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**TRENDS IN DEVELOPMENT OF INNOVATIVE  
SCIENTIFIC RESEARCH IN THE CONTEXT  
OF GLOBAL CHANGES**

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The conference proceedings are focused on the study of trends in development of innovative scientific research in the context of global changes. General issues of the engineering, philological, pedagogical, legal, economic sciences, history of art, agriculture and so on are considered. The publication is designed for scientists, lecturers, postgraduate students, students, as well as for the general readers.

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## ENGINEERING SCIENCES

### PRACTICAL ASPECTS OF ASSESSING THE PRIORITY OF IMPROVING PROJECT QUALITY MANAGEMENT PROCESSES

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In a complicated business environment, conditioned expediency of introduction of fast changes and resource constraints, the issue of assessing the priority of certain QMS processes in order to further improve them becomes relevant. Such assessment can be carried out as a result of the consistent implementation of the following typical stages of work: 1. classification and systematization of key project quality management processes (KBPs); 2. selection of criteria for the priority of processes for further improvement and determination of methods for their evaluation; 3. determination of the method of estimating process priority indices and streamlining processes according to certain indices; 4. visual representation of assessment results and analysis of the results of process priority assessment. In accordance with these stages, the priority of project quality management processes was assessed. The course of processes was researched based on of the design project organization.

Thus, at the first stage of evaluation, the key processes of project quality management (*KBPs*) were systematized in accordance with the Process Register, which was approved by the order of the organization's director and the requirements of DSTU ISO 10006:2018 [1] (harmonized with the international standard ISO 10006:2017 [2]) (Table 1).

At the second stage, using the expert method, the criteria for the priority of processes in the «weight – problem – opportunity» plane were evaluated. To do this, by order of the director of the project organization, an expert group was appointed, which included process owners, project directors, chief engineers, auditors, designers. In accordance with the Methodology [3] proposed earlier, the competence of candidates for experts on the integrated competence indicator was assessed and their optimal number was selected.

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Table 1

**Register of project quality management processes**

Level 1	Level 2	Level 3	Coefficients			
			<i>W</i>	<i>P</i>	<i>O</i>	<i>Pr</i>
5 Management responsibility	5.2 Strategic process	5.2.0 Strategic process	4.5	4	3.2	3.9
6 Resource management in projects	6.1 Resource-related processes	6.1.2 Resource planning	3.6	2	2,6	2.7
		6.1.3 Resource control	4	3.5	3	3.5
	6.2 Personnel-related processes	6.2.2 Establishment of the project organizational structure	4.7	4.5	3.2	4.1
		6.2.3 Allocation of personnel	4.3	3.7	4	4
		6.2.4 Team development	4.8	3	3.7	3.8
7 Product/service realization in projects	7.2 Interdependent processes	7.2.2 Project initiation and project management plan development	4	3.2	4.2	3.8
		7.2.3 Interaction management	4.4	3	3	3.5
		7.2.4 Change management	3.8	3.6	3.8	3.7
		7.2.5 Process and project closure	4.8	4	3.2	4
	7.3 Scope-related processes	7.3.2 Concept development	4	2	3	3
		7.3.3 Scope development and control	3.8	2	3	2.9
		7.3.4 Definition of activities	4.2	2.6	3.8	3.5
		7.3.5 Control of activities	4.6	3.6	3.2	3.8
	7.4 Time-related processes	7.4.2 Planning of activity dependencies	4.2	2.8	3.6	3.5
		7.4.3 Estimation of duration	4.6	3	4	3.9
		7.4.4 Schedule development	4.6	3	4.2	3.9
		7.4.5 Schedule control	4.8	3.8	4.6	4.4



(End of Table 1)

Level 1	Level 2	Level 3	Coefficients			
			W	W	W	W
7 Product/ service realization in projects	7.5 Cost-related processes	7.5.2 Cost estimation	4.2	3.2	4.6	4
		7.5.3 Budgeting	4.8	4.2	4.6	4.5
		7.5.4 Cost control	4.8	4	3	3.9
	7.6 Communication- related processes	7.6.2 Communication planning	4.2	4.2	3	3.8
		7.6.3 Information management	4.2	4.6	4.6	4.5
		7.6.4 Communication control	4.2	4.6	4	4.1
	7.7 Risk-related processes	7.7.2 Risk identification	4.2	4	4.2	4.1
		7.7.3 Risk assessment	4.8	4	4	4.3
		7.7.4 Risk treatment	4.2	4.2	4.2	4.2
		7.7.5 Risk control	4.8	4.8	4.8	4.8
	7.8 Procurement processes	7.8.2 Procurement planning and control	3.8	2.8	4.2	3.6
		7.8.3 Documen- tation of procurement requirements	3.8	3.2	3.8	3.6
		7.8.4 External provider management and development	4	4.6	4.2	4.3
		7.8.5 Contracting	4.8	3	3	3.6
7.8.6 Contract control		4.8	2	3.2	3.3	
8 Measurement, analysis and improvement in projects		8.1 General	8.1 Improvement	4.2	3	4.6
	8.2 Measure- ment and analysis	8.2 Measurement and analysis	4.2	3.2	4	3.8
	8.3 Improve- ment	8.3.1 Improvement by the originating organization	4.8	4.8	4.8	4.8
		8.3.2 Improvement by the project organization	4.8	4.2	4.6	4.5

Then, according to [3] the competence of the candidates for experts was estimated according to the integrated competence indicator, and their optimal number was selected. 12 experts were involved in the first group of experts, with the integrated competence factor  $K_{\text{KOM}} \geq 0,83$ . The second group involved 12 specialists whose integrated competence coefficient was  $K_{\text{KOM}} \geq 0,87$ . As the determined level of competence of the experts was more than the acceptable level proposed ( $K_{\text{KOM}} \geq 0,67$ ), it was expedient to involve the selected experts in order to assess the priority of processes. Next, in the second stage, *the degree of weight of the process (W)* was determined by multiplying the share of CSF (Critical Success Factors) of the project and the degree of impact and making all the weighted estimates. To do this, we first assessed the degree of influence of individual processes on the critical success factors of CSFs. This approach means that processes that affect a large number of CSFs are likely to be more relevant to the organization than those that affect a small number of factors. Therefore, such processes need improvement in the first place. The degree of impact of the processes on CSFs was assessed by an expert group on a five-point scale (1 – very low; 2 – low; 3 – medium; 4 – high; 5 – very high). At the beginning of the evaluation, 16 typical CSFs were identified. By conducting a factor analysis (principal components method), the list of typical CSFs was reduced and 8 CSFs were proposed, which more than other factors affect the success of the project (Table 2). The calculated values of the Kaiser-Meyer-Olkin test (KMO) and the Bartlett's Test of *sphericity* allowed us to draw a conclusion about the general suitability of the available data for factor analysis.

Table 2

### The list of typical CSFs

CSF1	Project mission, project goals & objectives, project scope, project definition/perception, project vision
CSF2	Top/senior management support, top/senior management support commitment
CSF3	Project communication, communication/information systems/channels/procedures, internal project communication
CSF4	Project planning/monitoring/control, monitoring & control, project monitoring/control mechanisms/systems/ procedures
CSF5	Project manager/team leader competence & relative/past experience
CSF6	Technological environment, modern/ advanced/appropriate technology, automatization, technology knowledge/transfer, knowledge & expertise utilization/support, technology level/ availability, technological advancement
CSF7	Project finance/funding, project economics/budget, adequate/guaranteed project funding, reliable funding source, project cash-flows
CSF8	Political environment, political stability/instability, political risks, political factors, political influences

The weight of each CSF (from 0 to 1) was determined by the expert method using the Fishburne method [5]. To assess the degree of agreement of experts within the group, traditionally, the coefficient of concordance (agreement) of Kendall-Bebington Smith was used. The statistical significance of the concordance coefficient has traditionally been tested by the Pearson agreement criterion ( $\chi^2$ ). The degree of correlation of the assessments of the two groups of experts was assessed by the Kendall tau rank correlation coefficient  $\tau$  (Kendall tau rank correlation coefficient) and, in addition, Shukeni-Froli. *Degree of problematic of process (P)* was assessed by an expert method on a five-point scale (A – excellent work; B – good work; C – satisfactory work; D – bad work; E – Very bad work) taking into account the influence of risk-dominant factors [4]. Such factors include 13 key risk-dominant factors ( $m_i, i = \overline{1,13}$ ):  $m_1$  – the existence and essence of the objectives of constructing a process;  $m_2$  – the degree of the possibility of integrating the process with other internal and external processes;  $m_3$  – the degree of documenting the process;  $m_4$  – knowledge of process implementers;  $m_5$  – skills of process implementers;  $m_6$  – behaviour of the process implementers;  $m_7$  – personality of the process owner;  $m_8$  – the activity of the owner of the process;  $m_9$  – authority of the process owner;  $m_{10}$  – the degree of use of information technology in the operation of the process;  $m_{11}$  – the current system of hiring, training, remuneration;  $m_{12}$  – certainty and transparency of indicators of process efficiency;  $m_{13}$  – the degree of applicability of the results of evaluation of the effectiveness of the process for its improvement. To determine the weights of each of the risk-dominant factors, followed by their distribution by levels of influence on the problem of QMS processes, the Fishburne method was used [5]. *Degree of possibility of process (O)* was assessed by an expert method on the strength of the impact of barriers to process improvement. Such barriers included: technological (*T*), regulatory (*N*), financial (*F*), organizational (*O*), personnel (*P*), methodological (*M*), information (*I*). The next step was to determine the weight of each of the barriers (from 0 to 1) using the Fishburne method [5]. The strength of the impact of each barrier on a single process was assessed on a five-point scale, which has the following characteristics: 1 point – very low; 2 points – low; 3 points – average; 4 points – high; 5 points – a very high impact. The next step for each identified process was to calculate the total strength of all barriers that may hinder its improvement. After that, the total value of the strength of the barriers was rationed in the range from 1 to 5 points for each of the processes, taking into account the weight of the barrier. Based on certain criteria, the process priority index is calculated using the formula  $Pr = (W \times P \times O)$ , where *W* – degree of weight of the process (importance); *P* – degree of problematic of process; *O* – degree of possibility of process for improvement. The

resulting expression allows link all the criteria for the priority of processes. Thus, the highest priority for the organization will be the process with the highest priority index. The total value of the priority index ( $Pr$ ) can reach a value of several tens, so it needs to be normalized, bringing it to the range from 1 to 5 for all processes. The results of calculating the process priority indices are presented in tab 1.

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## DECARBONIZATION OF THE TRANSPORT INDUSTRY, PROS AND CONS

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The European Commission has published a new hydrogen strategy [1], the goal of which is to develop hydrogen technology to maximize CO<sub>2</sub> emissions by 2050. This strategy coincides in the IRU's perspective as for transport decarbonizing. But the organization says the transition has to be gradual and elaborate so the measures taken do not harm the transport industry. The use of hydrogen technologies opens up the opportunities for both the world and Ukraine for decarbonization of the main branches of the Economy, as well as for building a new industry and creating additional employment.

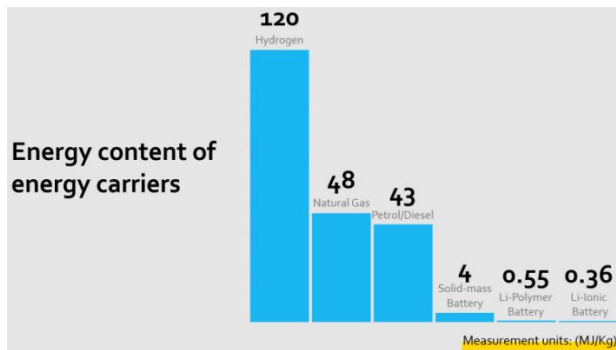
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In the commercial transport sector, «green» hydrogen is the most perspective alternative fuel: one kilogram of hydrogen contains 3 times more energy (as we can see in the diagram) than its oil equivalent, and 330 times more energy than one kWh battery cell. This type of hydrogen is called «green» because it is produced from renewable sources such as biogas and water [2].

New technologies are expensive, and the most commercial road transport operators in the EU are small and medium-sized enterprises, to achieve strategy's goals the companies will need financial incentives to invest in more eco-friendly mechanical-transport parks.

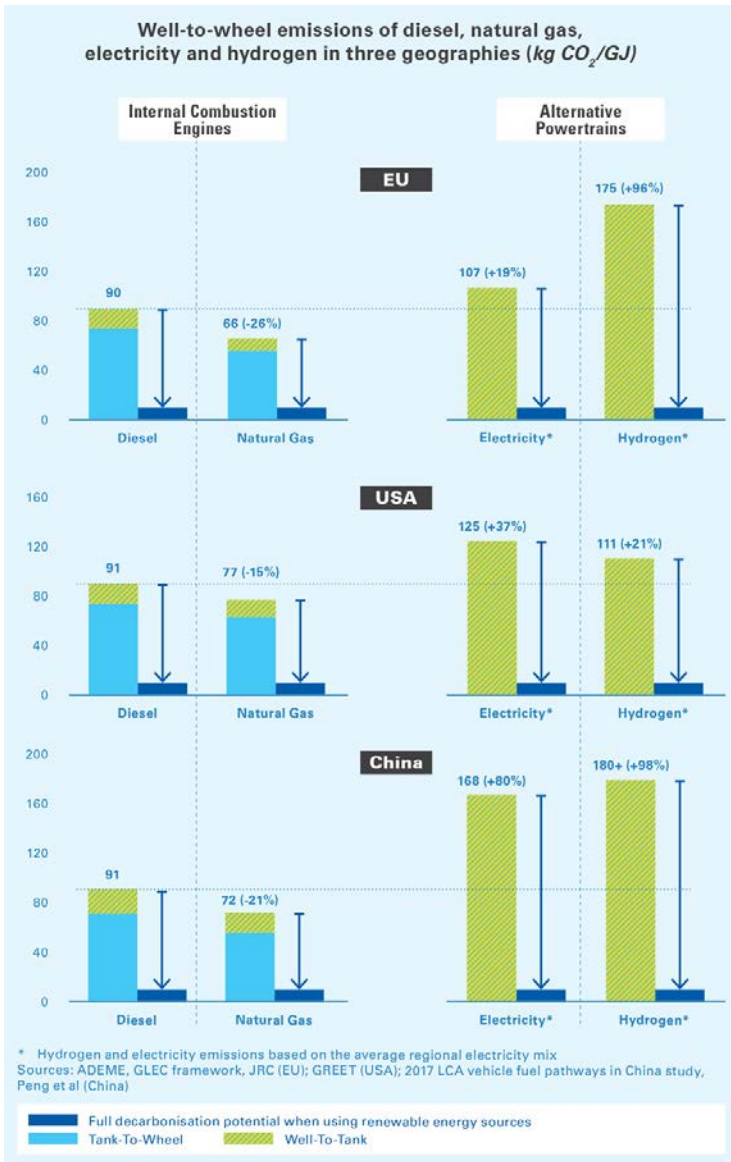


Given the ambitious of decarbonisation plans, the main task now is to make Purified hydrogen lucrative to transport operators: to ensure the availability of the technology, its economic and operational viability. This will help to gradually reduce CO<sub>2</sub> emissions without harming the transport industry, but whether this is the case.

Simulations show that measuring CO<sub>2</sub> emissions only at the commercial vehicle level in some regions can double the actual emissions [3]. Heavy commercial transport, including buses and trucks, are responsible for only 950 million tonnes of CO<sub>2</sub> in annual exhaust emissions, or 2.5 % of global emissions when assessed on a «tank-to-wheel» basis.

Hydrogen and electricity are often mistakenly considered zero-emission fuel. Taking into account all CO<sub>2</sub> emissions, including «tank-to-wheel» ones, more realistic picture of the carbonic trace of these alternative fuels can be provided. Only in Europe, the United States and China, this approach to the assessment, especially given the current energy consumption pattern, shows that when using electricity and hydrogen as the fuel, CO<sub>2</sub> emissions increase by 45% and 72%, respectively, compared to the traditional diesel fuel. Thus, when converting heavy vehicles to electricity and hydrogen without using low

and carbon-free energy sources, 400 to 700 million tons of annual CO<sub>2</sub> emissions will not be taken into account.



The decarbonization of commercial road transport is not only a large-scale task but also an expensive one. The right mix of stimulus and investment that will accelerate the transition to low-carbon and carbon-free types of fuel to meet the 2030 and 2050 targets can only be achieved if CO<sub>2</sub> emissions are properly accounted for. A nonobjective «tank-to-wheel» approach that measures emissions in the exhaust gases instead of a comprehensive estimate of the total emissions from «tank-to-wheel» stages will not provide an effective policy to reduce CO<sub>2</sub> emissions from commercial road transport. Road transport operators need clearness, not unworkable, solutions. Only in this way they will be able to continue working on such a difficult task as the effective decarbonization of the transport park and traffic.

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## MEDICAL SCIENCES

### MODERN REQUIREMENTS TO THE EDUCATIONAL- PROFESSIONAL PROGRAM FOR MASTERS OF THE SECOND LEVEL OF HIGHER EDUCATION IN THE DISCIPLINE «DERMATOVENERELOGY» IN THE SPECIALTY «DENTISTRY»

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A competent doctor is a future in world medicine. What is competence? Competence translated from Latin «competentia» means a range of issues in which a person is well aware, has knowledge and experience. A person, competent in a certain field, has the appropriate knowledge and abilities that allow him to reasonably judge this field and act effectively in it [1; 2]. Competence is also defined as the integrated ability of an individual acquired in the process of learning, which consists of knowledge, experience, values, and attitudes that can be fully implemented in practice.

