, and moreover redheads, which fits into the now popular array of texts about colored angels – remember, for example, "Wings of the Color of Clouds" by D. Korniy or "Hell & Heaven" by G. Zotov).

There is a transparent allusion to the events of the Revolution of Dignity as a period of fateful decisions for the nation in the text by V. Granetska, A. Nikulina and M. Odnoroh, and the revolution is elevated here in the mythologized "timelessness" (Hranetska, Nikulina, Odnoroh, 2017, p. 216) – as a literal metaphor of time between the former order and defined in the new world the future.

The principle of nomination of Ukrainian novel is similar to the one in the trilogy "The House in Which..." by M. Petrosyan. The fantasy arrangement of V. Granetska, A. Nikulina and M. Odnoroh directly reflects the civil protests in Kyiv (where "...blue and yellow flags fluttered" on the barricade in front of the metaphorical "Town Hall" (Hranetska, Nikulina, Odnoroh, 2017, p. 271)) with an aspect coverage of the dynamics of events: the escape from Ukraine of then-President Viktor Yanukovych, the beating and killing of protesters on the Maidan by special forces soldiers (Hranetska, Nikulina, Odnoroh, 2017, p. 330) (later these dead will be called "Heavenly Hundred") and so on.

The text gives an unequivocal assessment of the relevant events: "So that in the center of the European city, some people persecute and chase others like animals, destroy their property, hunt down sleeping people and throw them behind bars? This was the third big mistake of the current government..." (Hranetska, Nikulina, Odnoroh, 2017, p. 270–271).

In O. Shein's "Seven Stones" the actions of the soldiers of the usurper of power Wormar in the fantasy country of Ether are also assessed, when they arrest and escort to the camp those who do not agree with the tyrant's policy: "It was their big mistake" (Shein, Sem 2015, p. 105). Epharians were later banned from public gatherings. The analysis of the text of this novel allows to draw clear parallels with the events of "Square 2010" in Minsk – the violent dispersal by the authorities of civil protests against the results of the presidential election. The nomination of the tyrant in "Seven Stones" "Friend Wormar" is formed on the principle of the formula of "Big Brother" Orwell's "1984" and in the text is sarcastic. At one time, pointing out that this book "...in some way illustrates the events in Belarus, that it is not an abstract evil ruler, but some more real" (Shein, 2015), O. Shein later formulates the idea of the novel more generally: "...tried to write universally about the struggle and evil. But you can look for parallels" (Shein, 2015).

Descriptions of the beating of citizens in front of the "Town Hall" in "The House in Which Time Was Lost" and of the residents of the "Vertogard" in the "Seven Stones" are typologically similar. The accent that Epharians, according to their customs, elect the ruler by democratic voting in the city square in front of the "Scales of Choice" (Shein, Sem 2015, p. 50), forms a contrast in the novel.

In the gender bias of a number of Ukrainian fantasy novels of the first decades of the XXI century we see compliance with the laws of development of the Ukrainian genre. In particular, the motive of gifting a man by a woman – "redhead angel" (Hranetska, Nikulina, Odnoroh, 2017, p. 147) to the level of genius reflects the specific dominance in Ukrainian fantasy prose of a woman-creator (L. Bagrat, V. Granetska, D. Korniy etc.), and often with additional "angelic" symbolization, that included in this paradigm: "...In the life of every watchmaker who could... create watches that had a real, terrifying power over time... an angel girl appeared. She made her chosen one a genius, but did not allow him to imagine himself as God" (Hranetska, Nikulina, Odnoroh, 2017, p. 146). Let us emphasize the dominance of the masculine principle in the novels by V. Pelevin (because of his beliefs) and by O. Shein (due to his attraction to the Christian tradition).

In this context, there is a noticeable hint in the "The House in Which Time Was Lost" that a woman gives a man the wings of love; the hero of this novel realizes this in a state of loss of his beloved (let us remember the artist Olexiy from the "Mavka's Diary" by D. Korniy, who paints for his beloved Magda the winged Mamaj). The motif of the winged woman is peculiar to Ukrainian fantasy: it is through in D. Korniy's novels, and it is picked up by O. Pechorna in her "Witch".

The masculine beginning dominates in "Seven Stones", where the hero makes his journey in the name of dear to him girl Mirka. It is noteworthy that the beloved girl of the hero of the Ukrainian novel Bohdan is Mira (in origin text we mark the symbolic of these names: "God gives peace").

In "The House in Which Time Was Lost" the binary opposition "God – people" (as heavenly – earthly) is complicated to the trinity structure by the interme-

diating element “watchmakers” (“Watchmakers stand between God and people...” (Hranetska, Nikulina, Odnoroh, 2017, p. 146), endowed with the ability to influence to the human destiny. In such an artistic configuration we see the echo of the transformed in the end of the XX – the first decades of the XXI century fantasy paradigm “good – (conditionally) neutral variable – evil” (Gurduz, 2009, p. 64). At the same time, in the Christian fantasy “Seven Stones” the mediocre position is unthinkable, and all in the artistic world here is clearly divided as heavenly and earthly, good or evil. Accordingly, the Keeper of the seventh stone, Jerome, tells the hero about God: “In general, He always gives a person the opportunity to choose: good or evil, life or death. It’s all up to you” (Shein, Sem 2015, p. 292). It is productively to compare this with the provisions of fantasy works that appeal to the pagan cultural layer. Thus, in D. Korniy’s “The Reverse Side of Light” “Light and Darkness are only two sides of the one whole...” (Korniy, 2013, p. 183), and the wise Swede says the same in V. Vasiliev’s “The Face of the Black Palmyra”: “Darkness, Light... All this is nothing more than conventions. Light easily becomes Darkness when it begins to pursue its own interests. [...] And Darkness becomes Light just as easily when it does not pursue its own interests» (Vasilyev, 2005, p. 276).

It is symptomatic that the given representative positions of fantasy by D. Korniy or V. Vasiliev correspond to worldview shifts in modern philosophy and culturology, an illustrative example of this are the works by J. Baudrillard. In the conception of this scientist, the difference between good and evil is leveled: «It’s a question of transparency. [...] Good is merely a transposition and a substitute product: the hypostasis of evil. Good definitively scattered among the figures of evil. Anamorphosis of good. Evil definitively scattered among the figures of good. Anamorphosis of evil. It is only through the distorted, disseminated figures of evil that one can reconstitute, in perspective, the figure of good» (Baudrillard, 2005, p. 142). And then: «This way evil has of showing through in all the figures of good...» (Baudrillard, 2005, p. 143).

Deforming fundamental worldview principles, in particular religious ones, such metamorphosis of thinking cannot but be reflected in fiction and, by virtue of their nature, first of all, in fantasy. Naturally, the corresponding transformations are reflected in full force in the texts of urban fantasy. One of the most famous artistic examples of this at the beginning of the XXI century is “Twilight” by Stephenie Meyer, the concept of which provides that “good can become evil, and evil, good...” (Fost, P., Fost, E., 2009, p. 64) and that irrational images, which are traditionally associated in culture with evil, are capable to “...overcoming their nature...” (Fost, P., Fost, E., 2009, p. 64).

It is no coincidence that in the light of what has been said, the vision in “The House in Which Time Was Lost” about the destruction of Israel as a city of three religions is seen (Hranetska, Nikulina, Odnoroh, 2017, p. 250–251).

The aspirations of the masses to freedom and democratic rights are similar in the compared novels, but in O. Shein’s book the imperative of will is inseparable

from faith in God (“Journey... of Jas... leads to faith in God” (Shein, 2015, Chryscijanskaje, p. 30)).

Images of Belarusian characters, like in the Ukrainian novel, are grouped on the principle of confrontation or support of the authorities. Their psychological fluctuations, with the exception of Yasya and a row of stone Keepers, are centered mainly on the legend of living water, in the existence of which the Epherians are lost their faith.

The images of the insurgents in “Seven Stones” and “The House in Which Time Was Lost” are naturally written in more detail than the images of supporters of the government. At the same time, with the external monolithicity in these novels of the pro-government camps, some characters of their defenders here receive a relative psychological working-out. If a young special forces officer from a Ukrainian novel cries after the reproach of a former Afghan (“It’s good that your mother doesn’t see you...” (Hranetska, Nikulina, Odnoroh, 2017, p. 308)) – “...a small single tear rolled down” (Hranetska, Nikulina, Odnoroh, 2017, p. 308), then in Belarusian book at Wormar’s order to use a guns against the rebels, one of his military commanders can not stand: “Ordinary residents may be affected” (Shein, Sem 2015, p. 371).

Traditional for modern fantasy, the connection of a broad cultural context creates a kind of fairy-tale atmosphere in “The House in Which Time Was Lost”, where we see, in particular, a game appeal to Marquez’ “magical realism”: “God has forsaken us, otherwise why am I still here? – The man turned around and left... His white canvas jacket fluttered... like the dirty and peeled wings of an angel who happened to be on the ground. Old man with wings” (Hranetska, Nikulina, Odnoroh, 2017, p. 116).

At the same time, the intertextual strategies of the compared books are different. Inherent in V. Pelevin’s prose, the eastern cultural vector can be traced in his dilogy. The high saturation of the text of “Empire ‘V’” and “Batman Apollo” with foreign vocabulary and the representation of the Russian national element in a characteristic satirical tone – as in the scene on the name of the incumbent President of Russia (Pelevin 2013, p. 74) or its state symbols (Pelevin 2013, p. 172) – is a way of contrasting the writer’s rejection of pro-Western movements in Russian culture (Pelevin 2006, p. 75).

The biblical component of the intertext plays a naturally important role in the creation of the allegory of the “Seven Stones”, which probably correlates with the myth space of “The Chronicles of Narnia” by K. S. Lewis and, remotely, with fantasy modeling in R. Riggs’ “Miss Peregrine’s Home for Peculiar Children” (in particular, Yas’ entry into the fantasy Epheria after a journey on the water through the fog is reminiscent of a scene from American pentalogy, when the impression of entering the fog “into another world” (Riggs, 2013, p. 80) evokes biblical associations in the hero Jacob (Riggs, 2013, p. 80–81)). Selection of the names of the characters (Thomas, Joseph, Matthew, Nathan), with an emphasis on the number seven (seven stones that are kepted by the seven keepers; seven

chapters of the novel describe the hero's arrival in Ether and his seven-day adventures in it) and systemic plot solutions unequivocally refer to biblical reality, as the writer himself notes (Shein, 2015, Chryscijanskaje, p. 30). His religious worldview certainly affected the text (Shein, 2015, Chryscijanskaje, p. 30). For example, Thomas removes from the camp of forced labor and leads in a the desert by a lot of arrested compatriots, and due to the influence of a magical source in the desert, people have a desire to return to captivity (Shein, Sem 2015, p. 130). The hero repeatedly sees and communicates with the amazing image of a man accompanied by a lion, a bull and an eagle, which take Yas from the fairyland to the real world in the finale, and the symbolic unity of these images is mentioned in the Bible. Yas' meeting with a shepherd, who points to the living water in the heavens, transforms the hero's worldview.

In contrast to the septalogy of C. S. Lewis, in O. Shein's novel the allegorical depiction of the country's socio-political events is transferred to a fantasy space, which is obviously due to censorship issues. On the other hand, as objectively later events, Bohdan from the Ukrainian novel in a "prophetic" dream sees the annexation of Crimea and the Russian "...armed confrontation on the eastern border with Ukraine" (Hranetska, Nikulina, Odnoroh, 2017, p. 300).

Conclusion. As can be seen from the above, emphasizing the acute social problems of our time (rejection of totalitarianism, the need for tolerance in a multinational society, emphasizing of his national superiority over foreign, etc.), V. Pelevin models his art world in "Empire 'V'" and "Batman Apollo" according to the current paradigm, and he chooses an intertextual strategy to talk about national. In "The House in Which Time Was Lost" and "Seven Stones" typologically similarly the socio-political realities of the beginning of the XXI century in Ukraine and Belarus reflect; these mass popular protests were caused by the then national policy. Transparent allegory in the Ukrainian novel and more veiled – in Belarusian book are objective for the writers. Organic to the genre corpus of the end of the XX – the first decades of the XXI century, the compared texts have a row of similarities and at the same time they are differ in the basic fantasy paradigm. The similarities of the analyzed novels are conditioned both by their genre affiliation and by the East Slavic spiritual and cultural heritage common to their authors. The differences are caused by the difference in artists' worldviews and national social realities of the beginning of the XXI century. One of the key features of modeling the space-time of these works is also determined by the fact of artists' attitude to the religious-Christian paradigm. We explain deviations in the Ukrainian novel from the traditional binary opposition "good – evil" and the correspondence of the Belarusian work to it scheme; the same conditionality of the gender (V. Granetska, A. Nikulina, and M. Odnoroh) and religious (O. Shein) accents found in their texts.

In our opinion, the provisions of this article can be used as a basis for a promising study of Slavic fantasy in the world context, in particular, in the aspects of the reflection of the multinational socio-cultural movements and events.

References:

1. Baudrillard, Jean (2005). *The Intelligence of Evil or the Lucidity Pact* / transl. by C. Turner. Oxford; New York: Berg. V, 213 p.
2. Dyakova, Kseniya (2007). *Chitatelskiye zametki na polyakh «Ampira V»*: (po odnoimennomu romanu V. O. Pelevina). [Readers' notes in the margins of "Empire V": (based on the novel of the same name by V. O. Pelevin)]. Noviy mir. Moscow. No 9. P. 157–162. (in Russian).
3. Fost, Peter. S., Fost, Eli (2009). *Vampire-Dämmerung: What can Twilight Tell Us about God? Twilight and Philosophy: Vampires, Vegetarians, and the Pursuit of Immorality* / ed. by R. Housel, J. J. Wisnewski. Hoboken, NJ: Wiley (John Wiley & Sons, Inc. P. 63–77.
4. Green, Sally (2014). *Half Bad*. Falkirk: Penguin Books. 384 p.
5. Gurduz, Andriy (2009). *Postiynist rukhlyvoho: izomorfizm klyuchovykh tradytsiynykh obraziv i motyviv u literaturi*. [Constancy of the mobile: isomorphism of the key traditional images and motifs in literature]. Zarubizhna literatura v shkolakh Ukrainy. Kyiv. No 12. P. 63–64. (in Ukrainian).
6. Hranetska, Viktoriya, Nikulina Anastasiya, Odnoroh, Maryna (2017). *Dim, u kotromu zablukav chas*. [The House Where Time Got Lost]: a novel. Kharkiv: Folio. 378 p. (in Ukrainian).
7. Hrushecki, Aleh, Hryshchuk, Nasta (2015). *Fantaziiory z krainy aziorav*. [Dreamers from the land of lakes]. Litaratura i mastactva. July 24. No 29. P. 6. (in Belarusian).
8. Korniy, Dara (2013). *Zvorotniy bik svitla*. [The Reverse Side of Light]: a novel / foreword by H. Pahutyak. Kharkiv: Kn. klub «Klub simeynoho dozvillya». 320 p. (in Ukrainian).
9. Kostromitskiy, R.I. (2013). *Tendentsii "pozdnego postmodernizma" v tvorchestve Viktora Pelevina* [Tendencies of the "Late Postmodernism" in the Artistic Work by Victor Pelevin]: monograph. Berdyansk: BDPU. 181 p. (in Russian).
10. Osmukhina, O. Y. (2016). *Remifologizatsiya syuzheta o vampirakh v romanakh V. Pelevina "Empire "V"" i "Betman Apollo"* [Remythologization of the plot about vampires in V. Pelevin's novels "Empire 'V'" and "Batman Apollo"]. *Natsionalnyye kody v yevropeyskoy literature XIX–XXI vekov* [National Codes in the European Literature of the XIX–XXI centuries]: kollekt. monogr. Nizhniy Novgorod. P. 225–233. (in Russian).
11. Pelevin, Viktor (2013). *Betman Apollo*. [Batman Apollo]: a novel. Moscow: Eksmo. 512 p. (in Russian).
12. Pelevin, Viktor (2006). *Empire 'V'*: a novel. Moscow: Eksmo. 416 p. (in Russian).
13. Rank, Otto (1997). *Mif o rozhdenii geroya*. [The myth of the Birth of a Hero] / transl. from the English by A. Khomik, M. Kobylinsky. Moscow: Refl-buk; Kyiv: Vakler. 252 p. (in Russian).

14. Riggs, Ransom (2013). *Miss Peregrine's Home for Peculiar Children*. Philadelphia: Quirk Books. 382 p.

15. Shein, Alaksej (2015). Alaksej Shein kinuv vyklik Tolkijenu i Ljuisu – napisav pershaje belaruskaje fentezi. [Alexei Shein challenged Tolkien and Lewis – he wrote the first Belarusian fantasy]. *Radyjo Svaboda*. April 18. URL: <http://www.svaboda.org/a/26964781.html>. (in Belarusian).

16. Shein, Alaksej (2015). Chryscijanskaje fentezi pa-bielarusku. [Christian fantasy in Belarusian]. / conducted by L. Burlevich. *Ave Maria: katalicki relih. chasopis*. Minsk. No 10 (247). October. P. 30–31. (in Belarusian).

17. Shein, Alaksiej (2015). *Sem kamanov*. [Seven stones]. Minsk: Pazityv-centr. 416 p. (in Belarusian).

18. Vasilyev, Vladimir (2005). *Lik Chernoy Pal'miry*. [The Face of the Black Palmyra]. Moscow: AST: Lyuks; Kiyv: NKP. 318, [2] p. (in Russian).

FACTORS OF PROFESSIONAL GROWTH OF CIVIL SERVANTS WITH DIFFERENT TYPES OF WORK MOTIVATION

Kolesnikov O.

**PhD student, Department of Social Psychology,
Taras Shevchenko National University of Kyiv, Ukraine**

Abstract

The article analyses work motivation of civil servants and opportunities for their professional growth, in particular, identifies those factors that help actualize the need for civil servants' professional self-development depending on types of their professional motivation. Types of employees with similar motivational characteristics have been empirically identified and described; these types are "active professionals", "led instrumentalists" and "indifferent operators". In addition, the factors helping actualize motivation for professional growth are described. Civil servants identified as active professionals had high indicators of intrinsic motivation, namely the orientation component, value orientations; and existing conditions and opportunities to achieve social recognition and respect via professional activities motivated them also. As for "led instrumentalists", professional growth of such civil servants was based mainly on external motivation, in particular, external negative motivation. As for "indifferent operators", their involvement into emotional relationships in a team, the indicators of the communicative component were the main motivational factors.

Keywords: motivation, work motivation, professional growth, civil servants.

Problem statement. Civil servants' professional motivation and opportunities for their professional growth are important because existing relationship in the "state - civil servant" are inefficient; so civil servants do not perform or perform formally their professional duties. An insufficient professional level and bad executive discipline, civil servants' unwillingness to take responsibility or transfer of the most capable employees to commercial organisation, because of lack of decent incentives to work in the civil service, are often mentioned in the liter-

ature (Artemenko, 2016). In other words, professionalism cannot be improved without high professional motivation; only high motivation can positively affect civil servants' productivity, their willingness to perform their duties effectively. From this point of view, civil servants' needs are internal motives for activities, and motivational strength depends on the relevance and personal significance of needs, as well as the possibility or impossibility of their satisfying in professional work (Malymon & Glova, 2014).

Analysis of recent studies and publications. The performed review of corresponding psychological scientific literature has allowed us to identify several key positions for our research. In particular, E.F. Zeyer, basing on the understanding of personality as an activity subject, identifies determined professionally four-component structure of a personality (Zeyer, 2005), where the system-forming factor of personality was an individual's orientation (motives, intentions, values, attitudes to a profession, etc.). In addition to the orientation component, E.F. Zeyer also identified cognitive, communicative and regulatory components. In his opinion, one or more components could become important in personality development depending on types of professional activities, and an individual's orientation was characterized by such psychological constructs as motivation, value orientations, attitudes, etc. (Kovalchuk, 2011).

E. Zeer and E. Symanyuk pointed out that the main category reflecting the content of an individual's interactions with their profession was professional development, which was seen by these authors as a fundamental process of human changes and an explanatory principle of professionalism (Zeyer & Symanyuk, 2005). We completely agree with N.G. Ivanova's thesis on many motives stimulating an individual's activity. These motives form a certain hierarchy, which can be changed under internal and external factors affecting actualization of existing motives or formation of new motives (Ivanova, 2016).

One of the leading professional motives is the motive of a professional career. Namely, the possibility of professional growth gives an impetus to self-improvement, professional development and professional self-realization (Kalchuk & Karpilyansky, 2008).

V. Tsvetkov was one the first researchers who studied professional motivation in public administration. According to him, the main determinants of effective management were a leadership style, management techniques and a motivation system, which equilibrium ensured high management efficiency (Tsvetkov, 1996).

V.M. Semenyuk, A.G. Babenko and A.L. Bykova noted that the focus on material incentives in combination with intangible motives was an important basis for better work and achievement of both personal and organizational goals (Semenyuk, Babenko & Bykova, 2010).

L.Ya. Malimon and I.V. Golova revealed in their empirical research the most personally significant and satisfied motives of civil servants, in particular, interesting and useful work, clearly structured work, social contacts (Malymon & Glova, 2014).

Foreign studies in this area said that the factors determining public sector employees' motivation were different from those affecting motivation of people working in the private sector (Buelens & Van den Broeck, 2007; Houston, 2000). D.J. Houston believed that internal rewards for work, a sense of success were more valuable for civil servants, than external motives, such as high income or short working hours (Houston, 2000).

D.P. Moynihan and S.K. Pandey noted that if civil servants felt that they significantly contribute to organizational goals, it reduced their frustration and increased commitment (Moynihan & Pandey, 2007).

B.E. Wright pointed out that civil servants were more motivated to fulfil their duties when they were clearly aware of their tasks and considered them important and achievable. Civil servants' productivity was also improved if they were satisfied with such external rewards as financial benefits, opportunities for professional development, satisfaction with of the working environment, etc. (Wright, 2007).

According to the study (Ciobanu & Androniceanu, 2015), civil servants' motivation was influenced by factors related to daily activities, such as a leadership style, the content of their activities or level of independence, and depended to a lesser extent on factors related to professional development, training or career opportunities.

Obviously, public sector employees' motivation is influenced by a set of factors, internal or external, organizational culture and work environment, their professional tasks or leadership styles. The **article purpose** is to analyze the factors having particularly influence on civil servants' motivation and identify qualities, characterizing certain motivational types.

Research results. The study involved employees of Brovary City Council (Brovary, Kyiv region) - 134 people aged 22 to 65 years, including 27 men and 107 women with work experience more than 3 years.

To achieve the goal we used the following psychological examining techniques: "Examination of poly-motivational tendencies in an individual's self-concept" (S.M. Petrov); "Examination of a real structure of an individual's value orientations" (S.S. Bubnova); Personal Orientation Inventory (in the adaptation of N.F. Kalina, A.V. Lazukina); the method revealing the needs in self-development and its fulfilment (N.P. Fetiskin, V.V. Kozlov, G.M. Manuilov); C. Zamfir's Work Motivation Inventory; "Examination of business, emotional, moral climate in a professional team"; "Types of work motivation" (V.I. Gerchikov); "Examination of organizational management styles".

The empirical data has allowed us to assume that there are certain profiles-types that describe workers with similar characteristics. In order to identify such types, we used hierarchical cluster analysis with Ward method and obtained an enough stable 3-cluster solution.

Cluster 1 (29.9%): we have called employees of this type as active professional. These were employees with a clear professional work motivation. The

work content was interesting for such employees, and difficult tasks were considered as an opportunity of professional self-expression; their structure of work motivation was balanced with a significant predominance of internal motivation. Respect and recognition of other people and cognition of something new were on the top of their hierarchy of values. The need for professional growth of such employees was quite clear, as well as they had a desire for creativity and autonomy. These professional motives were not so much related to management styles applied in their organization – either conservative or innovative, but were related to a specific business climate in the organization, namely, responsible attitude, focus on tasks, cooperation and job satisfaction.

Cluster 2 (26.8%) included “led instrumentalists”. Such employees had mainly the instrumental type of professional motivation, i.e. they worked to satisfy other needs. For example, unlike the previous group, they were more interested not in the work content, but in their salary or opportunities to earn their keep. The peculiarity of such employees was that, although the internal component remained important in their structure of their work motivation, the external motives became a significant driving force. As already mentioned, material well-being was stronger value for them; and we assume that such value as respect and recognition of other people were subordinate to material well-being. The need for professional growth was expressed indirectly at such employees, but they (compared to the other two types) were more sensitive to their own desires and needs. A socio-psychological climate in a team and all its aspects - business, creative and moral – were important for them, as well as the innovative and creative organizational styles were a condition for their professional self-development and growth.

Cluster 3 (9.7%) included indifferent operators. Such workers were not really interested in their work or relevant salary. They had the worst (in comparison to employees of other types) attitude to their professional tasks, and external components – mainly external negative motivation and external positive to a lesser degree - were dominated in the structure of their professional motivation. The need for professional growth was the least expressed at them, as well as the need to perform work in general, focus on executed work, on tasks through overcoming obstacles. The same applies to their desire for self-actualization, which was also less pronounced compared to employees from previous two clusters. Such employees took into account a socio-psychological climate in a team, but they participated more in a business structure of organisational relationship than in an emotional one; they more often said about dominant conservative management style in their organizations.

To find out factors affecting civil servants’ need for professional growth in each of the determined clusters, we used regression analysis (step-by-step method), where the dependent variable was the need for self-development, and the list of predictors included previously selected indicators of work motivation.

So, let us look at to the regression analysis results for civil servants from the 1st cluster. Thus, the regression model obtained using the step-by-step method was valid (the thirteenth model of the thirteen calculated models was chosen as appropriate): R-square = 0,920; R = 0,959, Durbin-Watson criterion = 1,850 (within normal limits). This means that the probability of regression analysis prediction is 92%; the “need for self-development” variable correlates with model 13 by 95% and there are no autocorrelations in the model.

According to the table of coefficients, the resulting equation includes the following predictors (Sig.<0,05):

The need for self-development = 1,644 + 0,299 (normative motivation) - 0,480 (hubris inverse motivation) + 0,366 (egocentric inverse motivation) - 0,185 (opportunity to achieve social recognition) + 0,279 (material motivation) - 0,103 (view on the human nature) - 0,246 (material inverse motivation) + 0,171 (pugnic motivation) + 0,183 (egocentric motivation) + 0,239 (gender) + 0,073 (love as a value).

That is, we can say that the deepness of the need for professional self-development of civil servants-“active professionals” - is significantly influenced by indicators of internal motivation, namely the orientation component (focus on group and social norms, responsibility, need for achievements and self-determination, orientation on material well-being, the balance between one’s own and others’ interests, the need to overcome actively difficulties and cope with life circumstances despite the risks, values (love, warm emotional relationships with others), as well as professional conditions and opportunities helping to achieve social recognition and respect.

The performed regression analysis with the step-by-step method for the second cluster showed validity of the 11 regression model: R-square = 0.928; R = 0.963, Durbin-Watson test = 2.314. This means that the probability of regression analysis prediction is 92%; the “need for self-development” variable correlates with model 11 by 96% and there are no autocorrelations in the model.

According to the table of coefficients, the resulting equation includes the following predictors (Sig.<0,05):

The need for self-development = 1,985 + 0,524 (high social status) - 1,207 (leisure) + 0,488 (importance of the chosen profession for society) - 0,300 (degradation to lumpens) + 0,925 (communication as a value) + 0,439 (business climate) - 1,115 (fatigue from work) + 0,883 (conditions for creativity at work) + 0,485 (high material status) - 0,547 (work inconsistency to an individual’s character).

In the “led instrumentalists” cluster, the most factors of civil servants’ professional growth belong to external motives, in particular, achieving high social and material status, recognition of the importance of the chosen profession for society, appropriate working conditions, personal involvement in the job.

The second model was chosen after the performed regression analysis with the step-by-step method for the third cluster, where the indicator R-square =

0.601; $R = 0.775$, Durbin-Watson test = 2.648. We must take into account that the accuracy of the approximation may be insufficient and the model needs improvement. Currently, the table of coefficients for the equation is as follows (Sig. <0,05):

The need for self-development = $- 1,289 + 0,301$ (creative climate) + $0,863$ (education).

That is, the factors influencing the need for professional growth for civil servants belonging to the “indifferent operators” cluster are their involvement into emotional interpersonal relationships, when team norms are enthusiasm, progress, innovations, etc. and growth of their educational level.

Conclusions. The conducted empirical research has allowed us to identify some common characteristics of respondents’ professional motivation and to describe types of civil servants depending on their professional motivation. The motives for professional growth in determined groups were associated with different external and internal factors. Thus, the professional growth of “active professionals” was influenced by material factors, belonging to a group and recognition in it, active and responsible life position, harmonious relationships with others, favourable organizational conditions. Factors of external motivation, such as status, recognition of profession importance by society, appropriate working conditions, etc., proved to be more significant for “led instrumentalists”. Factors that could actualize the need for professional growth for “indifferent operators” included civil servants’ involvement into emotional interpersonal relationships in a team, i.e. the communicative component of work motivation.

References:

1. Artemenko, N.F. (2016). Features of personnel’s motivation in the civil service. *Kadrova polityka ta publichna slyzba. Aspecty pyblichnoho upravlinnia*, No 4-5 (30-31), 37-47.
2. Zeyer, E.F. (2005). *Psychology of Professions*, Moscow, Akademicheskii Proekt, 336 c.
3. Zeyer, E.F., Symanyuk, E.E. (2005). *Psychology of professional destruction: textbook*. Moscow, 240 c.
4. Ivanova, N.G. (2016). Specialists’ motivation to professional activities: concepts, content and functions. *Visnyk Kyivskoho natsionalnoho universytetu imeni Tarasa Shchevchenko. Viyskovo-specialini nauky*, No 1(34), 21-24.
5. Kalchuk, O.S., Karpilyansky, D.A. (2008). Modelling women’s motivation to law enforcement profession. *Aktualni problemy psykhologii: scient. coll. of G.S. Kostyuk Institute of Psychology of NAES of Ukraine Vol. 7*, No 14, 106–111.
6. Kovalchuk, O.P. (2011). Theoretical aspects of the studies on service members’ professional motivation. *Visnyk Natsionalnoho universitetu oborony Ukrainy*, 2, 135-140.

7. Semenyuk, V.M., Babenko, A.G., Bykova, A.L. (2010). Assessment of staff and motivational mechanism of work for civil servants. *Visnyk DDFA: Ekonomichni nauky*, 1, 12-21.

8. Tsvetkov, VV (1996). Public administration: the main factors of efficiency. Text. Kharkov, 457 c.

9. Buelens, M. and Van den Broeck, H. (2007). An Analysis of Differences in Work Motivation between Public and Private Sector Organizations, *Public Administration Review*, 65-74.

10. Ciobanu A., & Androniceanu A. (2015). Civil Servants Motivation and Work Performance in Romanian Public Institutions. *Procedia Economics and Finance*, 30, 164 – 174.

11. Houston, D.J. (2000). Public-service motivation: a multivariate test, *Journal of Public Administration Research and Theory*, Vol. 10 No. 4, pp. 713- 27.

12. Malymon, L. & Glova, I. (2014). Psychological Features of Significance and Satisfaction of Civil Service Employees' Professional Motives with Different Seniority and Experience in the Executive Bodies. *Psychological Prospects Journal*, (23), 179–191. Retrieved from <https://psychoprospects.vnu.edu.ua/index.php/psychoprospects/article/view/245>

13. Moynihan, D. P. & Pandey, S. K. (2007). The Role of Organizations in Fostering Public Service Motivation, *Public Administration Review*, 40- 53.

14. Wright, B. E. (2007). Public Service and Motivation: Does Mission Matter? *Public Administration Review*, pp. 54 – 64.

IMPLEMENTATION OF PHILOSOPHICAL AND LEGAL IDEAS IN ANCIENT ATHENS

Petro Mamchyn

**Chairman of the Shevchenko District Court of the city of Chernivtsi,
post-graduate student of the Department of Philosophy of Law and
Legal Logic, National Academy of Internal Affairs of Ukraine**

E-mail: 4172519@gmail.com

The issue of the effective work of the judicial system of any country remains relevant throughout the existence of such a form of social organization as the state. The success and status of a state entity, as well as the standards of living of its population directly depend on the quality of the system of justice. Achieving justice and protection of human rights, as the basic values of the state, always arouse great interest among various layers of the population and directly penetrate into all spheres of its life. The issue under studies does not lose its significance today either, since the evolution of mankind makes society face new challenges that in one way or another affect its life. However, in the process of finding these new ways, it is essential to remember about the life experience, which has already been gained and tested during previous historical periods of human civilization.

We suppose that while looking for something new, we need to return to the origins and, relying on the analysis of the existing experience, generate ideas that can acquire practical importance in the near future. Therefore, we suggest that this research should start with the analysis of the processes of implementing philosophical and legal ideas of justice at the times of the ancient Athenian state.

Key words: law, ancient Greek justice, jury, democracy, collegiality and openness of the judicial process.

1. INTRODUCTION

Ancient Greek society did not develop according to a “classical model”. It has revealed to the world a new form of emergence and development of the phenomenon of statehood in the form of a symbiosis of city-states or poleis that were divided by borders, but at the same time had common language, religion, and social psychology (Shaptalov, 2008). In fact, in the course of their existence, the

Greek city-states were almost constantly at war with each other, but on the other hand, they were located in a similar cultural space, which proves the existence of the phenomenon of preserving ethnic unity in the conditions of incredibly broad political diversity. Actually, each polis was a separate sovereign functional entity of the state type, which developed locally and independently solved the diverse social, administrative, legal, and other problems facing it. Consequently, there arose a great variety of state and legal systems that successfully operated in Ancient Greece. That is why it is not surprising that each of the poleis, existing at that time, chose its own, peculiar model of government, which was marked with outstanding ingenuity in both theoretical and practical areas (Melenko, 2013). But what was the objective factor that allowed the Greek city-states to avoid the extremely negative manifestations of the processes of absolute separatism? In our opinion, the commonality of religious beliefs and ideas, in a combination with the cultural unity of the Greek ethnic group in general, proved to be the symbiotic phenomenon that made possible the existence and functioning of various political models within ethnically homogeneous Greek population. Hence, the subject of investigation of this article is the above mentioned ontological feature of functioning of the institutions of justice in the Athenian state.

2. THE PECULIARITIES OF IMPLEMENTING PHILOSOPHICAL AND LEGAL IDEAS IN ANCIENT ATHENS

Quite a large variety of polis communities has stipulated a wide choice of a particular model of political development of the polis. The political and economic systems of Athens and Sparta proved to be extremely antagonistic models of the basic principles of state formation. Between them, on this imaginary coordinate axis, there were numerous Greek poleis with certain variations of aristocratic, democratic, or oligarchic rule. At the same time, in order to survive in the face of frequent external threats, the Greek society desperately needed to create a basis for intra-ethnic unity. In the long run, the Greeks managed to solve most of the crucial issues, and they did it so successfully that those solutions have determined the political history of Europe for many thousands of years ahead (Shaptalov, 2008).

The most popular model of state power at that time was the so called "classical" one, whereby the state power had a "from top to bottom" structure. In other words, all management in society was controlled by the bureaucracy, whereas power in the state was concentrated in the hands of a few clan leaders. As a result, the population of such a state entity was not actually endowed with any amount of rights, being completely dependent on the "supervisory" bureaucracy.

It is known that in the "classical" version of forming the power institutions in the state, all the power was concentrated in the hands of the supreme ruler - the king, tsar, etc. Consequently, along with all the power in the state, the highest official also acquired the status of the largest owner in the state. Taking into account

the fact that in ancient times the main means of production and, accordingly, the highest value was land ownership, it is not surprising that all land in the state, a priori, belonged to the supreme ruler. This ensured his unlimited power and affected the disenfranchised position of his subjects.

The process of forming state-government mechanisms in Ancient Greece took place in a completely different way. For instance, the institution of private ownership of land became widespread in these territories. Later, it determined the model of public administration in the ancient Greek city-states. In addition (according to B. Shaptalov), certain poleis built the state not “from above” (as it should be according to the classical model), but “from the bottom”. In the latter case, the primary structural unit of the state was the farmer-owner, who had an independent source of income and agreed to pay a certain share of it in the form of a tax on the maintenance of state bodies. Such farmers, together with the merchants and artisans, were among the individuals who enjoyed civil status. They were considered socially responsible people, because they earned money and actually maintained the state apparatus. It logically followed that only they could rationally dispose of the collected funds. Therefore, taxpayers received the right to vote in resolving state issues and the right to elect and be elected to public administration bodies of the polis. As a matter of fact, women, young people and other categories of citizens who did not own production and income property were deprived of the right to vote (Shaptalov, 2008). Thus, all power was concentrated in the hands not of one person, who by fate or chance was at the top of state power, but in the hands of owners and taxpayers, that is, in the hands of the people, though not all. In this way, we have to deal with a new society, the Greek name of which is democracy (the power of the people). This type of social system was most clearly manifested in Athens and made this polis the starting point of ancient Greek democracy, with Sparta being its complete opposite. Due to the reform activities of the Athenian rulers Solon and Cleisthenes, the division of the polis population into phratries or clans was annulled. Within the phratries, the power was, in fact, in the hands of the tribal nobility, which contradicted to such an extremely important institution for the democratic system as elections. Instead of tribal division, a territorial division was introduced, in compliance with which all citizens were divided into ten constituencies, called “Philae”. At the general meeting of each Philae, they elected the representatives to public authorities and administration.

The highest legislative power in Athens belonged to the People’s Assembly, at which every citizen who paid taxes enjoyed the right of legislative initiative with a subsequent vote on it. The People’s Assembly also elected the highest officials of the state - strategists (military), archons (something like ministers) - and the court. As for the latter, in addition to criminal and civil cases, it had the right to fully verify the decisions of the People’s Assembly for their compliance with the principles of the state system of Athens (an analogue of the modern constitutional court).

It is also interesting that since ancient times, the functions of the Supreme Court of Athens have been performed by the Aeropagus Council. This body continued to exist in the era of democracy as well. However, after its powers were severely restricted by the Ephialtes reforms in 461 BC, only a few lawsuits were brought for the consideration of the the Aeropagus Council (mostly on charges of premeditated murder). Trying to maintain their high authority, aeropagites exhibited the trials, which took place in this body, as solemn and even mysterious events. Anyone who came to the Aeropagus court thought that he was witnessing something divine, as (according to the legend) the goddess Athena Pallas, the patroness and philanthropist of the polis, founded an ancient council on the hill of Ares (Surikov, 2011).

The Aeropagus was also responsible for cases on certain crimes against religion. However, it was no longer the main judicial body of the polis, because in the course of Solon's reforms, there was founded Heliiaia - a jury, which gradually became one of the most important elements of a democratic political system and concentrated in its own jurisdiction the vast majority of cases.

Today, when the socio-political institutions of many Western countries are experiencing a period of another evolutionary transformation, when we clearly see the attempts to limit the power of elites through greater involvement of civil society in public administration, whereby (according to T. Kudriavtseva) the masses are getting more and more apolitical and indifferent to civic activity (Kudriavtseva, 2008), there is an urgent need to turn to the history of Athenian democracy. According to some scholars, the involvement of the population in public administration was a good sample of democracy. Consequently, it can still be used as a positive model for solving some contemporary urgent problems (Larsen, 1954; Finley, 1996; Sagan, 1991; Hansen, 1992; Roberts, 1994). Nevertheless, any attempts to find in the ancient Greek past an effective model for the present, might lead to the risk of detecting only what we consider necessary, instead of what there actually was (Rhodes, 2003). There is no doubt that the human essence, including the nature of scientific research, is to some extent determined by its inherent idealization of a phenomenon, event or object of study. During our scientific research, we tried to adhere as much as possible to the principle of objectivity, in order to comprehensively and fully carry out philosophical and legal analysis of the subject of our study.

Owing to the fact that the history of Athenian polis on the whole and the evolution of its justice in particular are the phenomena widely presented in temporal dimensions, the objective of this research was to conduct the analysis of philosophical and legal essence of Athenian justice. Taking into account the axiological peculiarities of the notion of democracy, which still remains one of the basic components of modern society, and with the purpose of extrapolating Athenian experience on the present-day processes of reforming Ukrainian system of justice, we have determined the temporal boundaries of this research. The

boundaries historically coincide with the existence of Athenian democratic polis. We believe that it would be methodologically correct to limit the chronological boundaries to the time of implementation of Solon's reforms (the beginning of the VI century BC) and the establishment by the Macedonian governor Antiparos in Athens of a moderately oligarchic regime - the actual end of the democratic system in Athens as a result of the defeat of the polis in the Lamian War (about 322 BC). The beginning of the chronological framework, investigated in our study, is related to the foundation of a people's court in Athens - Heliiaia, whereas its end is the actual "death" of democracy in the polis. Although the political system that existed in Hellenistic Athens after the establishment of the moderate-oligarchic regime by Antiparos was nominally called democratic, it had nothing to do with the classical form of democracy that really functioned in Athens. According to the French researcher K. Mosse, Hellenistic Athens, due to the constant presence of the Macedonian military garrison in Munichia, still continued to play democracy (Mosse, 1999), because in the conditions of new "democracy" the impoverished and humiliated demos, who lost financial support in the form of mystophoria (payments for the performance of official functions) and moral support in the form of self-confidence, played an exclusively passive role and hardly exercised any real power (Kudriavtseva, 2008).

Quite a few scholars, who are engaged in studying the issues related to Ancient Greece, are unanimous in their conclusions regarding the achievements of Athenian legislator Solon.

After he came to power and was endowed with the archon's legislative powers, Solon began the process of implementing natural-philosophical ideas (which were developed by the representatives of the Miletus school) in the texts of legal acts of the Athenian polis. As a matter of fact, it was a transformation of the natural right to the written right, which in turn had a very positive effect on the further development of society and was, according to Aristotle, the beginning of the formation of a democratic state (Melenko, 2013). It is undeniable that Athens was one of the most famous and extremely influential poleis of Ancient Greece. Even during the reign of Pericles, it was considered as a model of democracy, however, the starting point for the practical implementation of democratic transformations in this polis is still associated with Solon's political reforms (Grafsky, 2002).

Having received wide powers, Solon (the successor of the ancient Eupatrid family, which considered itself one of the descendants of the last Athenian king Codra (Kolobova, 1958)), released his compatriots from debt obligations and forbade the debtor to use personal bondage as a means of ensuring debt obligations, thus fulfilling the promise he had given during his inauguration (Kolobova, 1958).

Other merits of Solon (as of the supreme Athenian ruler) were the introduction of timocratic reform (property qualifications), the creation of Athenian Boule (a council of over 500 citizens) and the People's Court (Heliiaia) (Kudriavtseva,

2008). The study of Athenian Heliiaia is a very effective way to analyze the axiological content of Athenian democracy, its internal features, nature, origin and difference from modern democracy.

Although Solon was only one of nine members of the board of archons, he was endowed with extraordinary powers to resolve the protracted conflict between the nobility (eupatrids) and the majority of the population (demos) (Grafsky, 2002).

The establishment of property differentiation with the aim of determining the affiliation of an individual to a certain social group was another of Solon's significant political reforms. For example, the richest citizens belonged to the first category (pentakosiomedimnoi), just the rich - to the second (hippeis), to the third group belonged the middle class citizens (zeugitai), and the fourth category comprised all other citizens (thetes) (Chernilovsky, 2002).

Due to the property differentiation in Athenian society, Solon managed to set up the so called "state ranks", which could be occupied by people from a certain social group. For instance, the representatives of the first category (pentakosiomedimnoi) could hold any public position, the representatives of hippeis and zeugitai could hold the positions of nine archons, members of the court of eleven and stand responsible for sacrifices. At the same time, thetes were granted the right only to participate in national assemblies and court hearings, but as judges (Grafsky, 2002). It is obvious that this division was one of Solon's most important innovations, for thanks to them, the lowest, fourth social class, which comprised the poorest representatives of society - thetes, was involved in the work of the People's Assembly and Heliiaia. In this way, thetes were able to considerably influence the representation political institutions of the state, which, in turn, was a necessary compromise measure to reduce antagonistic moods in society (Melenko, 2013). There is no doubt that such revolutionary innovations could not help having an impact on the state affairs. T. Kudriavtseva points out that the further development of Heliiaia, as well as its continuous strengthening became one of the most crucial factors that ensured the transformation of the moderate democracy of the "ancestors" into the radical democracy of the mid-V century BC (Kudriavtseva, 2008).

Aristotle also explained the changes in the state system of Athens as a result of Solon's judicial reform. He claimed that Solon had established democracy by introducing a people's court, in which anyone could be a judge. When the people's court became a strong judicial body, the state system turned into the present democracy (Politics, 1272a, 2-8).

Describing Solon's Heliiaia, Aristotle laid particular emphasis on the fact that the poorest members of Athenian society, who belonged to the fourth property class (thetes) only received the opportunity to participate in public assemblies and courts (Athenian Politia, 7, 3). He also singled out the following features of the structure of the Athenian state, which, in his opinion, were signs of the high-

est manifestation of the phenomenon of democracy: the abolition of personal bondage; the possibility to take loans; providing anyone with the opportunity to appear in court as a plaintiff representing the interests of any person who has suffered insults; the opportunity to appeal to the people's court (Athenian *Politia*, 9, 1). According to the thinker, all the above mentioned peculiarities were a vivid manifestation of the popular masses gaining special order in the state.

When describing *Heliaia*, Plutarch confirmed Aristotle's words that *thetes*, as the lowest social layer of Athenian society, were given only the right to participate in popular assemblies and trials, which was, in his opinion, their democratic contribution to the system of public administration of Athens. Further on, Plutarch stated that participation of *demos* as judges in *Heliaia* hearings became very important, because quite a significant part of cases were considered by the representatives of the *thetes* majority. Even the verdicts in cases, which Solon assigned to the respective officials, were allowed to be appealed in the court, i.e. *Heliaia*. This legislative innovation has greatly enhanced the importance of the courts. As a result, if the dispute could not be resolved by law, it had to be viewed by judges, since they acted as executors of justice, being above the law (Sol., 18, 2-3).

Relying on the philosophical and legal content of the Plutarch's quotation, we can make an assumption that due to Solon's reforms, the ancient Greek *Heliaia* became not only the highest judicial body, but also over time got endowed with the functions of the legislature, which gained the opportunity to remove gaps and overlays in the array of current normative-legal acts. This peculiarity seems to be quite significant on the grounds of the fact that *Heliaia* comprised representatives of lower social layer. To put it differently, *demos* has received real judicial and legislative powers, although it is essential that the latter extended mainly to a particular legal case, which became the subject of court proceedings and were unlikely to extend to other public relations.

Another important feature of ancient Greek judicial democracy of that time was identified by Aristotle in his work "Politics". The philosopher, in particular, stated that Solon was sometimes regarded as a wonderful legislator: he abolished the extreme oligarchy, put an end to the slavery of the common people and established the ancestral democracy, successfully combining in it the elements of various forms of government: the *Areopagus* was an oligarchic element, the replacement of positions by election was an aristocratic element, while the People's Court was a democratic one. He introduced democracy by means of founding a people's court, where everyone could be a judge (1273b, 36 - 1274a, 3). In other words, Aristotle fully confirmed that *Heliaia* was at one time the newest and most democratic body of state power, endowed with a wide range of significant vital powers.

However, in his "Politics" Aristotle also showed on the example of *Heliaia* the reverse side of democracy. He pointed out that there were those who crit-

icized Solon for creating Heliiaia and empowering it with numerous rights. Solon's opponents emphasized that he had eliminated other elements of the state system, having transferred almost all power to the court. On the one hand, the above peculiarity of Solon's democratic state system made democracy "inherit" those negative features that were typical of tyranny – people's flirting with the actual bearer of power in the state. On the other hand, this same peculiarity lost its negative (in the conditions of tyranny) essence, as "flirtation" did not touch upon a single individual, who represented a tyrant, but a large number of demos, who could either gain power or stay out of the meetings of Heliiaia as judges. In this manner, being spread over a large amount of demos, the negative impact of the so called "flirtation" in a democracy lost its force because of "being scattered". It performed a role of a catalyst in the process of equalizing the rights and powers of all segments of the population in Athens. Consequently, it had a very positive influence on the evolution of democratic principles in ancient Greek society.

As to the quantitative composition of Heliiaia, it is interesting that the ancient Greek playwright Aristophanes in his play "The Wasps", when describing the dispute between Philocleon and Bdelycleon, highlighted that throughout the country there were 6,000 judges who received an annual fee from the state for performing their duties (Aristophanes. The Wasps, 662-664). T. Kudryavtseva, at the same time, doubts the exact number of judges in the composition of initial Heliiaia, 6,000 citizens being a too imposing figure for the People's Court of that time. She also assumes that in the days of Solon only citizens with necessary life experience (those who turned the age of thirty (Kudriavtseva, 2008)) and property status (those who owned land (Kechekyan, 1963)) could be elected to the court.

V. Nersesiants also studied the issue under discussion. He directly pointed out that Heliiaia, the Athenian court of jury, was divided into branches. It consisted of 6,000 members who were elected annually by lot and represented 10 Athenian Philae. Judges could only be male Athenians who had reached the age of thirty, had no debts and were not deprived of civil honor. Of the 6,000 members of Heliiaia, 1,000 were in reserve, whereas the other 5,000 were distributed by lot to 10 court divisions of 500 people each. In case of equality of votes "for" and "against", another member was added to each of the ten court divisions. The head of the court department and other heads of the process were elected by lot (Nersesiants, 1977).

The principle of Heliiaia's work can be perceived as one of the means of combating corruption. It is known that the case for consideration in this court was actually appointed on the day of the scheduled hearing - in the morning. This, in turn, made it impossible or minimized the influence of interested parties or other persons on the course of the court hearing and on the decision on the case. Apart from that, Heliiaia held its meetings in the composition of dicastery of 501 people,

and there were 10 such boards. In this way, Solon brought to perfection the principles of judiciary's independence (although the classification of the branches of power was adopted much later), objectivity, comprehensiveness and completeness of the trial. It is obvious that these steps were aimed at implementing in court decisions the principle of justice, which is common both to the philosophical ideology and to state and legal institutions (Melenko, 2013).

Numerous scholars suppose that Heliiaia also performed the functions of the appellate court. Unfortunately, no documentary or mythological confirmation of any fact of appeal to Heliiaia has been preserved, which is why researchers of this issue can only come up with their own logical assumptions in this regard. For example, E. Ruschenbusch suggested that such appeals, by their legal nature, were most likely a transfer of the case from a court of original jurisdiction to a court of higher jurisdiction, rather than a simple appeal. This could occur in the case when one of the parties disagreed with the decision of the court of original jurisdiction, as well as in the case when the latter court initiated the consideration of a case, but did not issue its verdict on it (Ruschenbusch, 1961). In fact, E. Ruschenbusch applied to the issue of judicial appeal in Athens somewhat modern mechanisms for appealing the decision of the court of original jurisdiction on the appeal. No documentary or other evidence of the correctness of the application of such an approach to the issue of appeals against the court decision in Athens under Solon has been found so far. All scientific hypotheses of the scholar in this regard rest only on his logical assumptions and philosophical-legal imagination. It is also interesting that the above assumption of E. Ruschenbusch does not differ fundamentally from those of other researchers of the issue. The scholars who have studied the legal and ontological nature of the appeal, interpret it as a procedure that allows a party of the trial (that expressed dissatisfaction with the archon's sentence) to turn to Heliiaia for a new hearing of the case (Bonner, 1930; Wade-Gery, 1958; Rhodes, 1972).

U. Wilamowitz-Möllendorff has a somewhat broader understanding of the right to appeal to Heliiaia. When the magistrate's decision exceeded a certain limit of punishment, the appellate procedure became mandatory. In support of this assumption, the scientist cited an example from court practice, emphasizing that if the Council sought to impose a penalty in the form of a fine exceeding 500 drachmas, the case was automatically referred to court (Heliiaia) (Wilamowitz-Möllendorff, 1893). In this case, we can see an element of obligation in the structure of Heliiaia's powers. What is more, the scholar pointed out that in certain cases, Heliiaia was actually transformed from an appellate body into a court of original jurisdiction (Schömann, 1856; Mishcenko, 1892), especially when the accused in the case could suffer a rather severe punishment. After all, only the intention of the Council to impose a significant fine on the accused automatically provided for the transfer of the case to Heliiaia, without even waiting for a decision on this case by the Council, not to mention cases where the accused could be sentenced to death. Besides, any decision issued by Heliiaia was deemed as final and could not be appealed or reviewed.

3. CONCLUSIONS

To sum up the investigation under studies, it would be expedient to conclude that the fundamental condition for achieving effectiveness of democracy in society and the state is appropriate work of the institution of justice. It stipulates the effectiveness of all other democratic institutions. The issue under studies has become relevant since the days of the Athenian state and has not lost its significance nowadays either. We believe that it is worth laying particular emphasis not only on the process of searching a way to ensure the effective functioning of the judiciary in ancient Athens, but also on the process of preventing corruption and other risks. This has ultimately led to effective functioning of the state, as well as updated the mechanisms of achieving justice as the main ontological and axiological elements of the existence of any.

References:

1. Bonner R.J., Smith G. (1930) *The Administration of Justice from Homer to Aristotle*. Chicago. P. 159. (in English).
2. Finley M. (1996) *Democracy Ancient and Modern*. Brunswick. pp. 3-37. (in English).
3. Hansen M. H. *The Tradition of the Athenian Democracy // GsR. – Vol. 39. – 1992. – P. 14-30.*
4. Larsen J. (1954) *The Judgment of Antiquity on Democracy*. ClPh. P.13. (in English).
5. Mosse C. (1999) *Les institutions grecques a l'epoque classique*. Paris. P. 35. (in French).
6. Rhodes P.J. (1972) *The Athenian Boule*. Oxford, P. 200. (in English).
7. Rhodes P. J. (2003) *Ancient Democracy and Modern Ideology*. London. P. 89. (in English).
8. Roberts J. T. (1994) *Athens on Trial. The Antidemocratic Tradition in Western Thought*. Princeton. P. 175. (in English).
9. Ruschenbusch E. (1961) *Ἐφεσις*. Berlin. pp. 386-390. (in German).
10. Sagan E. (1991) *The Honey and the Hemlock: Democracy and Paranoia in ancient Athens and Modern America*. New York. pp. 273-283. (in English).
11. Schömann G. F. (1856) *Animadversiones de iudiciis heliasticis*. Berlin. : *Opuscula academica*. Vol. 1. P. 230. (in German).
12. Wade-Gery H.T. (1958) *Essays in Greek History*. Oxford. pp. 173-176. (in English).
13. Wilamowitz-Möllendorff U. (1893) *Von Aristoteles und Athen*. Berlin. P. 60. (in German).
14. Grafsky V. G. (2002) *Vseobshchaya istoria prava I gosudarstva [The overall history of law and state]*. Moscow. : NORMA. P. 153. (in Russian).

15. Kechekyan S. F. (1963) Gosudarstvo i pravo Drevnei [State and law of ancient Greece]. Moscow. : Moscow University. P. 17. (in Russian).

16. Kolobova K. M. (1958) Vozniknovenie i razvitie Afinskogo gosudarstva [Formation and development of Athenian state]. Leningrad. : Leningrad University. P.25. (in Russian).

17. Kudrivtseva T. V. (2008) Narodnyi sud v demokraticeskikh Afinakh [People's court in democratic Athens]. St. Petersburg. : Aleteya. Pp. 5-6. (in Russian).

18. Melenko S. H. (2013) Davniohretski vytoky ukrainskoyi filosofsko-pravovoyi dumky [Ancient Greek origins of Ukrainian philosophical-legal ideas]. Chernivtsi. : Tekhnodruk. P. 44. (in Ukrainian).

19. Mishchenko F. G. (1892) Sud prisiazhnykh v Afinakh i sochinenia Aristotelia ob Afinskom gosudarstve [The court of jury in Athens and Aristotle's works on Athenian state]. Moscow. pp. 121-126. (in Russian).

20. Nersesiants V. S. (1977) Sokrat [Socrates]. Moscow. : Nauka. P. 119. (in Russian).

21. Surikov I. Ye. (2011) Sokrat [Socrates]. Moscow. : Molodaya Gvardiya. P. 293. (in Russian).

22. Chernilovsky Z. M. (2002) Vseobschaya istoria gosudarstva i prava [The overall history of state and law]. Moscow. : Yurist. P. 62. (in Russian).

23. Shaptalov B. N. (2008) Fenomen gosudarstvennogo liderstva: ekspansia v mirovoi istorii [The phenomenon of state leadership: expansion in the world history]. Moscow. : Kraft +. P. 69. (in Russian).

THE REPERTOIRE POLICY OF L. KURBAS'S THEATRES AND THE REFLECTIONS OF HIS VIEWS IN MODERN UKRAINIAN THEATRE

Kateryna Matvieieva

PhD student, Chairman of the Council of Young Scientists, Kyiv

National University of Culture and Arts

ORCID: 0000-0002-9245-5373

kmatvieieva@gmail.com

Abstract: The article focuses on the repertory policy of the Ukrainian theatre on the example of the creative work of Les Kurbas – the director and reformer of the Ukrainian theatre in the twentieth century, peculiarities of the theatres founded by the artist in different time periods including “Ternopilski Teatralni Vechory” “Ternopil Theatrical Evenings” (1916), the Theatre-Studio “Molodyi Teatr” (“Young Theater”) (1917), creative association – theatre “Berezil” (1922), which are considered consecutive stages of the artist’s development on his creative way. Special attention is devoted to the productions, which were the result of fruitful cooperation with the outstanding Ukrainian playwright of those times Mykola Kulish, and the “life” of Kulish’s plays in the repertoire of the leading theatres in Ukraine since the arrest of Les Kurbas from 1934 to the present day. The performances, which entered the history of the theatrical culture of Ukraine and became a tradition of the Ukrainian theatre, are determined.

Keywords: Ukrainian theatre, repertoire, Les Kurbas, theatrical traditions, modern theatre.

Relevance: Repertoire policy highlights the peculiarities of the development of Ukrainian theatrical culture, the condition and problems of society in different historical periods. The study of the repertoire of the theatres headed by the director and reformer of Ukrainian theatre Les Kurbas enables observing the features of the director’s creative vision, tracing changes in his views and aspirations, elucidating the topics that worried the artist. The research of repertoire policy also allows finding modern Ukrainian theatre performances, themes and productions that are characteristic of the repertoire in Les Kurbas’s theatre, which confirms

the relevance of the topics and problems of Ukrainian society in different times. In this way we can see one version of the development of events, which enables perceiving, analysing, drawing conclusions. The plays of this kind, which live on the stage until now, form a connection through time and are part of the repertory tradition of the Ukrainian theatre.

The *aim* of the article is to outline the state of the theatre at the time under study, i.e., the period of Les Kurbas's creative work, to find recurring moments which have become a repertory tradition in the Ukrainian theatre.

The *scientific novelty* lies in the determination of new repertory traditions in the Ukrainian theatre, which were a feature of repertory policy specifically in the theatre "Berezil" headed by the director Les Kurbas.

The years of fruitful creative work of the revolutionary and reformer of the Ukrainian theatre, Les Kurbas, were an important period in the formation of modern Ukrainian theatre. The researchers of the Ukrainian theatrical culture usually distinguish three stages of Kurbas's directing work – national-patriotic, philosophical and political ones. Thus, studying the repertory policy of the artist's theatres ("Ternopil Theatrical Evenings", studio-theatre "Young theatre", the creative association "Berezil"), his diaries, containing reflections about the state of national theatre culture, offers an opportunity to explore the connections between the events that occurred and were mirrored in the theatre, society problems, especially the development of the Ukrainian theatre of that time, as well as to follow the creative and spiritual growth of the director. In fact, Kurbas's approaches and methods in creating theatrical performances, the upbringing of a "new type" of actor, became the basis for the modern Ukrainian theatre.

The first important period – the national-patriotic one, according to theatre critics, is the theatrical collective "Ternopil Theatrical Evenings" created by the artist in 1915 under the occupation of the Russian troops of the city Ternopil. R. Kolomiets, the author of the book "Les Kurbas", writes that it was a forced step for the professional realization of the actors who happened to be on the occupied territories, on the other hand – it could have been a conscious national-patriotic step. In addition, on the artist's creative path, "Ternopil Theatrical Evenings" became the first attempt to create his own theatre. Kurbas saw that theatre has a powerful influence on the audience, and "suggested, so to speak, to consider theatre as a model, an encouragement that asserts certain norms of social and public life" (Veselovska, 2012, p. 9). An interesting substantive description of the condition of Ternopil theatre's existence is provided by Bohdan Ostapiuk, whose mother rented a buffet in the theatre's premises (the building of the "Mishchan-sky Brotherhood"). Therefore, as a child, the author had the opportunity to attend performances and was personally acquainted with each theatre actor. Here we will provide a few facts from the work "Ancient Ternopil" by B. Ostapiuk, which was published in 1984 in Toronto. First of all, the theater was organized on the basis of equity participation and was experiencing a period of success, therefore,

the actors received at that time a considerable salary – 300 roubles a month. The performances were held four to six times a week, however, “before each performance, it was necessary to submit the text of the playbill to the police chief’s censorship office” (Ostapiuk, 1984, p. 34). It is worth noting that the repertoire consisted of works written by Ukrainian writers and contained 52 performances including I. Kotliarevsky’s “Natalka Potavka”, M. Starytsky’s “Oi ne khody Hrytsju tai na vechornytsi” (“Don’t go, Hryts, to the vechornytsi”), “Tsyhanka Aza” (“Gypsy Aza”), H. Kvitka-Osnovianenko’s “Svatannia na Honcharivtsi” (“The matchmaking in Goncharivka”), M. Kropyvnytsky’s “Dai sertsiu voliu, zavede v nevoliu” (“Give your heart free rein, it will lead you into servitude”), O. Sukhodolsky’s “Khmary” (“Clouds”), etc.

That same year, 1916, the theatre launched an orchestra headed by Aterman and a choir, holding rehearsals almost every day till noon, which meant that all performances that involved the orchestra were a raving success. In addition, the orchestra played light music or tunes of Ukrainian folk songs during intermissions. According to B. Ostapiuk, a witness to the theatrical life of Ternopil at the time of Kurbas, theatre performances “were attended not only by Ukrainians, Poles, and Jews but also by the army. The balcony was usually filled with soldiers, and the first two rows in the hall were reserved for the Russian administration and for petty officers, who very often included our countrymen from across the Dnieper, who enthusiastically applauded the play of our actors” (Ostapiuk, 1984, p. 35).