In the methods of teaching certain subjects of competence have been used long ago, for example, linguodidactic competencies are used in languages, communicative – in computer science. In recent years, the concept of «competence» has reached the general didactic and methodological level [3]. This is due to its system-practical functions and integrative meta-subject role in general education. Increased attention to this concept is also due to the recommendations of the Council of Europe concerning the restoration of education, its approximation to the order of society. The need for the formation of key competencies by the school is noted in the conceptual modernization of national education[4; 5].

The educational-professional program is a normative document in medicine, which regulates the normative competence, qualification, organizational, educational, and methodological requirements for the preparation of masters in the field of 22 «Health» specialty 221 «Dentistry». The educational and professional program is based on the competency

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approach of training a specialist in the field of 22 «Health» specialty 221 «Dentistry»[6].

Educational-professional program Dentistry of the second (master's) level of higher education in the specialty 221 «Dentistry», field of knowledge 22 Health care is developed in accordance with the Law of Ukraine «On Higher Education», Standard of higher education in specialty 221 «Dentistry» in the field of knowledge 22 Health care «for the second (master's) levels of higher education, Resolution of the Cabinet of Ministers of 29.04.2015 № 266» On approval of the list of branches of knowledge and specialties in which higher education is trained «, Resolution of the Cabinet of Ministers of Ukraine of 23.11.2011 № 1341 «On approval of the National Qualifications Framework» as amended in accordance with the Resolutions of the Cabinet of Ministers of 12.06.2019 № 509, 25.06.2020 № 519, Resolution of the Cabinet of Ministers of Ukraine of 28.03.2018 № 334 «On approval of the Procedure for a single state qualification examination for applicants for a master's degree in the field of knowledge «Health», the Resolution of the Cabinet of Ministers of Ukraine from 12/30/2015 № 1187 «On approval of the Licensing Conditions for educational activities of educational institutions» and other applicable regulations. The educational-professional program is a normative document, which defines the profile of the educational-professional program in the specialty 221 «Dentistry», the list of program components and their logical sequence, the number of ECTS credits required for this program, the form of certification of higher education [7; 8].

The discipline «Dermatovenereology» is a clinical course, the subject of which is the examination of a patient with the pathology of the skin and mucous membranes of the mouth and genitals, the study of the leading syndromes and symptoms in dermatovenereology, manifestations of skin and venereal diseases in the mouth, nature, and principles of treatment, complications of the most common diseases, providing emergency and specialized care, measures of primary and secondary prevention of the most common skin and sexually transmitted diseases.

The specifics of teaching Dermatovenereology at the Faculty of Dentistry include direct medical orientation, prevention, and treatment of patients with affections of the oral mucosa, which are often an important symptom of many skin and sexually transmitted diseases. When studying the discipline, dentists should pay special attention to dermatoses, which often (lichen planus, herpes, exudative erythema, cheilitis, lupus erythematosus, candidiasis, pemphigus, etc.) or in isolation (tuberculosis, leprosy) appear on the oral mucosa and lips, as well as widespread (pyoderma, dermatitis, urticaria, toxiderma) to provide counseling or emergency care. Disclosure of the place of the academic

discipline in the structural-logical scheme of the educational-professional program (EPP).

The purpose of teaching the discipline «Dermatovenereology» is to prepare students to work as a family doctor, able to diagnose major diseases of the mouth, lips, and skin in adults and children, provide specialized care, prevention of the most common skin diseases [9].

The discipline «Dermatovenereology» is aimed at mastering the following competencies by students [10; 11]:

– Integral competence (IC): the ability to solve complex problems and problems in the field of health care in the specialty 221 «Dentistry» in professional activities or the learning process, which involves research and/or innovation and is characterized by the uncertainty of conditions and requirements.

– General competencies (GC) are:

1. Ability to improve professional skills.
2. Ability to use information and communication technologies.
3. Ability to search, process, and analyze information from various sources.
4. Ability to identify, pose and solve problems.
5. Ability to communicate in a professional environment and with representatives of other professions in the national and international context.
6. Ability to evaluate and ensure the quality of work performed.
7. Ability to work in a team.

– Special (professional) competencies (PS) are:

PC 1. Ability to collect medical information about the patient and analyze clinical data.

PC 2. Ability to interpret the results of laboratory and instrumental research.

PC 3. Ability to diagnose: determine the preliminary, clinical, final, concomitant diagnosis, emergencies.

Competence is a dynamic combination of knowledge, skills, and practical skills, ways of thinking, professional, ideological, and civic qualities, moral and ethical values, which determines a person's ability to successfully carry out professional and further educational activities and is the result of higher education.

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## **INDEPENDENT PREPARATION OF INTERNS FOR THE LICENSE EXAM**

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In today's rapidly advancing medical technology with increased demands on the specialist the continuous process of improving the knowledge and skills of an intern, makes it extremely important to improve postgraduate education. The use of methods of activating the performance of interns creates modern person-centered approaches to training a young doctor. The decision-making on diagnostic and medical problems, situations, participation in training games provides high professional training. In the process of training all interns are forced to actively find, study and use educational and scientific information, which is more useful than traditional methods of training. The

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modern educational process actualizes the leadership qualities of young people, cultivating in them a taste for the new and progressive with the widespread use of the latest medical information technologies [1; 2]. Continuing education supports lifelong learning, creates conditions for self-education which contributes to personal progress. This provides a certain connection between the separate stages of the educational pathway. Currently, continuous self-education is becoming a necessary condition for the realization of individual preferences in the field of special medical knowledge. It is not only about professional development but also about qualitative – individual progress of the intern which provides a high degree of subjective activity, free choice of decisions, the desire to improve general medical and ethical competence and spiritual culture, which becomes a way of self-organization [3].

Independent work of interns is one of the most important reserves for improving the efficiency of higher education and is distributed in the amount of 100% (for external study) to 30% (for full-time study). Acquisition of skills of independent planning and organization of own educational process provides smooth transition to continuous postgraduate education, first of all – self-education. Independent training is a planned work of interns which is performed on the task and under the guidance of the teacher but without his direct participation. This type of training is designed not only to master related disciplines but also to develop skills of independent work in general – in educational, scientific, professional activities; to acquire the ability to take responsibility, solve problems independently, find constructive solutions, a way out of a critical situation, etc. The teacher only organizes cognitive activity and the intern himself carries out cognition [4].

In higher educational institutions there are different types of individual independent work: preparation for lectures, practical classes, seminars, module tests, tests, exams; execution of abstracts, tasks, term papers and projects, preparation for the license exam. The ratio of time spent in the classroom to the time attempted for independent work worldwide is 1: 3.5. This is based on the great didactic potential of this type of educational activity.

Independent training contributes to deepening and expanding knowledge, the formation of interest in cognitive activity, mastering the techniques of the cognitive process, the development of personal abilities. The successful implementation of independent work is influenced by: motivation, clear statement of cognitive tasks, mastering algorithms, technique, methods of work, clear definition of report forms, scope of work, deadlines, consulting, clear evaluation criteria, reporting, etc., use of various forms of control

(workshop, tests, testing) by the teacher. Independent work includes creative processes in the training of personality.

There are three levels of independent learning:

1) Reproductive – training independent work is performed on the model: solving problems, filling in tables, diagrams, etc. Cognitive activity is manifested in recognition, comprehension, memorizing. The purpose of this type of work is to consolidate knowledge, develop skills and abilities.

2) Reconstructive – in the course of reconstructive independent work the reconstruction of decisions, drawing up of the plan, writing theses, annotating is carried out. Summary writing can be performed at this level.

3) Creative (search) – independent work requires analysis of the problem situation, obtaining new information. The intern must independently choose the means and methods of solution (personally simulate a problematic medical situation, create a valid test task, etc.) [5].

Motivation of the academic assignment is the first condition for successful performance of independent work, characterized by a set of motivations (motives) that cause the activity of the individual; system of factors that determine human behavior. Motivation for the subject must be a continuous process. Motive, in contrast to motivation, is a personal property, motivation to act, initiation of actions and deeds. Motives are formed from human needs, are conscious and unconscious. The main categories of motives: the motive of success, the motive of avoiding failure, the motive of power, the motive of affiliation (desire to communicate) [6]. It is optimal to base motivation on cognitive interest. The stronger the cognitive motivation, the greater the ability to solve complex problems. If the intern enters upon a lesson with a compound motive, then no special work is required at this stage. Otherwise, it is necessary to use external or internal motivation to ensure the inclusion of a young colleague in joint activities with the teacher.

Needs and motives can urge the subject to action not only to master the object but also to avoid it (when the object has a negative valence associated with the threats resulting from (the ability to experience unpleasant feelings, to lower the social status, etc.) Protective mechanisms of this nature is a psychoanalytic category that combines a set of unconscious techniques by which a person protects himself from psychological trauma. time limit, etc.), uses to the full strong points of the personality due to the independent choice of time and methods of work, etc.

The main ways to increase the activity of the subject and the effectiveness of the entire educational process are: strengthening the learning motivation of the intern through internal and external motives (stimulating motives); creating conditions for the formation of new predominant forms of

motivation: the desire for self-actualization, self-expression and self-knowledge in the learning process.

Self-education is a conscious activity of a person aimed at self-development and the formation of the own basic culture. Self-education should strengthen and develop the ability to voluntarily fulfill obligations (both personal and based on the requirements of the team), to form moral and volitional qualities, characteristics of behavior.

The final condition for the success of self-training is creativity – an activity that gives new material and spiritual values. Creativity reveals a person's need for self-expression, self-actualization and realization of their creative potential.

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## STIGMATIZATION OF THE MENTALLY ILL AS A MEDICAL AND SOCIAL PROBLEM OF UKRAINE

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Today's life problems that cause psychological stress and mental disorders in people of all ages, namely political and financial instability, the war in eastern Ukraine, the pandemic (coronavirus infection COVID-19), and much more are the result of increasing the number of mentally ill.

Therefore, such a phenomenon as stigmatization begins to be used in modern society and devalues the human personality, resulting in a negative perception of the mentally ill [2, p. 309].

The term «stigmatization» has been existing since ancient times, has Greek origins, and is translating as a mark or label (stigmatization, stigma). A more specific scientific understanding of the term in scientific sources is interpreted as «hanging a label» on someone to clamp down on any negative human quality. Significant scientific interest in the problem of stigmatization as a concept of the theory of social reaction was acquired in the 1960s and was theoretically studying until the 1990s of the twentieth century. The term «stigmatization» has been interpreting by many domestic and foreign scholars as «mental illness», «sign of illness», and «branding».

The problem of stigmatization of society was first studying by E. Goffman in 1963. Scientists have identified three types of stigmas, namely:

- congenital stigma;
- stigma due to illness;
- stigma of belonging to a minority [4].

Prominent scientist H. Becker in his works, interprets this term as a «normative model» [3], H. Leymann understands this concept as a «socio-psychological model» [6], and H. Tellenbach as a «dramatization of evil» [8]. Problems of stigmatization are more common in patients with mental illness, such as individual character deficiencies, which are perceiving as «weakness of will», disability – «physical injuries», AIDS patients.

However, the stigma of today depends on the level of integration, solidarity, and humanity of the state society. In the countries of the European Union and the North Atlantic, in particular in Canada, Germany, the USA,

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New Zealand, patients with mental disorders find support not only from government agencies but also from NGOs, trade unions [9].

A major medical and social problem of modern society is the phenomenon of stigmatization among student youth, especially students studying in medical institutions of higher education in Ukraine and young psychiatrists. According to the results of an anonymous survey of respondents who are applicants for higher medical education at Vinnytsia National Medical University named after Mykola Pirogov (4-6 course) and psychiatrists who work in psychiatric institutions and have less than five years of experience, it has been finding that 87.4% of students and 67.9% of young psychiatrists believe the mentally ill are a great threat to society and should be treated harshly by medical staff.

In 2008, a poll was conducted in many regions of Ukraine among the adult population with the help of Socis-Gallup on attitudes towards the mentally ill. It has been finding that 45% of respondents believed that these patients need the most favorable treatment, but 43% insisted that such patients pose a threat to society [1; 5, p. 364].

Thus, patients are forcing to be treated in institutions with strict isolation in the so-called «closed centers of total control», even though they are not considered criminals. Unsatisfactory sanitary and hygienic conditions in psychiatric health care facilities, which have been building over 70 years (in some cases over a century) and require major reconstruction, increase the signs of stigma and contribute to the complete disintegration of the individual, the formation of dysfunctional conditions and further exacerbation of mental illness.

Studies by British researchers V. Pinfold and N. Toulmin suggest that during the treatment of patients, doctors themselves cause their stigmatization, thus setting an example to follow and causing stigmatization of family members of these patients. Therefore, abroad, the National Institute of Mental Health is constantly conducting research, analysis, surveys, training among schoolchildren, students, police, and other professionals to eliminate the phenomenon of stigma in society [7, p. 341; 9, p. 243].

Isolation from society and compulsory treatment of the mentally ill in health care facilities affect the psychosomatic, moral aspects and encourage additional stress and disability, which has an even more negative impact on the patient's health. Mentally ill people feel lonely, lose their sense of self-worth, feelings of hopelessness appear due to constant manifestations of discrimination: humiliation, restriction of rights, insults from health workers. Therefore, the social isolation of the mentally ill is the chief cause and consequence of the exacerbation of mental disorders.



To solve the medical and social problem of stigmatization of mentally ill people in society and in the psychiatric hospital and to prevent stigmatization of mentally ill patients in the future practice of psychiatrists, the following measures will be appropriate, borrowed in European countries, namely: introduction of a model of environmental psychiatry in Ukraine mentally ill to independent and filled life in society; improving the material and technical base of psychiatric health care institutions by creating the best conditions for the organization of treatment and protection; use of modern standards in the treatment, rehabilitation, and prevention of mental illness; integration of medical, psychological, and social programs to improve the adaptation of patients with mental disorders; systematic educational training, lectures, conferences on psychological and psychiatric topics with elements of medical ethics, morality, and deontology; strengthening the professional requirements for medical staff working with the mentally ill and applying it to those who implement stigmatizing, antisocial behavior, conducting psycho-informational work for family members of the mentally ill, which should be aiming at forming an adequate understanding of diagnosis, treatment and ways to create conditions for favorable environmental rehabilitation. All of the above measures should be a guide for future psychiatrists who choose to specialize in psychiatry and for psychologists and the like.

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## PHYSICAL EDUCATION AND SPORT

### IMPROVING THE PHYSICAL CONDITION OF PRIMARY SCHOOL CHILDREN BY MEANS OF SPORTS DANCES

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In recent years, sport dances continue to gain popularity among various groups, especially among children of primary school age. Children with pleasure attend dance groups, sections, optional classes, diligently learn the elements of various dances, acquire dancing skills and abilities. Sports dances have a positive effect on various mental processes, play an important role in the formation of a harmonious personality of the student, combine physical training and aesthetic creativity [4, p. 3–5; 5]. Dance develops strength and flexibility, improves physique, coordination of movements, promotes spontaneity and freedom of movement, increases mental activity and efficiency [5].

The availability and popularity of sport dances allows the widespread use of this sport in the system of physical education of primary school children [1; 2; 3; 8; 9].

In typical educational programs in the field of physical education, for children of primary school age, dance improvisation exercises are offered [6, p. 65], and some dance steps [7, p. 90].

Attending physical education classes is not enough to increase motor activity of schoolchildren. Therefore, it is important to consider the use of elements of sport dancing in various forms in the primary school daily routine for children of primary school age.

The purpose of the study is to scientifically substantiate the use of means of sports dances in physical education of primary school children to improve their physical condition.

Research methods: theoretical analysis and generalization of data of scientific and methodical literature, anthropometric methods, pedagogical testing, functional research methods, pedagogical experiment, methods of mathematical statistics.

The study was conducted on the basis of MEI (Municipal educational institution) School № 28, Dnipro. To form control and experimental groups,

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children were divided into two groups of 14 girls and 14 boys each. The children who took part in the experiment had no health problems. During the experiment, the following indicators were investigated: level of physical development (indicators: body length, cm; body weight, kg; wrist dynamometry of the stronger hand, kg; strength index,%); level of physical fitness (according to tests: «long jump from the place, cm»; «running for 30 m, s»; «shuttle run 4x9 m, s»; «alternation of walking and running without taking into account time, m»; «torso tilt forward from a sitting position, cm»); level of functional state (VL, ml; HR, bpm; blood pressure, mmHg; vital index, ml·kg<sup>-1</sup>; Robinson index, c.u; Ruffier test, c.u.).

At the beginning of the experiment, no significant differences in the physical condition of primary school children in the control and experimental groups were observed ( $p>0.05$ ). Thus, in boys and girls 8-9 years of control and experimental groups, the average growth and body weight corresponded to the age norm. The average strength index showed that the level of flexor strength is below the age norm. Average indicators flexibility corresponded to the average level of development, average indicators endurance, speed and strength qualities and coordination corresponded to the level below the average. Indicators of the cardiovascular system corresponded to the age norm. The assessment of physical performance according to the Ruffier index was «satisfactory», the Robinson index was below average, the functional state of the respiratory system according to the vital index was below average.