Another interesting fact, emphasized by B. Ostapiuk, is the introduction of ticket night, a feature of which was to profit only the actor who played the main role. According to the provided information, we clearly see that even in the times of occupation, Ukrainian theatre was alive and thriving. Moreover, as the author puts it, “the actors discovered more than one Ukrainian patriot, more than one sincere heart” (Ostapiuk, 1984, p. 36) of the officers. That is, culture was bringing together people who were supposedly foes to each other.

Sometimes the actors were hugely absorbed in acting, being spiritually uplifted by a song about the rebirth of Ukraine. One of such incidents occurred during the performance of “Nevolnyk” (“The Slave”) for a regiment of Kuban Cossacks. I. Rubchak, who played the bandura, sang: “You will rise, my Ukraine, in your splendour and glory ...”. As Dmitry Chub recalls, the bandura player’s song “touched the heart of many people of Kuban” (Ostapiuk, 1984, p. 38). In 1916 Mykola Sadovsky, a coryphaeus of Ukrainian professional theatre, saw one of the productions of the Ternopil theatre and invited L. Kurbas as a talented actor to his theatre in Kiev. However, the talented artist was a heaven-born director, so he worked in Sadovsky’s Theatre in Kiev for about a year. As H. Kolomiets writes about Kurbas, “The speed with which he changed theatres speaks for itself. The causes to change jobs were mundane while the reasons were more profound” (Kolomiets, 2020, p. 29). And already in 1917 the next creative stage of the artist begins, namely the philosophical stage – the period of search, experimentation

and creation of the studio-theatre "Young Theatre". The aim of the Young Theatre was to make theatre accessible to the mass working-class audience, but there was also a special feature in Kurbas's work – to raise the Ukrainian theatre culture to the European level.

In 1907-1908 the artist studied in Vienna, attended performances and acting courses which influenced his further work and repertoire of the Ukrainian theatre. The repertoire policy of the studio-theatre "Young Theatre" consisted of both foreign and Ukrainian works, which at that time did not contradict the policy of the Communist Party including Lesia Ukrainka's "U Pushchi" ("In the Wilderness"), V. Vynnychenko's "Chorna pantera i bilyi vedmid'" ("Black Panther and White Bear") and "Bazar", M. Halbe's "Jugend" ("Youth"), J. Żuławski's "Jola", Sophocles' "Oedipus Rex" and others. Moreover, we can quote Kurbas himself on this topic: "contributed to the measures of Soviet power and the Communist Party on the artistic and theatrical ground, contributed to the common state-building and contributed to our common advent to the world social revolution" (Kurbas, 1988, p. 252). This is how enthusiastically and romantically Kurbas described his work in those days. Obviously, for the sake of art and the search towards which he directed his whole life, Kurbas accepted a compromise that was not easy. The theatre posed questions not only of a formal but also of an ideological nature. Part of the artists developed a compromise repertoire, while another part led the literary part as a separate theatrical form. Subsequently, in 1927, Kurbas evaluated the existing situation differently: "It was not the will of those who created the Young Theatre to play "Black Panther" by Vynnychenko and "Jola" by Żuławski. Damned compromise ..." (Kurbas, 1988, p. 266).

In 1919, due to political circumstances – the domination of the Bolsheviks in Kyiv, difficult financial situation, there was a temporary merger of the "Young Theatre" headed by Les Kurbas and the first Ukrainian State Drama Theater (Derzhavnyi dramatychnyi teatr) led by Oleksander Zaharov – a supporter of realistic and psychological theatre. The two main trends of theatre became one theatre company. "Dmytro Antonovych, in his article "The Revolution of Theater", notes that the State and Young theatres with their activities outlined two main currents of theatrical art in Ukraine. The State one – the theatre from the era of literary, the theatre of realistic truth, mental and social drama, the theatre of artistic reproduction of living reality, and the "Young Theatre" is the theatre of pure conventional theatricality" (Shpakovska, 2001, p. 16). It can be assumed that those years of unity were a new experience for all members of both theatres, which influenced the further directorial and acting work. Kurbas opened the new season of 1919 with the premiere of "Haidamaky" by T. H. Shevchenko, the State Drama Theatre – with "The Forest Song" by L. Ukrainka (1918), the State National Theatre led by P. Saksahansky – with "Natalka Poltavka". "The direct 'successors' of the last two theatres are the current Dnipro Academic Ukrainian Music and Drama Theatre named after Taras Shevchenko and Lviv National Academic Ukrainian

Drama Theatre named after Zankovetska (Shpakovska, 2001, p. 17). In addition to these performances, the new theater (the State Drama Theater) presented the following productions: G. Hauptmann's "The Weavers", J.B. Moliere's "Tartuffe", H. Ibsen's "Ghosts", V. Vynnychenko's "Panna Mara", "Hrikh" ("Sin", "Brekhnia" ("Lie"), etc. In 1921, the theatres separated and each chose its own path.

The result of those activities was the creation of Kurbas's new theatre – "Berezil" – a political stage of the director's work. The distinguishing feature of the theatre from the previous theatrical activity was a shift in its focus – "from the director to all participants in the performance – the actor, the author and others, but mainly to the actor" (Kurbas, 1988, p. 251). We will cite the director's sayings about the established theatre "Berezil": "Our formula is to accustom the audience in the theatre to think, to derive from the theatre the material for thought, to be able to perceive it, to be able to catch it, to be able to get a full guidance in the theatre and be able to use it later in practical life" (Kurbas, 1988, p. 313). Kurbas endeavoured to work for the labouring audience, but in new ways, searching for new ways to keep the audience from falling asleep while watching the performance. On the contrary, "for the revolution to proceed, and by the forms and means that we employ" (Kurbas, 1988, p. 314). Reflecting on the nature of theatrical art, he came to the conclusion that it was necessary to constantly move forward, to ask questions, to seek answers, and the point was not in the very problem, but in the excessively rapid pace of life, the constant changes including forms of perception. After all, using the same form, the viewer's perception is dimmed. The first production of the "Berezil" Theatre was "October", the text for which was created jointly by the troupe, the director's work was that of Kurbas. During 1923-1924, the major stages were implemented, as noted by the artist in his diaries in 1925, including "Lirychni virshi" ("Lyric Poems"), "Ivan Hus", "Haidamaky", "Ruhr", "Gas", "Novi idut" ("The new come"), "Jimmy Higgins", "Mashynobortsi" ("The Machine Wreckers"), "Macbeth" (Kurbas, 1988, p. 248). Later, however, the repertoire changes and the priority is given to the plays written by contemporary playwrights of that time – M. Kulish, V. Yaroshenko, I. Dniprovsky, P. Shcherbatynsky and others, which allowed directing efforts to stage work (pedagogical and scientific, and the education of young stage directors) rather than to create texts for productions.

The direction of the director's creative path was changed by his collaboration with a likewise gifted, contemporary playwright of those times, Mykola Kulish. The conscientious cooperation of the artists resulted in the performance "Folk Malachiy", which was premiered at the "Berezil" Theatre in Kharkiv on March 31, 1928. We should note that the first performance of the "Berezil" Theatre in Kyiv took place on March 31, 1922. Hence, was the choice of the day for the premiere a coincidence? Although the theatre's first production of Kulish's work "Komuna v stepah" ("The Commune in the Steppes") was performed by actor and theatre director P. Kudrytsky in 1925.

It was Kulish who brought the Ukrainian spirit to stylistically formed theatre, which was dependent on the repertoire of other countries. For Kurbas's personality, it was a period of the awakening of national identity. These two giants of Ukrainian theatrical art created performances - masterpieces ("Folk Malakhiy", "The Pathetic Sonata"). Unfortunately, these performances were prohibited after the first show, and the production of "Vichny bunt" ("Eternal Riot") was never allowed to be shown since these performances were considered nationalistic and questioned the fundamentals of communist ideology, thus their further shows were banned by the censors. Theatre criticism acquired a political context.

We shall quote Kurbas's reflections in the late 1920s who noted: "The social Bolshevik revolution brought something new, not quite comprehensible to me, but most importantly, fresh and great. Admittedly, I felt that the Bolsheviks carried a lot of hostility to the Ukrainian nation and its revival, but I believed that it would subside with time. No decree can kill the strength of a nation" (Kolomiets, 2020, p. 102). Owing to the preserved letters and diaries of the artist, we can trace how his views changed from romanticism to depression, and then again, the surge of strength in times of the prohibition on his productions.

Despite numerous warnings from his adherents to stop staging "frank" productions, such as "Folk Malachiy", "Myna Mazailo", the artist did not stop his work, arguing that it was too late for him to change his viewpoints. He continues to work on his next play, Kulish's philosophical drama "Maklena Grasa", which "is essentially striking in its profound pessimism, rebellious in contrast to the false obligatory optimism of the socialist realist paeons of the Soviet regime" (Stekh, 2020). This production was the artist's last performance at their liberty.

On the very next day, a meeting of the board of the People's Commissariat of Enlightenment (Narodnyi komisariat prosvitnytstva) was held, where writers and artists claimed that the performance was hostile. "Berezil" was labelled a "saboteur organization", and the director himself was described as "a nationalist who has descended into fascism" (Kolomiets, 2020, p. 105), and, therefore, the artist was dismissed from his position as manager and director of the theatre. Understanding the perilous situation, by prior arrangement, Kurbas goes to work for Solomon Mikhols, the head of the Moscow State Jewish Theatre (assassinated in 1948 for anti-Soviet ideology on Stalin's order).

On December 25, 1933, Kurbas was deprived of the title of People's Artist of the USSR, arrested (without a warrant and a resolution) on charges of involvement in counterrevolutionary activities, and later "leadership of a counterrevolutionary group in the theatre "Berezil", in nationalist propaganda, relations with Georgian and Belarusian nationalists" (Kolomiets, 2020, p. 108), according to R. Kolomiets. On April 9, 1934, he was sentenced to 5 years in accordance with Article 58-II of the Criminal Code of the RSFSR and sent to a labour camp in the North. In exile, Kurbas's outlook was completely different from that of 10 years

before: "Communism is as incompatible with human nature as fire is with water" (Kolomiets, 2020, p. 109).

However, while in imprisonment, the director was given the opportunity to stage plays in the theatre (the Central Theatre of the White Sea–Baltic Canal (Byelomorsko-Baltiyskiy kanal) for 300 seats), which was situated half a kilometre from the "Bear Mountain" camp. "Rehearsals were held at the same time as lectures on the actor's mastery, on general culture, on the history of theatre, music, and literature" (Kolomiets, 2020, p. 110). The productions were created in etudes, based on improvisation according to the director's conception, as well as individual work with each actor. Since the actors were fascinated by Kurbas, they sometimes almost argued with each other if the director allocated more time to somebody.

During the years 1934-1937 Kurbas staged in the camp theatre "The Aristocrats", written by M. Pogodin – the "opportunistic play" on the re-education of criminals, which was supposed to give them the hope for a better future ... "Intervention" by Lev Slavin on the real events of the Civil War – the occupation of Odessa by the Entente troops ... While working on the play, Kurbas met with several Berezil actors who had been arrested before him ...; with his transfer to a stricter camp in Vian Guba, Kurbas worked on O. Sukhovo-Kobylin's "Death of Tarelkin", the anonymous medieval French farce "Advocate Patlin" and the "camp operetta" "Dream on Vian Guba" (Kolomiets, 2020, p. 112).

In 1934, the director and actor Hnat Yura published an article titled "Kurbas's Nationalist Aesthetics", which again accused the artist of Ukrainian bourgeois nationalism and fascism. The theatre scholar and researcher of Ukrainian theatre culture Les Taniuk was personally acquainted with the "author" of the article, which as Hnat Yura assured he did not write. He promised to approve it in writing, but he never managed to do so.

On October 9, 1937, Kurbas was sentenced to capital punishment, charged with persisting "in counterrevolutionary positions, conducting counterrevolutionary propaganda and revealing terrorist intentions" (Kolomiets, 2020, p. 113). On November 3, 1937, the reformer of the Ukrainian theatre, a talented theatre educator and director was executed.

After the artist's arrest, there was no powerful personality that could keep all the talented actors united. And Berezil actors dispersed to different Ukrainian theatres, investing in a new team a piece of invaluable experience with the artist. From 1933 to 1952, Marian Krushelnytsky headed the Kharkiv Ukrainian Drama Theatre named after Shevchenko ("Berezil"), and a part of the actors remained with him including L. Dubovyk, V. Skliarenko, N. Tatarenko, I. Marianenko, D. Antonovych, V. Chystiakova, O. Serdiuk, N. Uzhviy. In Kyiv theater named after Ivan Franko, Hnat Yura was joined by A. Buchma, D. Miliutenko, V. Bzheska, in 1936 they were joined by N. Uzhviy. H. Ihnatovych started working in cinema in 1935 (Dovzhenko's studio), A. Dobrovolsky and Y. Hirniak later emigrated to America,

where they founded the Ukrainian Theatre. Natalia Pylypenko moved to Paris after the war ended, rallied Ukrainian actors there and created the "Ukrainian Theatre Studio" (performed the productions of T. Shevchenko's "Haidamaky", L. Starytska-Cherniakhivska "Hetman Doroshenko", M. Kulish's "Myna Mazailo" and "The Pathetic Sonata" by based on the productions by L. Kurbas).

Returning to the creative work of M. Kulish, it is worth noting that his plays are so frank that only patriotically-minded directors who have a strong inner core could and can carry out theatrical productions because it still leads to pressure on them. We have researched the work of Kulish in the repertoire of the following leading theatres in Ukraine since the arrest of Les Kurbas from 1934 to the present, specifically, Dnipro National Academic Ukrainian Music and Drama Theatre named after Taras Shevchenko, Kharkiv State Academic Ukrainian Drama Theatre, Kyiv National Academic Drama Theatre named after Ivan Franko, Lviv National Academic Ukrainian Drama Theatre named after M. Zankovetska, etc. For instance:

- "Myna Mazailo" — 1945-1946 — director V. Blavatsky (Ensemble of Ukrainian Actors, Augsburg, Bavaria); during 1947-1949 — directed by Natalia Pylypenko (Ukrainian Theatre in Paris, France); in 2010 — directed by Hryhoriy Shumeyko (Lviv theatre named after M. Zankovetska); 1989 — directed by Mykhailo Hilyarovsky and since 2020 — directed by Oleksandr Bielyatsky (Taras Shevchenko Kharkiv Academic Ukrainian Drama Theatre), etc.
- "The Pathetic Sonata" — during 1947-1949 — directed by Natalia Pylypenko (Ukrainian Theatre in Paris, France); in 1966 - staged by D. Alexidze, directed by P. Serhienko (Ivan Franko Kyiv Theatre); in 1993 — directed by Sergei Danchenko (Ivan Franko Kyiv Theatre), etc.
- "Maklena Grasa"- 1962 — directed by R. Stepanenko (Kherson Regional Drama Theatre), in the same year — directed by diploma holders of the Kyiv Theatre Institute; 1965 — directed by Ye. Shiffers (Leningrad Drama and Comedy Theatre, Russia); 1967 - (Rhodope Drama Theatre, Bulgaria); 1968 — directed by S. Danchenko (Lviv Theatre named after M. Zankovetska); 1993 — directed by Stepan Pasichnyk (Taras Shevchenko Kharkiv Academic Ukrainian Drama Theatre); 2017 — directed by Maria Montague, for the first time in the English language (the British theatre "Night Train Theatre Company"); 2018 — Valeriy Huyvin (4th year students, Kotlyarevsky Kharkiv National University of Arts); 2020 — directed by Dmytro Veselsky (Maly Theatre), etc.

Conclusions. Summarizing the presented material, it is worth noting that the personality of Les Kurbas and his work in general significantly influences the development of theatrical culture in Ukraine. It has been revealed that the artist's creative activity is conventionally divided into 3 stages of the director's work — national-patriotic, philosophical and political ones.

The national-patriotic period is reflected in the activities of the theatrical collective "Ternopil Theatrical Evenings" headed by Les Kurbas, which was created in conditions of the occupation of the Ukrainian territories by Russian troops (Ternopil, 1915). Kurbas's creation of the theatre, on the one hand, may have been a forced step taken for the professional realization of actors in difficult conditions, on the other hand – a conscious national-patriotic step. The repertoire consisted mainly of Ukrainian classics (plays by I. Kotlyarevsky, T. Shevchenko, M. Starytsky, H. Kvitka-Osnovianenko, etc.), the audience included Russian soldiers, petty officers and administration employees.

The second period – the creation of the studio-theatre "Young Theatre" in 1917, in Kyiv – comprises a philosophical stage. By creating the theatre, the director sought to make it accessible for people and raise the Ukrainian theatre culture to the European level. The repertoire policy of the Studio - Theatre "Young" consisted of both foreign and Ukrainian works, which at that time did not contradict the policy of the Communist Party including Lesia Ukrainka's "U Pushchi" ("In the Wilderness"), V. Vynnychenko's "Chorna pantera i bilyi vedmid'" ("Black Panther and White Bear") and "Bazar", M. Halbe's "Jugend" ("Youth"), J. Żuławski's "Jola", Sophocles' "Oedipus Rex" and others.

The artist's third period, i.e., the political stage, was marked by the creation of the artistic association "Berezil". The distinguishing feature of the theatre from the previous theatrical activity (creativity) of Kurbas was a shift in its focus – "from the director to all participants in the performance – the actor, the author and others, but mainly to the actor". At the beginning of the theatre's activity, the repertoire included plays by foreign authors and the texts created collectively. Later, however, the repertoire consisted of plays written by contemporary playwrights of that time including M. Kulish, V. Yaroshenko, I. Dniprovsky, P. Shcherbatynsky and others, which allowed directing efforts to stage work rather than to create texts for productions.

The cooperation of the outstanding artists Les Kurbas and Mykola Kulish requires special attention. The director's unconventional thinking, visions, and the playwright's outright truthful texts resulted in masterpiece performances ("The folk Malachiy", "Myna Mazailo", "The Pathetic Sonata", "Maklena Grasa", etc.) that appeared on stage. Mykola Kulish's plays are imbued with the pressing problems of the 20s and 30s, and have become a tradition of the Ukrainian theatre. These plays were staged by directors of leading Ukrainian theatres throughout the historical development of the national Ukrainian theatre. Therefore, we can consider that plays by Kulish have become a repertory tradition of the Ukrainian theatre, which was initiated by L. Kurbas. The practice of collective writing in the "Berezil" Theatre can also be attributed to the theatrical repertory tradition, which demonstrates the affinity and identity of the theatre company.

References:

1. Kolomiets R.H. Les Kurbas/ Rostyslav Kolomiets; khudozh.-oformliuvach O.A. Hotalova-Mieshkova. - Kharkiv: Folio, 2020. - 121 s.: il. - (Znameniti ukrainsi)
2. Kurbas L. Berezil: Iz tvorchoi spadshchyny// Uporiad. i prym. M. Labinsko-ho; Peredm. Yu.Boboshka. – K.: Dnipro, 1988. – 518 s.
3. Les Kurbas: Povорот do Yevropy i do samykh sebe [Tekst]: bibliohr. pokazhch./ Ternopl. Obl. univers. nauk b-ka, Nats. tsentr teatr. Mystetstva im. L.Kurbasa; uklad. L.Olenych; avt. vstup. st. H.Veselovska. - T., 2012. — 288 s.
4. Ostapiuk B. Davniy Ternopil. Istorychni narysy, postati, kartyny khliborob-skoi pratsi, tradytsiini sviatkuvannia, spohady. - Toronto, Kanada. - 1984. - 208 c.
5. Stekh M. Dukh tvorchosti Kulisha i Kurbasa URL: <https://cutt.ly/gnRe6l8>
6. Shpakovska T.A. Pershyi derzhavnyi: narysy, spohady, vrazhennia [Tekst] /T. Shpakovska. – Dnipropetrovsk, 2001. – 270 s.

FORMATIONING OF PROFESSIONAL MOBILITY OF SPECIALISTS IN THE SYSTEM OF POSTGRADUATE EDUCATION AS A COMPONENT OF THE PROCESS OF SOCIALIZATION

Olga Ptakhina

**Ph.D., Associate Professor, Associate Professor of the Department of Public Service and Management of Educational and Social Institutions, Luhansk Taras Shevchenko National University, Starobilsk, Ukraine,
[http: // orcid. org / 0000-0002-9672-4593](http://orcid.org/0000-0002-9672-4593).
Email: olga.pth@gmail.com**

Annotation. The article is devoted to the problem formationing of professional mobility of specialists in the system of postgraduate education, as a component of the process of socialization of the individual in modern conditions. Necessity is adapts constant change actualizes the problem of forming professional mobility of a specialist, as a special personal quality, which is one of the integral indicators of social and professional maturity of a modern specialist, his readiness for qualitative changes and transformations. Now society has interested in the holistic training of the specialist The system of postgraduate education have been remaining one of the leading factors of socialization, it can be used both as a means of improving their social status and as a means of increasing the level of knowledge, professional skills and competencies.

Key words: socialization, professional mobility, system of postgraduate education.

The modern labor market and transformational processes in society are occurring so fast that they are creating the need to adapt to constant change for achieving professional success by a specialist. The role of the individual is growing in society, it self-realization, which is objectively basing on the identification of readiness for self-affirmation. All this has required the most flexible approach to the development of the necessary qualities and competencies of the special-

ist, actualized the problem of professional mobility as a special personal quality, which become a priority factor in the formation of social intelligence, a national resource for social renewal. Therefore, the issue of quality of education is exacerbating at all its levels, especially in the aspect of professional training and advanced training of new generation specialists capable of personal and professional self-development and life self-realization. So, the professional mobility is one of the integral indicators of social and professional maturity of subjects and that personal characteristic which provides responsibility of internal readiness of the person to qualitative changes and transformations.

The aim of the study is exploring the need to form professional mobility of specialists in the system of postgraduate education as part of the process of socialization of the individual, because transformation processes, witch occurring in Ukrainian society, and makes certain demands on the professional qualities of specialists and to their social adaptation in modern conditions.

Professional mobility is a concepted versatility, which is why «professional mobility» is the subject of research in various fields of knowledge, and is consider in researches of domestic and foreign scientists, such as: L.Goryunov, E.Ivanchenko, N.Kozhemyakina, L.Sushchentseva, I.Khomyuk, S.Gerasimova, I.Lapina, S.Nuzhnova, V.Andreev, N.Vasylenko, O.Goranska, Y.Venig, E.Giddens, P.Sorokin, Y.Klymenko, H.Gun, Sh.Fitzpatrick, N.Korobko, Y.Gurov, E.Ivanchenko, B.Igoshev, O. Kipina, N. Chernukha and others. We analyzed scientists' research, it should be noted that professional mobility is considered by them as an integral characteristic of personality, which combined the success of adaptation in the professional environment, the formed internal need of the individual for change, readiness for self-improvement, self-development and self-realization, which provided stability and active professional position.

The term socialization is considering in sociology as «the process of formation of personality, it development of a certain system of knowledge and values, roles, norms and patterns of behavior inherent in society, social community, group» (Bilenky, 2006). Bezpalko O.V. emphasizes in his works, that in its content socialization is a two-way process, which includes, on the one hand, the assimilation of social experience by the individual as a result of adaptation to the social environment, the system of social relations, and on the other - the individual's active reproduction of the system of social relations, entry into the social environment (Bezpalco, 2009). Lukashevich M. considers socialization as a process of formation of the individual as a social being, during which various connections of the individual with society are established, orientations, values, norms are mastered, personal qualities are developed, activity and integrity of the personality are formed, the social experience accumulated by mankind for all period of its development (Lukashevich, 1998). Parigin B. considers socialization as a process of entering an individual into a social environment, which involves: social cognition, social communication, mastery of practical skills, including a set of functions, roles, responsibilities and norms (Parigin, 1971). Savchenko S. con-

siders socialization as: a multifaceted and multifactorial process of acquiring notification of human authorities and qualities, the direction of which is determined specifically by the social situation; the driving force that activates the processes of self-transformation, which are on various changes in the socio-cultural environment; socio-pedagogical concept that reflects the course of social formation of the individual in a particular socio-cultural environment (Savchenko, 2004). Thus, researchers consider socialization as a two-way process, on the one hand it is a system of knowledge, norms and values, and on the other it is the ability to influence the environment and develop in it as an active person.

Based on the fact that socialization has consider as a set of social processes in which the individual seeks to be an active subject of his own life in philosophy, sociology, pedagogy, psychology, education is one of the main factors influence the process of socialization. Thus, the socialization of the individual depends on the level of culture and spirituality of society, the state of the economy and the pace of scientific and technological progress, which largely depends on the quality of education. Social expectations, which are directly related to higher education, have characterized not only by the individualization of professional training, but also by increased the interaction of higher education institutions with the social environment.

Whereas the education system remains one of the leading factors in socialization, it is possible used and as a means of raising one's social status and as a means of raising one's level of knowledge, professional skills and competencies. The system of higher education can also be defined as the main condition for the success of assessing the processes of professional mobility of professionals and increase their professional opportunities. Higher education today should not only provide basic scientific, professional and practical training, improve training and retraining, but also be designed to develop the ability to adapt to different changes, predict situations, to prevent the consequences of their activities. Modernity has been requiring such training of a specialist who is able to adapt to market requirements and respond to all the challenges of the time. Socialization of the specialist is taking place in the process of professional development and retraining, which is a specially organized pedagogical environment enriched with social reality. The principle of «lifelong learning» has become a necessary condition for successful professional activities and socialization. The basis of adult education is postgraduate education, which is financing from the state budget in the amount of 1.0-1.3% of total budget allocations for education. These funds are using for advanced training and retraining of certified professionals. The social significance of adult education is enhancing by the current demographic situation, complex socio-economic environment, where full development of the individual becoming impossible without the ability to adapting to increasing mobility, which requiring repeating introduction of life, indicating social and professional status, constantly improving skills. According to the Law of Ukraine «About Education», postgraduate education is a specialization of improving education and training of a per-

son by deepening, expanding and updating his professional knowledge, content and navigation or obtaining another profession, specialty basing on previous educational level and practical's experience. Postgraduate education have been including obtaining a second (next) higher education, obtaining a bachelor's degree (master's degree) in another specialty on the basis of higher education not lower than a bachelor's degree and practical experience (Law of Ukraine "On Education", 2020). The postgraduate education has been considering in modern society as one of the priority components of continuing education, which giving each individual the opportunity for self-realization, self-improvement, continuing education, or additional education. The role of postgraduate education as an independent part of the educational process especially has grown in modern conditions because the state needs highly qualified, highly educated personnel. Everyone people have been wanting to self-actualization and self-realization in the conditions of constant transformational changes, therefore, it cannot does without self-improvement, continuous advanced training, or receiving additional education.

For an adult, the most important area of life is professional activity. From the standpoint of a systematic approach to human success in professional activities is the influence of the characteristics of the subject, content, means, conditions and organization of activities, respectively, the specialist must becomes professionally oriented and socially adapts, realizing the social norms and values necessary for its successful implementation in a professional environment. The social success of an individual is determining by his conscious or unconscious acceptance of the social group or community in which he intends to assert himself. In the dictionary, the concept of success is consider in three aspects: first, it is identifies with success in achieving something, secondly, success - its good results in work or study, and thirdly, success - is public recognition. In most cases, the result of professional mobility is effective work. Professional success means a set of positive results accumulated during a career. Professional career has has an important social significance, as it is part of the process of reproducing the professional potential of society, a means of self-affirmation and self-realization of man, a means of socialization in modern conditions, gives the opportunity to see the prospects of their own professional development. functions, social roles, it becomes an essential factor of professional success. In modern conditions, professionalism, creativity and flexibility of specialists are one of the most important qualities that form the basis of human resources and are a fundamental factor in solving urgent problems of society. The modern specialist must have such qualities as creativity of thinking and speed of decision-making, the ability to self-education and the ability to adapt to new circumstances, the ability to monitor and properly assess the state of the environment. According to scientists, in the general definition, mobility is agility, the ability of the individual to move and act quickly, to variability and adaptation. If we are considering mobility as an interdisciplinary concept, expressed in professional, qualification, social, sectorial, territorial and other movements of

individuals, it is a kind form of adaptation to new operating conditions. Mobility means, first of all, has social movementing of people in the direction of determining their social positions, which are characterized by either a higher (social uplift) or lower (social degradation) level of income, prestige and more.

In modern conditions, mobility, as a quality of personality, has providing an opportunity to easily learn new realities in various spheres of life, to finding adequate ways to solve unexpected problems and perform non-standard tasks. Professional mobility has defined the of a specialist as an integral characteristic of personality, which combines the success of adaptation in the professional environment, the internal has needed of the individual for change, readiness for self-improvement, self-development and self-realization, which ensures the stability of the specialist. direct connection and interdependence of socialization and professional mobility, namely - a person's ability to adapting, to move in the social and professional sphering and the ability to perceiving all changes with the least resistance and minimal loss of their own physical, material, psychological and emotional resources.

Professional mobility is affecting the activities of the specialist, causing changes in attitudes to the results of their work in accordance with the requirements of the time, in self-esteem, intensification of the transformation process, a new vision of themselves in the profession. Therefore, a component of professional mobility of a specialist is his willingness to change, and a component of successful socialization of the individual is the improvements of their own personal qualities that contribute to the constant social upward movement. Thereby the introduction of active methods in the educational process are arising a possibility of self-sufficient human development through the formation of his ability to self-education, self-development, self-knowledge, self-esteem, which in turn will help professionals becomes socially adapted, professionally oriented and professionally competent. Summarizing the current trends, related to professional mobility, and this is the desire to achieve recognition, self-realization in professional activities that bring moral, material and psychological satisfaction, as well as willingness to change professional activities and gain new education in connection with the demand for of their social circle and their own desire, it can be argued that professional mobility can be seen as a mechanism of socialization of the individual, which determines the degree of adaptability and competitiveness of the specialist in the labor market.

Today, the system of postgraduate education remains one of the leading factors in the process of socialization of the individual. Scientific sources of western and domestic scientists had been analyzed by us, we can say that the structure of professional mobility of specialists includes: professional activity, which is understood as a willingness to learn new forms and activities; adaptability, understood as the ability to adapt to changing operating conditions, willingness to change their lives and activities; openness - a tendency to the new, unknown, rejection of stereotypes; communicativeness - the ability and willingness to establish new connections and contacts; creativity - a creative attitude to the environment and their

own activities; competence - the ability to flexibly navigate the profession, willingness to continue training, self-study, self-development, self-education. Right now, society is interested in the holistic training of specialists, taking into account not only special training and retraining, but also its socialization. Based on the fact that socialization is a process in which the interaction of the individual with the social environment and the result of its development is self-realization, and professional mobility - is an important quality of modern specialist, which ensures professional and, consequently, social success, professional mobility. specialist in the system of postgraduate education becomes not only a condition of survival, but also a component of socialization, which contributes to the further achievement of the level of social and economic stability of the specialist in society.

References:

1. Avramenko, O.O. (2013). Socialization of personality as a socio-pedagogical problem. Visnyk of the National Academy of the State Border Guard Service of Ukraine. Pedagogical Sciences. Vip. 5. [in Ukrainian]. URL: file:///C:/Users/Home/Downloads/Vnadps_2013_5_3%20(1).pdf
2. Bezpalko, O.V. (2009). Social Pedagogy: schemes, tables, comments: teaching methods for the studio. higher teach closed. Kyiv, 208p. [in Ukrainian].
3. Karaman, O.L. (2020). Methodological principles of the problem of personality socialization in the conditions of hybrid war in the east of Ukraine: philosophical level]. Visnyk LNU imeni Tarasa Shevchenka – Bulletin of Luhansk Taras Shevchenko National University, 2 (333), p.157-166. [in Ukrainian].
4. Parigin, B.D. (1971). Basic of the socio-psychological theory: monograph. Moscow: Thought, 1971. 351 p.[in Russian]
5. Pilets'ka L.S. (2013). Professional mobility of the person: the psychological aspect of the analysis. Teoretychni i prykladni problemy psykholohiyi. 2013. No 3. URL: file:///C:/Users/Home/Downloads/Tipp_2013_3_35.pdf. [in Ukrainian]
6. About education: Law of Ukraine redaktsiya vid 02.04.2020 № 38-39. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#n2046> [in Ukrainian]
7. Savchenko, S.V. (2004). The scientific and theoretical foundations of the socialization young people student in the non-educational activities from the conditions of the regional space: extended abstract of Doctor's thesis. Luhansk, 2004. 61 p. [in Ukrainian]
8. Sociology: dictionary of terms and concepts / per community. Ed.: Bilenko Ye.A. and Kozlovtsa M.A. Kyiv: Condor, 2006. 372 p. [in Ukrainian]
9. Chernukha N. (2012). Integration processes in the modern educational space as the pre-condition of in the social mobility of modern personality. Scientific journal of NPU named after PM Drahomanov. Series 11. Social work. Social pedagogy: [col. Science. work]. 2012. Issue 14. p. 12 –21. [in Ukrainian]

PROCEDURE FOR TAXATION OF INDIVIDUAL ENTREPRENEUR WHO CARRIES OUT INDEPENDENT PROFESSIONAL ACTIVITY

A. Sazonova

**Assistant Judge of the Administrative Court of Cassation of Ukraine,
0000-0002-6542-3309
anastasiia1985@ukr.net**

Summary. The article is devoted to the study of the peculiarities of taxation of natural persons-entrepreneurs who carry out independent professional activity. According to the provisions of paragraphs. 14.1.226 art. 14 and item 65.9 of Art. 65 of the Tax Code of Ukraine, a person who is registered as an entrepreneur and carries out independent professional activity, is registered in the supervisory authorities as a natural person - entrepreneur with a sign of independent professional activity.

As a general rule, the current legislation of Ukraine does not prohibit an individual who carries out independent professional activity to be an entrepreneur in the context of carrying out this independent professional activity, and to carry out other entrepreneurial activity not prohibited by law. At the same time, the certain types of independent professional activity, in particular, the activity of notaries and private executors, there is a direct prohibition on its implementation as entrepreneurial. The question of the possibility of registering a lawyer as a individual-entrepreneur is still debatable.

A person who is registered with the fiscal authorities as a individual-entrepreneur with a sign of independent professional activity, keeps records, submits reports and determines the tax base in the manner prescribed for individual-entrepreneurs. The said person is exempt from paying the single social contribution if the type of activity for which he is registered as a individual-entrepreneur is identical to the type of independent professional activity. The procedure of taxation of individual entrepreneurs engaged in independent professional activity, compared to the general procedure of taxation of persons engaged in independent professional activity, has the potential to reduce the tax burden, as a indi-

vidual-entrepreneur has the opportunity to pay a single tax and a single social contribution in the minimum amount. At the same time, the legal uncertainty of the legal provisions that constitute the legal basis for the activities and taxation of individual-entrepreneur who carry out independent professional activities, leads to numerous legal conflicts and complicates the application of this procedure in practice.

Key words: individual-entrepreneur, independent professional activity, taxation.

Purpose. In accordance with the provisions of paragraphs. 14.1.226 art. 14 and item 65.9 of Art. 65 of the Tax Code of Ukraine, a natural person who is registered as an entrepreneur and conducts independent professional activity, is registered with the supervisory authorities as a individual-entrepreneur with a sign of independent professional activity [1].

Therefore, it is necessary to study the peculiarities of taxation of self-employed persons who carry out independent professional activity. Relevant issues were studied in the context of consideration of the tax and legal status of taxpayers by domestic and foreign scholars, in particular such as Y. Grigorenko, V. Muzyka, L. Palyukh, A. Kiryushin, V. Popov, A. Savchenko, S. Smyrnykh, S. Traskovsky and others.

The article is planned to investigate the specifics of taxation of self-employed persons who carry out independent professional activity.

Methods. The article analyzes the doctrinal approaches to the problem, current legislation and case law.

Results. As a general rule, the current legislation does not prohibit an individual who carries out an independent professional activity from being an entrepreneur in the context of carrying out this independent professional activity, and from carrying out other entrepreneurial activity not prohibited by law.

At the same time, in accordance with Part 4 of Article 3 of the Law of Ukraine «On Notaries» [2], notaries are prohibited at the legislative level to engage in entrepreneurial activities, including to carry out independent professional activity, registering as a individual-entrepreneur. A similar rule on the prohibition of entrepreneurial activity is also provided by Part 3 of Article 18 of the Law of Ukraine «On Bodies and Persons Enforcing Judgments and Decisions of Other Bodies» [3].

The possibility of carrying out certain types of independent professional activity as an entrepreneurial activity is debatable. Thus, in the legal community there is an opinion that a lawyer cannot be an individual-entrepreneur,

¹ Tax Code of Ukraine, 2011.

² On notaries: Law of Ukraine, 1993.

³ On bodies and persons carrying out enforcement of court decisions and decisions of other bodies: Law of Ukraine, 2016.

substantiating the provisions of Art. 13-15 and 18 of the Law of Ukraine «On the Bar and Advocacy» [1], which provide forms of advocacy, among which individual-entrepreneur form is not provided [2]. Thus, the State Fiscal Service of Ukraine stated that a private individual who applies the simplified taxation system cannot practice law, and a simplified taxation system cannot be applied to the income received from advocacy [3].

In this context, the Judgement of the Odessa District Administrative Court of 08.10.2018 in case № 1540/3615/18 on the abolition of individual tax advice of the Main Department of the State Fiscal Service in Odessa region «On the registration of a lawyer as a natural person-entrepreneur» [4]. The inconsistency of the norms on which the impugned tax consultation was based also affected the motivating part of the Judgement. Thus, the court noted that despite the fact that the Law of Ukraine «On the Bar and Advocacy» does not contain special provisions related to limiting the general rules of Part 1 of Article 50 of the Civil Code (CC) of Ukraine on the possibility of doing business by physical a person with full civil capacity under the condition of state registration in the manner prescribed by law as an entrepreneur, the activities carried out by a private individual may not be identical to those defined in the Law of Ukraine «On the Bar and Advocacy» [5]. The court also justified its Judgement by the fact that the order of the State Tax Service of Ukraine dated 24.12.2012 №1185 approved the General Tax Consultation on some issues of taxation of individuals engaged in independent professional activity (private notaries, lawyers), which sets out the explanation that an individual who practices independent advocacy may not be an entrepreneur within the scope of such advocacy [6]. At the same time, we should note that since the Law of Ukraine “On the Bar and Advocacy” [7] (unlike the Law of Ukraine “On Notary” [8]) does not prohibit a lawyer from doing business, therefore, there are opposite thoughts. In particular, it is considered that the law does not prohibit a natural person who carries out independent advocacy activities to be an entrepreneur and to engage in non-advocacy entrepreneurial activities that are not prohibited by law.

¹ On the Bar and advocacy. Law of Ukraine, 2013.

² Y.Grigorenko. Can a lawyer be a individual-entrepreneur, or how to optimize the tax burden in advocacy, 2019.

³ Individual tax consultation № 2069/K/ 99-99-13-02-03-14/IPK, 2017.

⁴ Judgement of the Odessa District Administrative Court of 08.10.2018 in the case № 1540/3615/18, 2018.

⁵ Judgement of the Odessa District Administrative Court in the case № 1540/3615/18, 2018.

⁶ Order of the State Tax Service of Ukraine № 1185, 2012.

⁷ On the Bar and Advocacy: Law of Ukraine, 2013.

⁸ On notaries: Law of Ukraine, 1993.

It should also be noted that the Judgement of the Constitutional Court of Ukraine of 30.09.2009 №23-rp/ 2009 (paragraph 3.2) [9] states the multifaceted nature of legal aid, so the person providing legal aid may be at the same time: a lawyer who provides protection against criminal charges and representation in court, according to the certificate of a lawyer, as well as a person who provides other types of legal assistance, for which a private individual is registered under the main type of NACE 2010 «69.10 Activities in the field of law».

In accordance with paragraph 4, paragraph 5 of Part 1 of Art. 4 of the Law of Ukraine «On the collection and accounting of a single contribution to the obligatory state social insurance» [10] payers of the single contribution are individual-entrepreneur, including those who have chosen a simplified system of taxation, and persons who are independent of this activity. Article 11 of the Law of Ukraine «On Compulsory State Social Insurance against Accidents at Work and Occupational Diseases Causing Disability» also states that the following may be insured against accidents voluntarily: 1) persons who provide themselves with work independently - are engaged advocacy, notarial, creative and other activities related to the receipt of income directly from this activity, members of the farm, personal peasant farm, if they are not employees; 2) citizens - business entities [11]. At the same time, in our opinion, the relevant legal provisions do not indicate that a lawyer cannot be registered as a individual-entrepreneur when practicing law, but that in the case of such registration his income will be taxed as the income of a individual-entrepreneur and he must also report. as individual-entrepreneur. We must also pay attention to the content of paragraph 2 part 1 of Article 50 of the Civil Code of Ukraine - «Restrictions on the right of an individual to conduct business are established by the Constitution of Ukraine and the law» [12], so if the Law of Ukraine «On the Bar and Advocacy» [13] does not contain reservations about the impossibility of carrying out business activities by a lawyer, the latter cannot be limited in the right to register as a individual-entrepreneur with a sign of independent professional activity.

Such a legal position, in particular, was reflected in the Resolution of the Administrative Court of Appeal of Odessa from 31.01.2019 in case №815 / 2618/18 [14] (according to the court, “the plaintiff carrying out business activities

⁹ Judgement of the Constitutional Court of Ukraine №23-rp/2009, 2009

¹⁰ On the collection and accounting of a single contribution to the obligatory state social insurance: the Law of Ukraine, 2011.

¹¹ On compulsory state social insurance against accidents at work and occupational diseases that have caused disability: the Law of Ukraine, 1999.

¹² Civil Code of Ukraine, 2003.

¹³ On the Bar and Advocacy: Law of Ukraine, 2013.

¹⁴ Resolution of the Administrative Court of Appeal of Odessa in case №815/2618/18, 2019.

under NACE code 69.10 - activities in in the field of law and advocacy is engaged in the same type of business activity and it does not have the obligation to report as a person engaged in independent professional activity, because in this case there will be double accounting of identical business activities, and therefore double taxation. that contradicts the principles of tax law «).

The North-Western Commercial Court of Appeal in its Judgement of 11.02.2020 in case № 902/519/18 also stated that a lawyer as a self-employed person for tax purposes chooses the form of his activity (a person engaged in independent professional activity, a natural person). entrepreneur, etc.), while the peculiarities of taxation of forms of advocacy, the movement of controlled funds to come from the payment of tax payments are governed by tax law and controlled by the relevant tax authorities [1].

Thus, lawyers who are on the tax register as a individual-entrepreneur, for example, on the simplified taxation system, must be on the tax register as a individual-entrepreneur with the sign of independent professional activity, and keep a single tax record and pay taxes as a individual-entrepreneur 3 single tax group with registered activities [2].

In order to be registered with the supervisory authorities as a individual-entrepreneur with a sign of independent professional activity, an individual must submit in person (send a registered letter describing the attachment) or through an authorized person to the supervisory authority at the place of residence individual-entrepreneur 5-OPP marked «Changes» and a copy of the document confirming the right of an individual to conduct independent professional activity. The sign of independent professional activity may be established by the controlling body on the basis of information (data) of the relevant authorized body or register, which provides registration of independent professional activity, if the relevant register contains data that professional activity is carried out independently (individually) (paragraph 6.7 of the Procedure № 1588 [3]).

An individual who carries out an independent professional activity, simultaneously carries out business activities in the general system of taxation, is obliged to keep a Book of income and expenses, which reflects the income and expenses incurred during the year from both activities. (Thus, paragraph 177.10 of Article 177 of the Civil Code of Ukraine stipulates that individual-entrepreneur are obliged to keep a Book of income and expenses). These income and expense books are used to fill out a tax return. According to the results of the reporting year, the said person submits one tax return on property and income within the time limits provided for the individual

¹ Resolution of the North-Western Commercial Court of Appeal in case 902/519/18, 2020.

² Y.Grigorenko. Can a lawyer be individual-entrepreneur, or how to optimize the tax burden in advocacy, 2019.

³ Order of the Ministry of Finance of Ukraine № 1588, 2011.

(within 40 calendar days following the last calendar day of the reporting (tax) year, in the current year - at 09.02.2021 inclusive) for the established form. When filling out the declaration, along with income from entrepreneurial activity (with a sign of independent professional activity) and other income from sources of their origin from Ukraine and foreign income are reflected [4].

Personal income received during the calendar year from business activities is taxed at a rate of 18 percent, defined in paragraph 167.1 of Art. 167 of the Civil Code of Ukraine (paragraph 177.1 of Article 177 of the Civil Code of Ukraine). As well as for persons engaged in independent professional activity without the status of a private individual, in accordance with paragraph 177.2 of Art. 177 of the Tax Code of Ukraine, the object of taxation is net taxable income, ie the difference between the total taxable income (revenue in cash and in kind) and documented expenses related to the economic activity of such a natural person - entrepreneur. P. 178.3 art. 178 of the Tax Code also stipulates that taxable income is the total net income, ie the difference between income and documented expenses necessary for a certain type of independent professional activity [5]. In case of non-receipt of the certificate of registration by a person who carries out independent professional activity, the object of taxation is the income received from such activity without taking into account expenses.

According to item 291.3 of Art. 291 of the Civil Code of Ukraine, a private individual may choose a simplified system of taxation. Income received from business activities on the simplified taxation system is reflected in the tax return of the single tax payer of a natural person-entrepreneur in the form approved by the order of the Ministry of Finance of Ukraine dated 19.06.2015 № 578 [6]. In particular, according to the Judgements of the Supreme Administrative Court of Ukraine dated 21.01.2016 [7], a lawyer who is registered as a individual-entrepreneur and is a single tax payer, has the right to pay only a single tax, like other entrepreneurs, depending on the group, it is attributed in accordance with the requirements of the Tax Code of Ukraine. This approach allows us to talk about the possibility of reducing the tax burden on self-employed persons who carry out independent professional activity, because instead of 18% a lawyer, being a registered entrepreneur and being, for example, in the 3rd group of single tax, will already pay 5% (however, gross income, ie, without taking into account the costs of independent professional activity) [8].

⁴ Tax Code of Ukraine, 2011.

⁵ Tax Code of Ukraine, 2011.

⁶ Order of the Ministry of Finance of Ukraine № 578, 2015.

⁷ Resolution of the Supreme Administrative Court in case K/800/44702/14 of 21.01.2016, 2016.

⁸ S.Traskovsky. Income taxation of a lawyer and a notary: different approaches of the taxpayer and fiscal authorities, 2016.

It should be noted that for a long time the issue of fulfillment of the obligation to accrue and pay the single social contribution (SSC) by a person who is individual-entrepreneur was not regulated in detail, so one person was accrued SSC for two activities.

Private individuals who have opted for the simplified taxation system pay SDRs quarterly by the 20th day of the month following the quarter for which SDRs are paid. SDRs are accrued on the amounts determined by such payers independently for themselves, but not more than the maximum value of the SSC accrual base established by the said Law. In this case, the amount of SDRs may not be less than the amount of the minimum insurance premium [1].

In accordance with paragraph 19 of chap. IV Procedure for forming and submitting by insurers a report on the amounts of accrued single contribution to the obligatory state social insurance, approved by the order of the Ministry of Finance of Ukraine dated 14.04.2015 №435 [2] persons engaged in independent professional activity, receive income from this activity and are Private individuals, form and submit to the bodies of revenues and fees separate reports in accordance with the type of activity and the chosen taxation system.

In accordance with paragraph 7 of section III of the Procedure for registration of single contribution payers for compulsory state social insurance, approved by the order of the Ministry of Finance of Ukraine dated 24.11.2014 №1162, if an individual is registered as an entrepreneur and carries out independent professional activity, such individual is registered in the controlling body as a natural person - an entrepreneur with a sign of independent professional activity. Such a sign is established on the basis of an application submitted to the supervisory authority at the place of residence on the form №1-SSC marked «Changes» and a copy of the document confirming the right of an individual to engage in independent professional activity or information (data) of the relevant authority or register, which ensures the registration of independent professional activity, or applications and documents submitted in accordance with paragraph 4 item 6.7 of section VI of the Procedure for accounting of taxpayers and fees, approved by the order of the Ministry of Finance of Ukraine dated 09.12.2011 №1588 [3]

On December 4, 2019, the Grand Chamber of the Supreme Court considered the exemplary case №520 / 3939/19 on invalidation of the tax authority's claim for payment of arrears of single contribution accrued to the plaintiff both as a person engaged in independent professional activity and as a individual-en-

¹ On the collection and accounting of a single contribution to the obligatory state social insurance: the Law of Ukraine, 2011.

² Order of the Ministry of Finance of Ukraine №435, 2015.

³ Private individual also carries out independent professional activity: what about the registration of a SRS payer?, 2020.

trepreneur [4]. Based on the results of the sample case, the court confirmed the legitimacy of the following conclusions: the controlling body cannot independently establish the plaintiff as a natural person-entrepreneur signs of independent professional activity, as such actions do not comply with the Rules of SSC payers [5]. SSC; The Law of Ukraine "On Collection and Accounting of the Single Contribution for Compulsory State Social Insurance" [6] does not provide for the registration and registration of payers of SSCs with the sign of independent professional activity; The Regulations on the Register of Insured Persons of the State Register of Compulsory State Social Insurance [7] do not define such a status of an insured person as a self-employed person with a sign of independent professional activity [8].

At the same time, on May 13, 2020, the Law of Ukraine "On Amendments to the Law of Ukraine" On Collection and Accounting of the Single Contribution for Compulsory State Social Insurance "on Elimination of Discrimination by Payers" was adopted and entered into force on January 1, 2021. In accordance with these changes, the relevant Law [9] currently stipulates that a self-employed person is registered with the tax authority as a individual-entrepreneur with a sign of independent professional activity. The legal gap regarding double taxation of SDRs has also been eliminated, as the exemption of a self-employed person from paying SDRs is subject to registration as a self-employed person who carries out an activity identical to the self-employed person's activity (coincides with the NACE).

Conclusions. According to the results of the study, it should be noted that, as a general rule, a person engaged in independent professional activity can be registered as a individual-entrepreneur, if there is no direct legislative prohibition on the relevant professional activity as a business. At the same time, the procedure of taxation of a self-employed individual, compared to the general procedure of taxation of persons engaged in independent professional activity, has the potential to reduce the tax burden due to the ability to pay a single tax and a single social contribution in the simplified taxation system. At the same time, the legal uncertainty of the legal provisions that constitute the legal basis for

⁴ Judgement of the Supreme Court in the composition of the panel of judges of the Administrative Court of Cassation case № 520/3939/19, 2019.

⁵ Order of the Ministry of Finance of Ukraine № 116, 2014.

⁶ On the collection and accounting of a single contribution to the obligatory state social insurance: the Law of Ukraine, 2011.

⁷ Resolution of the Board of the Pension Fund of Ukraine № 10-1, 2014.

⁸ Kiryushin AA Exemplary case: FOP with a sign of independent professional activity pays SRS only once, 2019.

⁹ On the collection and accounting of a single contribution to the obligatory state social insurance: the Law of Ukraine, 2011.

the activities and taxation of self-employed persons who carry out independent professional activities leads to numerous legal conflicts and complicates the application of this procedure in practice.

REFERENCES:

1. Tax Code of Ukraine (2011). URL: <https://zakon.rada.gov.ua/laws/show/2755-17>
2. On notaries: Law of Ukraine (1993). URL: <https://zakon.rada.gov.ua/laws/show/3425-12#Text>
3. On bodies and persons carrying out enforcement of court decisions and decisions of other bodies: Law of Ukraine (2016). URL: <https://zakon.rada.gov.ua/laws/show/1403-19#Text>
4. On the Bar and advocacy. Law of Ukraine (2013). URL: <https://zakon.rada.gov.ua/laws/show/5076-17#Text>
5. Y.Grigorenko. Can a lawyer be a individual-entrepreneur, or how to optimize the tax burden in advocacy (2019). URL: <https://unba.org.ua/publications/print/4226-chi-mozhe-advokat-buti-fopom-abo-yak-optimizuvati-podatkovu-navantazhennya-v-advokats-kij-diyal-nosti.html>
6. Individual tax consultation «On the calculation of a single contribution to the obligatory state social insurance and the procedure for reporting by a natural person - entrepreneur who is on the simplified taxation system and at the same time has the status of a lawyer»: letter of the SFS of Ukraine from 28.09.2017 № 2069/K/99-99-13-02-03-14/IPK (2017). URL: <https://docs.dtki.ua/doc/1222.2511.0>
7. Judgement of the Odessa District Administrative Court of 08.10.2018 in the case № 1540/3615/18 on the abolition of tax advice of the State Tax Service in the Odessa region «On the registration of a lawyer as a natural person-entrepreneur» № / IPK/15-32-08-01-14 (2018). URL: <https://youcontrol.com.ua/ru/catalog/court-document/77018244/>
8. On approval of the General Tax Consultation on certain issues of taxation of individuals engaged in independent professional activity (private notaries, lawyers). Order of the State Tax Service of Ukraine dated 24.12.2012 № 1185 (2012). URL: <https://tax.gov.ua/zakonodavstvo/podatkovu-zakonodavstvo/uzagalnyuyuchi-podatkovu-konsultatsii/62191.html>
9. Judgement of the Constitutional Court of Ukraine of 30.09.2009 №23-rp/2009 (2009). URL: <https://docs.dtki.ua/doc/1077.2473.0#pn2>
10. On the collection and accounting of a single contribution to the obligatory state social insurance: the Law of Ukraine (2011). URL: <https://zakon.rada.gov.ua/laws/show/2464-17#Text>
11. On compulsory state social insurance against accidents at work and occupational diseases that have caused disability: the Law of Ukraine (1999). URL:

http://search.ligazakon.ua/l_doc2.nsf/link1/ed_1999_09_23/an/73/T991105.html

12. Civil Code of Ukraine (2003). URL: <https://zakon.rada.gov.ua/laws/show/435-15#Text>

13. Resolution of the Administrative Court of Appeal of Odessa from 31.01.2019 in case №815 / 2618/18 (2019). URL: <http://reyestr.court.gov.ua/Review/79590055>

14. Resolution of the North-Western Commercial Court of Appeal of 11 February 2020 in case 902/519/18 (2020). URL: <https://zakononline.com.ua/court-decisions/show/87651978>

15. On approval of the Procedure for accounting of taxpayers and fees. Order of the Ministry of Finance of Ukraine dated 09.12.2011 № 1588 (2011). URL: <https://zakon.rada.gov.ua/laws/show/z1562-11#Text>

16. On approval of forms of tax declarations of the single tax payer: order of the Ministry of Finance of Ukraine dated 19.06.2015 № 578 (2015). URL: <https://zakon.rada.gov.ua/laws/show/z0799-15#Text>

17. A lawyer has the right not to pay taxes as a self-employed person, if he is registered as a individual-entrepreneur and is a single tax payer. Resolution of the Supreme Administrative Court in case K/800/44702/14 of 21.01.2016 (2016). URL: https://protocol.ua/en/advokat_mae_pravo_ne_latiti_podatki_yak_samozaynnyata_osoba_yakshcho_vin_zareestrovaniy_yak_fop_i_e_platnikom_edinogo_podatku/

18. S.Traskovsky. Income taxation of a lawyer and a notary: different approaches of the taxpayer and fiscal authorities (2016). URL: https://protocol.ua/ru/opodatkovannya_dohodiv_advokata_ta_notariusy_rizni_pidhodi_platnika_podatkiv_ta_fiskaliv/

19. On approval of the Procedure for forming and submitting by insurers a report on the amounts of accrued single contribution to the obligatory state social insurance: Order of the Ministry of Finance of Ukraine dated 14.04.2015 №435 (2015). URL: <https://zakon.rada.gov.ua/laws/show/z0460-15#Text>

20. Private individual also carries out independent professional activity: what about the registration of a SRS payer? (2020). URL: <https://news.dtk.ua/simple/common/66474>

21. Judgement of the Supreme Court in the composition of the panel of judges of the Administrative Court of Cassation dated 02.09.2019 in case № 520/3939/19 (2019). URL: <https://verdictum.ligazakon.net/document/84077152>

22. On approval of the Procedure for registration of payers of the single contribution to the obligatory state social insurance and the Regulations on the register of insured persons. Order of the Ministry of Finance of Ukraine dated 24.11.2014 № 116 (2014). URL: <https://docs.dtk.ua/doc/z1553-14#pn2>

23. On approval of the Regulations on the Register of Insured Persons of the State Register of Compulsory State Social Insurance. Resolution of the Board of

the Pension Fund of Ukraine dated 18.06.2014 № 10-1 (2014). URL: <https://zakon.rada.gov.ua/laws/show/z0785-14#Text>

24. Kiryushin AA Exemplary case: FOP with a sign of independent professional activity pays SRS only once, BC/KAC № 520/3939/19 dated 02.09.2019 (2019). URL: https://protocol.ua/ru/zrazkova_sprava_fop/

VERIFICATION OF FACTS AS AN INTEGRAL PART OF PROFESSIONAL JOURNALISM IN HYBRID WARS

Bogdan Synchak
graduate student of the journalism department
«Kyiv University of Culture»,
lecturer at the Department of Journalism
«Ukrainian Institute for the Humanities»
E-mail: bsynchak@gmail.com

Abstract. The article characterizes the phenomenon of fact-checking as an integral component of professional journalistic activity. Particular attention is paid to the elements of the fact-checking process applicable in various production situations. Within the framework of the research of ensuring the functioning of mass-media counteraction to hybrid wars, which are unfolding in Ukraine, the characteristics of the actively acting Russian-Ukrainian information war are given. In this context, the verification of facts is positioned as an integral component of professional journalism, in the framework of which the activity of domestic fact-finding projects plays an unremarkable role. The stated problems are linked to the current mass-media realities of the deployment of hybrid wars. In particular, statistical data on the quantitative characteristics and proportions of disinformation disseminated in Ukraine is presented.

Keywords: *verification, fact-checking, hybrid warfare, unreliable information, Russian-Ukrainian hybrid war.*

Formulation of the problem. The issue of information reliability and fact-checking in Ukraine gained special resonance with the beginning of the events of the Revolution of Dignity in 2014 because at that time the media were often flooded with completely different information about the same event. Since then, conclusions about the need to filter information, confirm its accuracy, and information/hybrid warfare - an information battlefield in which journalism, as a retransmitter of information, takes the lead, have been loudly heard in Ukrainian society. It should be noted that this method of “fighting” is not new in the historical annals, because “as early as the 5th century B.C., the Athenians used a similar method in the so-called

Peloponnesian War. During a contact military confrontation, they were able to provoke their subordinate opponents, the Cloths, to inflict trouble on the Spartans 'from within'. Thus through internal turmoil Sparta was forced to make peace with its opponents [1]. This fixed historical reference demonstrates the age, and most importantly the effectiveness and influence of information wars nowadays prompt media professionals to be wary of analyzing information content for authenticity, objectivity, the balance of information presentation, and counteraction to fakes and manipulations. The problem of ways and methods of verification of facts is still relevant for the media space, given the all-encompassing scope of application and the rapid penetration of information from the Internet into social realities.

In Ukraine, the problems of verification in the media were studied by V. Ribichev, A. Klimenko, G. Grischuk, V. Shevchenko, L. Yashchenko, A. Vashchuk, Y. Kiyashko, A. Kornienko, V. Kubko, T. Fedotova and others. However, the above authors in their works mainly focus on fact-checking or verification as phenomena of a broad scale, presenting their general characteristics. The study of fact-checking as an integral component of professional journalism in hybrid warfare will help reconsider certain components of approaches to the implementation of professional activities and designate the sphere of implementation, risks, and threats that arise therein. That is why the study aims to classify the work with facts as an integral professional component of journalistic activity in the conditions of hybrid wars. Based on the results obtained, to characterize the role of verification in the process of countering hybrid warfare.

Main text. As a process of checking information for reliability, fact-checking acquires particular importance in information wars. Usually, harmful information policy coming from the media is mainly concerned with the economic interest of third parties. The social phenomenon described as a "consumer society" with an inversion of the capitalist law of "demand conditions supply" to "supply causes demand" involves the use of the media to realize its industrial potential. Under such conditions, there are significant risks of influencing public consciousness, but given the stability of this order of things, these risks are not critical for the preservation of life, peace, and general well-being. Under the conditions of information wars the risks and consequences of the impact are significantly exacerbated because they may concern the change of the constitutional system by force, restrictions on fundamental rights and freedoms of people, and deterioration of the well-being of society. For Ukrainian realities, these dangers are first of all actualized in the context of Russian-Ukrainian information expansion. Information or hybrid warfare may involve artificial reshaping of public consciousness, the substitution of established notions, a shift of value and moral reference points, restriction of freedom, and democratic human rights. This way of influencing the collective and individual consciousness is negative and in its essence has no positive factors. The only exception may be countering destructive propaganda, but it should not abuse its purpose by crossing the boundaries of the law, and jour-

nalistic standards, causing a destructive impact on the public. The main combat unit of hybrid warfare is a lie. But the main tool for countering lies is a fact. Working with facts is considered the basis for professional journalism, and therefore fact-checking is an effective mechanism for countering information warfare. However, hybrid warfare does not provide for the transparent nature of destructive activities. It is a deception that is the main method on the way to its implementation. To effectively target propaganda, one must be able to identify hybrid warfare before its effects escalate. Table 1 shows the actual informational attributes of Russian-Ukrainian hybrid warfare and their relationship to verification. Such data help to reveal the essence and significance of the processes it causes.

**Table 1. Actual Information Signs
of Russian-Ukrainian Hybrid Warfare [2; 3]**

No	Trait / Relationship to fact verification
1.	Military aggression without a formal declaration
	This situation presupposes an informational distortion of reality. Media distortions in which, against the background of military confrontation, they may write about «civil conflict», «internal protests», «public initiatives» and instead deny any military operations involving regular troops or mercenary fighters, the latter may be referred to as «volunteers». [4].
2.	Concealment by the aggressor country of its involvement in the conflict
	In cases where regular troops are redeployed to a combat zone, the numbers of armored vehicles are painted over, the occupier's symbols are removed, and the documents of the personnel are confiscated. When situations arise in which such military personnel is detained, the aggressor country denies that they belong to the regular army [5; 6].
3.	Using information space as a parallel battlefield
	A traditional «fourth column,» the active activity of media resources that speculate on information and engage in propaganda activities aimed at destructive influence, inciting internal hostility and discrediting opponents. Usually, such activities are easy to identify by the systematic failure to observe journalistic standards [7].
4.	The aggressor's disregard for international norms, the leveling of human rights
	Failure of the aggressor to comply with international agreements in the form of the assumption of certain responsibilities. Massive violations of human rights in the occupied territories. Non-recognition of the international law vector by the self-proclaimed authorities of the annexed territories. But the commonality of the political vector and cooperation with the aggressor country [8].
5.	Targeted legitimization of terrorist actions
	Collaborationism in the form of involvement in legitimizing the annexed territories and the self-proclaimed power by inviting famous musicians and public figures for public performances, projects, concerts, and other public activities that are intended to demonstrate to the international community the normalization and sustainability of the self-proclaimed regime. Attempts to recognize the militants as official representatives with their involvement on international platforms [9].