To improve the physical condition of students 8-9 years in the experimental group was proposed to use elements of sports dances in various forms in the daily routine of primary school, namely: music and dance minutes, music and dance breaks, dance morning gymnastics, dance classes. in the extended day group. Also in the experimental group was proposed the use of choreography, game technology, music and rhythmic training. The control group used the usual forms of work in the day mode with the use of general developmental exercises and motor games.

Thus, in the experimental group, gymnastics was performed daily 15 minutes before lessons. Gymnastics consisted of 6-8 exercises and included: a march accompanied by music, dance elements «Polka», «Jive», «Cha-Cha-Cha» and «Slow Waltz», which were performed at different tempos.

To prevent fatigue and restore mental performance in the experimental group, physical education minutes lasting 2-3 minutes were performed, during which 3-4 exercises were performed by the frontal method using musical instruments and musical accompaniment. The children were asked to perform elements of various dances – «Polka», «Cha-Cha-Cha», «Jive», «Slow

Waltz», to imitate and repeat the movements of the wings of birds, clumsy bears, fast foxes or hares.

To increase the efficiency of junior students of the experimental group, moving breaks were held with the use of various games accompanied by music, elements of sports dances, musical and rhythmic exercises.

During the homework in the experimental group, sports breaks were held, which lasted 3-5 minutes and consisted of 5-6 exercises: deep breathing exercises, hand exercises imitating the flight of birds or butterflies, relaxation exercises, steps to the side, forward or backward from the «Slow Waltz» dance, some figures and elements of the dance «Cha-cha-cha» or dance «Polka».

In the extended day group, sports dance classes were held for the experimental group.

To determine the impact of sports dancing on the physical condition of children of primary school age, we conducted a comparative analysis of indicators of physical development, physical and functional fitness of children 8-9 years before and after the experiment.

After the experiment, children in the experimental group showed a significant improvement in wrist dynamometry and strength index ( $p < 0.05$ ). According to the indicators of physical fitness in the children of the experimental group, there was a significant improvement in all tests ( $p < 0.05$ ). Significant changes occurred according to the tests: «tilt of the torso forward from a sitting position, cm» – in boys – by 27.44% ( $p < 0.05$ ), in girls – by 30.59% ( $p < 0.05$ ) and «Alternation of walking and running without taking into account time, m» – for boys – by 17.07% ( $p < 0.05$ ), for girls – by 13.34% ( $p < 0.05$ ). In children of the control group significant improvements were observed on the test «torso tilt forward from a sitting position, cm» – in boys – by 11.47% ( $p < 0.05$ ); in girls – by 11.49% ( $p < 0.05$ ). Positive but unreliable changes were also observed in other tests. Capabilities and reserves of the cardiovascular system according to the Robinson index in children of the experimental group after the experiment corresponded to the average level. Significant changes also took place in terms of workability performance: in the experimental group its indicators improved – in boys – by 30.24% ( $p < 0.05$ ), in girls – by 25.15% ( $p < 0.05$ ); in the control group – in boys – by 12.08% ( $p < 0.05$ ), in girls – by 7.88% ( $p < 0.05$ ).

The use of elements of sports dances in various forms in the daily routine of primary school, namely: music and dance minutes, music and dance breaks, dance morning gymnastics and sports dances in the group for an extended day, helps to improve the physical condition of primary school children.

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## MOTOR ACTIVITY AND THE RESPIRATORY SYSTEM OF HIGH SCHOOL STUDENTS DURING THE CORONAVIRUS PANDEMIC

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**Introduction.** Regular physical activity is important for young people's health. However, people have trouble maintaining their physical activity in Ukraine and across the world as a result of acute quarantine measures. Due to the outbreak of a new, dangerous coronavirus (COVID-19) disease, people across the world have had a disruption in their common life and have found themselves unable to maintain their normal physical activity patterns. While a student's physical activity level should be at least 8-12 hours per week, online learning, social distancing, and lockdown have dramatically decreased it [4].

The COVID-19 pandemic has become a new challenge for the world and Ukraine. The rapid spread of coronavirus has forced all scientists to seek methods and means of disease protection and prevention, including physical culture and sports [6].

The coronavirus pandemic has been affecting teachers and students because the stress incrementally affects the human body, thus reducing its physical and psychological activity. Many studies show that lack of sufficient motor activity causes various physical and mental health problems [5, p. 25].

In today's situation, exercise can help maintain students' physical and mental health, whereas physical education teachers take on the role of an organizer of students' active physical activity outside of online learning [2].

**The purpose of the article** is to study and measure the fitness and motor activity of high school children during the coronavirus pandemic.

**Research methods.** Literature review; anthropometric methods; physiological methods; methods of evaluating physical health; chronometry method; statistical mathematics methods.

**Study selection.** The study involves students of 10-11 grades of I.S. Obdula Mezhyrtsky Lyceum of Pavlohrad Raion, Dnipropetrovsk region for the duration of the quarantine period from March 2020 to May 2020.

**Study.** Physical activity and exercise is the most important factor of a healthy lifestyle and good health in any age. The physical, mental, and social

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health of high school students is significantly influenced by specially organized motor activity pivoting on the conditions of the educational process and after-school activities, especially during the quarantine. Quarantine measures during the COVID-19 pandemic have limited motor activity for billions of people around the world in an attempt to minimize spread [4; 5, p. 47; 6].

To measure motor activity, we used a method developed at Framingham State University [1, p.119]. Table 1 shows the results of the study.

Table 1

**Distribution of time spent on different levels  
of physical activity of high school students per day, min**

Gender	Physical activity levels				
	Basic	Sedentary	Small	Medium	High
	$\bar{x} \pm S$	$\bar{x} \pm S$	$\bar{x} \pm S$	$\bar{x} \pm S$	$\bar{x} \pm S$
Males	548,9±33,0	287,2±31,4	407,0±29,5	159,9±21,9	36,8±7,3
Females	691,8±35,5	233,7±35,3	420,1±22,3	88,6±36,3	5,3±12,6

The analysis of quantitative indicators of motor activity presented in Table 1 reveals that the male and female students spend the most time while having basic motor activity.

The students have long stretches of low-level physical activity due to learning online and preparing for college.

The sedentary level also takes much time in both male and female students due to social media, computer games, and TV watching.

The medium level of physical activity is associated with household chores and strolling outside.

The students have very little time for high-level physical activity due to strict quarantine measures and lockdown. As response to the outbreak of COVID-19, the students have changed their common habits and physical activity patterns.

(Lack of) physical activity acts as a reliable marker and predictor of health status. Our data on motor activity of the students indicate a need to introduce exercise in their daily routine outside of online learning hours during the quarantine.

Health is an essential component for high academic and work performance and harmonious well-being. Health is not simply defined as just the absence of disease or infirmity, but also as a state of complete social, physical and mental well-being.



The assessment of physical health was carried out according to the method of G. L. Apanasenko (Table 2) [1, p. 156]. Sum scores of all the five indicators assess the physical health of the participants.

The proposed assessment system makes it possible to identify those students who need healthcare measures and prevention measures, as well as those who may be having symptoms of pre-pathological or pathological conditions.

Table 2

**Physical health level of high school students, %**

Gender	No.	Levels of manifestation				
		low	below average	average	above average	high
males	18	16,8	50,4	22,4	11,2	-
females	18	28,0	50,4	16,8	-	-

Most high school children have below average physical health (50.4% of males and 50.4% of females), 16.8% of males and 28.0% of females have low-level physical health, 22.4% of males and 16.8% of females have average physical health and only 11.2% of males have above average health. There are no females with above average and high levels of physical health in the study. The findings suggest parents, teachers and doctors pay close attention to students' fitness and exercise.

The condition of one's respiratory system is one of the indicators that largely determine motor activity during the COVID-19 pandemic confinements (Table 3) [1, p. 48].

The analysis of respiratory indicators of the young people shows that vital lung capacity (VC) is  $3077,0 \pm 286,4$  ml, which is below normal pulmonary function values. Shtange and Genchi's test results are well below normal pulmonary function values.

Table 3

**Respiratory indicators for high school students (n = 36)**

Indicators	Males (n=18)		Females (n=18)	
	x	S	x	S
VC, ml	3077,0	286,4	2307,5	218,5
Shtange test, s	43,15	3,75	38,9	4,15
Genchi test, s	21,9	3,09	20,9	2,65
Orthostatic test, s				
lying	65,3	4,12	66,3	5,32
standing	78,4	7,56	80,5	7,10
difference	13,1	3,57	14,2	2,04

In the females, vital lung capacity is below normal and VC is  $2307.5 \pm 218.5$  ml. Shtange and Genchi's test results for the females are also below normal pulmonary function values.

The cardiovascular system provides the link between pulmonary ventilation and oxygen usage when the body adapts to the stress of new levels of physical activity. However, the participants have low-level physical activity in their day-to-day living. Yet blood circulation is one of the most important functions in the body and directly impacts work and academic performance.

Interpreting the orthostatic test results of the high school students, the following data was collected: at supine position, heart rate is 66.3 beats/min in females and 65.3 beats/min in males, upright 80.5 beats/min in females and 78.4 beats/min in males; the difference between heart rate at supine position and upright is 14.2 beats/min in females and 13.1 beats/min in males. No meaningful difference was recorded in males and females. The test results correspond to the physical development of an untrained person (Table 3).

**Conclusion.** The study found that the results of the pulmonary function tests for high school students are below normal pulmonary function values whereas physical health levels are below average. Quarantine measures and lockdown have restricted outdoor physical activity of students in an attempt to minimize spread. Therefore, it is necessary to get high school students have motor activity outside of online learning hours during the quarantine period to improve their immune response to the coronavirus.

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## HISTORICAL SCIENCES

### DEVELOPMENT OF THE SCHOOL EDUCATION SYSTEM OF ODESSA DISTRICT OF KHERSON PROVINCE IN THE 1860-70'S

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Since the establishment of the Odessa County Zemstvo, the development of primary education in the settlements begins to be focused on its management. This is facilitated by the adoption of the «Regulations on Primary Public Schools» in 1864, which began the process of creating a new type of school – public schools for children of different social stratas, nationalities and religions [1, p. 613–618].

The educational institutions in the Orthodox parishes of the county become a basis for the formation of school education in the county. Formed in the early 60's of the XIX century in order to improve the literacy of the rural population, parish schools became the basis that encouraged rural communities to join the development of the educational network.

According to the information we analyzed, in 1862 in Odessa district there were 21 parish schools at Orthodox churches. These educational institutions are the first to acquaint the residents of the county with the usefulness of school education. The positivity of this impact is evidenced by the fact that ten schools were located in premises provided by rural communities, two more schools were located in buildings provided by the savings of the village of Anatoliyivka and the town of Yegorivka [2, p. 15–16].

After the enactment of the provision on primary schools, the zemstvo begins the process of transferring and subordinating existing and creating new public schools.

Educational institutions in the villages of the state peasants of Kalagleya, Bilyaivka, Yasky, Troitske, Hradenytsi, and Kurtovka, and in the villages of the former landlord peasants of Sychavtsi, Koblevo, and the town of Severynivka were among the first to become known to the Odessa district zemstvo. As noted in the report we analyzed, due to the difficult economic situation in the town in the mid-1860's the public school operating in the town actually ceases its activities in the period under study [3, p. 31].

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In the early 1870's Zemstvo administration directed 1000 rubles to the development of education in the county, in order to support existing and organize at least three new schools [3, p. 27]. Peasants are beginning to join the process of organizing public schools. In response to the zemstvo's request, the residents of Baranivka and Tuzla sent requests for help in organizing schools.

The village assembly of the village of Baranivka decided to send 75 rubles a year from the social capital to pay for the teacher's work and to equip the school premises for teachers and students, in addition to repairing and heating it at their own expense. They received additional 250 rubles from the zemstvo on condition that, together with 75 rubles from the settlers, the teacher's salary is 300 rubles, and the remaining 25 rubles are sent to purchase teaching and learning materials [3, p. 30–31].

The founder of the Baranivka church-parish school, priest Belyaev, took an active part in the formation of the new educational institution. On behalf of the Odessa Zemsky Assembly, the priest and trustee of the newly established Baranivka School, Simeon Belyaev, was thanked for the success in spreading public education in the county [4, p. 7].

The settlers of the village of Tuzla were offered only a teacher's salary of 150 rubles, and they stated that the community would not be able to cover other expenses. Separately, a request was sent to the Zemstvo administration for a one-time payment of 200 rubles for the construction of a new school building. According to the reports, the request for a one-time payment was granted and supplemented by the allocation of 175 rubles per year in order to make the capital of Tuzla School amounted to 325 rubles and was divided same as that of Baranivka School [3, p. 30–31].

Analysis of the Reports of the Odessa County Zemstvo of the first half of the 1870's shows that there were a total of 111 rural and parish schools in the county, most of which in 110 settlements of peasant owners. They had 80 schools with 1,500 students. With a total population of 33,860 people, the network of educational institutions covered only 4.43%. According to reports, most of the schools surveyed do not have their own premises and trained teachers, but are housed in parish boards, and are taught by local clerks. Parish schools in foreign colonies, in contrast to the abovementioned, were better maintained and covered a larger number of students. There were 5,675 students in 31 schools, which were 11.38% of the total number of foreign colonists of 49,880 people [5, p. 39–42].

By 1875, the zemstvo accepted only 13 schools, which is 9 times less than the total number of existing ones in the county. They enrolled only 412 students, which is 5.7% of the total number of students in schools of various types that existed in the county [6, p. 5].

In the late 1870's the number of schools under the jurisdiction of the zemstvo increases to 23. At the same time, the number of students covered by zemstvo schools increases several times. There were 412 students in 1874, then in 1878 the number of students was 1101, including 913 boys and 188 girls. In fact, in four years the number of students in the schools cared for by the Odessa County Zemstvo has tripled, and the number of schools themselves has increased by ten schools [7, p. 31–34].

The analyzed sources allow us to speak about the complex and gradual process of formation of primary education institutions in the county. Representatives of local authorities, landowners and priests joined its active development in the beginning of the second half of the 19th century. Support for the initiative to establish schools in the settlements by the local clergy had a positive effect on the spread of the idea of the need to create full-fledged educational institutions. The change in the order of financing of educational institutions by the zemstvo since 1874 and the involvement of local landowners and peasants in the financing of schools allowed to increase the number of schools maintained by the zemstvo and to generalize the educational process in them. This, in turn, allowed reaching a larger number of school-age children in a typical educational program, which had a positive impact on the quality of knowledge received by students. This was facilitated in particular by the fact that most of the teachers admitted by the zemstvo to teach in educational institutions had special education or courses.

In the course of further research it is expedient to find out further development of the process of transfer and subordination of existing, and creation of new educational institutions within Odessa district of Kherson province, which will allow to analyze in detail at the regional level the process of network formation of educational institutions and their function in cultural development in the settlements of Southern Ukraine.

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## CULTURAL STUDIES

### COMMUNICATIVE STRATEGIES OF EUROASIAT CULTURAL PARTNERSHIP: UKRAINE-CHINA

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The argumentation and generalization of the conceptual foundations of grasping the phenomenon of cultural diplomacy in the discourse of humanitarian knowledge reveals that in its categorical interpretation, cultural diplomacy appears as a branch of public diplomacy, a component of the «soft power» concept. As a tool for implementing international humanitarian strategies, cultural diplomacy is distinguished with the effectiveness of its communicative resource through the use of cultural attraction's mechanisms, which yields the establishment of a strategic dialogue with the world. Taking this fact into account, the art of cultural diplomacy, which is a «combination of public policy and international cultural promotion, framed in a common strategy» [4, p. 169], plays an important role in the modern practice of international intercultural communication.

Depending on the target vector of its direction, cultural diplomacy can act as an instrument of international tolerance and mutual respect, a method of creating a national brand, a driver of the creative economy, a means of counteracting «hybrid» threats and it can show the human potential – social and personal one, and therefore, it can embody the «expressive life» of the nation as a whole due to the universality of cultural messages. This is made possible by the strong diplomatic and paradiplomatic potential of culture, which aims to address pressing issues in the external (international) and internal (national) areas, covering global, macro-regional, international, subnational and intra-territorial areas.

Awareness of cultural diplomacy applied aspects reveals the application of three leading models – centralized, semi-centralized and decentralized [1, p. 46–47]. They are implemented on the basis of basic communication strategies – presentations, manipulations and conventions [2, p. 4], pursued by state (governmental, pro-government) and public actors of cultural diplomacy. Among them, there is the Ministry of Foreign Affairs, the Ministry of Education, Science and Culture, diplomatic missions (and subordinate

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information and cultural centers), national cultural institutes, foundations, media broadcasters, educational and scientific academic centers, research and production associations, organizations of expatriates (diaspora communities), youth leagues, women's associations, other governmental and non-governmental, commercial and non-profit institutions, cultural associations, unions, coordinating councils, expert and volunteer associations, individuals or groups working abroad.

These cultural diplomacy actors create and distribute foreign cultural content in a variety of online and offline campaigns, involving a wide range of values and existing cultural practices that form the basis of formal and informal cases of cultural diplomacy in their entirety. Art, education, science, book publishing, journalism, sports (so-called «ping-pong diplomacy»), tourism, advertising, «pop diplomacy», which includes a variety of creative and leisure industries, «culinary diplomacy», and even exotic manifestations of «panda diplomacy» are among the most effective cultural practices, covering innovative / traditional, elite / mass, general / local structural and semantic levels of culture. Taking into account the diversity of cultural practices, scholars mention the processes of gradual geopolitical polarization of project approaches to the implementation of cultural diplomacy tasks and distinguish two basic visions – tentatively called «western» and «eastern». Both consider «culture as a component of global policy» [3, p. 33], noting the importance of cultural initiatives in communications between countries, which can carry essential political messages in an alternative, attractive to recipients, form.

Involvement of mass or elite, innovative or traditional cultural practices is differentiated according to the chosen model of cultural diplomacy, communication strategy and stratification of the target audience of cultural information receivers with different education, cultural and artistic background – national political, business, intellectual elite, average people. Above mentioned information can be illustrated by the numerous examples of European network institutions of cultural diplomacy cases in Ukraine and appeal to the «elite» population through «high» art and culture, academic education and science, instead of «non-elite» – through messages of popular culture (pop music, movie, television, social networks, consumer goods, etc.).

Outlining the path of institutionalization of cultural diplomacy of Ukraine reveals several stages of its formal-political and socio-cultural formation, participatory involvement of state and non-state actors and the appearance of the first signs of systematization and synchronization of cultural-diplomatic visions in a single, cross-cutting strategy. At the same time, we observe both existing successes and problematic aspects of institutionalization of cultural diplomacy of Ukraine, which are related to the urgent need for continuous funding, involvement of cross-cultural management specialists, development

of effective mechanisms for implementing cultural messages content in unrelated ethnocultural environment and expansion of its mapping.

Despite declaring the Euro-Atlantic direction as a priority, at the same time the scope of implementation of Ukraine's cultural diplomacy also covers the Middle East, Asia-Pacific (including East Asia – China, Korea, Japan, Mongolia) and other macro-regions, where mostly sporadic cultural-diplomatic activity keeps its existence, outlined by mobile projects of informational-representative content.

The branch of the Eurasian partnership Ukraine – China has an important foreign policy significance, which is expressed by mutual activities to increase the share of cultural presence in the country of destination in the framework of bilateral cultural and diplomatic relations. A comparative description of the cultural diplomacy cases of both countries reveals that China's main efforts are focused on making a network structure of cultural institutions and establishing its own information channels in Ukraine (development of the Ukrainian and Russian language Chinese information platforms; promotion of Chinese culture, language and calligraphy; culture and arts of China; promoting international coordination and understanding between the West and the East, Europe and Asia; using the potential of the Chinese diaspora in Ukraine).

Instead, the Ukrainian side, in spite of the presence of some reputable and powerful cases of presentation of Ukrainian culture, is distinguished by the creation of mostly «point» cultural and educational events in China (providing with Ukrainian representation at various exhibitions, festivals, presentations, support of contemporary Ukrainian art in China; organization of memorable events, thematic lectures, seminars, film screenings, workshops, ceremonial gatherings, Ukrainian costume contests, flash mobs for memorial dates, the study of the Ukrainian language in China; popularization of Ukrainian education and culture among Chinese applicants; co-organization of scientific conferences and ensuring Ukrainian representation on international scientific platforms).

According to the results of the bilateral cultural initiatives of Ukraine and China analysis, we admit their implementation on the basis of a centralized model of cultural diplomacy based on presentation and conventional strategies of intercultural communication, focused on cases of cultural, artistic, educational and scientific cooperation. Among them, the leading cases are educational diplomacy ones. They are aimed at mutual promotion of national cultural values through educational programs (international exchanges, workshops, competitions, Olympiads, public lectures, language courses) and appeal to the audience of the local elite intellectual club (scientists, lecturers, public figures) and students. In our opinion, above mentioned cases of



Ukraine and China cultural diplomacy set up effective communication platforms by creating cultural «bridges» between Europe and Asia. It promotes the harmonization of partnership coordination and intercultural understanding among countries.

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## HISTORY OF ART

### O. HANSEN VIRTUAL MUSEUM AS AN ATTEMPT TO RECONSTRUCT THE THIRD STATE MUSEUM

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In the XX century first quarter there were three state museums in Kyiv city. Two of them, although subjected to some transformation, survived to present date. The Third State Museum, whose funds mostly represented the collection of Oscar Hermann Hansen, nationalized in 1919, was scattered and effectively deleted from the country's history. The museum virtual reconstruction is purposed to demonstrate masterpieces that were kept in the former private collection, and now are in various Ukrainian museums' collections.

Oskar Herman Hermanovych Hansen is a well-known fine arts collector and connoisseur, whose collection, at the XX century beginning, was estimated at about five million rubles and included paintings by old and modern artists, graphic works, decorative and applied artworks, church rituals items, arms, etc. [3, p. 1–3]. Whilst turbulent revolution and regime change period O. Hansen handed over his collection to the state and «disappeared» from the historians' view field. Over time, the museum was disembodied: a significant part of art works became the basis for N. Onatsky Regional Art Museum in Sumy [1, p. 2–5], another artifacts replenished collections of museums in Kyiv, Sumy, Kharkiv, Odessa and other cities.

Mykhailo Pavlovykh Denysov, who kept the inventory records and registered the museum's objects, noted in one of his memos: «If merging all artwork that O. G. Hansen collected, that is, the Kyiv and Sumy parts of his collection, into a single whole, as it was earlier..., then we would get a first-class museum, a one of really state significance...» [7, p. 135–136]. However, the authorities decided to replenish regional museums and abandoned the idea of returning all the works to Kyiv.

Now the archives opened, and receipt books, museum inventory books, and other sources of information freely accessible [6], we can identify artworks that previously belonged to O. Hansen collection and were placed initially at the Third State Museum. Given that now the accessible physical world circle is narrowing around a person in fact limiting the existence area to

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virtual world built by electronic devices, the museum reconstruction is not just simply possible, but already necessary is to create it in a virtual dimension, in the spirit and at the behest of the time realities.

The main task when creating the Digital Third State Museum named after O. Hansen is to develop the most concise and accessible site structure. The museum main sections are formed with the account of collection directions: «Painting», «Graphics», «Decorative and applied arts», «Furniture», «Arms», «Numismatics, faleristics, sphragistics», «Church ritual objects» and «Cult objects». There will be separate blocks featuring the «Library», where it is supposed to exhibit books from the collection of O. Hansen (found in the National Museum «Kyiv Art Gallery», the National Museum of Arts named after Bohdan and Varvara Khanenko, the private collection in Sumy city), the information about this museum founder and about the project and «Educational lectures» section.

Each of these art sections will include illustrations imaging objects (exhibits) with their full description (exhibit passport): author, title, year and place of creation, technique and material, size, links to the current location with the inventory account number, additional data. In cases when the artwork data available its location is not properly established, the partially filled-in pages will be created, which will allow historians, art historians, and museum employees to identify the artwork and possibly find it.

The artworks photos will be produced by the virtual museum founders, or, when inaccessible, can be provided by the institutions or persons currently keeping as stored these artworks. It is advisable to provide for the possibility of viewing three-dimensional exhibits from several angles or as a 3D model made by gradually moving the camera along 360 degrees orbit around the object or rotating the object around its axis with a fixed camera position.

A significant advantage of a virtual museum consists in the opportunity to present not only classical museum labels we used to seeing under artworks in real museums, but also to take advantage of the United States experience and place several «labels» with comments from specialists in various fields: art historians, ethnographers, historians, etc. [5, p. 15]. Additional data retrievable can include both scientific educational and journalistic materials related to the exhibit. The supplementing materials can be presented in various formats: text, photos, videos and audio materials, etc. Thus, thanks to different viewpoints and research methods, the virtual museum will expand and strengthen the educational function that a museum institution does obligatorily bear in the modern world. Quoting D. Belkevych: «In the XXI century, a museum no longer has the right to be a building with four walls. A museum is primarily a source of information, a content-provider» [2, p. 152].

As for language localization, the content should be presented in the state language Ukrainian; still the needs of modern society require the presence of

an English version, which will contribute to a broader presentation of the museum and to establish reliable and strong international contacts. Upon the virtual museum foreign audience visits analysis conducting, the need for exhibition support in other languages will become clear.

Based on the above, we understand that the virtual museum has a number of advantages: the world community acquaintance with art works located in Ukraine; the ability to remotely visit the museum at a convenient time from anywhere on the planet; and the museum's inclusive policy. Another advantage a virtual museum offers is the free choice of content viewed by a visitor, the absence of «exhibition-long moving path», so often required to be observed in ordinary museums [5, p. 15]. «The database search opportunities and query processing are just something fundamentally new that only modern information technologies can provide» [4, p. 16–17].

The revival and reconstruction of O. Hansen's collection in the form of a virtual museum is not only just a web resource development with its materials inclusion into the global information space, but also it embodies the unification of the museum and scientific community in order to demonstrate the heritage collected by a private collector on the territory of our country and mercilessly dispersed by the Soviet authorities. Now, never intruding into the existing museum collections, a hundred years after its foundation, we can finally restore the Third State Museum.

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## PEDAGOGICAL SCIENCES

### USING OF PROJECT ACTIVITIES DURING ON-LINE TEACHING OF THE CHINESE LANGUAGE

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Recent changes caused by pandemic made teachers all over the world searching the way of making on-line lessons effective. One of the biggest problems of today's educational system is that students don't know how to implement their knowledge into the real life. That is the reason of using projects. The idea of project-based learning (next – PBL) initially introduced by John Dewey as a method of effective self-direction, personal development and creativity [2, p. 759] is widely used ever after. There is a large amount of works targeting to the PBL. Some of them are subject-oriented studies exploring the ways of implementing the PBL to the school and university programs (works of James Faster [4], Teague Tubach [6] etc.), others are dedicated to the evaluation of psychological aspects of PBL and its usefulness for the students (works of Michael McDowell [5] etc.) but the most recent ones are exploring the ways of improvement of PBL in the contest of on-line education (works of Amy Nichols [1], Michael McDowell [5], Glenn Whitman, Ian Kelleher [3] etc.). Talking about mastering any language, especially Chinese, the important thing is to make learners talk from the very first classes. This point is held by most of the polyglots all over the world (such as L. Bigetti, B. Lewis, V. Zubkov) who stress out the importance of the immediate involvement and giving the priority to the half-conscious understanding to the translation methods and grammar introduction. Another essential moment is the sphere of interest of students. The students will talk easily and be more eager to get involved into the educational process if they are asked to do something they know / like. It is extremely useful to spend time at the very beginning to get personal information from them. It may be done in small groups in Google Class, Zoom, BBB or any other studying space (in the class or chat-box). The information received can help teacher to mix students according to their interests. There are several initial points that have to be considered by teacher / tutor using PBL. They are: 1) Task should be a challenge for the students (methods: *high level of material, not adopted texts and audio, dialect material, multiple context problems* etc.) [5].

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2) The task should be clear for all students (methods: *type it separately; use different tools such as videoask, flipgrid, loom etc. to give students audio task* (they will not only remember it but also can listen to it as many times as it is needed and train their listening skills)). 3) The day to day feedback is needed (methods: *initiate daily small group meetings, provide students with the check list programs* (such as aTimeLogger, Momentum Habit Tracker, Loopetc.) etc.). Teacher has to make sure that students understand the necessity of feedback as a way to improve and fill «gapes» in their projects [5]. 4) Invite virtual guest who can share some useful information with students [1] (methods: *invite native speaker* by using one of the programs: Skype, ITalki, Tandem, WeChat etc.). 5) Involve students from different forms of studying (both on-line and face to face) to work together: synchronous, hybrid or blended type (tools: *BBB, Class Dojo, Google Class, Google Jamboard, See Saw* etc.). 6) Create a virtual «escape room» for their personal meetings and taking time in private [1] (tools: *Google slide, Docs* etc.). Such work has a lot of benefits: students are working together on the same goal (*developing the teambuilding skills, cooperation and interpersonal relations*); they themselves share tasks and are in charge of them (*developing personal skills, self-confidence, autonomy*); they do all tasks in Chinese (*developing of speaking, listening and writing / typing skills*); *cultural aspect* (searching for the festival, for example); *cross-discipline connection; learning outcomes* at the end of the project.

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## HIGHER EDUCATION CHALLENGES CAUSED BY COVID-19

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COVID-19 has changed our lives drastically in all main activity domains. People are facing a number of challenges caused by COVID-19 including education domain as well.

Educators are trying to cope with approaching challenges, which have been complicated by the fungal development of digital approach to learning process.

As a result, educators are reviewing the set of pedagogical tools to maintain student motivation domain.

First, we should take into account the fact that level of learning motivation has dropped that is revealed by our general observations and the questionnaires conducted among Borys Grinchenko Kyiv University students.

The analyses of the mentioned above research shows that student motivation sphere has had a harsh effect, albeit the educators' efforts.

It can be partially explained by the general tiredness at the end of the academic year as well as the lack of face-to-face communication.

What is more, the role of the modern educator as a facilitator and career planner has become more demanding due to great responsibility the society has delegated to professionals who work in the educational domain.

One of the educational objectives is to enable language learners to become professionals and be able to be flexible and resistant under the conditions of constantly changing environment. We, educators, have no choice but adopt appropriate approaches, which could help our learners grow, become resistant and learn to find the ways out more effectively.

Another challenge we are facing these days is new working conditions when the overwhelming majority of class time is dedicated to working in the cyber space.

Thus, our task is to create a kind of community where every member is ready to give a helping hand to each other and give a vivid example or cooperation and interpersonal skills to our students.

Besides, we can't but mention the necessity of fostering a sense of community in classes and promoting greater communication between students. Using different tools and methods, we can reduce the feeling of distance and isolation the students can experience nowadays.

We should also pay attention to the delivering successful online learning experience educators have already gained all over the world. It goes without

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saying that the ways for online delivery are both similar and different to other learning modes.

The process of Design Thinking and empathy of a learner can be considered as an approach to effective learning.

The Global pandemic has influenced all the aspects of higher education. Nowadays the steady increase in demand for different educational programmes has led to the great variety of choices in learning content and the institutions, which can offer international higher education services.

Thus, transnational higher education appeared. Such changes were about to happen even before the pandemic struck. It means that now educational establishments are competing to attract and to keep their students.

All types of educational institutions, public and private, have taken up a challenge and reacted to the opportunities all over the world. As a result, innovative teaching and learning initiatives are being implemented thoroughly as well as new interactive learning platforms.

Furthermore, students are searching virtual mobility opportunities to study at any time. They also demand their teachers to drive out inequality. The key to this demand can be collaboration in transnational education.

One of the most important teacher's tasks is to provide the process of learning, but it has become even more challenging as we have changed the traditional way of knowledge delivering to remote online one.

In this case we are facing another issue – that is assessment. Nowadays we use computer-based testing to assess the student's skills. Artificial intelligence in language assessment can be the solution to this problem. The old language assessment models must be replaced by the bias-free automated assessments, which are more appropriate and fair to the student. And this assessment seems to help provide solutions to problems which language testing has had for years or the issues which have been ignored.

Educators should think over the assessment strategy as well. We must shift from traditional assessment such as closed books or time-limited examinations, to remote assessment and a variety of assessment online tools suggested by a number of learning platforms such as MEL, where the assessment is done automatically and the role of mentor is shifted to a learning facilitator [1, p. 40].

To sum it up, despite the short-term, medium-term and long-term challenges caused by COVID-19 in higher education, educators are struggling to overcome them by turning areas of weakness into strong points.

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## **JUSTIFICATION OF THE PROBLEM OF GROUND TRAINING FOR COMBAT FLIGHTS OF FUTURE TACTICAL AVIATION PILOTS IN A MODERN DYNAMIC OPEN EDUCATIONAL SPACE**

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The dynamics of development and variability of the main social processes in the modern world has been consistently high over the past decades. Global trends in integration, massization, openness, informatization and gadzhitolization significantly affect all spheres of society, including education.

The problem of the «modern educational space» is being discussed in international scientific circles. Thus, a concentrated interpretation of this phenomenon, characteristic of most special works on the philosophy of education in Eastern Europe, was proposed at the end of the twentieth century by B. Gershunsky: «an integral and dynamic system, a complex multi – level and multifunctional education, within the framework of common basic standards ensures the interdependence and interaction of its components, as well as as a complex hierarchical structure, a pyramid of spaces of different levels-global, continental, separate country and region, local (separate educational institution), family, personal» [1, p. 15].

Already at the beginning of the XXI century, I. Borisenko, from the standpoint of trends in informatization and virtualization of modern education, defined the educational space as a «conditioned «place» in society, in which certain relations and connections are formed with the help of subjects, where special activities of various state, public and other systems for the development of the individual and his socialization are carried out» [2, p. 18]. At the same time, she rightly emphasizes that the category «educational space» is one of the most abstract and general concepts of the philosophy of education.

A. Tsymbalaru points out the multi-dimensionality and diversity of the content field of this definition. Based on the etymological analysis of its components and content analysis of numerous modern approaches and interpretations, it suggests considering the educational space as «this is a pedagogical reality in which there is a meeting, interaction, comprehension and cognition by the individual of its surrounding elements-carriers of culture

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(educational environment), which provides subjectivation and progressive development of objects (persons involved and objects)... as a system of pedagogical factors and conditions for Mastering by the individual in the process of becoming a specially organized pedagogical environment, what can be the object of purposeful pedagogical influence, formation» [3, p. 45].