The “connection with verification” columns in Table 1 describe examples of stated information signs of Russian-Ukrainian hybrid warfare. Among them are those that, as part of their implementation, provide for a close connection with the mass media, integrating manipulative information into the public consciousness through the media. Understanding the multi-vector and methodology of hybrid warfare serves to create an effective algorithm of counteraction. To identify the model of information warfare it is necessary to characterize the functions and methods of the instruments of influence used. In addition to the information listed above, there are other characteristic features of this type of confrontation. However, the attributes listed in Table 1 predominantly fall under the category of “network high-tech warfare” - a complex of information influences, on the Internet, television, and radio with the involvement of specialized technological means (high-rum and high-sensory) to gain advantages in economic, military, political, cultural and social spheres [10]. Figure 1 shows the schematic dependence of the identified components interacting with each other in the framework of the Russian-Ukrainian hybrid warfare.

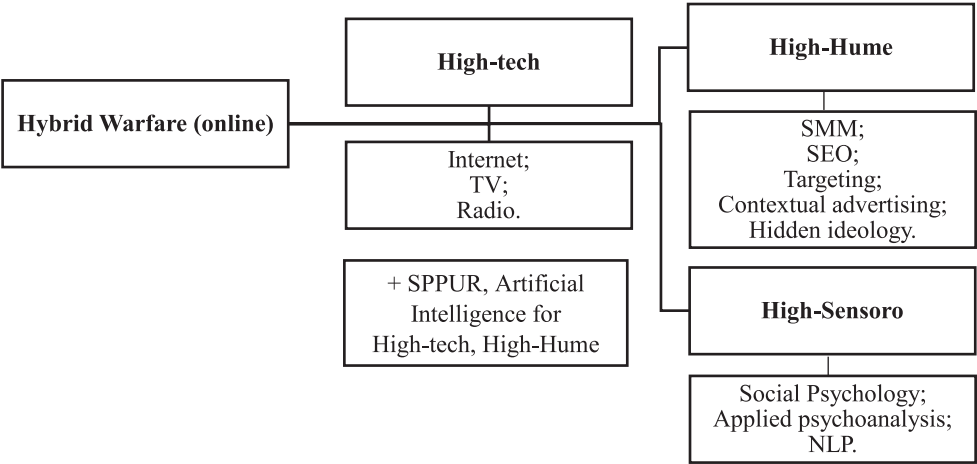


Figure 1: Model of information network high-tech warfare [10]

This depicts the ratio of the scope of implementation and means of influence used in the conduct of information network high-tech warfare. This classification is made based on the derivatives that accompany the information processes mentioned in Table 1. Their interpretation implies a combination of information tasks with functional technological apparatus.

The fact of military aggression without an official announcement is distorted in all possible ways in the media space to level its status. For example,

the familiar abbreviation ATO (anti-terrorist operation) speaks of countering terrorists of abstract origin and therefore does not indicate the culprit or the aggressor. This move allows the occupant to maintain diplomatic deals, mediate between the parties to the conflict, and position itself as a third, “outsider” participant in the battle. However, under the circumstances of revealing actual signs of its involvement in military actions, the aggressor country hides its participation in the conflict. To make this process effective, information space is actively used as a parallel battlefield. The most massive channels of instant information dissemination in modern times are the Internet, television, and radio. Now we bypass the print media because they have somewhat different specifics of functioning and a smaller sphere of audience coverage. Internet is universal, and most importantly free information battlefield in the context of opportunities for information dissemination. It also includes television, radio, newspapers, and magazines. This is why we consider the World Wide Web to be the largest platform for the deployment of hybrid warfare. Figure 1 illustrates what network information warfare looks like under the conditions mentioned in the study. The tools of influence of the category high-hume (high human - high human) - cover socio-humanitarian technologies. Their use in their arsenal includes: search engine optimization (SEO), promotion of a specific account or content (SMM), targeted advertising for a specific audience (targeting), and information products with a hidden subtext (ideology). Effective implementation of these technologies is facilitated by the tools of psychotechnological influence - high-sensory (highly sensory). Their specificity includes techniques that operate based on: the activity patterns of human behavior (social psychology), understanding the essential aspects of its nature (psychoanalysis), and behavioral programming “through various forms of speech, eye movement, body and memory” (NLP) [10]. Laws of interaction between elements of management decision support systems (MDSS) and artificial intelligence systems strengthen the effectiveness of algorithms of influence of high human and highly sensory technologies. It is based on the characterized components of influence on media platforms hosted on the Internet that network hybrid warfare is carried out. Signs of the aggressor’s disregard for international norms and the leveling of human rights are indicative of an aggressive vector of activity and are either not covered in the manipulative media or are justified by fabricated reasons. To reduce the global community’s response to such actions, information warfare attempts to deliberately legitimize terrorist actions. These operations are carried out through the active use in the media of a set of manipulative technologies described above.

The symbiosis of the attributes, modes, and methods of influence indicated in Table 1 and Figure 1 makes hybrid warfare specific. Table 2 depicts its main factors.

Table 2. The Specific Nature of Hybrid Wars [2, C. 84-85]

№	Attribute	Application
1.	Polyvectorism	Multidirectional implementation of activities;
2.	Imperceptibility of influence	Lack of overt destruction, hidden harm;
3.	Aiming for future results	Work for the future is strategic;
4.	Influence on mentality	Namely on the “intellect, emotions, psyche of people”;

Manipulative implementation of high-tech tools with multi-vector specificity of influence is not pronounced and aimed at the long term - this is how we can characterize the modern phenomenon of hybrid warfare. In turn, the only effective counteraction to such a phenomenon is an organic work with facts. By “organic” we mean materials that are easily accessible to the general perception. Such can and should be the professional verification of facts in journalism.

In the professional media, there are several types of processes that are purely for the purpose of fact-checking. According to A. Sharokman, director of the American popular fact-checking organization PolitiFact, “if a journalist is spreading fakes, then that person is not fulfilling the role of a journalist. He says that those who don’t use the principles of fact-checking only make a journalist out of themselves. “The media must verify those who have the power to help those who don’t” [11]. This rationale best describes the demand for fact-checking in professional journalism. Professional fact-checkers have their algorithms for the proper processing of information for the correct use of facts. Figure 2 demonstrates one of them.

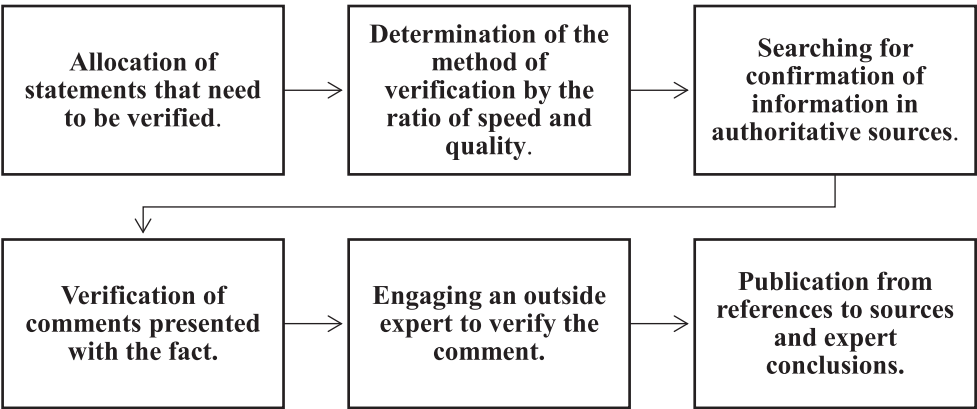


Figure 2: A basic algorithm for fact-checking [12]

The main technique for a fact-checker who works with a wide range of topics and comments is to regularly involve industry experts who are compe-

tent in the issues being checked. The highlighting of assertions occurs to narrow the scope of the search and to become specific in the fact checker's work. The method of verification should be chosen for reasons of rationality. There are information databases where a journalist can quickly obtain the necessary information without seeking outside help (see Table 3). Often only authoritative sources help to definitively confirm or deny this or that information. Comments on a fact in the speech of a public figure are an integral part of the speech because they are used to interpret the context of what is being said. Often it may not correspond to the fact given or be used for speculation. The involvement of an outside expert is a useful and authoritative way to verify comments. It is the disinterested competent person who can give his or her professional opinion on the appropriateness of the content of the commentary. At the stage of publication, references to sources are indicated, because journalists often publish information without citing absolutely all sources. For the work of a fact-checker, this is fundamentally important. When presenting the results of the test the ability to easily and affordably visualize them provides a quick understanding of the target audience of the large-scale things. "If the message contained facts or figures, it is better to present them in the form of simple diagrams or charts - this will make it easier for readers to understand exactly what was false" [12]. Table 3 provides a list of bases for quick access to public information that can be used as needed.

Table 3. Bases for prompt verification
of public information [12]

№	Name of the resource / Characteristics of the activity
1.	Access to the Truth The resource works as a «unified platform for sending electronic requests to information administrators by the Law «On Access to Public Information». All requests and responses to them are published on the site and are available to other users [13].
2.	State Statistics Service of Ukraine On the website of the civil service, one can find official statistical information, which is divided into different categories. In particular, data on the general activity of the service, the population of Ukraine, and statistics are available. There are also target categories for the public, respondents, and the media [14].
3.	List of 105 public registers and databases A separate category of resource «Access to the truth» indicates a list of public registries on which it is advisable to search for information when requests are not needed. Among the links are piles of public information from various state and official representations [15].
4.	List of 77 public registers and databases of Ukraine On this «Investment portal of Zaporizhzhya region» there is a list of open registers, which are not unified with the mentioned 105 sources for free access to information. And although some of them overlap, but given the universality of the list of categories can be useful for finding different kinds of information [16].

№	Name of the resource / Characteristics of the activity
5.	Public procurement online
	This resource provides a full range of public information about all government procurements. In addition, users are offered opportunities to participate in procurements and submit proposals to the government in the form of goods or services. This resource is specialized thematic and provides a range of important and relevant information for users [17].
6.	Electronic Pseudosociol Database
	The register contains «data about 116 pseudo-sociological services and 215 hidden PR experts», who have participated as experts in the public space of Ukraine for the last 15 years. This database serves as a collection of information about the real competence and affiliation of persons positioning themselves as competent experts on certain issues [18].
7.	Debtors, courts, wanted persons, torts, business, social and professional activities, and other
	This list contains sources that allow you to check any person against open databases. In particular, data on the subject's commercial, political, criminal, judicial, and other law-dependent affiliations are available [19].
8.	Reporter's Lab's annual audit of global fact-checking organizations
	«The Reporters Lab is a center for journalism research at Duke University's Sanford School of Public Policy. This resource has a worldwide database of fact-check organizations. It is presented handily on a world map with points, names, and links to leading fact-check organizations around the world. Using this database, you can access information about world events that are analyzed for fact-checking [20].

This list is not 100% exhaustive, because each fact-checking organization has its sources and methods of verification of information. However, the information collected and commented in Table 3 provides a broad field for the search of the necessary data. The proposed lists of open registers allow the researcher to categorically filter the search vector. Item 8 deserves special attention on this list. Although it is not a typical information base, the world map with access to the information resources of professional fact-journalism gives the possibility to monitor the ready estimates of experts from different parts of the world. In situations where a fact or comment is of foreign origin, it is advisable to check what the opinion on it is in its home country. The audit of global fact-check organizations counts even regional projects and therefore can be a useful source of information when working with fact-checking of local as well as global or other origins.

In Ukraine, for more than 5 years there are their full-fledged fact-check projects. Among them, there are both general and narrowly focused resources. Most of them are supported by international partners and grants. This ensures certain internal independence and allows unbiased coverage of public activities of domestic officials, politicians and comprehensive commentary on high-profile topics in general. Table 4 provides information about the main domestic fact-checking projects.

Table 4: Domestic fact-check projects

№	Name of the resource / Characteristics of the activity
1.	Stop fake
	“Revision and projection of twisted information and propaganda about what is happening in Ukraine. The project analyzes the phenomenon of Kremlin propaganda, in all its aspects and manifestations The information is available in 13 languages of podcasts and radio programs, read in the newspaper “Your Right to Know” [21].
2.	Voxukraine
	The project is divided into thematic categories: Magazine with analytics where all articles are reviewed, «Vox Check» where politicians’ words are checked for correct application of facts and reliable sources, «Reform Index» where «quantitative assessment of reforms’ progress in Ukraine since 2015 is placed. Reforms database», «Development of economic journalism in Ukraine», where information about access to resources and experts on economic topics is placed, «Research and analytics», where information is presented on a study of scientific methods [22].
3.	Slovoidilo
	«The first factcheck-media in Ukraine that tracks the promises of such Ukrainian officials: President and leadership of the AP, the Secretary of the National Security and Defense Council, the Prime Minister of Ukraine, members of the Cabinet of Ministers; the Chairman of the National Police, Chairman of the State Fiscal Service, members of the Cabinet of Ministers of Ukraine; Chairman of the National Police, Chairman of the State Fiscal Service, Chairman of the SBU, Chairman of the National Bank of Ukraine, people’s deputies, chairmen of regional state administrations, chairmen of regional councils, city chairmen of regional centers» [23].
4.	No lies
	The project deals with «organizing access to public information to ensure transparency and openness in the activities of state and local authorities. It promotes objective media coverage of socially significant topics and issues. Based on verified data, it provides its verdicts on the quality of information from the public space [24].

These resources can safely be called the backbone of domestic fact-checking; almost all of them are included in the annual audit of global fact-checking organizations by Reporter’s Lab mentioned in Table 3. On the pages of the above-mentioned resources, high-quality materials that meet journalistic standards and fact-checking requirements are regularly displayed. In addition, they actively use infographics of materials and compile general personalized ratings with the ability to track the quality of information activity of specific public figures. This makes it possible to effectively counteract propaganda, at least among the resource audience. Examples of their fact-checking work are worth analyzing after determining the connection between specialized fact-checking and hybrid warfare in Ukraine.

As an answer to the question of determining the extent to which the Russian-Ukrainian information war should be countered, the best way to do so is with numbers. According to the results of the “study of the content of online publica-

tions, telegram channels and TV channels in March, May, September, November 2020 and January, April 2021 with the Institute of Mass Information and “Media Detector” showed the dynamics of the increase of pro-Russian propaganda as much as 59% in 2021 (see Figure 3) [25].

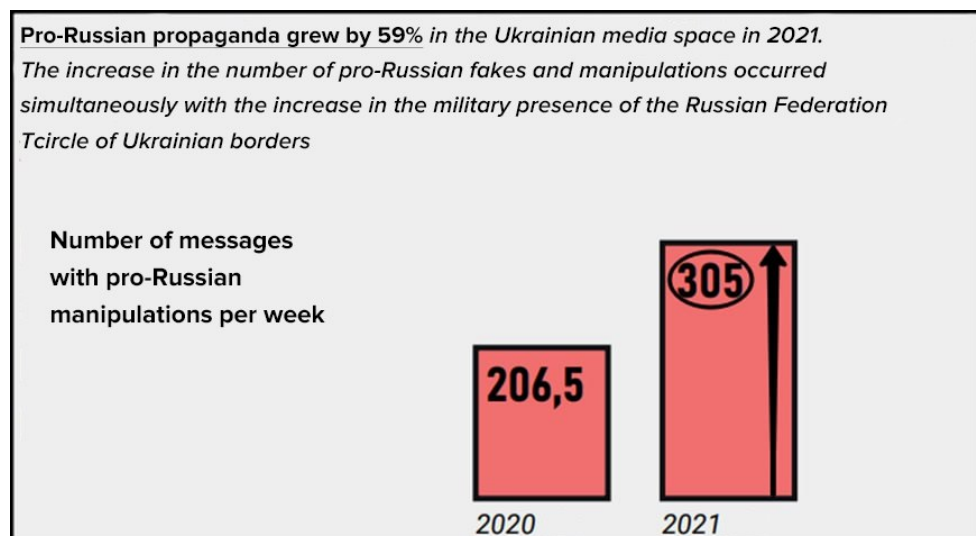


Figure 3. Elements of Pro-Russian Propaganda Growth Dynamics 2021 [26]

According to the results of the study, (see Figure 3) methods of polycentrism and the use of information space as a parallel battlefield are actively used to spread fakes and manipulations in Ukraine. We recall the “4D”-strategy of the Russian-Ukrainian hybrid war, voiced in 2018 by A. Bidenko, State Secretary of the Ministry of Information Policy of Ukraine: dismissing, distorting, distracting, dis-maying, which works alongside with the disinformation “4F”-formula: fake news, fake media, fake experts, fake events” [27]. By such methods, the pro-Russian propaganda increases its destructive influence on the territory of Ukraine, which is confirmed by the statistical data of the mentioned research. To effectively counteract the Russian “4D”-strategy and the “4F”-form we invert their methodology and obtain a mapping of the main functions of fact-checking: refuting objections, exposing distortions, organizing an objective information orientation, refuting intimidations. In addition to this, by analogy with the “basic fact-checking algorithm” in Figure 2 above and the “base for quick verification of public information” in Table 3, we counter the “4F”-formula in the form of providing reliable news, and professional media with real experts and events. This is how the domestic fact-check projects mentioned in Table 4 work.

To make the overall results of the IMI and Media Detector study of on-line media content, which is a tool for Russian-Ukrainian hybrid warfare, more concrete, we present statistical data on the quantitative attributes and proportions of disinformation disseminated. Figure 4 shows pro-Russian informational narratives by popularity and the percentage of materials in which they are used. The top media with anti-Western and pro-Russian narratives are presented and the number of materials in which such information policy was found is indicated.

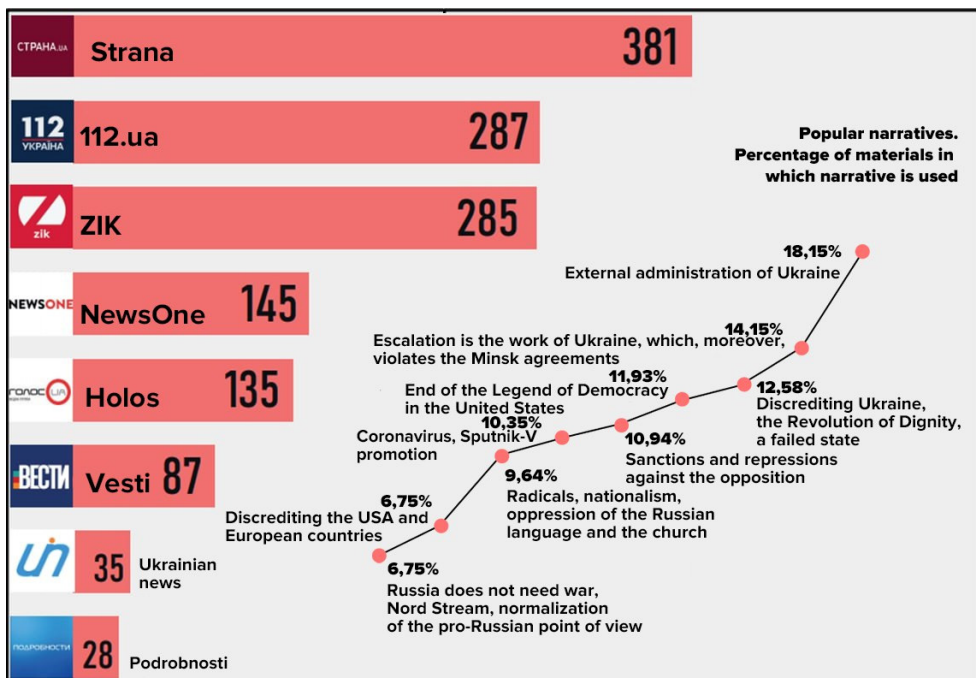


Figure 4: Top Media Spreading Disinformative Pro-Russian Narratives in Ukraine [26]

Given such activity and the progressive dynamics of pro-Russian information policy in the Ukrainian media space, we consider the issue of information counteraction to the Russian-Ukrainian hybrid war in the context of specialized work with facts to be a priority. Under such difficult conditions, fact verification is indeed an integral part of professional journalism. Now the niche of counteraction is occupied by domestic fact-check projects and other media outlets listed in Table 4 with a proper approach to fact-finding and presentation of global research results in an easily accessible form. Among them are at least publications such as

Ukrainska Pravda, Detector Media, Texty.org.ua, Zerkalo Nedeli, the Institute of Mass Information, the Ukrainian Crisis Media Center, etc.

Conclusions. Verification of facts as an integral part of professional journalism acquires particular importance in the conditions of hybrid wars. In Ukrainian reality, this issue is primarily related to the active Russian-Ukrainian information war. In the domestic media space, there are actual information signs of this hybrid warfare. Taking into account its specific character and the results of the latest researches which testify to the progressive dynamics of pro-Russian propaganda by 59%, the activity of local fact-check projects such as “Stopfake”, “Voxukraine”, “Slovovidilo” and “Without Lies” is especially relevant. In substantiating the significance of the phenomenon of fact-checking, the following pattern should be noted. Since the main combat unit of hybrid war is a lie, and the main tool for counteracting the lie is a fact, we position quality work with facts as an indispensable professional component of journalistic activity in information wars. Thus, according to the results of the study, we believe that the role of fact verification in the process of counteracting hybrid warfare is extremely important for modern Ukrainian realities.

References:

1. Magda E. V. Hybrid War: Survive and Overcome. - Kh.: Vivat, 2015. - 304 c. / C.3
2. Hybrid war and journalism. Problems of information security: tutorial / ed. by V. O. Zhadka; ed. S. Poltavets. - Kyiv: Publishing house of NPU named after M. P. Dragomanov, 2018. - 356 c. [in Ukrainian] (last accessed June 18, 2021)
3. Alimpiev A. M. Peculiarities of the Russian Federation's hybrid war against Ukraine. Experience that was obtained by the ZSU Military Forces [Electronic resource] / A. M. Alimpiev // Ukrainian Military Pages. - 2017. - Mode of access to the resource: <https://www.ukrmilitary.com/2017/05/experience-received-by-the-armed-forces-of-the-armed-forces-of-ukraine.html>. [in Ukrainian] (last accessed June 18, 2021)
4. Dikhtyarenko A. From fighters - to titushki and politicians: what do the Russians who fought in Donbas do [Electronic resource] / A. Dikhtyarenko // Radio Liberty. - 2021. - Mode of access to the resource: <https://www.radiosvoboda.org/a/donbass-realii/30696403.html>. [in Ukrainian] (last accessed June 18, 2021)
5. The Russian tanker spoke about how he “went to bomb the Kholivs” [Electronic resource] // Ukrainian Pravda. - 2015. - Access mode: <https://www.pravda.com.ua/news/2015/03/2/7060220/>. [in Ukrainian] (last accessed June 18, 2021)
6. Chervonenko V. Who is fighting at the Exodus: chronology of information about the Russian troops [Electronic resource] / V. Chervonenko // BBC News Ukraine. - 2014. - Resource access mode: https://www.bbc.com/ukrainian/politics/2014/09/140902_russian_army_ukraine_debate_vc. [in Ukrainian] (last accessed June 18, 2021)

7. Savchenko G. Blockade of “Medvedchuk’s channels”. Zahist Ukrainy or an attack on freedom of speech [Electronic resource] / G. Savchenko // BBC News Ukraine. - 2021. - Mode of access to the resource: <https://www.bbc.com/ukrainian/news-55922369>. [in Ukrainian] (last accessed June 18, 2021)

8. Kramar O. More than 50 UN countries said that Russia is a party to the conflict in Donbas, not a mediator [Electronic resource] / O. Kramar // Hromadske. - 2021. - Mode of access to the resource: <https://hromadske.ua/posts/majzhe-50-krayin-oon-zayavili-sho-rosiya-ye-storonoyu-konfliktu-na-donbasi-a-ne-posered-nikom>. [in Ukrainian] (last accessed June 18, 2021)

9. Dneprovska M. Russia called the war in Donbas a political conflict with Ukraine [Electronic resource] / M. Dneprovska // Vilne radio. - 2020. - Mode of access to the resource: <https://freeradio.com.ua/rosiia-nazvala-viinu-na-donbasi-politychnym-konfliktom-z-ukrainoiu/>. [in Ukrainian] (last accessed June 18, 2021)

10. Kurban O. V. Modern information wars in the measure online space: tutorial / O. V. Kurban. - Kiev : VIKNU, 2016. - 286 c. C. 47-48 [in Ukrainian] (last accessed June 18, 2021)

11. Yaroshchuk O. “Journalists have less to tweet”, Managing Director of Polit-Fact fact-checking project [Electronic resource] / O. Yaroshchuk. // Detector Media. - 2017. - Mode of access to the resource: http://ms.detector.media/web/online_media/zhurnalisti_mayut_menshe_tvityti_vikonavchiy_direktor_faktchekingovo_go_proektu_politfact [in Ukrainian] (last accessed June 18, 2021)

12. Tools of fact-checking: How to Professionally Distinguish Fraud from Truth [Electronic resource] // Mass Information Institute. - 2016. - Access mode of the resource: <https://imi.org.ua/articles/instrumenti-faktchekingu-yak-profesiyno-vidriznyati-brehyu-vid-pravdi-i407>. [in Ukrainian] (last accessed June 18, 2021)

13. How the site “Access to Truth” works [Electronic resource] // Access to Truth - Access to resource: <https://dostup.pravda.com.ua/help/about>. [in Ukrainian] (last accessed June 18, 2021)

14. About the State Statistics Service of Ukraine [Electronic resource] // State Statistics Service of Ukraine - Access mode to the resource: <http://www.ukrstat.gov.ua/>. [in Ukrainian] (last accessed June 18, 2021)

15. When records are not needed: 105 in-depth registers and databases [Electronic resource] // Access to Truth. - 2016. - Mode of access to the resource: <https://dostup.pravda.com.ua/news/publications/koly-zapyty-ne-potribni-105-vidkrytykh-reiestriv-ta-baz-danykh>. [in Ukrainian] (last accessed June 18, 2021)

16. List of open registers and databases of Ukraine [Electronic resource] // Investment portal of Zaporizhzhya region - Access mode: <https://investment.zoda.gov.ua/uk/perelik-vidkritih-restriv-ta-baz-danih-ukraini>. [in Ukrainian] (last accessed June 18, 2021)

17. All state public procurement of Ukraine [Electronic resource] // Derzhakupivlii.online - Access mode to the resource: https://www.dzo.com.ua/?utm_source=google&utm_medium=cpc&utm_campaign=prozorro&utm_content=pro

zorro&utm_term=%2Bprozorro&gclid=Cj0KCQjwk4yGBhDQARIsACGfAevZE91BgX-pz82FWcjullhBhFj7cHp1uUsdI5qXQqt1BJb6xd9LjA8aAsYZEALw_wcB. [in Ukrainian] (last accessed June 18, 2021)

18. Sellers of ratings. Base of pseudosociologists [Electronic resource] // Texty.org.ua - Mode of access to the resource: <https://texty.org.ua/d/socio/>. [in Ukrainian] (last accessed June 18, 2021)

19. Check the person in open databases [Electronic resource] // Scanbe.io - Access mode to the resource: <https://scanbe.io/>. [in Ukrainian] (last accessed June 18, 2021)

20. Novelties of fact-checking. Structured Journalism [Electronic resource] // Reporter's Lab. - 2021. - Access mode: <https://reporterslab.org/fact-checking/>. [in Ukrainian] (last accessed June 18, 2021)

21. About stopfake.org [Electronic resource] // Stopfake.org - Access mode to the resource: <https://www.stopfake.org/uk/pro-nas/>. [in Ukrainian] (last accessed June 18, 2021)

22. Idea of "Vox Ukraine" [Electronic resource] // Vox Ukraine - Access mode to the resource: <https://voxukraine.org/about-us/>. [in Ukrainian] (last accessed June 18, 2021)

23. About the project "Word and action" [E-resource] // Word and action - Mode of access to resource: <https://www.slovoidilo.ua/pro-proekt>. 24. [in Ukrainian] (last accessed June 18, 2021)

24. Who are we? About the project "Bez Brihni" [Electronic resource] // Bez Brihni - Mode of access to the resource: <https://without-lie.info/khto-my/>. [in Ukrainian] (last accessed June 18, 2021)

25. 37% of pro-Russian disinformation in Ukrainian media is directed against Western countries - IMI and Media Detector surveys [Electronic resource] // Institute for Mass Information. - 2021. - Access mode of the resource: <https://imi.org.ua/monitorings/37-prorosijskoyi-dezinformatsiyi-v-ukrayinskyh-media-spryamovana-proty-zahidnyh-krayin-i39622>. [in Ukrainian] (last accessed June 18, 2021)

26. Pro-Soviet and Anti-Zakhid Conspiracy in the Information War. Research of the Institute of Mass Information and Detector Media Key Trends 2020-2021 / O. Bratushchak, R. Golovenko, O. Golub, N. Danilyuk, O. Dovzhenko, O. Illuk, J. Zubchenko, Z. Krasovska, O. Romanjuk. 2021. - 36 c. - Mode of access to the resource: <https://imi.org.ua/monitorings/37-prorosijskoyi-dezinformatsiyi-v-ukrayinskyh-media-spryamovana-proty-zahidnyh-krayin-i39622>. [in Ukrainian] (last accessed June 18, 2021)

27. In Warsaw the Secretary of State of the Ministry of Foreign Affairs voiced the formula of the Russian disinformation campaign - "4 F" [Electronic resource] // Detector Media - Access mode to the resource: <https://detector.media/infospace/article/135750/2018-03-19-u-varshavi-derzhsektar-mip-ozvuchyv-formulu-rosiyskoi-dezinformatsiynoi-kampanii-4-f/> [in Ukrainian] (last accessed June 18, 2021)

PROFESSIONAL TRAINING IN CIRCULAR ECONOMY: CHALLENGES FOR UKRAINE

Oleksii Sysoiev

ORCID Id 0000-0001-5899-0244

PhD in Economics,

Head of the Licensing and Accreditation Department,

Kyiv International University,

Lvivska Str., 49, 03179 Kyiv, Ukraine

e-mail: 4998858@gmail.com

The article substantiates the urgent need to modernize future professionals' training, particularly economists, in global sustainable development. Based on the analysis of challenges facing higher education as an essential factor influencing sustainable development, it is concluded that the solution of global sustainable development in education should include developing an environmental culture of students, providing green courses in secondary schools, higher education and postgraduate education. Moreover, the research shows the importance of studying the latest technologies and preventing ecological catastrophes by future professionals. Furthermore, it reveals the necessity of introducing professional training in the circular economy (green economy, closed-cycle economy) in Ukraine.

Keywords: global sustainable development, education for sustainable development, specialists in the economic field, specialists in circular economics.