The analysis of sources allows us to state that the modern educational space is considered not only as a social phenomenon, but also as a functional-spatial construct in which professional development and self-realization of the individual takes place. In our opinion, the modern dynamic open educational space should be considered as a complex multi-level metasystem of the global educational environment, within which the latest pedagogical ideas and approaches are generated and tested; the formation of new learning models; identification of key modern professional and educational competencies and which is characterized by maximum openness of didactic content, forms and tools, as well as their exchange on a global scale.

In practice, this means that it acts as a accumulator and place of empirical verification of both fundamental pedagogical concepts and doctrines, models and approaches of teaching, as well as specific methods and methods of teaching. Its main characteristics are maximum openness and exchange of ideas, interpenetration of methodological forms and tools, transfer of part of practical training to the virtual plane.

Under such conditions, any traditional, established pedagogical subsystems are «doomed» to rethinking and modernization.

Ground-based combat flight training (ground combat training) of future tactical aviation pilots just belongs to this type of pedagogical subsystems. Having appeared as a pedagogical phenomenon in the first half of the twentieth century, at the request of wartime, ground training in combat flights became an integral part of the professional training of military pilots in every Aviation country in the world. However, its domestic counterpart has not been formed into an autonomous didactic subsystem with its own scientific and theoretical apparatus and a pedagogically based model. In our deep conviction, the reason for this situation was and partly remains an underestimation of this component of professional training of military pilots. For a long time, its significant role and significance were ignored under the influence of the authority of the theory and practice of the Soviet model of Flight Training Methods and scientific and practical provisions of aviation psychology and military pedagogy.

Meanwhile, the system of professional training of military flight personnel, including tactical aviation in the domestic institution of Higher Military Education (SVVO) (in Ukraine it is the only one – Kharkiv National University of the Air Forces named after Ivan Kozhedub (KHNUPS)) is a

complex organizational formation consisting of different stages of training, united by the unity of a common goal of functioning. Ground training performs a propedeutic role in its structure: it «immerses» a cadet-pilot in a military specialty, contributes to the formation of primary professional skills, and reveals the professionogram of the future specialty. At the same time, the share of the relevant educational program is implemented in virtual conditions (during special simulators in aircraft cabins and on special simulators), which fully corresponds to the modern characteristics of the educational environment, psychologically and physically prepares cadets for actual flight training and reduces the cost of extremely expensive practical training of future pilots.

It is also worth noting that the official Euro-Atlantic Initiative of our state, which requires the accession and introduction of NATO best standards and practices in the Air Forces of the armed forces of Ukraine, fully corresponds to the content and forms of ground combat training. Provided that the material base of KHNUPS is equipped with modern simulators-systems of the NATO model, the implementation of these standards is really intensified both in time and content. In addition, it is several orders of magnitude cheaper than the long and complex rearmament of domestic military aviation with new types of military aircraft. In fact, as long as such re-equipment continues, the teaching, instructor and Cadet staff will have time to prepare professionally for it.

However, only technical modernization is not enough here. The content of ground training for combat flights of future tactical aviation pilots in the SVVO should be significantly revised and updated. First of all, we need a solid theoretical foundation – the development and implementation of an effective pedagogical training system (as an autonomous subsystem of professional training) based on a pedagogically proven and proven theoretical model.

*Resume.* In the conditions of functioning of a modern dynamic open educational space, ground training in combat flights should be considered as an autonomous pedagogical subsystem of professional training of future tactical aviation pilots, capable of ensuring an effective transition of domestic air forces to advanced NATO standards and a real increase in their combat power in the most optimal way.

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## **STEM-EDUCATION DURING THE STUDY OF NATURAL CYCLE DISCIPLINES AS A LEADING COMPONENT OF MODERN INNOVATIVE PERSONALITY**

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Today, the concept of STEM is one of the main trends in educational policy in many developed countries, which provides an opportunity to strengthen the science component in the curriculum. The quality of education is determined by the competence and level of professional activity of the teacher, so it is important while studying at the Pedagogical University to form the professional competencies of future teachers in the areas and issues of STEM-education. Now we need a new person with a certain system of knowledge, mindset, developed thinking, the ability to make optimal decisions depending on the situation.

STEM education is widely used in countries such as the United States, Great Britain, Israel, Australia, Singapore, China, Korea. Conceptual aspects of the problem of STEM-education were considered in the works of foreign (George Lucas, Georgette Yakman, Jonathan W. Gerlach) and domestic scientists (I. Vasilashko, S. Galata, O. Korshunova, N. Morse, O. Patrikeeva and others).

In Ukraine, in 2016, the spread and development of STEM education was initiated. In particular, the «Action Plan for the implementation of STEM education in Ukraine for 2016-2018» was developed. A number of orders were presented by the Ministry of Education and Science of Ukraine (hereinafter – MES) (MES order of April 13, 2018 № 366 «On the implementation of an innovative educational project at the national level on» I am a researcher «for 2018–2021», MES order from May 17, 2017 № 708 «On conducting research and experimental work at the national level on the topic:» Scientific and methodological principles of creation and operation of

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the All-Ukrainian scientific and methodological virtual STEM-center (VNMV STEM-center) «for 2017–2021») and the Institute for Modernization of Educational Content (hereinafter – IMEC) (IMEC order of February 5, 2020 № 8 «On the festival» STEM-Spring – 2020 «, IMEC order of November 13, 2019 № 113» On the organization and conduct of research « Efficiency of educational processes in the conditions of modernization of the educational sector «, IMEC order of August 14, 2019 № 68 (On the organization and conduct of» STEM-school – 2020 «) (Orders of the Ministry of Education and Science of Ukraine) [3].

The concept of «innovation» is not just the creation and dissemination of innovations, but also transformations that are significant in nature and are accompanied by changes in the way of activity, style of thinking. It is STEM technology that aims to make it clear to students that learning can be fun, exciting, and not just memorize a paragraph from a textbook, but do many extremely useful things that a few years ago we could not even think about. For example, display the structure of a leaf on a digital microscope, and then send it to smartphones so that students can look. It is the digitalization of the educational process that will contribute to the formation of positive motivation for learning and the transfer of cognitive information, the means of which are computers and modern gadgets. Biological educational web resources have already been developed today (distance biology study courses: edera.com; courser.org; khanacademy.org; alison.com; interactive training programs: star.mit.edu; biology study courses: EdEra [www.courses.ed-era.com/courses/course-v1:EdEra-Osvitoria + BIO + 1 / about](http://www.courses.ed-era.com/courses/course-v1:EdEra-Osvitoria+1/about); biological databases: protein database [www.resb.org/](http://www.resb.org/); gene database [www.ncbi.nlm.gov/gene/](http://www.ncbi.nlm.nih.gov/gene/); database genomes [www.ensemblgenomes.org/](http://www.ensemblgenomes.org/); chemical and biochemical infographics [www.compoundchem.com/](http://www.compoundchem.com/); Wikipedia. Free encyclopedia <http://wikipedia.org/>; Nobel Prize winners <http://nobelprize.org/>; Ukrainian biological site: <http://biology.org/>; <http://my.science.ua/>; microbiology online <http://microbiologyonline.org/>; Science Museum / SSPL <https://blog.sciencemuseum.org.uk/>; international natural science game «Helianthus» [helianthus.com. ua](http://helianthus.com.ua/)); statistical parameters of the population. Spatial distribution. General Ecology (Online Lecture Course): website. URL: <https://bitly.su/Bq8L>), virtual tours and laboratories, simulation simulators that make learning accessible and creative.

Today, the priority in the teaching of biology is STEM-education, in which the curriculum significantly enhances the scientific component in combination with innovative technologies.

The acronym STEM is used to denote a popular field of education that encompasses the natural sciences technology engineering and mathematics.

The term «STEM-education» is a marker used in the values of different content:

– in the narrowest sense, it refers to a set of training programs and courses aimed at training scientific and scientific and technical personnel of the highest qualification (level of candidates and doctors of sciences), capable of conducting scientific (fundamental and practical) research in STEM areas;

– in a broader sense, it refers to a set of training programs and courses aimed at training in the fields of STEM in addition to scientific and scientific-technical and engineering-technical personnel (bachelors and masters), able to create (develop) and operate (improve) the latest, so so-called high technologies and high-tech equipment;

– in the broadest sense, it refers to a set of training programs and courses aimed at training in the fields of STEM qualified scientific and technical personnel of all levels (including workers), able to work in high-tech (knowledge-intensive) industries and service (including repair and operation of high-tech technique [1].

Ukrainian STEM education specialists note that «STEM education is a series or sequence of courses or training programs that prepares students for successful employment, after-school education, or both, requires different and more technically complex skills, including the use of mathematical knowledge and scientific concepts. In world practice, there is no single understanding of this concept» [2].

Also STEM-education is a category that determines the relevant pedagogical process (technology) of formation and development of mental and creative qualities of students, the level of which determines the competitiveness in the modern labor market: the ability and willingness to solve complex problems (problems), critical thinking, creativity, cognitive flexibility, cooperation, management, innovation.

The introduction of STEM education promotes the development of abilities for research, analytical work, experimentation and critical thinking. Early involvement of students in STEM can support not only the development of creative thinking and the formation of the researcher's competence, but also contribute to better socialization of the individual, because it develops such skills as cooperation, communication, creativity.

Introduction of methodical decisions of STEM-education in educational process will allow to form in pupils the most important characteristics defining the competent expert: ability to see a problem, ability to see in a problem as many possible parties and communications, ability to formulate research questions and ways of its decision, flexibility. As the ability to understand a new point of view and resilience in defending their position, originality, departure from the template, the ability to concretize or synthesize

a sense of harmony in the organization of the idea. The implementation of STEM-education approaches assumes that pupils / students simultaneously learn about technology (for example, schemes), about the field of knowledge (for example, mathematics and acquire skills (for example, cooperation, coding).

Today STEM-approaches are implemented in many Ukrainian schools, including in our region. For example, educational games in the field of STEM complement traditional training in science and technology. Their purpose is to help schoolchildren and students to bridge the gap between educational tasks and the real activities of a scientist and engineer. STEM games are models of geology and atmosphere, ecology and astrophysics. Interacting with them, the student chooses the research strategy, ie acts not as a student, but as an independent researcher, designer. The ability to use the educational game in the course of physics or biology is an important addition to the competencies of a science teacher.

Thus, the use of STEM-education technologies in the study of natural cycle disciplines will maximize their effectiveness, create conditions for the formation of holistic natural knowledge, basic life competencies and scientific picture of the world of applicants; development of creative thinking, independence and creative activity; improvement of research skills and the formation of innovative thinking, new cognitive values, which are the basis of intellectual growth of the individual, able to create innovations, which is the main goal of STEM-education.

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## MODERN TRENDS IN TEACHERS' ROLES IN DIGITAL ERA

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Having been dealing with COVID-19 consequences and spending more than half of the academic year at home, a great number of teachers grabbed an idea of certain changes in the perception of their role in the educational theatre.

The teaching techniques, that were efficient in the 20<sup>th</sup> century, stopped working with the generation Z and especially generation Alpha that will flood higher education institutions in a few years.

The 21<sup>st</sup> century education depends on Thinking Skills, Interpersonal Skills, Technological Skills as well as Life Skills that not only challenge a modern educator but also demands a set of new roles to apply in class [1].

Due to an instant access to information and the thinking skills to get, process and interpret data there is a necessity to develop thinking skills in modern students that can be stimulated both by an unstructured process such as brainstorming, and by a structural process such as lateral thinking.

Teacher can broaden students' horizons and become *a resource provider*, showing a number of new resources to use in class.

On the other hand, there is always alert that some students might be more developed experts on some topics.

The second role such as *a learning facilitator* emerges due to a new lesson objective that is to engage all participants into the learning process, including fast and slow learners. To turn a lesson into an enjoyable trip in contrast to everyday cramming routine is not an easy task.

New apps, learning platforms and language stimulators are a set of teachers' tools implied in class today.

The third role of teachers in digital era is *a digital learner for the lifetime*. Teachers must be the first to inform their students about lifetime learning approach applied in order to be successful in the digital society.

Keeping a pace with modern trends presupposes another role, which is *a future predictor*. Interpersonal and life skills (teachers can help students develop them in class) are essential to survive in digital era as well. Teachers' role is to not only predict the near future changes in the society but also bring innovation in class, encouraging students to be flexible and obtain new skills as fast as they can due to modern technologies.

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The next role that is closely connected with the mentioned above is **a career planner**. Teachers are thought to be society leaders whose role is to foresee the best option in the job market in the near future and be a society prospect generator.

Realizing that fact that future surviving in the digital era will depend drastically on critical thinking, communication, collaboration, and creativity, the teachers' responsibility to equip students with appropriate skills, encouraging them to choose a certain career to be in a great demand and a helping hand for the society.

Maintaining the online community with his students makes a teacher be **a technology lover for learning**. Every new application to communicate faster, to perceive deeper, to deal with virtual and augmented realities help a teacher inform students about the outer physical and inner virtual worlds we are facing these days.

To recapitulate mentioned above trends in teachers' roles, we can arrive at the conclusion that digitalization, observed in modern education theatre, makes teachers be flexible and work fruitfully on the verge of technology, pedagogy and subject content.

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## **PROFESSIONAL AND PERSONAL DEVELOPMENT, QUALITY DEVELOPMENT: COMPETENCE REQUIREMENTS OF A MODERN NURSE IN SWITZERLAND**

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Modern health care system in Switzerland requires highly qualified specialists, particularly, mid-level medical workers, able to perform professional functions at a high level. Thus, it is necessary to analyze vocational training of nurses in the context of the demands of society, labour market needs and legal framework, according to which training of these professionals is implemented.

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Requirements for core competencies have been elaborated by the Swiss Nurses Association, which is actively involved in the development of the nursing profession. The document «Professionelle Pflege Schweiz – Perspektive 2020» outlines the prospects for the development of the nursing profession, and defines the requirements for competence and quality standards of nursing [3]. It should be noted that the outlined requirements meet the international trends of nursing profession development [2].

The list of competencies, the formation of which is aimed at the efforts of the system of professional training of medical staff, includes such competence as «Professional, personal, and quality development». Currently, *a licensed practical nurse is considered not only as an executor of doctor's orders or doctor's assistant. Also, she is a full-fledged and self-sufficient specialist, taking an active part in the development of nursing.* Thus, Nursing Care Continuum Framework and Competencies necessitates the acquisition of such competencies which include the ability to: use knowledge of professional standards and best practice in their own activities; promote and maintain a positive image of the nurse; act as an effective role model for applicants and auxiliary medical staff; promote the development of policies in the field of health care and social aid; ensure the access to high-quality services [2]. It is noteworthy that, at the beginning of the XXI century a significant role is given to practitioners in further development of the nursing profession. Thus, it is possible to take into account not only theoretical achievements of researchers in the field of nursing, but also the experience of practicing nurses, which helps analyze peculiarities of the profession from a theoretical and pragmatic perspective, identifying its advantages and disadvantages, serves as a basis for improving initial training programs and developing proposals for improving qualifications on an ongoing basis.

The relevant competence for a registered nurse determines the availability of the ability to distribute, use, monitor and review standards of the profession and best practice guidelines; promote and maintain a positive image of a nurse; become a role model for students and other members of professional care team; act as a resource for students, other members of health care team and the community in general; promote the development of nursing and raising the standards of professional care; be aware of new practice, trends, current problems in nursing; promote the development of policies in the field of health care and social aid; ensure access to high-quality services [2].

Undoubtedly, a registered nurse must be able to take responsibility for performing tasks as prescribed and in accordance with policies, procedures, quality measures and with the consideration of the level of training, as well as participate in quality improvement and quality assurance procedures.

The final, particularly significant competence, required for a registered nurse, is the competence to study on a continuous basis, which cover a regular review of own practice, reflection, expert assessment, as well as responsibility for lifelong learning, professional development and maintenance of competence. «One of the methods of quality management of nurses' work in health care institutions is to conduct scientific and practical seminars, conferences, introduction of projects and programmes aimed at improving the quality of medical care delivery to the population» [1, p. 37].

Thus, according to performed analysis, now the scope of the professional functions of a nurse is expanding in Switzerland It is not just about providing services on the organization of *medical* care for patients, but also actively participating in the development of the profession of nursing, *ensuring the quality provision of medical services, which are impossible to be realized without the potential of continuous education.*

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## PHILOLOGICAL SCIENCES

### STRATEGIES OF ADAPTATION OF *ALICE IN WONDERLAND* BY LEWIS CARROL IN POLISH ILLUSTRATIONS AND TRANSLATIONS

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In one of the most important books about fairy tales in the history of literary studies, Pierre Péju wrote that a fairy tale was never intended solely for the youngest readers, because it touches the dark core of childhood in an adult [1, p. 62]. The most popular example of children's literature that has been and still is read by an adult audience is Lewis Carroll's *Alice in Wonderland*. The author of one of the Polish translations of *Alice in Wonderland* remarked: «This is probably the only case in the history of literature where one text contains two completely different books: one for children and the other for very adults» [2, p. 9]. However, reflecting the ambiguity of reading in adaptation (into another language or medium) turned out to be a huge challenge for translators and illustrators. The enormity of word games, parodies of the texts of Victorian culture, irony in relation to the British realities of the time posed by the translators the question: does the translation of *Alice...* also require a certain cultural adaptation? An unambiguous answer to this question never appeared among Polish translators, which resulted in several completely different translations, intended for different readers. The illustrators, on the other hand, faced the question: in what aesthetics is *Alice in Wonderland* to be visualized, to whose eye it should correspond: a child or an adult reader? As in the case of adaptations, the discussion resulted in a multitude of different implementations made by illustrators. In my work, I would like to look at the strategies of translating *Alice in Wonderland*, trying to outline a certain relationship between the choices made by translators and illustrators.

Antoni Marianowicz and Maciej Słomczyński – Polish translators whose editions have achieved the greatest number of re-editions – set completely different goals for themselves in their translations. In the preface, Maciej Słomczyński explains that he tried to introduce *Alice in Wonderland* to an adult reader. Antoni Marianowicz, on the other hand, translated *Alice...* for a

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Polish child. Due to the difference in potential audience, the strategies of these translations also differ significantly. The key criterion is relevance to the original.

The difference in the translation strategies is already visible in the names of the characters. Classic English names appear in the translation of Maciej Słomczyński in the original version. Antoni Marianowicz changes the English names to those known to Polish children: Elsie, Lacy, Tillie become Kasia, Jaś and Basia – rhyming in the convention of a Slavic fairy tale. Alicja's catkin, Dina, stays with her original name in Słomczyński's translation, while in Marianowicz's she even changes her gender, because the combination of the Polish masculine noun cat with the female name Dina is not natural for a Polish child. Jacek The Cat is more recognizable in the Polish child's consciousness than the cat Dina. It is similar with the character Gryphon, which Słomczyński literally translates as *Gryf*, and in Marianowicz's case is transformed into a *Smok* (eng.: Dragon), a character better known to Polish children from fairy tales and legends. While the change of the Griffin to the Dragon seems to be justified and does not disturb the order, the change from Dodo to Gołąb (eng.: Pigeon) introduced by Marianowicz is risky. Researchers believe that the Dodo is an author's caricature of himself, namely transforming his own name into Do-do as a result of stuttering. And although this information is not intended for a child-reader and, according to Marianowicz's concept, it can be ignored, the Pigeon – although the Dodo comes from the pigeon family – is not a suitable replacement. In Polish culture, the pigeon has completely different connotations than the Dodo in British culture. In *Alice...* Dodo has a certain obsolescence, which harmonizes perfectly with the fact that it is an animal from the past. The Pigeon, associated with the Christian symbol of holiness (because of the lack of difference between pigeon and dove in Polish), does not reflect the original character of Carroll.

Although translations and illustrations are difficult to compare with each other because they have different functions, similar strategies can be found in adapting a piece into another language or medium. The seemingly insignificant issue of Dodo and Pigeon becomes one of the important exponents of the translation strategy. For the illustration as well as for the translation, relevance to the original is an important formality. Some researchers, such as Stefan Szuman, believe that illustration consists in expressing and concretizing the text in an artistic way [3, p. 100]. In this approach, the illustration is to follow the pattern of the literary text, fully correspond to it and does not allow any discrepancies between the literary and visual content. This is the case with the series of original illustrations for *Alice in Wonderland* made by Lewis Carroll. John Tenniel's graphics, based

on Carroll's illustrations, are considered classic illustrations of *Alice in Wonderland*. Tenniel's illustrations were as universal and appealing to readers of all ages as the content of Carroll's book. However, a different approach to illustrations is more widespread among researchers, according to which the task of illustrations is to explain, supplement, interpret or supplement a text, to evoke certain emotional states that enhance the work's effect [4, p. 99]. This approach allows us to move away from the original text towards interpretation. Each element of such an illustration is at the same time noteworthy as a work of its own and as part of the whole that is made up of the text with the illustration. Later illustrations of *Alice...*, as well as literary translations, were often oriented towards the reader of a specific age category and emphasized specific elements of this work.

The replacement of Dodo with Pigeon, with the youngest reader in mind, also appears in Aleksandra Dybczak's illustrations. Replacing one animal with another accounts for the primary purpose of the illustration, but is reinforced by other elements indicating that it is children's illustrations. Dybczak's monochrome illustrations are much softer than Tenniel's drawings, the illustrator chooses a delicate line, avoids excess chiaroscuro, her pictures are flatter and the shapes are less rigid. All the characters of Dybczak are more emotional, their faces are easily recognizable as surprise, irritation, interest or joy. It may seem that Dybczak's illustrations are more primitive, which is why they are more suitable for children, but the artist consciously gives up some elements of the classic illustration of *Alice in Wonderland* and changes them to others, gentler and more accessible to children. Dodo is also absent from one of the most popular Polish series of illustrations by Olga Siemaszko. Siemaszko's illustrations resemble children's drawings, they are primitive in terms of shapes, chiaroscuro and details. Contrary to Dybczak, Siemaszko's characters are less emotional, but the artist communicates emotions through colors. A realistic Dodo is also missing in Gosia Mosz's illustrations. However, in her illustrations, the Dodo is not changed into the Pigeon. Mosz does not show the Dodo in its realistic form, however, apart from parrots and a duck, there are two unusual birds, the recognition of which may be problematic for the reader. Such a procedure strengthens the versatility of the illustrations – they fit both a translation closer to the original and a translation adapted for children.

The illustrating strategies of Aleksandra Dybczak and Olga Siemaszko resemble Antoni Marianowicz's translation: in these translations there is a common goal – to bring the work to younger readers. It cannot be ignored that both the translator and the illustrators interpret the work in a certain way: they present *Alice in Wonderland* only as a fairy tale for children. The difference in interpretation appears on the color level: all of Siemaszko's illustrations

contain cold colors, are blurry and calm, while all of Dybczak's colored illustrations are bright, warm, and discolored. The artists suggest two different representations of a children's book: dreamlike, calm, and fairy-tale and crazy. Gosia Mosz, on the other hand, tries to combine the work's dreaminess with its fairy-tale nature. Using the intricate shapes of the background, the artist creates a surreal mood of slumber and illusion, and bright warm colors and round shapes of characters help create a friendly atmosphere of a fairy tale.

Illustrations support the perception of the recipient and vary depending on the potential reader. Both the translations and the later illustrations strengthen a certain feature of *Alice in Wonderland* which the author of the adaptation considers more important: fabulousness in Marianowicz's translation and Mosz and Dybczak's illustrations, Siemaszko's delicate childlike onirism. Gentle Polish illustrations seem to be a confrontation for well-known gloomy illustrations by Dali or Steadman. Each translator or illustrator of *Alice in Wonderland* had to adapt this work in a different way, changing the viewer's perception. Famous Polish interdisciplinary researcher Seweryna Wyslouch has written, that the illustrator acts like an interpreter – he aims to discover the meaning of the work, to emphasize what is important. He also decodes the text, specifies it, creating whole series of drawings which – in the case of a well-known work – often fulfill a life independent of the works [4, p. 103]. Striving for absolute neutrality and relevance to the original is ineffective both in translations and in illustrations, when the original is so ambiguous.

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## PROPER NAMES FREQUENCY IN ENGLISH PROVERBS

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Proverbs of all peoples contains the wisdom as well as beliefs, persuasions and values. Moreover, they include important information about the way of life and behaviour of the nation. The context of proverbs is full of ideas and recommendations which are useful through the centuries. As a result, they are attractive for many scholars due to not only their context and meaning but also regarding their grammatical structure and usage of lexical units.

In general, proverbs are defined as «succinct and pithy sayings, expressing commonly held ideas and beliefs» [2]. Proverbs are related to folk literature. Their origin has mostly come from oral tradition. Many generations use proverbs to make their speech more bright and convincing. Every nation has its specific ideas and traditions which are represented in proverbs. On the other hand, there are a lot of proverbs which are universal and have equivalents in different languages.

Many linguists define semantic, grammatical, and lexical peculiarities of proverbs. Among them are: Shirley Arora, Robert M. Harnish, Barbara Kirshenblatt-Gimblett, Richard P. Honeck, Clare T. Kibler, Michael D. Lieber, Wolfgang Mieder, and others. Modern scholars indicate the literal and figurative meanings of proverbs, identify numerous poetic devices (alliteration, parallelism, rhyme, ellipsis, hyperbole, paradox, personification, metaphor, etc.), establish the paremiological minima of European languages [4, p. 7–8].

The *purpose* of the research is to demonstrate the frequency of the usage of proper names in English proverbs. This empirical onomastic research might show what proper names are more common as well as familiar for native speakers.

Onomastics is the science that studies names. The subject of this science is broad, that is why there are proposed some divisions: by language or by geographical, historical, or similar partitions. As for another division, «in a very broad categorization, names of persons, or personal names, are discerned on the one hand, and names of places, or place-names, on the other. A set of personal names is called anthroponymy and their study is called anthroponomastics. A set of place-names is called toponymy, and their study is called toponomastics. In a looser usage, however, the term onomastics is used for personal names and their study, and the term toponymy is used for

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place-names and their study» [2]. Moreover, the field of study of onomastics is concerned with other proper names: bionyms, hydronyms, astronoms, chrononym, ideonyms, etc. [5].

Analyzing English proverbs [6] there were distinguished 133 proper names which refer to the groups and subgroups according to their contexts.

The first large group is «Anthroponyms». *Anthroponyms* indicate a set of personal names as well as any name available for human use [2]. This group is represented by 36 personal names which occur in 8 subgroups:

1) *ethnonyms* (13) – depict names of peoples or ethnic groups [1]: *Englishman* – 4 (*Englishman's* – 2, *Englishman* – 1, *English* – 1), *Greek* – 3 (*Greek* – 2, *Greeks* – 1), *Indian* – 2, *Americans* – 1, *Frenchmen* – 1, *Romans* – 1, *Russian* – 1 (e.g. «*The only good Indian is a dead Indian*»);

2) *forenames* (9) – define intimate personal names; they are person's individual names, «distinct from the surname, and usually given him or her at birth» [5, p. 43]: *Jack* – 4, *Jam* – 3, *Jill* – 2 (e.g. «*A good Jack makes a good Jill*»);

3) *surnames* (4) – describe family names or names indicating group membership [3, p. 166]: *Caesar* – 1, *Dr Diet* – 1, *Dr Quiet* – 1, *Dr Merryman* – 1 (e.g. «*The best doctors are Dr Diet, Dr Quiet, and Dr Merryman*»);

4) *mononyms* (3) – words indicating the single name as generally applied to people, they are names that are complete in single words [5, p. 64]: *Adam* – 1, *Agamemnon* – 1, *Eve* – 1 (e.g. «*Brave men lived before Agamemnon*»);

5) *prosonyms* (3) – indicate full names of an individual person; they are person's full names «as being composed of a hyperonym, referring to a full name set, of which one is the hyponym, or intimate personal name attached to an individual from his earliest days» [3, p. 164.]: *Tom Fool* – 2, *Robin Hood* – 1 (e.g. «*Robin Hood could brave all weathers but a thaw wind*»);

6) *hagionyms* (2) – represent names of saints, biblical names [5, p. 47]: *Mahomet* – 2 (e.g. «*If the mountain will not come to Mahomet, Mahomet must go to the mountain*»);

7) *apronym* (1) – denote surnames that suit the occupation of the name's bearer [2]: *Clergymen's* – 1 (e.g. «*Clergymen's sons always turn out badly*»);

8) *patronyms* (1) – describe names adopted from the father's or ancestor's name; they are anthroponyms, especially surnames, «formed from that of the bearer's father or from the original ancestor of a male line of descent» [5, p. 77]: *Macgregor* – 1 (e.g. «*Where Macgregor sits is the head of the table*»).

The second group is «Toponyms». *Toponyms* include a set of place or geographical names [2]. This group combines 17 place-names which occur in 2 subgroups:

1) *choronyms* (9) – determine the toponyms that are the proper names of «any country, territory, region, district, or the like» [5, p. 20]: *England* – 5 (*England* – 4, *England's* – 1), *Yorkshire* – 2, *Ireland's* – 1, *Sussex* – 1

(e.g. «*Yorkshire born and Yorkshire bred, strong in the arm and weak in the head*»);

2) *astionyms* (8) – identify proper names of towns and cities [5, p. 13]: *Rome – 4, Cupar – 2, Paris – 1, Manchester – 1* (e.g. «*What Manchester says today, the rest of England says tomorrow*»).

The third group is «*Chrononyms*». They depict proper names of a time period or some events [5, p. 21]. *Chrononyms* are displayed in 18 words which refer to 2 subgroups:

1) days of the week: *Monday – 1* (e.g. «*Monday's child is fair of face*»);

2) months: *May – 6, March – 4, February – 2, June – 2, April – 1, July – 1, September – 1* (e.g. «*September blow soft, till the fruit's in the loft*»).

The fourth group is «*Ideonyms*». *Ideonyms* indicate proper names of non-material objects [5, p. 53]. This group involves 10 onyms which occur in 2 subgroups:

1) *heortonyms* (9) – describe the names of holidays or some important dates [5, p. 48]: *Candlemas day – 3, Saint Swithun's day – 2, Saint Paul's day – 1, Saint Thomas – 1, Christmas – 1, Yule – 1* (e.g. «*A green Yule makes a fat churchyard*»);

2) *biblionyms* (1) – cover proper names of all written and verbal texts as well as their series and collections [5, p. 16]: *Scripture – 1* (e.g. «*The Devil can quote Scripture for his own ends*»).

The fifth group is «*Theonyms*». *Theonyms* denote names of a god, a goddess or deity [5, p. 99]. This group comprise 55 words: *Devil – 33 (Devil – 28, Devil's – 5), God – 20 (God – 16, God's – 4), Mammon – 1, Divine – 1* (e.g. «*You cannot serve God and Mammon*»).

The sixth group is «*Zoonyms*». *Zoonyms* determine names of animals [5, p. 106]. This group includes 3 proper names: *Brag – 1, Holdfast – 1, Lovell – 1* (e.g. «*Brag is a good dog, but Holdfast is better*»).

The seventh group is «*Ergonyms*». *Ergonyms* identify names of an incorporated work-oriented entity (a workshop, company, any firm in general) [5, p. 37]: *Church – 1, the Court of Session – 1* (e.g. «*The blood of the martyrs is the seed of the Church*»).

The eighth group is «*Bionyms*». *Bionyms* cover names of living beings [5, p. 17]. This group is represented by only one onym: *Nature – 1* (e.g. «*You can drive out Nature with a pitchfork, but she keeps on coming back*»).

Thus, the analysis shows that the most frequently used proper names are theonyms. It may indicate opposite distinction of God and Devil and the strong belief of English people in higher forces. The anthroponyms represent the common forenames and surnames for English nation. In addition, they illustrate significant historical personalities. The toponyms give the information about the towns, which were well-known in the past as well as

depict the attitude of English people to these places. In conclusion, the study of frequently used onyms in English proverbs enlarge knowledge about the past and present of this nation and also denote the important characters and territories. The further study is based on the analysis of proverbs in other European languages.

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## UKRAINIAN BORROWINGS IN THE ENGLISH LANGUAGE

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Language is constantly evolving and changing due to contacts with other languages and due to certain social reasons. The issue of an interlingual interaction remains unexplored. There is an influence of one language on different areas of another one. This influence can be applied to grammar, syntax, spelling and vocabulary. English plays an important role in borrowing process because it interacts with a huge number of languages. The interaction was direct and indirect. It should be noted that the Ukrainian language has also contributed to the enrichment of the vocabulary of the English language, although borrowings from the Slavic languages into English are not so numerous. This is due to connections between peoples, which were established quite late, only in the XVIth century. At first the connections were quite limited. V. D. Arakin disagrees to the statement that the development of

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capitalism in England and the expansion of maritime trade, which was in the second half of the XVIth century there is an interest in Moscow state (at that time the territory of modern Ukraine was the part of it). In the XVIth century the first borrowings penetrated into English from the Ukrainian language, for example, the word *cossack*. Although V. Arakin considers it as borrowings from the Russian language, the word comes from Ukrainian [1].

Although the token *cossack* penetrated into Ukrainian from the Tatar language, but in other languages, lexical and semantic variants of this word penetrated from the Ukrainian language.

A comparative analysis shows that this token expanded the semantic structure in the Ukrainian language, although it was originally borrowed from the Turkic group of languages. The token *cossack*, which has long functioned in English, has only recently formed a derivative of *cossakhood* to reflect the concept of «Cossacks»: «Antiquity was littered with linguistic and cultural traces of *cossakhood*» (The Economist, Dec. 21, 1996) [2, p. 162].

Other Ukrainian words began to be part of the English language at the same time as Russian, often through Russian, Polish, and Yiddish. They may come from other languages, but because they are used to describe the Ukrainian realities, they are considered Ukrainian borrowings. Some of them are regionalisms used in the Ukrainian diaspora, such as Canada. Despite all this, the words are firmly entrenched in the vocabulary of the English language [3].

Yu. Zatsny emphasizes that the active borrowing of Ukrainian words began in the second half of the XXth century and continued after Ukraine gained independence. He notes: «The word *Rukh* became an internationalism during the late 80's, in the same period the word *hlasnist* began to function, during the 90's in many languages there appeared the word for the Ukrainian parliament (*the Verkhovna Rada*), the word for monetary units (*karbovanets, hryvnia*)» [2, p. 161]

With Ukraine's independence, the *Verkhovna Rada* penetrated into English, which is used to denote the legislature in Ukraine. Sometimes the meaning of this borrowing is explained and put down in parentheses. With the development of political processes, new concepts and lexical units appear in a language. A large number of the Ukrainian borrowings appeared in English after the events of 2004 (for example, *the Orange Revolution*). After the events of 2014 – *the Dignity Revolution*. The Ukrainian language was the source of about 30 words in the English language [4].