Introduction. The rapid technological development of the world, the formation of society as a society of consumption, the neglect of environmental problems has led to significant contradictions in the system 'man-nature', the spread of natural disasters. All this threatens the existence of our planet and humanity as a whole. That is why in recent decades, the voices of those scientists and practitioners who warn of environmental catastrophes for humanity, which could lead to the disappearance of our civilization, have become louder. Such problems are not solved within one country - they are global and need a global strategy to solve

them. The process of human awareness of the existence of global problems led to the emergence in the XX century. Concepts of sustainable development.

It should be emphasized that most of the global environmental problems that hamper sustainable development have economic roots.

The market model of the economy, as noted by Busarev (2018), constantly creates sharp contradictions: the market, determined by the continuous growth of needs, which itself, in turn, stimulates this growth, is focused on obtaining the highest possible profit at any cost. History shows that humanity's entire production and economic practice have long been and still is closely linked with a significant deviation from the laws of nature. That can be counteracted only by greening the economy (Busarev, 2018, p. 36).

In recent decades, the term 'sustainable development' has gone from a particular unit of the language of science, known only to a limited number of experts, to a commonly used concept that is included in the most important international political documents (The Earth Summit. The United Nations Conference on Environment and Development (UNCED), 1992). All the issues of sustainable development, of course, are based on the ideas of social ecology. Greskiv (2018), based on the analysis of the economic and social essence of the concept of 'sustainable development', notes that the scientific interpretation of the concept of 'sustainable development' is quite broad and ambiguous. However, there is no single interpretation of sustainable development.

Among Ukrainian scientists, Greskiv (2018), by equilibrium sustainable development, understand the system of social production, which achieves the optimal relationship between economic development, normalization of the quality of the environment, growth of material and spiritual needs of the population.

Acquaintance with an extensive array of foreign English-language works on sustainable development suggests that the authors often focus only on environmental and resource-economic issues, sometimes considering demographic factors (Busarev, 2018, p. 36). However, given the crucial importance of environmental and economic aspects, other factors affect global sustainable development. Such factors, in our opinion, include the activities of the Institute of Education, the implementation of its leading advanced preventive function – training professionals to comply with the principles of sustainable development in their professional activities. To a large extent, this applies to the training of specialists in the economic field.

The article focuses on the rationale for the urgent need to modernize the training of future professionals, including economists, in the context of global sustainable development.

In search of an optimal solution to the whole complex of global problems, the world community has developed the concept of sustainable development (The Earth Summit. The United Nations Conference on Environment and Development (UNCED), 1992). This concept pays excellent attention to education and

provides an interpretation of education for sustainable development. In particular, it is noted that Education for Sustainable Development: provides an opportunity to study, make informed decisions and act responsibly in the interests of preserving the integrity of the environment, ensuring economic profitability and adherence to the principles of a just society for the benefit of life and future generations; is lifelong learning, which is an integral part of quality education.

It is emphasized that education for sustainable development has a holistic and focused approach, covering the content of curricula, learning outcomes, teaching methods and educational environment, enables the construction of 'green' economies and societies (The Earth Summit. The United Nations Conference on Environment and Development (UNCED), 1992):

- ensuring the development of students' skills necessary for 'green' jobs;
- motivating people to lead a sustainable lifestyle.

It is worth noting the thesis presented in the concept that education for sustainable development gives people the opportunity to become 'citizens of the world', ready to take an active part both locally and globally in analyzing global problems and finding answers to them and participating in a more peaceful, tolerant, inclusive, secure and sustainable society (The Earth Summit. The United Nations Conference on Environment and Development (UNCED), 1992).

Many states have prepared their national concepts in addition to international documents of this nature. Thus, for example, Ukraine has also adopted the Ukraine 2020 Sustainable Development Strategy (Decree of the President of Ukraine 'On the Strategy of Sustainable Development' "Ukraine – 2020" 12.01.2015 № 5/2015).

Ukrainian researchers believe that sustainability is a consistent process of defining and achieving socially agreed strategic goals based on such regulation mechanisms of extensive and intensive development factors that will minimize medium- and long-term threats to the functioning of significant areas of human activity (socio-economic, scientific, technical, cultural) and social life in general (Busarev, 2018, p. 37).

The national report of the Ministry of Economic Development and Trade 'Sustainable Development Goals: Ukraine' provides a vision of the guidelines for their achievement with the definition of goals, which were approved at the Summit on Sustainable Development in 2015, where it is emphasized, that sustainable economic growth is impossible without full and productive employment and decent work, and the protection of labour rights and safe and secure working conditions for all workers. The report to achieve the goal 'Decent work and economic growth' established the main task of ensuring sustainable GDP growth based on modernization of production, innovation development, an increase of export potential, output to foreign markets of products with a high share of value-added, and the task to achieve the goal 'Quality education' – increasing the prevalence

of knowledge and skills among the population, necessary for decent work and entrepreneurship, that is, the need for sustainable development as domestic enterprises is determined at the state level, and employees (Objectives sustainable development: Ukraine. National report. Ministry of Economic Development and Trade. Sustainable development GOALS, 2017, 156).

Thus, education is seen as a significant institution that ensures the formation of public consciousness, particularly future professionals, and impacts the effectiveness of global sustainable development.

Zaitsev (2019) notes that Ukrainian scientists identify three main components of forming imperatives of the global social economy: professional development of employees, conditions and motivation of work, and reproduction of labour. They write: 'The country's competitiveness and innovation potential largely depend on the professional qualifications of its employees; it is vocational education that is a factor,, that can create a stable stock of employee skills,, allows you to quickly respond to rapid changes in production technology' (p. 207). Likewise, increased labour productivity largely depends on employees' professional development and their qualifications, the introduction of new equipment, the latest and resource-saving, and information technologies in production (Zaitsev, 2019, p.207). It should be noted that the term 'professional education' the author uses for pre-professional higher, higher and vocational education, i.e. education that allows you to get a particular profession. Such clarification is expedient from the point of view that in Ukraine, under vocational education, understand only vocational education according to the new Law 'On education' of Ukraine (2017).

The need to ensure global sustainable development, on the one hand, and the dissemination of knowledge, learning technologies through modern information technology at the global level, on the other hand, stimulated the emergence of such a concept as 'education for sustainable development'. Education for sustainable development as a modern approach to the organization of the educational process proclaims the leading role of education in achieving a sustainable future. Ukraine, among other countries, has acceded to all international documents that support and promote in society the concept of sustainable development and education for sustainable development, in particular, joined the Decade of Education for Sustainable Development (UNECE Strategy for Education for Sustainable Development, 2005) and the Global Action Plan for Education for Sustainable Development (Roadmap for Implementing the Global Action Program on Education for Sustainable Development, 2017).

At the theoretical and practical levels of research, as noted by Koreneva (2019), education for sustainable development is relatively new. Various aspects of environmental education and upbringing have the most significant recognition and degree of solution in this range of problems. Social and economic problems of sustainability are studied, as a rule, separately from ecological problems. Analyzing the international indicators of education for sustainable development and the current

state of its development in Ukraine, we can identify several characteristics of education for sustainable development in Ukraine (Koreneva, 2018, p. 22): lack of a national education strategy for sustainable development, which is supported by law; lack of a common understanding of the essence, methodology, terminology, values, methods, content of education for sustainable development in Ukraine, which is a consequence of the lack of a national concept of education for sustainable development; substitution and identification of concepts, which consists in replacing the concept of 'environmental education' with today's new concept of 'education for sustainable development'; insufficient role of the state in promoting education for sustainable development at all levels (practically most of the achievements in education for sustainable development have been made by non-governmental public organizations and individual initiative groups of educators); most of the education initiatives for sustainable development implemented in Ukraine, make a significant contribution to the understanding of this concept and can influence the transformation of the educational process. However, they are local and, as a result, do not significantly affect the change of the situation at the systemic state level, as evidenced by the current national educational policy.

Following Koreneva (2018) we agree, that education for sustainable development is not a part and not a new form of education, but a new meaning and purpose of modern education as a means of preservation, development and existence of human civilization. It formulates new goals, expands the content, changes traditional forms of environmental education. The scientific foundations of education for sustainable development are just emerging, but it is already clear that education for sustainable development has a systemic nature and should apply to all disciplines and courses. Thus, the education of the XXI century, based on the ideas of sustainable development, will be temporally continuous and universal, will pass on to future generations information and values aimed at solving global challenges and human survival, will be a means of achieving coevolution of society and biosphere (Koreneva, 2018, p.118-119).

In Ukraine, training in global sustainable development tasks is usually carried out through environmental education. Bordyug (2019) notes that higher education institutions provide training for environmental specialists at various levels. Postgraduate education provides continuity of environmental education and is designed for advanced training and retraining. Special courses have been developed, in particular, 'Environmental Monitoring in the Context of Sustainable Development of Society', to improve the skills of specialists in the system of postgraduate education, the mastering of which will allow specialists in ecology, environmental protection and sustainable use to master new professional competencies. The thematic content of the course 'Environmental Monitoring in the Context of Sustainable Development of Society' is carried out in three meaningful modules, in which lectures and laboratory classes are revealed and the methods of absolute control. The study of this course contributes to the improvement of

personal and professional development of specialists, the development of specific professional competencies: socio-personal, general-practical, special-professional (Bordyug, 2019).

It is worth noting that Radkevych (2019) that vocational education and training is a significant potential for sustainable development of society is essential. Its role is to predict, form and develop over a lifetime the professional competence of future professionals, their personal and professionally essential qualities; education of civic and social-legal activity, development of the energy-efficient style of professional activity. In providing quality professional education, the importance of the competency approach, innovative learning technologies, values of environmental ethics, critical thinking, the interaction of educational, cultural, social, environmental, industrial, etc., organizations is actualized. The critical characteristic of vocational education and training for sustainable development of society, according to the researcher, is its openness.

In the context of global sustainable development, professional training for the economic sector needs considerable attention. Therefore, it is not only to update the content, forms and methods of such training, the introduction of additional training courses on global sustainable development, but also to introduce new specialties and specializations that would provide targeted training, the purpose of which would be to direct economic processes and production for environmental protection, harmonization of the system 'man-nature'.

In the leading countries of the world, such specialists are trained, in particular, such specialists as specialists in the circular economy. The circular economy has several names. In particular, it is a green economy or a closed-cycle economy. The primary purpose of the circular economy is to organize production so that the product goes through a closed cycle, namely from its production to disposal, without harming the environment. Specialists in circular economics are trained not only in higher education institutions but also in educational centres and professional development. It should be emphasized that the training of such specialists is carried out systematically.

It is worth referring to the statement Koreneva (2018) that the focus on sustainable development requires a comprehensive restructuring of public life, and the determining factor in this restructuring should be modern education. Education for sustainable development as a modern approach to the organization of the educational process proclaims the leading role of education in achieving a sustainable future. Significant progress in promoting education for sustainable development has been made in non-formal education at the initiative of environmental NGOs and with the support of grant programs. However, the content restructuring is still ahead: the greening of all training courses and the introduction of advanced training (Koreneva, 2018).

However, in our opinion, solving the problems of global sustainable development in education just by greening training courses is not enough.

Future specialists must study the latest technologies and methods of prevention and prevention of environmental disasters, new areas of professional training should be introduced because of the problems that exist today in the system of «man-nature», including economic and energy problems. One of the ways to solve this problem is to introduce training in the circular economy in Ukraine. To a large extent, this can be facilitated by studying the Polish experience of training such specialists for the economic sector.

Conclusions. Scientific analysis of the problem shows that sustainable equilibrium development is understood as a system of social production, which achieves the optimal ratio between economic development, normalization of the quality of the environment, growth of material and spiritual needs of the population (Greskiv, 2018). In covering this problem, the second often focuses only on environmental and resource-economic issues, sometimes considering more demographic factors.

Given the crucial importance of environmental and economic aspects, other factors affect global sustainable development. Such factors, in our opinion, include the activities of the Institute of Education, the implementation of its leading advanced preventive function – training professionals to comply with the principles of sustainable development in their professional activities. Education is a significant potential for the sustainable development of society. Its role is to predict, form and develop throughout life the professional competence of future professionals, to develop an energy-efficient style of professional activity. To a large extent, this applies to the training of professionals for the economic field since most of the global environmental problems that hamper sustainable development have economic roots. Under such conditions, there is a need to modernize specialists' training, particularly economists, in the context of the tasks of global sustainable development.

In our opinion, solving the problems of global sustainable development in education should include:

- development of the ecological culture of pupils and students, greening of educational courses in establishments of secondary and higher education, in the system of postgraduate education of specialists;
- the study by future specialists of the latest technologies and methods of prevention and prevention of ecological catastrophes following the direction of professional training;
- introduction of new directions of professional training of specialists taking into account the problems that exist today in the system «man-nature», in particular problems of economic and energy nature;
- introduction of training of specialists in the circular economy (green economy, closed-cycle economy) in Ukraine;
- study of foreign experience, particularly Polish, training of specialists, particularly for the economic sector, in the context of global sustainable development.

References:

1. Bordyug, N. (2019). Methodical and substantive aspects of training of environmental specialists in the system of postgraduate education [Бордюг Н.С. Методичні та змістовні аспекти навчання фахівців екологічного спрямування в системі післядипломної освіти. Херсон. держ. ун-т. 2019. № 87. С. 90–93]. <https://ps.journal.kspu.edu/index.php/ps/article/view/4234/3728> (in Ukrainian).
2. Busarev, D. (2018). Sustainable development: historical aspects and current challenges. [Бусарев Д. В. Сталий розвиток: історичні аспекти та сучасні виклики. Причорномор. економ. студії. 2018. Вип. 36, ч. 1. С. 34–38]. http://nbuv.gov.ua/UJRN/bses_2018_36%281%29__9 (in Ukrainian).
3. Greskiv, O. (2018). Sustainable development of socio-economic systems. [Гресків О. Б. Сталий розвиток соціально-економічних систем. Вісн. Харків. нац. аграр. ун-ту. Серія : Економічні науки. Харків, 2018. № 1. С. 184–188]. http://nbuv.gov.ua/UJRN/Vkhnaeu_ekon_2018_1_22 (in Ukrainian).
4. Zaitsev, V. (2019). Sustainable staff development of industrial enterprises: problems and solutions. [Зайцев В. С. Сталий розвиток персоналу промислових підприємств: проблеми та рішення. Економ. вісн. Донбасу. 2019. № 2. С. 206–214]. http://nbuv.gov.ua/UJRN/ecvd_2019_2_28 (in Ukrainian).
5. Koreneva, I. (2018). Education for sustainable development: the realities of Ukraine [Коренева, І. М. Освіта для сталого розвитку: реалії України. Вісн. Глухів. нац. пед. ун-ту ім. Олександра Довженка. Педагогічні науки. Глухів, 2018. Вип. 1. С. 17–25]. http://nbuv.gov.ua/UJRN/vgnpu_2018_1_4 (in Ukrainian).
6. Radkevych, V. (2019). Vocational education in achieving the goals of sustainable development. [Радкевич В. Роль професійної освіти в реалізації цілей сталого розвитку суспільства. Проф. освіта. 2019. № 1. С. 5–8.]. (in Ukrainian).
7. Decree of the President of Ukraine 'On the Strategy of Sustainable Development' "Ukraine–2020" 12.01.2015 № 5/2015 [Указ Президента України «Про Стратегію сталого розвитку «Україна – 2020» від 12.01.2015 № 5/2015. Урядовий кур'єр. 2015. № 6.]. (in Ukrainian).
8. Sustainable development Goals of Ukraine. 2017. 176 с.
9. The Earth Summit. The United Nations Conference on Environment and Development (UNCED) / introd. And commentary by Stanley P. Johnson. London: Graham and Trotman, 1992. 532 p.
10. Roadmap for Implementing the Global Action Programme on Education for Sustainable Development. <http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>.

TO THE QUESTION OF CLIL APPROACH IMPORTANCE

Skryl Oksana Ivanivna

wswan20@gmail.com

o.i.skryl@karazin.ua

PhD, Associate Professor,

Associate Professor of the English Language Department

V. N. Karazin Kharkiv National University

Parfyonova Oksana Vadymivna

oksana.parfonova@nure.ua

PhD, Associate Professor of the English Language Department,

Kharkiv National University of Radio Electronics

Current processes of globalization, integration, academic mobility make the researchers carry out a number of surveys on advanced pedagogical approaches among which CLIL approach seems to be a cutting edge one. This paper is aimed at describing the importance of CLIL approach implementation both for teachers and students. After a brief overview of the main European frameworks we will try to give the description of CLIL implementation in Ukraine. The benefits of learning both the subject and the language are mentioned as well. The strategy when applying CLIL based on the world known experts of CLIL objectives has been outlined. The weaknesses of implementing CLIL in Ukraine have been presenting with the possible further solutions.

Key words: CLIL, content, foreign language, implementation, specialized subject

Various areas contribute greatly to the interest in learning English as the second language. The communicative approach and the dissemination of bilingual education, in particular CLIL (Content and Language Integrated Learning) approach, propose integral language learning. The main aim is to practice non-linguistic discipline merged into English.

Moreover, cultural awareness, internationalization, preparation for work and study at the same time, language competence should be mentioned as the

main impetus of CLIL approach. The principle to learn and communicate helps to increase motivation greatly as well. The subject matter determines the language needed to learn.

CLIL is considered to be a valid alternative to traditional teaching that is an opportunity to integrate the focus on meaning with the focus on form (Naharro, 2019).

In fact, Universities in Ukraine have been giving lectures of different courses in English contributing to the development of international relations and European Projects engagement. Most departments at V. N. Karazin Kharkiv National University have their courses given in English: International Law, Cultural Studies, Medical Studies, etc. Courses in such specialties as Economics, Biomedical Engineering, Management, Software Engineering, Computer Science, Compute Engineering, Cyber security, Information System and Technologies, Micro and Nanosystem Technology, Electronics are actively implemented in Kharkiv National University of Radio and Electronics as well. Though there is not any form of national-wide language policy in Ukraine, each University does its best to implement CLIL elements into the educational process. In the era of globalization CLIL both gives job opportunities improvement and develops interest in other cultures learning and travelling.

In the 1990s the dissemination of CLIL methodology started in Europe. The only European countries in which CLIL exists in all schools throughout the whole educational system are Belgium, Luxembourg and Malta (Eurydice, 2012, p. 39). The situation varies from country to country.

Italy, in particular, is one of the European countries which systematically makes bilingual education compulsory in the second grade of secondary education from 2010 onwards having the government support to develop CLIL, so that it starts in primary school and continues throughout the education system (Cinganotto, 2016, p. 389). In Italy CLIL has mostly been disseminated primarily in English, but other languages are used as well (mainly French, Spanish and German), which contrasts with the linguistic policy of other countries that have concentrated exclusively on English (Naharro, 2019).

Polish experience in CLIL is also derived from the bilingual education. Present day CLIL approach has a command of languages: English German, French, Spanish and Italian. Universities in Poland have their own pedagogy, assessment system, resources database, presenting this approach on the Baccalaureate and Masters programmes. The main subjects taught in English at universities are Computer Sciences, Building Industry, Chemistry, Geography, Mathematics, Law and Medicine. Students pass their final school exam Matura in English to be enrolled in such programmes (Leshchenko, Lavrysh, Halatsyn, 2018).

Mass adoption of CLIL approach in Spain takes place early in the XXI century (Ortega-Martín & Trujillo, 2018). Giving the examples of integration of content and the foreign language the researchers from Granada (Madrid Fernández, Ortega-Martín, Pearse Hughes, 2019) mention such English textbooks published for

University level in Spain: Education Through English, Physical Education Through English and Music Through English for the Spanish Faculties of Education students (Cordovilla, Madrid, Muros, & Pérez, 1999; Madrid, Pérez, Muros, & Cordovilla, 1998; Muros, Pérez, Madrid, & Cordovilla, 1998). It proves the development of CLIL in the country and its effectiveness.

Undoubtedly, the Common European Framework of Reference for the Knowledge of Languages (CEFR) has had a revolutionary impact in the dissemination of new teaching methods. We can mention some of the changes in the foreign language didactics that primarily concern the importance of quality, variety and quantity of linguistic input.

Furthermore, the necessary integration between formal and informal learning has been accentuated. Today it is generally assumed that to learn a foreign language is a complex process in which there are at stake: conscious and unconscious learning, explicit and implicit linguistic knowledge and affective and cognitive factors (Naharro, 2019).

The Pearson expert J. Wiseman (2018) distinguishes the following benefits using the CLIL approach. The student learns both the subject and the language. In the context the students are more motivated to get more from the language to understand the content of the specialized subject. In this respect the immediate oral communication is important and should be focused on content. With the emphasis on the content of the talk the communication gives the students the opportunity to create something new in their area of interest. In this way they have to recall and produce the information in the foreign language. Furthermore, the number one skill of the present world which is to be creative and collaborative is also developed by CLIL (Wiseman, 2018).

It is extremely important to have a strategy when applying CLIL in the lecture room and experiencing its benefits. In order to start the strategy, the objectives derived from the world known experts of CLIL (Coyle, Hood, & Marsh, 2010; Cenoz, 2015) are to be mentioned. To ensure the language development – the linguistic analysis of the content material should be performed. To provide mutual interaction – the language of the content should be accessible and understandable for the student. Moreover, cognition competence should prevail over linguistic competence. Intercultural perception is of importance for CLIL as well.

The main point is to keep in mind the equality of the subject and the language. Thus, the foreign language is used to train students in their specialized subject. In this respect the 4Cs Framework developed by D. Coyle including such parameters as Cognition, Culture, Content and Communication is of importance. Furthermore, a CLIL lesson must have four language skills: listening, reading, speaking, writing as well. The teacher should keep in mind: OF what, FOR what, THROUGH what to teach (Coyle, Hood, & Marsh, 2010).

The literature review and a systematic analysis of the existing approaches and practices in the CLIL domain allow implementing theoretical knowledge into

practice in the lecture room. We suggest the framework for the lesson while establishing significant communication in the field of philosophy. It is suggested to use Bloom's Taxonomy to make a perfect CLIL approach. His model developed in 1950s explains the principles of learning and shows the stages to go through to master the skills. In this respect Bloom's Cognitive Domain which includes 6 Levels (renamed in 2001) is applied:

Level 1: Knowledge

Level 2: Comprehension

Level 3: Application

Level 4: Analysis

Level 5: Synthesis

Level 6: Evaluation

To give a brief description, let's assume we should train our students apply the Socratic Art of Discourse. This topic is applied as an example, though the scheme may be used for a huge variety of topics in different areas. Bloom's hierarchy allows mastering all four skills through classifying learning objectives.

Knowledge. Level 1 presupposes recalling of the material, namely recalling key points of Socrates philosophy. The most obvious task at this level is asking questions using visual material on the topic (pictures, diagrams): e.g. *How to grasp philosophical truth? Is it possible to expose the weaknesses in people's thinking? May the Art of Discourse help in these questions?*

Comprehension. Level 2 includes interpreting, inferring, comparing the material. Lessons are often based on reading or listening texts/passages which are given to the students to classify Socrates' main approaches in practicing the Art of Discourse, distinguishing between acceptable and unacceptable behavior and interpreting the risks of Socrates' behavior.

Application. Level 3 presupposes the decision making stage: which course of action to take in a given situation. e.g. *If you met Socrates, how would you react to his irony? Knowing the principles of the Art of Discourse, how would you treat know-it-alls?*

Analysis. Level 4 is for presenting a certain scenario of conducting. Language is approached lexically rather than grammatically. Assumptions and evaluations are important here. e.g. *How would you behave in a market place of a modern city if you were Socrates? Will you behavior be different in different countries?*

Synthesis. At Level 5 students compile the information: giving a presentation may be one of the most preferable forms. e.g. *Divide into two groups and give the presentation of the Socrates trial. Imagine that some of you are at the market place with Socrates: make this performance.*

Evaluation. Level 6 presupposes evaluating others presentations. The value of all the presented materials is evaluated and judged. Writing activity is considered to be useful here. Criticizing can be used in case Speaking is practiced at this level.

The presented framework is given as one of the possible examples of CLIL implementation and it discloses further discussion as the language teacher's approach to CLIL may have differences with that of the teacher of philosophy.

The lesson conducted in the framework of CLIL approach looks at content and language in equal measure. While working with content the teacher should keep in mind the linguistic stages: processing the text, identification and organization of knowledge, language identification, task for students

Along with CLIL strengths, there are weaknesses as well.

The assessment system is not clear and well standardized. There is a lack of interdisciplinary collaboration. The low level of language self-confidence among both teachers and students does not contribute enough.

To overcome these difficulties we suggest using the series of books by Express Publishing named Career Paths at English courses in Universities during the first and second years of studying. V. Evans and J. Dooley provide the text books in Law, Cultural Studies, Psychology, IT, Engineering, Ecology, Medical Studies, etc. They are well structured and practice four main skills for each specialty (Evans, V., Dooley J. et al., 2011). In such a way English teachers can facilitate students' perception of specialized subjects in English. Furthermore, the corroboration with the teachers of languages is to improve CLIL approach implementation.

A number of Ukrainian researches call it "the format of soft CLIL" (Zarichna, Buchatska, Melnyk, Savchuk, 2020, p.187). In this respect the University teacher may refer to the created philosophical, psychological, economic, historic content which supplements the background knowledge of a specific topic. The main aim is to enrich the students' vocabulary of a specific subject that allows them to name the things and phenomena from their major. The pilot project at Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University revealed unique potentials of CLIL in terms of acquisition of knowledge. It helps to expand students' awareness, language skill building and creative thinking (Zarichna, Buchatska, Melnyk, Savchuk, 2020).

Thus, CLIL is regarded as a special approach to delivering content in education. In other words a non-linguistic subject is not taught in a foreign language but by means of this foreign language.

Conclusions. University teachers all over the follow the time pace nowadays and CLIL can be called a timely response. Moreover, it will definitely help the students to meet the new requirements in job searching and be an honorable member of the global community. The diversity of CLIL approaches all over the world allows the teachers to enhance their continuous professional development and facilitate students' autonomy while changing students' attitude towards language and content learning. To sum up, the success of CLIL is due to the fusion between the best principles of language teaching and the best principles of general education. At present CLIL is a key factor for Universities that helps to attract students and take high rates in educational ranking.

The collective experience coming from Ukrainian CLIL Universities today will help to construct a better future and will offer the examples worth considering in other contexts around the world. In general, people nowadays reach higher levels of linguistic competence in a foreign language and there is a greater interest in bilingualism/multilingualism and multiculturalism, which in the European Economic Community has been promoted through initiatives such as the Erasmus program.

References:

1. Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain*. New York: David McKay.
2. Cenoz, J. (2015). Content-based instruction, content, and language integrated learning: the same or different? *Language, Culture and Curriculum*, 28(1), 8-24 <https://doi.org/10.1080/07908318.2014.1000922>
3. Cinganotto L. (2016). CLIL in Italy: A general overview. *Latin American Journal of Content and Language Integrated Learning*, 9(2), 374-400. <https://doi.org/10.5294/lacil.2016.9.2.6>
4. Common European Framework of Reference for the Knowledge of Languages (CEFR) <https://rm.coe.int/1680459f97>
5. Cordovilla, A., Madrid, D., Muros, J., & Pérez, C. (1999). *Physical Education through English*. Granada: Grupo Editorial Universitario.
6. Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge: Cambridge University Press.
7. Evans, V., Dooley J. et al. (2011) *Law. / Psychology. / Computer engineering. etc.* Student's Book Express Publishing, 115 p.
8. Eurydice (2012). Key data on teaching languages at school in Europe, Retrieved from http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/143en.pdf.
9. Jiménez Naharro M. (2019), Moving Towards a Revolutionary Change in Multilingual Education: does CLIL live up to the Hype?, *Journal of e-Learning and Knowledge Society*, V.15, N.1, 109-120. <https://doi:10.20368/1971-8829/1575>
10. Leshchenko, M., Lavrysh Yu., Halatsyn K. (2018) The role of content and language integrated learning at Ukrainian and Polish educational systems: challenges and implication. *Advanced Education*, Issue 9, 17-25. <https://doi:10.20535/2410-8286.133409>
11. Madrid, D., Pérez, C., Muros, J., & Cordovilla, A. (1998). *Education through English*. Granada: Grupo Editorial Universitario.
12. Madrid Fernández, D., Ortega-Martín, J. L., Pearse Hughes, S. CLIL and Language Education in Spain. *Content and Language Integrated Learning in Span-*

ish and Japanese Contexts Policy, Practice and Pedagogy, (2019) P. 11-35. (eBook)
<https://doi.org/10.1007/978-3-030-27443-6>

13. Muros, J., Pérez, C., Madrid, D., & Cordovilla, A. (1998). *Music through English*. Granada: Grupo Editorial Universitario.

14. Ortega-Martín, J. L., & Trujillo, F. (2018). Legislación y normativa para el funcionamiento de los programas AICLE en España. In J. L. Ortega-Martín, S. Hughes, & D. Madrid (Eds.), *Influencia de la Política Educativa en la Enseñanza Bilingüe* (pp. 21–30). Madrid: Ministerio de Educación, Ciencia y Deporte (MECD).

15. Wiseman J. (2018) What is Content and Language Integrated Learning? <https://www.english.com/blog/content-and-language-integrated-learning/>

16. Zarichna, O., Buchatska, S., Melnyk, L., Savchuk, T. (2020) Content and Language Integrated Learning in Tertiary Education: Perspectives on Terms of Use and Integration *East European Journal of Psycholinguistics*. Volume 7, Number 1, P. 184-198. <https://doi.org/10.29038/eejpl.2020.7.1.zar>

PROBLEMS AND BENEFITS OF DISTANCE TEACHING AND LEARNING

Slobodiuk Yuliia

Teacher

National Technical University of Ukraine
"Igor Sikorsky Kyiv Polytechnic Institute"

Abstract. The urgency of the problem of the development of distance education is caused by the fact that in modern conditions the requirements to specialists are changing dramatically. In this case, the central place is not using previously acquired knowledge, but the generation and implementation of new ideas, which dictates new training requirements. In this regard, lifelong learning becomes increasingly necessary, acquires new forms and meanings. Now achieving in areas of information technology and telecommunications allow the development of distance learning as a kind of continuing education that accompanies the information society, because it forms a comprehensively developed personality, capable to navigate in the information environment. The aim of the article is to determine the role of distance learning in the higher education system of Ukraine, the main advantages and problems of development and implementation in the process of distance learning.

Key words: distance learning, technological process, innovations, online, the Internet.

Distance learning has emerged in the world thanks to computer and modern information technologies. It was they who started distance education and reformed the educational process. Distance Learning has become widespread in many countries around the world and every year its popularity is growing rapidly. For example, in the US and Canada as alternative to traditional learning, virtual universities have been created, where each student can receive a basic distance education courses at any university. In Europe, created open distance education universities, in a group of educational institutions that implement remote programs. Methods of such training involve the use of new information technologies that include satellite TV, computer networks, multimedia etc. (Даценко Г.В., Сузанська З.В., 2012 p. 5)

Ukraine also does not stand aside from this process. National the program "Education. Ukraine of the XXI century" provides support development of education on the basis of new progressive concepts, introduction in educational process of the newest pedagogical technologies and scientific and methodical achievements, creation of a new information system providing education, Ukraine's entry into the transcontinental system computer information (Постанова МОН України 2000 р.). According to this program remote education is a form of education equivalent to full-time, part-time and part-time education externship, which is implemented mainly by distance learning technologies (Постанова МОН України 2000 р.). Thus, the identity of all types of education was established.