According to the semantic principle, it is possible to systematize the Ukrainian borrowings into the following groups:

- 1) historical vocabulary;
- 2) household vocabulary;

- 3) vocabulary in the field of cooking;
- 4) economic and political vocabulary.

The historical vocabulary includes words that were borrowed in a certain historical period to denote the realities of that time. They survived in English to these days. Among them are the following words: *bandura, kobza, dumy, kobzar, chumak, hetman, boyar, cossack, kniaz, kurgan, holodomor* [3].

There is a fairly large group of vocabulary related to the field of cooking. For example: *babka, holubtsi, horilka, kovbasa, lymonnyk, paska, pyrih, borscht, kasha, syrnyki, varenyky, kvas, samohonka, korovai, mlyntsi, pechenya, kutia, compot, deruny* and others [3].

We should emphasize that the main method of borrowing from the Ukrainian language is transcription and tracing. The number of transcribed words exceeds the number of transcripts. Currently, the scope remains quite narrow. The vast majority of them are used only to denote realities that directly relate to the Ukrainian history, statehood, culture, politics, economy, life. Most often the Ukrainian borrowings are used in the English-speaking environment by representatives of the Ukrainian diaspora. Although the Ukrainian borrowings make up a small part in the English vocabulary, their frequency is increasing due to modern political, economic and cultural processes. There is a process of formation of derivatives from the Ukrainian borrowings. Thus, the influence of the Ukrainian language on the vocabulary of English is increasing at the present stage of its development.

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## THE CONCEPT OF «CHILDHOOD» IN THE STORY «BABYNI KAZKY» BY B. ANTONENKO-DAVYDOVYCH

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The works for children take a special place in the creative heritage of B. Antonenko-Davydovych. The author has written such collections for children during his creative career: «Parotiah ch.273», 1933; «Slovo materi», 1960; «Yak vono pochynalos», 1969. The stories in the collection «Babyni kazky», which was published after the writer's death in 1991, have a very strong autobiographical dominant. The works included in it have been written by B. Antonenko-Davidovich at a very respectable age, and therefore they contain a lot of information about the formation of his personality as a writer, ideological and creative origins of his creation.

B. Antonenko-Davydovych's works for children were researched by V. Dmytrenko «Educational opportunities of a literature lesson (on the example of considering the story «Ne sviati horshky lipliat» by B. Antonenko-Davydovych)», «Education of humanism in the process of studying stories for children by Borys Antonenko-Davydovych», N. Okhrimenko «Borys Antonenko-Davydovych «Slovo materi» etc. O. Khamedova in her thesis and monograph «The fate and creation of Borys Antonenko-Davydovych» researches the relationship between the biographical author and the character and also refers to the children's works of the writer. However, the issue of the concept of «childhood» on the example of works for children by B. Antonenko-Davydovych in general and the story «Babyni kazky», in particular, was not considered separately.

The appeal to the concept of «childhood» in the creation of B. Antonenko-Davydovych is due to the fact that the writer's childhood was really happy and joyful, «real» and sincere, as it is evidenced by the autobiographical works «Zoloty korablyk», «Babyni kazky» etc. His childhood was carefree and frank, humane and honest, and therefore it created the basis for the unquenchable optimism of life, which the writer maintained and carried throughout life, recreating in psychological and masterful works for children.

The concept of «childhood» together with the concepts of «happiness», «truth», «song», «family», «death» is an integral part of the general conceptsphere of the creation of B. Antonenko-Davydovych. All the experience that a person gets, knowing the world around, forms picture of the

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world, which is transformed and forms its conceptsphere. According to N. Khrystych, each concept «combines important human knowledge of the world around us. The system of concepts forms a picture of the world (world view, perception of the world), which reflects the child's (or person's – our clarification – K.P.) understanding of reality, forms a special conceptual picture, which is the basis of further worldview, that is, a certain human experience is determined, which then is represented by a concept» [5, p. 409].

The formation of the main dominants of the human worldview occurs in the childhood. The childhood is an integral part of human life, when fundamental truths about life are laid down through knowledge of the world. So, S. Luparenko, researching the concept of «childhood» in the scientific literature, concludes that «it is during childhood laid the foundations of personal activity and personal qualities, human values that determine the quality of future life» [6, p. 293], and also there is a socialization of the person who passes the basic, but such significant stages of education, training and development. T. Haievska affirms that «the social feature of childhood affects to the future life of an adult. At this time the foundations of health, personal value-normative basis are laid, the basic habits, character traits, features of behavior are formed» [3, p. 106].

T. Pirozhenko proposes to identify several components for a full picture of childhood. So, considering childhood in the context of ethnographic and cultural trends, she identifies the first component, talking about «the actual culture of childhood: the environment in the broadest sense, the surroundings, cultural forms that adults create for children» [7, p. 7]. Accordingly, «the nature of childhood, the manifestation of the child's essence, children's subculture, namely forms of activity of the child» [7, p. 8] are the second component of childhood researches. Thus, the period of childhood is the most valuable. In this period a child communicates openly and sincerely with the world, expresses his/her care and feelings, is not ashamed to be real, learns with his/her heart everything he/she sees around him/her.

The childhood is not only fun, victories and dreams, gifts and holidays, but also instructive lessons of fate, which awaken a thirst love for the Motherland and for life. There are important strategic core lines in defining the phenomenon of childhood, which «intersect, do not exist without each other: it is a valuable importance of childhood as a dynamic social formation and personal significance for each child of the social center in which there is his/her formation, development, prosperity» [2, p. 27–28]. Therefore, the society, in particular, the family are an important and decisive factor in the child's life.

So, in the story «Babyni kazky», 1964 B. Antonenko-Davydovych, who at the time of writing was 65 years old, introduces us to the older members of his

family, especially narrates about his grandmothers, who have influenced the further understanding of the world by the writer and awareness of his place in it. The story contains a subtitle – «from children’s impressions», because in it the author introduces to the reader the events of his early childhood, which have influenced the formation of his consciousness.

The writer reproduces the meaningful pictures of his childhood from a considerable distance. «The voice of the narrator is really decisive, – says O. Khamedova, – but not unique. It intertwines with the voice of another autobiographical character – little Borys. The change of worldviews is also emphasized by temporal forms: the past tense of the story is replaced by the present when the child-character speaks. Children’s view of events reproduces the joy of learning about the world, experiencing the «fullness of life», which are unknown to adults» [4, p. 62–63].

In the story «Babyni kazky» we highlight several components of the concept of «childhood». In this story memories of childhood connote with the feeling of happiness, reveal the source of the formation of national consciousness.

**Childhood as the feeling of happiness.** B. Antonenko-Davydovych, comprehending life, repeatedly returned to memories of his childhood in order to better understand himself, to once again realize the lessons which he has learned. The boy lived with his parents in Bryansk (Russia) and arrived to Ukraine to visit his grandparents. He was happy to come there, due to he felt happy to be united with his family and Ukrainian nature: «We came in the middle of summer, when the lush Ukrainian nature was blooming and showing green, to visit family, it seemed to me that in those regions there is never a cold Bryansk winter, but just always summer and holiday, when everyone is happy, everyone is joyful» [1, p. 581]. It seems «charming», but «lost paradise» [1, p. 581] for the little boy to visit his grandmothers. Only warm and pleasant memories enveloped his soul and heart as he told of his grandmother’s yard and house. Romenska grandmother has «a garden near the house with plums and pears, which my grandmother treats to me, and two hives with careful bees, like my grandmother...» [1, p. 581], and also there are portraits of Shevchenko and lieutenant Shmidt on the wall. Nedryhailivska grandmother «has a stork or chornohuz, as grandmother says, which lives on the barn, and behind the barn there are thickets of elderberry, where it is good to hide <...>» [1, p. 581].

We should also mention the moments when after housework, grandmother Oleksandra went outside to play with her grandchildren in geese and wolves, and after that they all sat in a circle and sang Ukrainian songs. And then grandmother began to talk about long ago and the glorious kozaks. And these stories by grandmother taught her grandson to be always ready, gritting his



teeth, to give honest and fair resistance to his enemies «like the last kozak in her fairy tale» [1, p. 589]: «Come, enemies, I call you!» [1, p. 586].

**Childhood as the source of the formation of national consciousness.** Grandmother Oleksandra and grandmother Olena perceived Russian language of their little grandson differently. Grandmother Olena was happy to heard reciting poems by her grandson, she was even proud of his success. And on occasion she praised him among present people. But grandmother Oleksandra was not satisfied with her Russian-speaking grandson. And the boy was even afraid of her. She didn't even respect her son, Borys's father. Authority of grandmother Oleksandra and her clear Ukrainian core formed in her grandson a clear idea of his roots and contributed to the awakening of national consciousness. He begins to care about Ukrainian songs, admires stories about Ukrainian honorable kozaks. But everything was different in romenska grandmother Olena. It is impossible to avoid her desire to worry and care, to feed and cherish everyone. Grandmother Olena was more gentle and instilled to her grandson the understanding that any situation should be resolved amicably: «And you obey, Borys, obey! It will be better for you...» [1, p. 587].

The story represents two different views on the exactingness and severity of grandmother Oleksandra. Little Borys does not agree to come to terms with this, he sometimes even gets upset that the grandmother calls him «perekotopole» [1, p. 582], «so silly boy that he doesn't even know a good song» [1, p. 583]. However, from a distance of years, the writer takes the instructions and advice of his grandmother for the right advice not to break the connection with the Motherland, but on the contrary to feel and strengthen this connection with the native land. Advices and precepts of grandmother Oleksandra awakened in her grandson's mind «a mixed feeling of pity, resentment and ardent love for something unconscious yet, but so great and dear, for which it is not a pity to give own life...» [1, p. 588–589]. The songs, legends and stories that the boy have heard from her had the strongest influence to his personality and formed his national consciousness.

Consequently, the analysis of the story «Babyni kazky» by B. Antonenko-Davydovych in order to define the concept of «childhood» in the story, suggests that this concept connotes with the awareness and understanding of happiness, and acts as the source of national consciousness of the writer.

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## MACHINE TRANSLATION AND ITS PRINCIPLES OF CLASSIFICATION

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Machine translation is an action performed on a computer that converts text from one natural language into equivalent text in another language.

Among the principles of classification of machine translation we distinguish translation with the participation of a computer in the translation process, the number of languages that the system «understands», the type of documents during the translation the system is focused on, and purely linguistic principle.

1) Translation with the participation of a computer in the translation process. The systems of machine translation are divided into automated and automatic. The automated systems of machine translation mean that the translation is performed by a machine and the term «machine-aided translation» is used for this type of translation.

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The automated systems of machine translation indicate machine translation as such.

In automated machine translation systems, a person is a mandatory participant in the translation process. The only part of the machine participation is the performance of different routine operations, i.e. searching for words and phrases in the automatic dictionary and outputting their translation to the screen with a possible subsequent insertion into the source text. In automatic systems it is, on the contrary, the machine analyzes the input of the text and synthesizes the output, so that the translation with its inevitable lexical, grammatical and stylistic errors is generally understandable to the user and can be used as an informative document. At the same time, such systems usually have the means to edit the machine product, which is especially important during the translation of the texts that have the status of documents in the literal sense of the word, such as technical documentation supplied abroad with exported equipment [6].

2) By the number of languages that the system «understands» we mean the translation according to which we distinguish bilingual and multilingual systems. Bilingual systems translate for one language pair. If the system covers more than one language pair, it is multilingual. In the development of this point, it is advisable to take into account such divisions of the machine translation systems as «two-way systems» which translate the text in both directions, and «1-way systems» which translate the text in one direction.

3) By type of documents, the translation of which the system is focused on. In particular, some systems that work only with the titles of the documents (for example, patents), while others deal with the documents mostly with technical specifications, etc. There are also universal systems that can translate texts of different types at the same level of efficiency. Modern systems software depends only on the structure of linguistic support, but not on the specific content of the automatic dictionary, thus it is necessary to distinguish between dictionaries of different systems, as well as the practical possibility of their distribution. According to a purely linguistic principle, the classifications of the machine translation system are divided into:

- a) Systems that implement direct translation (direct translation);
- b) Systems based on transfer (transfer approach);
- c) Systems with an intermediary language (Interlingua approach).

These systems are of particular interest to computational linguistics. They, according to the plan of their authors, must implement I, II, and III levels of «understanding» of the input and output texts. Moreover, it seems quite natural that the authors of this classification believe that the higher the level of «understanding» is, the higher is the quality of the translation.

a) Direct translation systems are built based on the following considerations: we have two specific languages to which this particular system is configured. The majority of the information is found in vocabulary, therefore, it is enough to translate the vocabulary of the input text correctly, for which it is necessary to remove the ambiguity that complicates this (primarily grammatical) and brings the output structure to the minimum necessary correspondence to the input syntactic structure, that the vocabulary of the source text being translated conveys the information contained in the text. These systems develop the philosophy of descriptor automatic systems. They focus on vocabulary, ignoring the «global» syntax of the sentence and relying on a minimal context. The latter is considered as a quasi-syntactic formation: the grammatical characteristics of words and their mutual arrangement are analyzed, but the syntactic, hierarchical organization of a sentence or (at least) its fragments are not. It is important to emphasize that in direct translation a sentence is both analyzed and synthesized not in the form of a syntactic formation, but as a set of linear fragments. Of course, syntactic connections and dependencies are taken into account in this linearity, but indirectly and far from in full. The essence of direct translation is in the hypothesis according to which the redundancy of the language is such that the correct translation of vocabulary compensates for grammar errors. We can also assume that the closer is the syntactic formatting of texts in two languages, the higher is the quality of translation [7].

b) The rough direct translation contrasts with the transfer approach. Its idea is if in direct translation the vocabulary often «does not work» due to disregard of the syntactic role of words, it is necessary to identify the syntactic structure of the input sentence, transform it into the structure of the translated language and only then translate it at the lexical level, that is, to substitute words into the syntactic structure of the source text.

A translation performed by a transfer system will be better than a translation performed by a direct translation system if these conditions are met:

- The system correctly recognized the syntactic structure of the text;
- The vocabulary of transfer rules is quite complete;
- The structures of the input and output texts differ so that the transformation is necessary [2, p. 597].

As we can see, the difficulties in both methods are similar: the need to predict the behavior of words in the text in advance, ie at the level of speech. In fact, in direct translation we are not interested in syntactic connections, more precisely, in their whole mass, which means that there are simply no errors that appear in non-existent connections. But, on the other hand, the transfer approach in some cases eliminates the errors of direct translation,

because it does not make direct, «subordinated» substitutions of words, and therefore does not make the correspondent mistakes.

c) According to systems with an intermediary language, one of the main prerequisites for their construction is the desire to significantly simplify the development of multilingual systems, as well as significantly improve the quality of translation. The main idea here is that, regardless of the language, the text on the stage of analysis is transformed not into a structural expression related to this language, but into a description independent of specific languages, which conveys the content of the input text. After that, the semantic representation is transformed into a text in the source language. Of course, experienced translators first understand the content of the translated text, and only then work with this content. When implementing this tool, linguists face the same problems as the developers of transferred systems, except that these problems are much more connected with the involvement of broad semantic information, which, as we have seen, is very difficult to formalize.

It is possible that different systems will translate the same text with approximately the same quality indicators, but will make different mistakes. This hypothesis needs to be tested to find new, more effective means of translation. One of such ways may be the development of hybrid systems that combine the capabilities of direct translation and transfer.

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## PSYCHOLOGICAL SCIENCES

### POSITIVE AND NEGATIVE ASPECTS OF THE SOCIAL MEDIA INFLUENCE ON VALUE ORIENTATIONS IN ADOLESCENCE

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Today it is impossible to imagine human life without social media networks. They penetrate all spheres of life and qualitatively change the nature of our interaction. Social media allows us to be creative, create different kinds of content, promote ourselves, develop our own brands and become known opinion leaders. Every day Internet users sign up for new social networks and become active in their virtual lives. This helps everyone feel integrated into the social life of society. At the same time, social networks include a real threat to the formation of worldviews, moral qualities and life values. This is relevant for the present time, because the COVID-19 pandemic has practically moved our lives to the Internet.

In psychological science there is no unified approach to the interpretation of the social network. The considered theoretical concepts unite its understanding as an interactive website, the content of which is filled by the network users themselves. The site is an automated social environment that allows a group of users united by common interests to communicate [3].

It has been established that social networks create not only opportunities for developing abilities, improving knowledge and expanding the range of interests, but also contain real threats to personal development, including Internet addiction, saving or lack of time for real communication and so on. Social networks, overshadowing the classical institutions of socialization – family, school, friends – have a dominant role in the process of personality socialization and have a direct impact on its value orientations.

In modern psychology value orientations are considered as a complex socio-psychological phenomenon that characterizes the orientation and content of the activity of the individual, determines the overall approach of the person to the world, to oneself, gives meaning and direction to personal positions, behaviors, actions. The system of value orientations has a multilevel structure. At its apex are values associated with the idealization and life goals of the individual [4].