Distance learning is carried out in accordance with a number of regulations, including: The concept of distance education in Ukraine (2000), Regulations on Distance Learning (2004), Regulations on electronic educational resources (2012), Presidential Decree Of Ukraine «On the National Strategy for the Development of Education in Ukraine for the period until 2021»(2013), Regulations on distance learning (2013). However, despite the presence of a significant number of regulations and increasing the number of studies on the advantages and disadvantages distance learning, it is necessary to research this educational content,

at least in order to improve all the aspects of this education interactive interaction of students and teachers in the learning process, to provide students with opportunities for independent work on development of the studied material.

Today requires a person of constant self-improvement and the need to update knowledge or education. Helps her in this Distance Learning. With it, anyone becomes more competitive in the labor market, and as a result can get desired job. When using distance learning can use different methods of conveying educational methodological information to students of different categories (essays and abstracts, interactive lectures and seminars). Today, several generations of specials have changed technologies in the field of distance education - starting from the usual printed educational publications to modern computer technology: educational television, audio and video broadcasting, video conferencing, E-Learning, various Internet broadcasts, Internet conferences) (osvita.ua, 2008 p.1).

Let's consider the advantages and disadvantages of distance learning. Among benefits we can highlight:

- Opportunity to study at any time. A student who studies remotely can decide for himself when and how much time during the semester to spend on studying the material. He builds an individual training schedule for himself.
- Opportunity to study anywhere. Students can study without leaving home or office, being anywhere in the world. All you need to start learning is a computer with Internet access. The absence of the need to attend school every day is a definite plus for people with disabilities, for people living in hard-to-reach areas, and parents with small children.

- Opportunity to learn at your own pace. It is not necessary to study at the same pace as other students. The student can always return to the study of more complex issues, watch video lectures several times, reread correspondence with the teacher, and already known topics he can skip. The main thing is to successfully pass the intermediate and final certifications.
- Availability of training materials. Access to all necessary literature is opened to the student after registration in the distance learning system, or he receives study materials by e-mail. The problem of lack or absence of textbooks, manuals or manuals disappears.
- Mobility. Communication with teachers, tutors is carried out in different ways: both on-line and off-line. Consulting a teacher by e-mail is sometimes more effective and quicker than making a face-to-face meeting in person.
- Study in a calm environment. Intermediate certification of distance learning students takes the form of on-line tests. Therefore, students have less cause for concern. The possibility of subjective assessment is excluded: the system that checks the correctness of the answers to the test questions will not be affected by the student's success in other subjects, his social status and other factors.
- Individual approach. In traditional teaching, it is difficult for a teacher to pay the necessary amount of attention to all students in the group, to adjust to the pace of work of each. The use of remote technologies is suitable for the organization of an individual approach. In addition to the fact that the student chooses the pace of study, he can quickly get from the teacher answers to questions.
- Distance education is cheaper. If you compare the cost of distance learning and distance learning, then distance learning is likely to be cheaper. The student does not have to pay for travel, accommodation, and in the case of foreign universities do not need to spend on a visa and passport.
- Convenience for the teacher. Teachers, tutors, teachers who teach remotely can pay attention to more students and work, even while on a business trip or at a conference abroad.

However, distance learning is not without a number of disadvantages:

- Strong motivation is needed. Practically all the study material is mastered by the distance student independently. This requires sufficient willpower, responsibility and self-control. Most likely, no one will encourage or encourage him to study. Not everyone is able to maintain the right pace of learning without outside control.
- Lack of practical skills. It is quite problematic to organize distance learning in the areas of training and specialties, which provide a huge number of practical classes. Even state-of-the-art computer simulators will not replace future managers of "live" practice.

- Distance education is not suitable for the development of sociability. In distance learning, personal contact of students with each other and with teachers is minimal, or even completely absent. Therefore, this form of training is not suitable for the development of sociability, confidence, teamwork skills.
- The problem of student identification. So far, the most effective way to track whether a student has taken exams or tests on their own is through video surveillance, which is not always possible. Therefore, students have to personally come to the university or its branch for the final certification.
- The problem of Internet connection. In some parts of Ukraine there are no internet connection at all, so teachers could not provide online lessons and the only option was sending tasks via Viber, Telegram etc.
- Distance learning is not suitable for young learners as they need extra support from adults to join online classes.
- There are a lot of teachers with a low level of technological awareness. It means they can't use Google class, Zoom etc., for teaching and students don't get the proper level of education.

Distance learning has become a saving during the pandemic of COVID-19 during the last two years. It was challengeable for both teachers and students, but we got the positive result at the end. We focused only on the significant, in our opinion, advantages and disadvantages of distance learning. We agree with the thesis that in fact, distance learning in practice realizes what they seek to do traditional educational institutions: ensure equal and comprehensive access to knowledge, reveal abilities and talents, instill the necessary skills and quality. If we add to this the possibility of implementing all modern communication tools, innovative methods and advanced developments, then we get the same form that can truly prepare student, give relevant and up-to-date knowledge and skills. Definitely necessary reduce the negative impact of factors on this type of learning and in every way, improve and develop it.

References:

1. Даценко Г.В., Сузанська З.В. Дистанційне навчання як засіб стимулювання самоосвіти: сайт URL: http://www.vtei.com.ua/images/VN/31_03.pdf
2. Концепція розвитку дистанційної освіти в Україні (затверджено Постановою МОН України В.Г. Кременем 20 грудня 2000 р.) : сайт URL: <http://www.osvita.org.ua/distance/pravo/00.html>
3. Переваги і недоліки дистанційного навчання 2008(: сайт URL: <https://ru.osvita.ua/vnz/reports/adv/46958>

ACTUALITY OF FORMING FUTURE ADMINISTRATORS` PROFESSIONAL COMPETENCIES IN THE SYSTEM OF VOCATIONAL EDUCATION

Ukleina Lilia

Deputy director for educational work
Boguslav center for vocational education

Abstract. The article reveals the current problems of conditions for the forming future administrators` professional competencies in the system of professional (vocational) education. The contradictions are presented to explain the problems in the theory and practice for the forming of future specialists-administrators` professional competencies.

Keywords: competence; professional competence; vocational education, forming of professional competencies.

Problem formulation. At the present stage of Ukrainian society`s development there are intensive processes of modernization of economic, political, social spheres, which inevitably affect education.

The higher vocational school system of Ukraine is going through a difficult reformative period, modernizing the structure and content of education within the Bologna Process. The main goal of the changes is to uplift the preparation of the future specialist to the demands of the time, to support their forming as a competent professional, successful in the realities of innovative development of Ukrainian society [3].

In this regard, the need to find and improve effective pedagogical tools and methods of forming professional competencies in university students is becoming increasingly important.

Currently, the issue of improving the training of specialists for the administrative management is quite acute, as their professional competence determines the effectiveness of organizations, institutions, public authorities and the whole state.

Scientist L. M. Sergeeva emphasizes that the state`s interest in reforming education is explained primarily by the needs of society, which is expressing dissatisfaction with the quality of education increasingly [10].

Therefore, the importance of training professionally competent specialists-administrators is connected to the fact that the management system is the most important tool for transforming in government, economy and social sphere. The forming of the administrative service in our country takes place in a difficult and contradictory environment, and, in general, lags behind the overall pace of reforms in the economic and social spheres.

Analysis of recent research. In Europe, the competency approach was established in the 1980s. This concept was based on foreign teachings of the twentieth century (G. Khalazh, R. Bader, D. Mertens, D. Raven and others), which substantiated the definition of "competence". In 1996, the symposium "Key Competences for Europe" identified key competencies that marked the global trend towards renewal of the educational process. The application of foreign experience of the competence approach in the educational practice of Ukraine has been the subject of research by scientists O. Ovcharuk, O. Pometun, N. Bibik and others. Studies of various aspects of the competency approach were discussed by I. Zymnya, V. Petruk, A. Khutorskoy, V. Bondar, A. Kapska, M. Lazarev, V. Oliynyk, M. Pustovy and others.

Professional competence was studied by A. Markov, E. Zeyer, N. Kuzmina and others. The competence of the teacher was studied by V. Adolf, M. Lukyanova, T. Shamatov, V. Strelnikov and others. Various problems of professional competence of future engineers-teachers are revealed in the works of L. Tarkhan (didactic competence), N. Bryukhanova (integration of activity, personal and competence approaches), S. Ignatenko (model of forming professional competencies in future engineers-teachers in special technical disciplines). O. Prokhorova (using the competence approach) I. Filimonova (forming professional competence during the study of professional disciplines), L. Omelchenko, O. Kernysky (pedagogical conditions for the forming of key skills), E. Serdyukova (forming pedagogical competence at the initial stage of training); L. Sergeeva, V. Stelmashenko (managerial activity in vocational education institutions). However, the analysis of the scientific research shows that there is not enough literature of applied orientation.

The purpose of the article is to analyze the forming of future administrators' professional competencies in the system of professional (vocational) education.

The theoretical foundations of the study are in the following provisions and conclusions: theoretical and methodological aspects of the philosophy of forming a new generation of specialists (V. Andrushchenko, I. Zyazyun, V. Kremen); strategic directions for renewal of the domestic system of pedagogical higher education (V. Andrushchenko, L. Vovk, P. Luzan); implementation of the competence approach in vocational education (N. Bibik, I. Zymnya, V. Kraevsky).

Research methods are comparative analysis, generalization and systematization of science and theory, educational observation.

The main body of the article. The dynamic pace of change in the globalized world and in particular in our country has strengthened the integration of Ukrainian society into world processes, rapid technological progress determines the need for highly skilled and technically competent workforce in competitive national and international labor markets. That is why the system of vocational education must respond quickly to the wishes and requirements of employers to ensure the proper quality of labor force. Under these conditions, it is not enough for graduates of vocational universities to have only one job qualification within the level and type of professional training and readiness to understand a specific type of activity, performance of job specific functions in the office. It is important to have knowledge, skills and abilities that turn into a new complex combination: a set of knowledge, skills, characteristics and personal values that give a chance to be productive and ability to work effectively, successfully solve problems in various activities based on knowledge acquired during study, work and life experience.

The shifting emphasis on obtaining new professional and technical educational outcomes highlights the importance of a new approach to ensuring the quality of training future professionals, especially competencies.

The concept of competence approach in education, including professional, aims to help shape the personality - the future professional with a positive outlook, values, ability to quickly adapt to traditional, new and unpredictable life and professional situation.

During the implementation of the competency approach, a number of general methodological and theoretical issues arise. In this context, I. Zimnia's research becomes valuable, emphasizing in contrast to the philosophical level on which systemic, genetic, evolutionary approaches are based, general scientific - interdisciplinary, systemic, synergetic, functional, competence approach determines the target result of educational orientation and belongs in particular to the sphere of a certain science, in particular psychological and pedagogical. This sphere also includes axiological, contextual, hermeneutic, personal activities [4, p. 31–36].

Competence approach in vocational education, says V. Zagvyazynsky, is an important theoretical basis for its focus on achieving a high level of knowledge, experience and awareness for activities and communications in various fields and areas [9, p. 61]:

At the same time, the competence approach is an important conceptual basis for updating the content of vocational training. As a tool of the competence approach E. Zeyer identifies such new mega-pedagogical constructions as basic skills, key skills, mega-professional qualities [9, p. 132].

In this context, the works of scientists are of interest, where the characteristics of the terms "competence", "competency", as well as ways of their forming or development are presented in different ways. The concept of "competence", according to M. Choshanov, - an interactive concept that includes the following components: knowledge mobility, variability of the method and critical thinking

[15]. W. Landscheyer emphasizes that professional competence is a system of formed social, special and individual skills [6]. According to O. Novikov, professional competence is a set of vocational training and key skills [8].

According to the study of V. Zagvyazinsky, competence means the degree of readiness to work in a particular field, the degree of knowledge, methods of work that are necessary to build the work right, and effective decision making [9, p. 41]. Competence is represented by a certain range of powers, specific for the field of activity in which a person is endowed with the necessary knowledge and experience. In contrast to the previous definition, E. Zaer considers competencies as a general course of acts that creates a productive performance of professional activity. This is a person's ability to apply their competence in practice. The basis of competencies is the skills of activity, i.e. a set of ways of action, as the implementation takes place in the process of performing various activities in solving theoretical and practical problems, so the structure of competence, in addition to (procedural) activities, knowledge, skills and abilities, also includes motivational and emotional spheres.

Agreeing with the previous author, we also consider relevant the results of research by V. Baidenko, who argues that the competencies of modern pedagogy of vocational education should be considered as a new type, which is created on the basis of market relations. Since educational goals are related to situations of implementation, according to the scientist, competencies include the ability and willingness to learn, which are essential for the fulfillment of activities [2, p. 22-46].

Based on the above, we can conclude that the importance of skills development in future skilled workers (key, general and professional) ready for professional activity in high-tech production - is the acquisition of social and professional mobility in the labor market. Hence, to understand the modeling method requires a competency-based approach to vocational training results and their presentation in the form of quality standards for training future professionals.

Note that the competency approach does not contradict the traditional approach to knowledge, continuously used in vocational education, and, conversely, significantly expands its content person-oriented learning material. The value of the competence approach is the implementation of a new system of principles for determining educational goals, selection and structuring of educational content, organization of the educational process and evaluation of educational outcomes [1, p. 16].

The specific of the competence approach in vocational education is its humanistic, humanitarian and practical focus on the safety of professional development and self-affirmation of the future skilled worker in mastering what is necessary for successful functioning in society through acquired skills. According to A. Khutorsky, this is important, because the forming of key skills in student youth, based on the main goals of education and training, social and personal experience, as well as the main types of activity [14].

During the implementation of these assignments it is important that the activities of a vocational school teacher were humanistically oriented core value competencies in the education of future skilled workers related to the value orientation of students, their ability to understand the world, environment, navigate it, determine their role, purpose, possess the ability to choose the purpose and semantic parameters for their actions and decision-making.

In the structure of professional competence of the administrator it is expedient to define certain components: system of professionally necessary knowledge and skills (cognitive component), ways of their improvement and updating; operational component (general cultural competence, professional value orientations, attitudes to professional self-improvement), self-regulation (psychological competence, self-assessment, conflict competence).

The main assessment criteria for the administrator's professional competence is the appropriate set of their qualities and characteristics (professional and pedagogical readiness and activity, its effectiveness, pedagogical research activity, informing and communication function, gnostic, communicative and organizational components of pedagogical activity).

A necessary component of the administrator's professional competence is the forming of values-based relation, which, in particular, is expressed in his values, motives for both professional and social activities. Each action of the administrator is performed under the influence of a certain motive - desire, interest, ideal, sense of duty, social requirements, etc., as it is aimed at achieving specific goals. All the motives of the individual are characterize their socio-psychological level, opinions, beliefs, attitudes. The level of self-actualization of future specialists, who can reach two levels of professionalism in the process of their activity, gets determined.

The first level requires compliance with regulatory requirements for the chosen specialty. At the second level, professionalism removed into the internal qualities of the individual, becomes his personal characteristic. Thus, the level of professional competence depends not only on the formative level of all its components, but also determines the maturity of a person in professional activity, in professional interaction, in the development of the professional as an individual, i.e. provides the administrator with effective functioning as a professional in the system "human - human".

The motivational sphere of self-realization is not the same at different stages of professionalization. Thus, at the stage of choosing a profession the interest in the content of future activity appears, as well as understanding its significance, defining professional expectations. At the stage of professional training begins the adaptation of the individual to the profession, accepting the role of a professional.

At the stage of practical mastery of the profession, adaptation continues. The correction of professional motives and goals is commenced. The first satisfaction from work received. The motives of self-realization of the person at work are

activated. The hierarchy becomes more complicated. At the stage of flourishing professional activity the motives of individual contribution to the profession are fixed, professional creativity is realized. At the stage of leaving the profession, the self-realization motive of the individual in new forms of activity may appear.

Personal and professional development of future professionals includes two main substructures. The first involves the professionalism of the individual (the forming of acmeological versions of professionalism, the development of professionally important and personal-business qualities, improving the style of activity, the disclosure of the potential of the individual, changing the system of motives and values). The second includes professionalism in activity (increasing the professional competence of the individual and improving the system of professional skills of employees) [7].

One of the components of the administrator's professional competence is professionally important qualities - his individual mental and physiological features, determining mainly the effective forming of professional competence, entering the profession in the process of training and practice, and successful performance of professional functions. The following qualities of future professionals among the professionally necessary are: a) mandatory qualities, the lack of which makes it impossible to carry out professional activity in general (health condition); b) extremely important, the presence of which contributes to the effective implementation of professional activity (confidence in the high purpose and understanding of responsibility, ability and interest to work with subordinates, organizational qualities, ability to think broadly, ability to communicate with people, ability to persuade and motivate, teambuilding ability, principle-led, discipline, emotion, creativity); c) peripheral qualities that do not have a decisive influence on the effectiveness of professional activity, but at the same time contribute to its successful implementation (the ability to show even attention, facial memory, ability to combine sense of duty and kindness, etc.).

The forming of the future administrator's professional competence involves the creation of pedagogical conditions, the definition of which is based on the principle of synthesis of consciousness and activity. According to this principle, the activity of the teacher determines the forming of consciousness of the future specialist, his mental qualities that guide and regulate practical activity.

Pedagogical conditions are interconnected and nominally divided into: external (which do not depend on the volitional qualities of the person and characterize his preparedness to influence) and internal (contribute to the effectiveness of external conditions, manifested in the level of cooperation between teacher and student in solving problems and in the attitude toward the student as a subject). The main pedagogical conditions include the creating of an appropriate environment based on competency, person-oriented and developmental learning; the implementing of individual, differentiated approaches; invariance of certain forms and methods of teaching and learning.

Conclusions and recommendations. Professional competence is an important aspect and determining factor of self-realization of the administrator, on whom depends the success of the implementation of social, cognitive and other important functions. A necessary component of administrators' self-realization is the motives for professional and social activity, which characterize their real views, beliefs, determining the degree of self-actualization.

Thus, the forming of future administrators' professional competencies in the system of vocational (technical) education is an important condition of their professional activity, as their professionalism depends on the effectiveness of the management system and, consequently, affects further positive development of the institution and the country in particular.

References:

1. Akumova, O.V., Bakushina, A.N., Konosova, N.Yu. et al. Problems of forming a new generation of educational publications. Ed. O.E. Lebedeva. Moscow: Ltd "MTO Holding», 2004. 216 p. (Rus)
2. Baidenko, V.I., Oscarsson, B. Basic skills (key competencies) as an integrating factor of the educational process. Professional education and formation of the personality of the specialist. Moscow, 2002. P. 22–46. (Rus)
3. Baidenko, V.I. Competences in professional education (to mastering the competence approach) [Text]. Higher education in Russia, 2004. Issue 11. P. 17-22. (Rus)
4. Zimnyaia, I. A. Key competencies as a result-based basis of the competence approach in education. Moscow: Research Center for Quality Training Problems, 2004. 40 p. (Rus)
5. Competence approach in modern education: world experience and Ukrainian prospects. Ed. O.V. Ovcharuk. Kyiv: «K.I.C.», 2004. 112 p. (Ukr)
6. Landscheer, V. The concept of "minimum competence". Perspectives of Problems in Education, 1988. Issue 1. P. 14–18. (Rus)
7. Markova, A.K. Fundamentals of professionalism. Moscow: Knowledge [Znaniye], 1996. 456 p.
8. Novikov, A.M. Post-industrial education. Moscow: Egves, 2008. 136 p.
9. Pedagogical dictionary: Textbook for students of higher education institutions. [V.I. Zagvyazinsky, A.F. Zakirova, G.A. Strokova, etc.]. Ed. V.I. Zagvyazinsky, A.F. Zakirova. Moscow: Publishing Center "Academy", 2008. 352 p.
10. Sergeeva, L.M. Management of the vocational school development: theory and methodology: Monograph. Ed. V.V. Oliynyk. Kherson: Aylant, 2013. 452 p. (Ukr)
11. Sorochan, T.M. Professional development in managerial activity of educational institution's leaders in the system of postgraduate pedagogical education. Dis. ... Dr. Pedagogical Sciences: 13.00.04, Lugansk, 2005. 472 p. (Ukr)

12. Theoretical and methodical principles of modeling the professional competence of heads of educational institutions: a monograph. [G.V. Yelnikov, O.I. Zaiichenko, B.I. Maslov [etc.]. Ed. G.V. Yelnikova. Chernivtsi : Books - XXI, 2010. 460 p.
13. Khrykov, E.M. Management of an educational institution: textbook. Kyiv: Knowledge [Znannja], 2006. 365 p. (Ukr)
14. Khutorskoi, A.V. Practicum on didactics and modern teaching methods. St Petersburg: Piter, 2004. 541 p. (Rus)
15. Choshanov, M. A. Flexible psychology of problem-modular training. Moscow: Public Education [Narodnoye obrazovaniye], 1997. 152 p. (Rus)

THE PROBLEM OF CHRONOTOPE IN THE DETECTIVE SHORT STORY BY E.A. POE «THE PURLOINED LETTER»

Nataliia Sherstiuk

Poltava State Medical University, Poltava, Ukraine

e-mail: nataliasherstiuk@gmail.com

<https://orcid.org/0000-0002-2755-9627>

The aim of research is the comprehensive analysis of spatio-temporal relations in the short story by Edgar Allan Poe «The Purloined Letter». E. Poe is the founder of the «detective short story», the genre features of which are the description of the deduction of the character, a deep analysis, logical and mathematical accurate thinking. Real and historical chronotopes are the main types of chronotope in the detective short story. The place and time are carefully described, the author repeatedly pays attention to spatial topos, which create the unique author's style. Particular attention is paid to signs of personal chronotope.

Keywords: E. Poe, «The Purloined Letter», motive, chronotope, time, space, narrative, topos, detective.

Introduction. Edgar Allan Poe (1809–1849) is one of the talented writers of American romanticism, which is now considered a classic of world literature. He is the founder of the detective genre and the first American writer who worked in the short story genre. His works are read and re-read by more and more generations around the world. The short stories of the great American writer («The Fall of the House of Usher», 1839, «The Pit and the Pendulum», 1842, «The Black Cat», 1843, «The Oval Portrait», 1842, «The Murders in the Rue Morgue», «The Mystery of Marie Roget», 1842 etc.) became the property of world culture.

The aim of the paper. The purpose of this article is to analyze the time and space of the short story by Edgar Allan Poe «The Purloined Letter» to identify certain features of the chronotope.

Material and methods. Literary critics F. Dostoievskii, V. Briusov, Yu. Kovaliev, E. Osipova, A. Tanaseichuk, M. Tugusheva have comprehensively considered the writer's work. Despite the fact that the work of E. Poe has been considered by researchers, many issues still need further interpretation.

Results and Discussion. One of the significant works in the literary heritage of E. Poe is the detective short story «The Purloined Letter». The central character is the French nobleman Auguste Dupin. Dupin – is not a policeman, not a detective, but a person with remarkable analytical skills, does not participate in the criminal investigation, but helps to solve the crime. Dupin is one of the famous detective character served as the prototype for many that were created later, including (Sherlock Holmes (A. Conan Doyle) and Commissaire Jules Maigret (J. Simenon) (Kestheii, 1989, p. 32).

Detective is a special kind of fiction, the process of investigating a crime and identifying the offender (Kestheii, 1989, p. 29). According to the researcher M. M. Volskii in his book «Mysterious Logic»: «Detective is a literary work which accessible to a wide range of readers, demonstrates the act of dialectical removal of logical contradiction (solving a detective mystery). The thesis and antithesis are an integral parts in the detective of a logical contradiction, which to some extent are true and caused some characteristic features of the detective genre – its hyperdetermination, hyperlogism, lack of coincidences and mistakes» (Volskii, 2006, p. 3).

S. S Van Dine in his work «Twenty Rules for Writing Detective Stories» describes the detective as follows: «The detective story is a kind of intellectual game. It is more – it is a sporting event» (Van Dine, 1968, p. 2). In my opinion, this statement is true, because the narrator «leads» the story and actualizes the analytical level of the work. E. Poe, according to researchers, is the founder of the detective genre, who developed the basic aesthetic parameters. Arthur Conan Doyle said: «Edgar Allan Poe is the father of the detective genre» (Kestheii, 1989, p. 35).

«The Purloined Letter» is a perfect example of the detective genre, written by E. Poe, which reduces the role of the Gothic tradition and adds more rationality. The short story «The Purloined Letter» first appeared in 1844 in the pages of «The Gift» magazine, then was repeatedly published in other newspapers and magazines. The plot of the short story is based on the fact that Mr. D. blackmails a highly respected lady by the letter. Despite all the efforts of the police of Paris, the letter could not be found in Mr. D.'s house. Then the police asked for help to a famous detective, Auguste Dupin. E. Poe believed that this short story was one of the best. In the letter to James Russell Lowell, he says that this short story is the best of what he wrote in the spirit of «logical generalizations» (Kovalev, 1984, p. 130). When the short story was published in «The Gift magazine», the editor described it as «a wonderful illustration of how ordinary game of imagination can be in a person with a split personality» (Kovalev, 1984, p. 128). Analyzing the chronotope in the work of E. Poe, we note that the varieties of time and space are extremely original in the writer. «Chronotope plays a significant role in determining the genre of the work, as it is a formative factor that delineates the boundaries of the literary world» (Minkovskii, 1973, p. 172).

In this short story, an unknown narrator discusses with detective Auguste Dupin, his investigation. «At Paris, just after dark one gusty evening in the autumn

of 18-, I was enjoying the twofold luxury of meditation and a meerschäum, in company with my friend C. Auguste Dupin...» (Poe). The narrator lives with Dupin and through his perception we can imagine the main character and describing events. In detective stories written in the Gothic tradition («The Murders in the Rue Morgue» and «The Mystery of Marie Roget»), the narrator is more represented in the plot: he is an observer and conveys his impression to the reader, but in the short story «The Purloined Letter» the narrator is different.

The narrative structure of «The Purloined Letter» is unusual even for E. Poe. It consists almost entirely of dialogues that are repeated three times. Even in the third conversation, which occurs exclusively between the narrator and Dupin, the narrator does not say much: «Oh yes! –And here the Prefect, producing a memorandum-book, proceeded to read aloud a minute account of the internal, and especially of the external appearance of the missing document» (Poe). The unnamed narrator does not detail the detective situation: it seems that he tells us a story without details and analysis.

The narrator in this short story is mysterious because he hides certain information from the reader: «I will tell you in a few words; but, before I begin, let me caution you that this is an affair demanding the greatest secrecy, and that I should most probably lose the position I now hold were it known that I confided it to anyone» (Poe). Although he does not hide everything he heard from the Prefect, but he keeps some secret. For example, the narrator does not call names of the Prefect, the minister, and the highly respected lady, using only the symbolic letters D. and G. This affects the reality of the historical chronotope.

The character of the Prefect G is described by the author in detail. For example, the reader knows that he asks for help from Dupin, without revealing the whole truth: «We gave him a hearty welcome; for there was nearly half as much of the entertaining as of the contemptible about the man, and we had not seen him for several years ... [he] had a fashion of calling every thing odd that was beyond his comprehension, and thus lived amid an absolute legion of oddities» (Poe). Later, the Prefect describes in detail all the stages of the search of the minister's house, which characterizes him as a professional and details the real social chronotope. At night, when the minister was not at home, the police of Paris carefully checked every corner of the house: furniture, books, etc., but did not find the letter. «We examined, first, the furniture of each apartment. We opened every possible drawer; and I presume you know that, to a properly trained police agent, such a thing as a secret drawer is impossible» (Poe). Despite this diligence, Dupin suggests that the Prefect re-inspect the minister's residence. Here the narrative time ends because the next event (the Prefect comes back to Dupin and asks for help) occurs in a month. He offers a reward to the detective for the help. And suddenly, as usually happens in E. Poe's short stories, Dupin gives a letter to the shocked Prefect.

The hidden names of the main characters show authenticity of the short story because the announcement of names would lead to doubt of the veracity

of story. Keeping secret, chronotope becomes more real. The content of the compromising letter becomes unimportant, the main thing is to find the letter and save not only the royal person, but also the state from the unprincipled politician-intriguer. The title of the work contains this idea, which is symbolic, because there is a hidden meaning.

Space and time are important worldview, ideological and semantic characteristics of the short story. These spatio-temporal categories essential to reveal the features of the artistic reflection of reality, the specifics of the inner world of the work, the fundamental issues of content and form of the short story, the patterns of their perception. In the short story «The Purloined Letter» time and space are closely intertwined and are a kind of complex new formation, in which each of the categories depends on each other. The artistic time in the short story is characterized by selective retrospection, as the narrator from time to time tells cases from the past that happened before the conversation with the detective: «I paid special attention to a large writing-table near which he sat, and upon which lay confusedly, some miscellaneous letters and other papers, with one or two musical instruments and a few books. Here, however, after a long and very deliberate scrutiny, I saw nothing to excite particular suspicion» (Poe). The real chronotope with detailed time and space becomes dominant in the work. The artistic space of the short story is described by the topos of Paris. All events take place in this city of the XIX century, in the dark smoky library of the Saint-Germain suburb: «...in his little back library, or book-closet, au troisieme, No. 33, Rue Dunot, Faubourg St. Germain» (Poe). Faubourg St. Germain is a real part of Paris, although Rue Dunot is a fictional street. One of the spatial topos of the short story is the library, in which the narrator and Dupin discuss cases that happened earlier. The apartment where the characters live is on the third floor, which is most likely the fourth floor, because in France the first floor is considered a basement and does not count. Such a detail enlarges the socio-historical chronotope and describes the character more thoroughly. Dupin is not rich person and that's why he lives on the last floor of the building, the room was cheaper there. For the first time, the reader meets the characters in a smoky library room, which gives the reader some anxious, but the respectability of the characters, who smoke pipes and have a conversation in a relaxed atmosphere, does not grow into the Gothic tradition characteristic of E. Po's short story: «For one hour at least we had maintained a profound silence; while each, to any casual observer, might have seemed intently and exclusively occupied with the curling eddies of smoke that oppressed the atmosphere of the chamber» (Poe).

One of the central motives of the short story, which enhances the chronotope of the work, are the motives of day and night. These motives are the symbols of light and darkness. The short story is dominated by the symbol of darkness, which is closely linked to the time and the mystery. But, according to Dupin, all the truths of life are visible, so it is no coincidence that the detective

asks not to turn on the lamp to create your own idea of the situation: «If it is any point requiring reflection we shall examine it to better purpose in the dark (Poe). Dupin visits of Minister D.'s house in the afternoon to find the letter, he tries to experience life in the house. In contrast, the Prefect searches D.'s apartment only at night, which symbolically hides a letter from him. Dupin uses darkness in light; Prefect – light in the darkness, which actualizes a kind of inversion that affects the vision of reality. The analyzed motives become a kind of markers of approach to reality and the search for truth.

The topos of the minister's house, which has been repeatedly searched by police, plays an important role. «The Purloined Letter» is not a traditional Gothic story with elements of mysticism and horror. Most events take out of sight of the narrator and the reader. In the finale, the narrator and the reader will learn how Dupin gets the letter and reflections on why he did so: «...that would have been insulting. D-, at Vienna once, did me an evil turn, which I told him, quite good-humoredly, that I should remember. So, as I knew he would feel some curiosity in regard to the identity of the person who had outwitted him, I thought it a pity not to give him a clue» (Poe). E. Poe's work is written within the romantic tradition, which is characterized by motives of mystery. In this short story, the motif of mystery is the main and becomes a symbol of adventure, enhances the psychological games of the mind and adds tension. At first sight, it seems that the only secret of the short story is: «How does Dupin manage to do in two days, what G – and his force couldn't do in over ninety?» (Poe).

During a significant part of the short story Dupin tells the cases to the narrator, who was impressed by the quick find a letter. The characters's thoughts about the search for a hidden object are a lyrical digressions that «stretch» the plot of time, which may be interrupted for a while. For example, a detective argued that one should put oneself in the place of a criminal and should take into account his personal characteristics. Dupin was telling that the police searches were thorough, but too methodical. They have not paid attention to the very process of thinking of the criminal. Not all people think alike, it is important to consider the mental abilities of the person who wants to hide the evidence. Dupin knew that the minister was a poet and a mathematician: «I know him well; he is both. As poet and mathematician, he would reason well; as mere mathematician, he could not have reasoned at all, and thus would have been at the mercy of the Prefect» (Poe). He notes that mathematicians are usually known for their logic, but his poetic traits allow him to go beyond logic. The Minister knew about the search methods of the police, so he kept the letter in a visible place: «In this rack, which had three or four compartments, were five or six visiting cards and a solitary letter. This last was much soiled and crumpled» (Poe).

Dupin noticed a letter on the table in a pile of cards when he first visited the minister. He thought that it was a good place to hide the letter. During his visit to the minister's house, Dupin deliberately left his tobacco box on the table, intend-

ing to come back: «I bade the Minister good morning, and took my departure at once, leaving a gold snuff-box upon the table» (Poe). And the next day, when he came back, he replaced the letter. As a key to the one who outwitted him, Dupin leaves a message in a replaced letter, hinting at a French poem in which one brother takes revenge on another for a crime: «Un dessein si funeste, S'il n'est digne d'Atree, est digne de Thyeste» (Poe). A stylistic feature of E. Poe's detective short stories is the creation of the illusion of plausibility, which is expressed, for example, in a detailed reproduction of the crime.

Conclusions. Thus, the space-time plane in a short story of this type is built according to the genre. The real, historical chronotope becomes dominant in this work, because the place and time of the event are really described, the author repeatedly focuses on spatial topos that create a unique author's style. The character, through the perspective of the narrator's vision, is portrayed in detail, and the psychological factor of the character closer to the finale is amplified, enlarging to a personal chronotope. The short story «The Purloined Letter» is characterized by an unreal, mystical chronotope, which is transmitted through mystical objects that act as symbols (Paris, library, letter, etc.). The author skillfully combines real and mystical chronotope, creating a unique detective short story. These chronotopes are interconnected and complementary, which leads to a deep understanding of artistic reality. Any kind of chronotope in the short story (real, unreal, historical, social and household) is amplified by psychological motives, which allows you to delve deeper into the essence of the conflict and find the right solution. This relationship of different types of space and time not only forms the complex art world of the XIX century, but also makes it possible to relate the analyzed work to the literature of Romanticism.

References:

1. Volskii, N. N. (2006) Mysterious logic. Detective story as a model of dialectical thinking. Novosibirsk: NSPU. (in Russian)
2. Kestheii, T. (1989) Anatomy of a detective. Budapest : Korvina. (in Russian)
3. Kovalev, Yu. V. (1984) Edgar Allan Poe: Novelist and Poet. Leningrad : Hudozhestvennaya literatura. (in Russian)
4. Minkovskii G. (1973) Space and Time. The principle of relativity. Collection of papers on the special theory of relativity. Moscow : Atomizdat. (in Russian)
5. Poe, E. A. The Purloined Letter. Available at:<https://poestories.com/read/purloined>: <https://poestories.com/read/purloined> (accessed: 25.05.2021). (in English)
6. Van Dine S. S. (1968) Twenty rules for writing detective stories. New Jersey : Anders Lewis Publishing Inc. (in English)

APPLICATION OF THE CONSTITUTIONAL PRINCIPLE OF HUMANISM IN MEDICINE

JUDr. Myroslava Hromovchuk, CSc
Lect.univ.dr. Ioan Liviu Taut

Annotation

Based on the above, the following cases of application of the principle of humanism should be distinguished: 1) the direct connection between science and humanistic values; 2) the predominance of humanistic goals over research; 3) the need to regulate research from the standpoint of humanistic values, including and the existence of a ban on certain experimental actions involving humans that may be life-threatening; 4) the need to develop rules for biomedical research taking into account human rights, including regulations.

Key words: principle of humanism, constitutional principle, medicine, principle of law.

The reform of the constitutional order taking place in our state presupposes a new meaning of the principle of humanism as a fundamental principle of law, which allows to concretize and redefine its content. These circumstances are confirmed by the fact that many modern leading jurists, standing in different positions, at the same time, distinguish the principle of humanism as an integral principle of law and legislation. At the same time, today there is no clear legally enshrined term “humanism”, almost no new concepts are being developed about the content of this principle in legal science. At the same time, according to E. Trukhanov, the issue of humanism in the context of modernity was and remains key in the science of constitutional law, theory of state and law, philosophy of law, understanding the essence of rights and freedoms in various spheres of human life¹.

¹ Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytsynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. - M., 2010. – 243 s.

However, it should be noted that the category of humanism is not new. Even during the Soviet era, the socialist law existing at that time was considered the most humane law in the world, as socialism was seen as the most progressive world phenomenon. The humanism of Soviet law was seen by scholars primarily in the elimination of class and social antagonisms, as well as in the fundamental rights and freedoms of Soviet citizens formally proclaimed in all Soviet constitutions².

At the same time, theoretical developments in the Soviet period were conducted mostly from a class standpoint and were extremely ideological. Legal scholars at the time emphasized that only socialist humanism was true and, moreover, unique. Thus, M. Kareva, in particular, wrote that the class essence of Soviet law also determines the real, that is, socialist humanism, real concern for man, unthinkable in bourgeois law, because true humanism and human exploitation are incompatible³. However, despite considerable ideological pressure, it was during the Soviet period that the basic provisions characterizing the content of the legal principle of humanism, which are of interest today, were formulated in the science of constitutional law.

It is necessary to distinguish between the implementation of the principle of humanism at the stage of lawmaking and at the stage of law enforcement: humanism, implemented in law, and humanism, used, for example, in the sentencing, are different phenomena. If the humanism enshrined in legal norms is objective in nature, then humanism, which is guided by law enforcement, is subjective and the use of this principle depends solely on the level of legal awareness, legal culture of the person applying the legal norm⁴. Thus, humanism in law can be manifested through generally accepted moral requirements, which, as A. Malko rightly points out in this regard, play a limiting role in relation to man and are aimed primarily at preserving, positively preserving the foundations in which the population is interested⁵.

Humanism in medicine carries two very large concepts, behind which are realities of special significance and special dimension. Speaking of humanism, we must first ask the question: what is man? The answer to this question must

² Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. - M., 2010. – 243 s.

³ Kareva M.P. Pravo y npravstvennost v sotsyalystycheskom obshchestve. M., 1951. 221 s.

⁴ Trukhanova, E. F. Zashchyta prav cheloveka pry provedenny byomedytynskykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriya y ystoriya prava y hosudarstva ; ystoriya uchenyi o prave y hosudarstve. - M., 2010. – 243 s.

⁵ Malko A.V. Новые yavleniya v polytyko-pravovoi zhyzny Rossyy: voprosy teoryy y praktyky. Toliatty.1999. 188 s.

be such as to reflect the holistic nature of man. Similarly, when talking about medicine, it is necessary to ask yourself about its meaning and purpose. The etymology of the Latin word, from which the word “medicine” comes in its current meaning, indicates that the word originally meant “mixing herbs for healing, prescribing remedies” and “healing and healing”¹. And here we have to ask the question: who or what is the object of healing in medicine? Obviously, this is a person whose whole nature needs to be clarified. But this answer, in turn, puts us in a rather awkward position. Is there anything inhuman in medicine that aims to heal a person? Can human healing itself be inhuman?²

Apparently, no one can question the humanism of the medical profession, when barely alive people are put on their feet, chained to the bed, they return the joy of active life, help the mother in childbirth, and the child - to look at the world for the first time. The medical profession is very often an art in the strictest sense of the word, very often it is heroism. All this is for the sake of man, for the sake of his health, for the sake of his life³.

Medical research in all possible areas is designed to improve tools, skills, medicines and tools, enrich knowledge in order to most effectively help people, promote their health and life. In the context of the above, we must not forget about the category of “bioethics”, which emerged in the 60’s of XX century. in the United States as a form of moralization of science in general, but especially biomedicine, in the 80’s of XX century. gained recognition in Europe, and in the 90’s began to spread widely in Ukraine. The subject of bioethics as an integrative interdisciplinary field of knowledge were the problems of comprehensive biomedical research of the role and importance of natural earthly life in the destiny of all mankind and philosophical understanding of human creativity. Interest in the problem of life manifests itself in various forms and characterizes the radical changes that occur in the natural and social development of the world and especially. Therefore, a special area in the scientific study of life was the philosophical awareness of the limits of ethical and legal components of human scientific activity in its various manifestations⁴.

“Of course, professionalism is valued today. But does society need doctors and lawyers who have an idea of the basic norms of morality? - V. Popov correctly asks. - Do we need biologists who don’t care who to experiment with - a rat or a human? Do we need scientists and engineers who are equally willing to build a

¹ Herper’s Latin Dictionary, A New Latin Dictionary ed. by Andrews LL.D. New York, Cincinnati, Chicago: American Book Company, 1907.

² Bysaha Yu.M., Kozodaiev S.P., Bielov D.M., Hromovchuk M.V. Zakhyst konstytutsiinykh prav i svobod liudyny u protsesi provedennia biomedychnykh doslidzhen. Uzhhorod, 2018. 172 s.

³ Pidlisnyi Yu. Hidnist liudskoi osoby ta deiaki mezhovi medychni praktyky / Yuriy Pidlisnyi [Elektronnyi resurs] – Rezhym dostupu : <http://www.family-institute.org.ua/>

⁴ Pavlova T.N. Byoetyka v vusshei shkole. K.: Kyevskiy ykoloho-kulturn tsentr, 1998. 128 s.

nuclear power plant, an atomic bomb or a portable explosive device? Will “professionals” be worthy and responsible citizens of their country? Is the bias towards naked “professionalism” threatened by the fact that if we go this way, very soon our society will become a mechanical set of selfish professionals who are ready for anything for their own benefit. After all, a killer is also a “professional”!⁵

Today, many traditional problems of ethics, especially in science and medicine, are extremely relevant. They are associated with hopes for new prospects for the humanization of human life, the fight against disease, finding effective ways to preserve human health and strengthen his spiritual strength, overcoming the negative consequences of active creative activity of scientists and physicians. In modern life there are tools that, by increasing the intellectual coefficient of people, do not destroy moral consciousness. One of the main problems: we must learn to behave in accordance with the new ethics of life, called bioethics, and find happiness in life. Today there is no clear enough understanding of the relationship between the two basic principles in the life of science and medicine - morality and scientific creativity. And such a relationship is necessary. Thus, it is on this basis, without the use of the legal principle of humanism, that the development of a further modern concept of human and civil rights and freedoms is simply not possible.

Thus, it becomes obvious that humanism is a complex concept that permeates all spheres of human existence and is realized both objectively - by enshrining it in the rules of law and the existence of a certain type of legal understanding, and subjectively - by using this principle in the process law enforcement and law enforcement.

Taking into account the comprehensive analysis of the principle of humanism in the process of complication and development of social relations, it is possible to formulate a new definition that corresponds to modern realities. Thus, it seems to us that the application of the principle of humanism in the realization of somatic human rights in biomedical research is the attitude to human life and health as the highest social value in biomedical research.

Based on the above, the following cases of application of the principle of humanism should be distinguished: 1) the direct connection between science and humanistic values; 2) the predominance of humanistic goals over research; 3) the need to regulate research from the standpoint of humanistic values, including and the existence of a ban on certain experimental actions involving humans that may be life-threatening; 4) the need to develop rules for biomedical research taking into account human rights, including regulations⁶.

⁵ Popov M.V. Aksyolohiia i medytsyna (Problema tsinnostei i medytsyna). K.: PARAPAN, 2003. 284 s.

⁶ Bysaha Yu.M., Kozodaiev S.P., Bielov D.M., Hromovchuk M.V. Zakhyst konstytutsiinykh prav i svobod liudyny u protsesi provedennia biomedychnykh doslidzhen. Uzhhorod, 2018. 172 s.

References:

1. Trukhanova, E. F. Zashchyta prav cheloveka pry provedennyy byomedytsyn-skykh yssledovanyi :teoretycheskyi aspekt : dySSERTatsyia na soyskanye uchenoi stepeny kandydata yurydycheskykh nauk. Spetsyalnost 12.00.01 - teoriia y ystoriia prava y hosudarstva ; ystoriia uchenyi o prave y hosudarstve. - M., 2010. – 243 s.
2. Kareva M.P. Pravo y nraVstvennost v sotsyalystycheskom obshchestve. M., 1951. 221 s.
3. Malko A.V. Novie yavleniya v polytyko-pravovoi zhyzny Rossyy: voprosi teo-ryy y praktyky. Toliatty.1999. 188 s.
4. Herper's Latin Dictionary, A New Latin Dictionary ed. by Andrews LL.D. New York, Cincinnati, Chicago: American Book Company, 1907.
5. Bysaha Yu.M., Kozodaiev S.P., Bielov D.M., Hromovchuk M.V. Zakhyst kon-stitutsiinykh prav i svobod liudyny u protsesi provedennia biomedychnykh dos-lidzhen. Uzhhorod, 2018. 172 s.
6. Pidlisnyi Yu. Hidnist liudskoi osoby ta deiaki mezhovi medychni praktyky / Yurii Pidlisnyi [Elektronnyi resurs] – Rezhym dostupu : <http://www.family-institute.org.ua/>
7. Pavlova T.N. Byoetyka v vshshei shkole. K.: Kyevskyi ykoloho-kulturn tsentr, 1998. 128 s.
8. Popov M.V. Aktyolohiia i medytsyna (Problema tsinnostei i medytsyna). K.: PARAPAN, 2003. 284 s.

MAIN STRATEGIC DIRECTIONS AND PRIORITIES FOR THE IMPLEMENTATION OF STATE SOCIAL POLICY

**Medyanik Vyacheslav,
candidate of Political Science,
associate Professor of General law,
Dnipropetrovsk State University of Internal Affairs**

Summary. The article identifies the main strategic directions and priorities of state social policy. The opinion is substantiated that the success of economic reforms in the crisis situation of the transition period, as a rule, depends on the implementation of effective state social policy, because without improving people's living standards it is impossible to form a mass and, most importantly, reliable social base of economic development. The key direction of the long-term socio-economic policy of the state is the consistent improvement of the quality and standard of living of the population on the basis of increasing the competitiveness of the national economy and its entry into the trajectory of sustainable development. The priority tasks of forming a qualitatively new social strategy in Ukraine are outlined. It is stated that in Ukraine there are systemic contradictions between economic, political and target factors of state policy, which concerns both social and service policy. Therefore, when choosing the priorities and directions of state social policy, social needs must be balanced and the availability of economic, logistical and other resources to meet them, because social policy should cover all spheres of life in the country. The problematic issues concerning the constituent elements of the state social policy (income policy, labor and social relations policy, social sphere, policy on certain segments of the population) are outlined and analyzed. It is theoretically substantiated that: strategic directions and priorities of the state social policy should correspond to a qualitatively new model of social policy of the state, which should be based on a differentiated approach to different segments of the population and be aimed at ensuring human development; progressive and dynamic development of the country should focus primarily on the socialization of the economic system, taking into account the needs, interests of the population, its incentives for productive work to re-

alize their own professional potential, comprehensive development, receiving a decent reward for work; the new ideology of state social policy should be aimed at creating conditions for a dignified existence today in the state of the working population - the middle class - which, increasing material wealth, should increase both its capital and pay moderate taxes, save savings; A further priority of the state social policy should be to improve the quality and level of social services, and not to increase the amount of social budget expenditures and expand the sphere of social security.

Key words: social policy, strategic directions, priorities, differentiated approach, social services, socialization of economic system.

Formulation of the problem. The success of economic reforms in a crisis situation of transition, as a rule, depends on the implementation of effective state social policy, because without improving the living standards of people it is impossible to form a mass and, most importantly, reliable social base of economic development. Nowadays, the issue of choosing strategic priorities for Ukraine's development is becoming especially relevant. Social policy is formed and implemented in the process of the subject in the face of government agencies, NGOs, local governments, as well as production and other teams. Real institutions and tools of state regulation of living standards are of poor quality in the absence of clear guidelines for improving living standards and the national model of well-being (Gorkina, 2009, S. 30).

Obviously, the key direction of long-term socio-economic policy of the state is the consistent improvement of the quality and standard of living of the population based on increasing the competitiveness of the national economy and its entry into the trajectory of sustainable development (Muzhikova, 2007, S. 52). That is, there is a need to study the strategic directions and priorities of modern social policy, systematization and generalization of approaches to addressing theoretical and applied issues that contribute to Ukraine's path to sustainable development, overcoming the crisis in employment and labor market, creating new and maintaining existing jobs, development of professional training of workers in production, increasing the effectiveness of measures to reform wage policy, addressing the employment of members of personal farms, pensions, deepening targeted social assistance, stabilizing living standards.

Analysis of recent research and publications. A significant contribution to the study of the theoretical and methodological basis on this issue was made by such scientists as O.M. Bandurka, N.V. Galitsina, Yu.O. Litvin, N.M. Мужикова, V.F. Puzyrny, O.V. Rodionova, T.V. Semigina, L.A. Seminog, O.V. Temchenko, Yu.S. Shemshuchenko and others. Among the foreign scholars who have studied the issues of state social policy are F. Williams, G. Esping-Andersen, W. Lorenz, R. Mishru, M. Ferrer, and N. Ferniss. At the same time, today it is extremely important for modern Ukraine to establish such organizational and economic support for the

development of the social sphere, which would, based on the principles of transparency, responsibility, efficiency, consistency contribute to a significant increase in economic efficiency and social justice in this area.

The purpose of the article is to outline strategic directions, to determine the priorities of social policy and unresolved tasks, to suggest ways to improve the formation and implementation of social policy strategy.

The methods of scientific research are formal-legal, through which a comprehensive scientific analysis of the main strategic directions and priorities of state social policy and logical-semantic, based on which proposals for further improvement of legal mechanisms for regulating state social policy.

Results of the research. The new Ukrainian government has identified in the Program of Activities of the Cabinet of Ministers of Ukraine, approved by the Resolution of the Verkhovna Rada of Ukraine dated 04.10.2019 № 188 (Postanova Verhovnoï Radi Ukraïni, 2019), the priority of the welfare of the population of Ukraine and formed all goals on a human-centered basis. The formation of a qualitatively new social strategy in Ukraine should include a number of priority tasks in this area: expanding the social base, including health care, education and culture, to mobilize social factors for economic development; improving the structure and value of the consumer basket, taking into account the consumption of socially significant services necessary for the reproduction of labor, as well as establishing a minimum wage at the level of not a minimum but a rational consumer basket; intensification of social policy by financing the social sphere by enterprises, as high-quality consumption of services, such as health care and education, directly affects productivity; increase of social expenses at the enterprises by establishment of norms of distribution of profit taking into account formation of fund of social development; strengthening of social principles, transition from mainly social support to mainly social insurance of the population with differentiation depending on social risks of the sizes of insurance payments, insurance premiums; strengthening the targeting and targeted use of budget funds, ensuring fair redistribution of material goods (Baltacheeva, 2012; Lopushnjak, 2011, S. 116). The solution of these problems is impossible without a thorough study and study of the current state of the processes that take place in the areas covered by state social policy.

As S. Koretska rightly points out, in Ukraine there are systemic contradictions between economic, political and target factors of state policy, which concern both social and service policy. In particular:

- significant overspending of the state budget for social needs, excessive spending of social policy while maintaining a fairly low efficiency of its mechanisms and results of activities;
- the dependence of the functioning (financing) of the social sphere on the electoral cycles, as the main political actors form inflated expectations in the social sphere;

- mainly fiscal nature of financing of the social sphere, underdeveloped mechanisms of corporate, private sources of social protection (underdeveloped all types of insurance, independent pension, investment funds, etc.);
- a significant segment of the shadow economy, which does not contribute to either budgetary or corporate financing of social needs;
- preservation of a significant part of social transfers in the income of the population, which indicates too high rates of poverty in society;
- instability of the banking system, which hinders the growth of savings and hinders reforms in this area (Korec'ka, 2010, S. 112).

Therefore, when choosing the priorities and directions of state social policy, social needs must be balanced and the availability of economic, logistical and other resources to meet them, because social policy should cover all spheres of life in the country.

We will try to analyze and identify problematic issues regarding the constituent elements of state social policy, which will clarify and summarize the priorities of modern state social policy.

1. Income policy (standard of living, basic consumer basket, material well-being). The level of income is the main indicator of modern society, which, above all, reflects the well-being of its citizens. Ukraine has not formed a long-term state policy in the field of income regulation, which significantly complicates the increase in living standards and, consequently, the formation of the middle class. Today it is necessary to take measures at the state level aimed at strengthening the labor force, to increase wages. It is necessary to create conditions due to which business entities would not be interested in tax evasion, from concealment of their income. Labor and business relations should be developed on the basis of social partnership, which, accordingly, should be with the state.

One of the priorities of the state policy on household incomes is to promote the growth of these incomes. To do this, it is necessary to: create favorable conditions for business development; ensure the stability of the tax system and the establishment of a moderate tax on business income and property; to improve the tax system on income received from certain types of savings, insurance and lending; develop and implement a set of targeted measures to legalize shadow income from property and business activities; to ensure wide implementation by banking institutions of effective mechanisms and directions of retail lending; to create appropriate economic, legislative and social conditions for the formation and consolidation in Ukraine of a wide stratum of the middle class (Korec'ka, 2010, S. 112).

2. Policy in the field of labor and social relations (employment conditions, wages, labor protection and social insurance). At present, the issue of wages remains relevant for Ukraine, as wages must meet European standards. Maintaining the focus on cheap labor has a number of extremely negative consequences. In

particular, employers are not motivated to introduce new technologies and save living labor, which is why the share of unskilled workers is excessively high; employees are not encouraged to work effectively, and companies that are developing quite dynamically suffer from a shortage of skilled labor (this applies to both engineering and technical professions); the most active and qualified segments of the population go abroad, ie budget expenditures for their preparation are not reimbursed, but instead the Ukrainian labor force works for the economy of other countries; there are numerous vacancies in the economy, the demand for which is almost absent; a significant part of the population needs state aid, which unjustifiably increases the volume of social transfers; the lack of a developed insurance system (it is not only about compulsory and social insurance in general) limits the investment opportunities of the country and does not stimulate the development of appropriate financial instruments (Shkirko, 2018).

Thus, today the issues of creating new jobs, forming and retaining highly professional specialists, and developing vocational education are becoming relevant for Ukraine.

Population dissatisfaction and uncertainty in the future is manifested in large-scale labor emigration, which is estimated to involve 2.5-3 million people, lack of traditions of healthy lifestyles - in extremely high mortality of the working age population (risk of death reaches almost 40%) , the lack of connection between insurance premiums and insurance benefits (especially pensions) leads to the agreement in principle of employees that the employer does not pay statutory contributions, and therefore - to the shadowing of wages. The focus of the policy exclusively on increasing incomes, moreover, not related to employment, has a very negative side effect (Libanova, 2020). In this regard, the introduction of the concept of decent wages in Ukraine should become the next direction of state social policy.

3. Branches of the social sphere (education, science, health care, culture, sports, other components). One of the directions of social policy in this area should be to increase the level of education of the population, but not by reducing its quality.

Thus, judging by the situation on the labor market, the country lacks qualified workers with secondary education and there is a surplus of specialists with a master's degree. At the same time, over the past 17 years, the number of graduates of vocational schools has decreased by a quarter, the number of graduates of higher education institutions of I-II levels of accreditation - by almost half, and the number of graduates of higher education institutions of III-IV levels has increased 3.3 times. The shortage of skilled workers can be remedied only with the help of state support of the system of vocational education, aimed at providing students with really high-quality vocational training and appropriate qualifications that will ensure their competitiveness in the labor market and, consequently, employment. However, this is only a necessary prerequisite. It will be necessary and suf-

ficient only through effective explanatory and vocational guidance work among young people (Libanova, 2020; Chaljuk, 2014, S. 116).

Therefore, an important and promising area of public policy in the field of education should be to increase the level of professional training.

4. Policy on certain segments of the population (family, youth, policy on the elderly, incapacitated, etc.). In this aspect, it is worth paying attention to the following. The experience of economically developed countries, and - even more - countries that have made economic leaps (in different periods of the twentieth century: Japan, Korea, Germany, Ireland, Czech Republic, Hungary, Slovenia), shows the crucial importance of human capital, labor quality and motivation for effective work. This new concept, focused on the primacy of human development, replaced the outdated one, the driving force of which was the accumulation of material wealth (Korec'ka, 2010, S. 112). That is, not the development of material goods and social benefits, but the development of human capital should become one of the priorities of state social policy. What is the reason for this?

All demographic forecasts indicate the practical impossibility of overcoming the declining population in the foreseeable future. But there will be more than just a decrease in the total population - significant structural changes are expected: first of all, against the background of a premature reduction in the working age population, there will be an increase in the number of elderly people. In general, demographic aging is a natural consequence of increasing life expectancy and is not a negative phenomenon. However, this process requires adequate changes in public policy, in particular the implementation of a number of measures that will counteract the social isolation of the elderly, the spread of poverty and disease among them. The need for rapid economic growth in terms of population decline requires improved conditions and increased incentives for the formation of labor potential and its most effective use (Libanova, 2020; Krajnik, 2011, S. 78; Kir'jan, 2009, S. 182).

Of course, today the state is obliged to address these issues regarding the social protection of vulnerable groups. However, these problematic issues are of tactical importance. Returning to the new ideology of state social policy, it should be noted that it should be aimed at creating conditions for a dignified existence today in the state of the working population - the middle class - which increases material wealth should increase both capital and pay moderate taxes, save savings.

Today, the state must limit the further growth of social obligations, in particular in connection with the election promises of almost all parties, perhaps even enter into a dialogue with the population and explain that active social policy and social budget have nothing to do with spending all income for current consumption. Only on this basis can a socially oriented budget be formed, and increasing the income from employment of the widest possible sections of the population

will narrow the circle of people in need of state social support, on the one hand, and provide the necessary funds for its provision - on the other. Simply directing budget funds to pay for various social transfers means helping the poor, not overcoming poverty (Korec'ka, 2010, S. 112).

In this sense, the next priority of the state social policy should be to improve the quality and level of social services, rather than increase the amount of social budget expenditures and expand the scope of social security.

Conclusion. Thus, the strategic directions and priorities of state social policy should correspond to a qualitatively new model of state social policy, which should be based on a differentiated approach to different segments of the population and be aimed at ensuring human development. Progressive and dynamic development of the country should focus primarily on the socialization of the economic system, taking into account the needs, interests of the population, its incentives for productive work to realize their own professional potential, comprehensive development, receiving a decent reward for work. The priority of solving social problems logically follows from the objective need to create appropriate conditions for dynamic, balanced socio-economic development of the regions of Ukraine, their integration into the world economic space.

Given the real budgetary possibilities and the current economic situation, the priority priorities of the state social policy should be the growth of economically and able-bodied active population, change of income and wage policy, transformation of social security and social protection system, improvement of population quality and health.

References:

1. Baltacheeva, N. (2012). Naprjami sistemnoï transformacii social'noi politiki v Ukraïni. Retrieved from: Users/2106~1/AppData/Local/Temp/econ_2012_8_6.pdf [in Ukrainian].
2. Gorkina, L.P. (2009). Dosvid ta shljahi pidvishhennja efektyvnosti realizacii ljuds'kogo potencialu v transformacijnij ekonomici Ukraïni. *Visnik ekonomichnoï nauki Ukraïni*, no. 2. S. 29–35 [in Ukrainian].
3. Muzhikova, N.M., Puzirnij, V.F., Seminog, L.A. (2007). Adaptacija social'noi politiki ta trudovogo zakonodavstva Ukraïni do standartiv ES [navchal'nij posibnik], 169 s. [in Ukrainian].
4. Kir'jan, T.M. (2009). Social'na politika v umovah finansovo-ekonomichnoï krizi. *Visnik ekonomichnoï nauki Ukraïni*, no. 2(16). S. 176–186 [in Ukrainian].
5. Korec'ka, S.O. (2010). Social'na politika Ukraïni: teorija, metodologija, mehanizmi realizacii [monografija]. 445 s. [in Ukrainian].
6. Krajnik, O., Blishhuk, K., Lopushnjak, G. (2011). Social'no-ekonomichnij rozvitok regionu: mehanizmi derzhavnogo vplivu [monografija]. 228 s. [in Ukrainian].

7. Libanova, E.M. (2020). Strategichni prioriteti social'noï politiki na pochatku HHI stolittja. Retrieved from: dspace.nbuv.gov.ua/bitstream/handle/123456789/8701/01-Libanova.pdf [in Ukrainian].

8. Lopushnjak, G.S. (2011). Derzhavna social'na politika jak peredumova ekonomichnogo rozvitku [monografija]. 372 s. [in Ukrainian].

9. Postanova Verhovnoï Radi Ukraïni (2019). Programa dijal'nosti Kabinetu Ministriv Ukraïni № 188. Retrieved from: <https://zakon.rada.gov.ua/laws/show/188-20> [in Ukrainian].

10. Chaljuk, Ju.O. (2014). Osoblivosti social'noï politiki ES. *Naukovij visnik Hersons'kogo derzhavnogo universitetu*, Vip. 5. Ch. 1. S. 115–118 [in Ukrainian].

11. Shkirko, O.I. Derzhavna politika reguljuvannja dohodiv naselennja. Retrieved from: www.ej.kherson.ua/journal/economic_22/2/18.pdf [in Ukrainian].

EUROPEAN SOCIO-LEGAL HUMANITARIAN STUDIES

Nº 1, 2021

Proffreading copyright
Layout – Ivanna Polianska
Design – Kate Shanta

Size of book 70x100/16. Font Source Serif Pro.
It was published in book form in 2021 by RIK-U
in an edition of 100 copies.
Original version made in printing shop “RIK-U”
Sertificate DK 5040, in 2016.01.21.

European Socio-Legal Humanitarian Studies is the official journal of the The Faculty of Letters in Baia Mare. It publishes articles in the field of humanitarian science, written in English, French, Spanish, German, or Italian, and book reviews, or evaluations of scholarly conferences. The journal publishes the results of scientific research and primary sources in philology, pedagogy, sociology, philosophy, history, political science, law, the dissemination of humanitarian knowledge, humanization and humanization of education.

European Socio-Legal Humanitarian Studies tries contributes to the development of new interdisciplinary foundations of humanitarian research, the development of new approaches to humanization in an era of globalization, which aims to adapt the humanities and education to the new conditions of the information society, evolving into a “society of knowledge”.

Since its first publication in 2019, European Socio-Legal Humanitarian Studies has had a quarterly publication.

ISSN/ISSN-L 2668-8425