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Researchers identify different components in the structure of value orientations, in particular: motivational and value based, cognitive, emotional and volitional. The system of values and value orientations is characterized by a dynamic, changing nature of development, based on the interaction of two contradictory trends: the tendency to preserve and the tendency to change the system [2].

Adolescence is particularly sensitive to the impact of information technology in general and, in particular, to virtual communication through the defining role of communication and self-determination of the individual during this period. It is in adolescence that a stable circle of interests begins to form, which is the psychological basis for the development of personal value orientations [1].

Analysis of the results of the empirical study showed that the specificity of value orientations projection by the personality of adolescence is determined by the influence of social networks and the ability to subjectively manage their translation. Thus, the experimental study found that 60% of the respondents are characterized by *excessive interest in social networks*. These respondents communicate with friends, listen to their favorite music and seek information about different areas of life. The *terminal values* of creativity, cognition, development, interesting work, and health are significant for these young men. Among the *instrumental values*, the following are significant for these users: cheerfulness, independence, honesty, and education. During the quarantine, respondents in this group attended concerts and theaters online, preferred marathons to expand their personal potential, and used social networks as a platform for professional activities. Such users noted, «If it were not for social media, it would be difficult to navigate in today's society».

The results of the study showed the presence of *Internet addiction* of students (5%). These students play games, watch movies, listen to music and sometimes communicate with friends, but they do not use their time in social networks for personal development.

The following *terminal values* were significant for them: entertainment (a pleasant, carefree pastime, absence of duties), intransigence to one's own flaws and to the flaws of others, and the value of loyal friends. Among the *instrumental values* significant for this group of students are courage in defense of their own position and independence. During quarantine, these students favored online parties and entertainment content among bloggers and stars.

It was found that 35% of students are *conscious social media users*. They are on social media to find interesting and useful information, communicate with friends. Sometimes they spend time to watch movies. Users of this group understand not only the positive impact of social networks, but also consider the negative consequences of online communication. For these respondents

important *values* are: health, love, having good and loyal friends, development, and material security. Among *instrumental values* significant for this group of users are: responsibility, self-control, developed will. During the quarantine these students used social networks rationally. They appreciate the opportunity to join different types of art and learn new things for themselves through social media. Respondents in this group noted, «What I find on social networks inspires me to my own creativity, so I primarily subscribe to accounts that are creative, interesting, and similar to my field of work».

The majority of respondents noted that social networks actively influence various aspects of their life activities. This influence cannot be unequivocally qualified as a positive or negative phenomenon. The use of social networks positively influences the realization of creative ideas, promotes self-expression, active interaction with others, helps to implement professional and educational activities, broadens the horizons, etc. Despite a number of advantages, the researched noted the problems that accompany the use of social networks. In particular, the constant stay in the network takes a lot of time and distracts from other duties, negatively affects the process of socialization through the reduction of direct social interaction, leads to negative changes in communication with friends and relatives, affects the development of depression, leads to a reassessment of established values.

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## USAGE OF DIGITAL TOOLS AND SOCIAL MEDIA FOR LEARNING: UKRAINIAN EXPERIENCE IN THE CONTEXT OF THE COVID-19 PANDEMIC

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In the context of the COVID-19 pandemic, the process of higher education in many countries has been transformed into online format. Thanks to this, even in traditional universities, digital tools and technologies have become more actively used. For a long time, the implementation of the latest learning technologies in the Ukrainian educational environment has been rather slow. Most university lecturers, and especially school teachers, have used modern digital tools to teach sporadically and unsystematically. However, due to the COVID-19 pandemic, the situation in the field of education has changed significantly. Under the pressure of circumstances, the learning process was transformed into an online format. This has forced educators to quickly master new tools, resources and platforms suitable for distance learning. Restructuring of the educational process and its adaptation to new conditions was not an easy task. Not only lecturers and teachers, but also students experienced certain difficulties. As it turned out during the transition period at the beginning of quarantine, most students are quite well versed in a variety of gadgets, useful programs and applications, but mostly for fun and communication. At the same time, a significant number of students were not fully prepared to use their own digital skills in the learning process. Thus, the issues of increasing the digital competence of lecturers, teachers and students came to the fore. However, increasing digital competence could not be the only important direction that provides transformation of the educational process into an online format. Creation and maintenance of proper motivation for learning, development of students' professional and social competence are equally important. All these things can be achieved through the use of Cooperative and Collaborative Learning technologies, which in the context of distance learning require the use of social media and messengers' potential.

In modern science, the terms «digital literacy» and «digital competence» are used simultaneously. As noted by McGarr and McDonagh [4, p. 10] in many cases they are used as synonyms, and the main differences are related to

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linguistic features. Aesaert et al. define digital competences as the «integrated and functional use of digital knowledge, skills and attitudes» [1, p. 132]. Although the term «digital competence» has not existed for a long time, scientists have proposed a number of interesting models that reveal the structural and substantive features of this notion. A survey by Janssen et al., in which the authors identified twelve different areas that encompass digital competence composing of knowledge, skills, and attitudes [3, p. 473]. The model, that was developed in Digicomp project (an EU funded project aimed at identifying the key components of Digital Competence and developing an overall digital competence framework) is very important for our study. In the first version of this model 5 key areas of digital competence: Information, Communication, Content-creation, Safety, Problem-solving were suggested [2]. A few years later this model was updated. That's how DigiComp 2.0 variant appeared [8]. Based on DigiComp 2.0, a number of interesting Digital Competence concepts have been developed in many European countries. Most of them were analyzed in detail in the work of McGarr and Mcdonagh [4].

Also while choosing digital tools we payed attention to the results of our own research, in which prevalent types of users for the most popular social networks (Facebook, Instagram, Twitter) and messengers (Telegram, Viber) were identified. It is determined that the leading types of users are: for the Facebook – discussion initiator, active discussion participant, conformist; for the Instagram – generator of creolized content, spreader of the creolized content and a follower; for the Twitter – generator of creolized content, spreader of the creolized content and a discussion initiator; for Telegram – discussion initiator, active discussion participant, spreader of the creolized content; for Viber messenger – initiator of discussions, active participant of discussions, conformist [6, pp. 160–181]. In the process of transformation of the educational practice, we used methods of active learning, such as: web-quest, comics, project-oriented tasks, methods of creating inspiring motivation [5, pp. 72–77; 7, pp. 82–89]. Combined with the use of resources useful for the organization of distance learning (Zoom, Google Meet) and the possibilities of popular in Ukraine social networks (Facebook, Instagram, Twitter), messengers (Telegram, Viber, WhatsApp) – it allowed to solve the problem of digital, professional and social competencies.

We also interviewed lecturers and teachers of various faculties of Taras Shevchenko National University of Kyiv to assess the resources useful for organization of distance learning (Zoom, Google Meet, Google Forms, Kahoot it!) We used the in-depth interview method with lecturers and teachers. After analysing the results of colleagues' survey and their own experience we can determine advantages and limitations of use of the most popular tools among Ukrainian lecturers (Zoom, Google Meet). Both

platforms provide approximately the same functionality for online learning. However, there are some differences. Zoom provides free connection for members no matter where they have an account, while Google Meet requires members to have a Google account. Zoom also allows you to make digital records for free, while Google Meet provides such functions only in paid versions. However, Google Meet has its advantages. First of all, this is the duration of classes in the free versions – 60 min, while Zoom provides only 40 min. In addition, Google Meet provides better privacy (through data encryption).

Possibilities of using services for knowledge and competencies assessment of students such as Google Forms and Kahoot it! deserved autonomous treatment. According to our colleagues, each of them has its advantages and disadvantages. **Kahoot it!** Main advantages: in the form of tests you can check the level of students knowledge, you can set time limits for each question (from 20 to 240 seconds); you can set the time until which testing will be open; you can upload a picture or a graphic to a text question. Main disadvantages: a free account allows you to use only two types of tasks: tests (Quiz) and approval / refutation of a thesis (True / False); in tests (Quiz) there are only 4 answer options, but you can choose a few correct answers. **Google Forms.** Main advantages: uses many more question options: open-ended question, tests (one from the list, several from the list, scale, etc.); integrates with Google Classroom; the results come with analytics; open questions can be checked automatically by keywords. Main disadvantages: there is no time limit for a certain task (in order for the form to be limited in time – you need to install an add – form Limiter –PROD; if the student has not sent a response by the specified time and the form is closed – the answers are not saved.

In the process of transforming learning into an online format, it is important to use active learning methods, such as: web-quest, comics, project-oriented tasks, methods of creating inspiring motivation, etc. In combination with the use of resources useful for the organization of distance learning (Zoom, Google Meet) and the possibilities of popular in Ukraine social networks (Facebook, Instagram, Twitter), messengers (Telegram, Viber, WhatsApp) – it allows solving problems of development of digital, professional and social competences. For operative communication with Ukrainian students the most useful is Telegram, and with foreign students – Viber and WhatsApp messengers. It was also found that it is better to discuss the results of certain tasks in closed groups on Facebook, presentations of creative developments – on Instagram, searching tasks – on Twitter. Google Forms and Kahoot it! can be equally useful for assessing students' knowledge and competencies. Each of them has certain shortcomings, so they should be used as complementary. Zoom, Google Meet platforms provide approximately

the same functionality for organizing online learning. However, the education sector is sensitive to free access. Conditions for free use of Zoom, Google Meet are constantly changing, which leads to the dependence of educators on the marketing policy of these services. That is why the specialists of Taras Shevchenko National University of Kyiv have developed their own educational platform for online learning. Taking into account the disappointing predictions of the COVID-19 pandemic, the online format of education may become the main one for a long time. We are currently testing our platform and hope to report on its features in the future.

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## SOCIAL COMMUNICATIONS

### THE MEDIATISATION OF POLITICS AND POLITIZATION OF MEDIA IN THE RUSSIAN FEDERATION

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The media is one of the key elements that influence the political system of the Russian Federation. The first thing that needs to be emphasised is that mass communication play an important role in the Russia's media sphere. Experts are convinced that the process of mass communication will be effective only when the main media functions would have been implemented: 1. The information function; 2. Cultural function; 3. Educational function; 4. Recreational function; 5. Power control function; 6. Ideological function.

Russian experts believe that the most important function is ideological function, where ideology «is a view on reality from the perspective of a particular social group» [4, p. 18]. I. Dzialoshinsky emphasize that contemporary Russian media can choose between three models:

1. Autocratic technocracy model – the aim of this model is to teach recipient the «right» viewpoint. It is important for the media to turn the recipient into a «disciple» who will unhesitatingly trust received information.

2. Communicative-cognitive model – the purpose of this model is to provide large amount of relevant information, due to which the recipient will have his own opinion and vision of the presented problems in the media [3, p. 37].

3. Humanitarian model – the aim of the model is to present humanitarian values to society. The concept of humanistic journalism also appears in the model [4, p. 21].

The public in general tend to believe that the Soviet past in contemporary Russia greatly influence on the nature of the relationship between politicians and the media. In the Soviet Union, the media has an impact on public opinion and politics.

In Russia, an increase in the process of mediatisation of politics was first noted during presidential election in 1996. This stage was characterised by a lack of significant political events and the creation of these events in an

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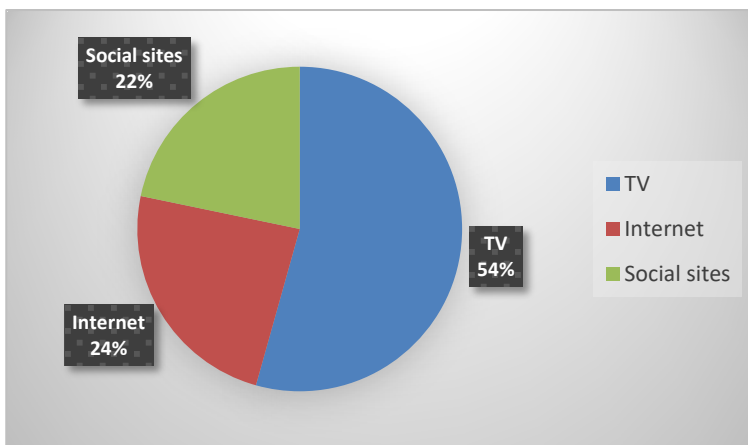
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artificial way. E. Voinova notes that during this period the possibility emerged of creating «political scenery and whole spectacles in public space while trying to conceal anything in real politics». The attention of politicians was concentrated not on activities but rather on the creation of an image. This is related to the fact that the media aims not to describe the actions of politicians but to create their media images [2, pp. 617–618].

In the following years, the Russian media came completely under the control of the Russian authorities. In this way, the government blocked the development of commercial television, because the channels, which were not financed by the Russian political elite, tried to pursue policies independent of the authorities. This position led to conflicts with the government and later to tight control of the media by the state. In the following years, the Russian media came completely under the control of the Russian authorities. In this way, the government blocked the development of commercial television, when the channels, which were not financially dependent on the Russian political elite, tried to pursue independent policies and adopt unsubmitive positions. This position led to conflicts with the government and later to the control of the media by the authorities.

Television retains the leadership of information sources with the highest trust: half of Russians trust it, one in five (22% and 20%, respectively) trusts Internet publications and social networks:



**Figure 1. What media sources do you trust most to be well-informed?**

Source: [1]

Besides, it is worth highlighting the fact that the most popular television channels in Russia are owned by the All-Russian State Television and Radio Broadcasting Company or every year receives state support in the form of subsidies. On the Russian television market, weekly programs are popular, in which journalists and program guests discuss political events in Russia and the world. It is undeniable that It should be emphasised that the Russian government is using these programmes and journalists to influence Russian society. It follows that television is transmitting new information to the audience in the context of already existing stereotypes about a great Russia, imperial aims and Putin as the father of the Russian people.

From these facts, one may conclude that the media in the Russian Federation contribute to the shift of political processes into the media sphere. The media are concerned to be one of the methods of legitimizing political power in the Russian Federation. The trend of mediaocracy is a serious problem in contemporary Russian political communication.

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## **POLITICAL SCIENCES**

### **INTERNAL POLITICAL DEVELOPMENT OF THE COUNTRY WHILE BUILDING A CIVIL SOCIETY**

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The people created the state in order to serve society, governing it through law along the path of social progress. Serving the political power of general social progress, which is based on the successful development, especially the economy and culture, a historical regularity relationship between the state and society.

The relevance of the research topic is due to the peculiarities of the socio-cultural development of Ukrainian society, which have both direct and indirect impact on the institutionalization of civil society in Ukraine [6, p. 165].

The idea of civil society has passed a long evolution in social humanistic thought, developed in numerous contradictory concepts, now it is possible to track its social and philosophical evolution. The first European attempt at problematizing the theme of citizenship can be conventionally considered as the ancient Greek and Roman philosophical thought.

In medieval political and philosophical thought, one can distinguish views on the state and relations between power and society of Saint Augustine. As the concept of the concept of civil society emerges and is secured in the political and philosophical history of Renaissance. This source is well reflected in the writings of Niccolò Machiavelli, who focuses his attention on the concept of freedom as the newly actualized value of the Renaissance [2, p. 52].

In modern socio-political theory, the concept of civil society is a complex and rather diversified interdisciplinary concept, which is actively addressed by representatives of almost all humanities.

These cultural and historical traditions in different ways correlated civil society with such a social institution as the family, assigned different positions in the interaction of civil society with the state, economic, political institutions, law and morality.

Functionally different approaches also differ from each other. For example, J.-J. Rousseau, J. Locke define the main function of civil society as a

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counterweight to the state. T. Hobbes deduces a different interaction between them and believes that the state is called upon to streamline the chaotic relations of civil society [7, p. 67]. G. Hegel sees the main function of civil society in the fact that it mediates relations between the family and the state, is a kind of «stage of transition» between them [2, p. 38]. For Karl Marx, civil society is a real foundation on which a specific form of state is built.

The formation of a legal civil society is the most important condition for the formation of a social legal state. These two processes are interrelated and interdependent. With the help of the emerging social legal state, a legal civil society becomes, which is the guarantor of a social legal state, confirming the reality of its existence [5, p. 149].

The degree of socially useful effectiveness of state power in the mainstream of promoting the progressive development of society depends on many factors of an objective and subjective order. These are, first of all, those real historical conditions in which the state functions: the existing level of development of productive forces, technology, culture, the state of morals, customs, lifestyle of the people, their «spirit», their mentality.

Furthermore, the political organizational factor is of particular importance, directly predetermined by the type and form of the state, especially its political regime, the method of exercising state power, its relationship with the principles of law in the process of establishing legislative prescriptions for the implementation of state policy [3, p. 121].

The results of the impact of state power on society under various regimes were positive or negative, or in some areas they were accompanied by successes (for example, in the economy), while in others they gave rise to degradation, for example, the spiritual one. This is illustrated by the results of the fascist and national socialistic regimes in Italy, Germany, Portugal, Chile, and the totalitarian regime in the USSR.

Nowadays, there are different political regimes, from totalitarian to democratic, with the existing varied range of their impact on society, but typically, natural is a democratic, social state ruled by law personified being in relation to society, known as civil law [2, p. 41].

In the coming years, in accordance with the paradigm of the formation of Ukraine as a legal, democratic and social state with a market economy in the country, it is necessary to conduct a state policy aimed at the development of civil society and its active involvement in socio-economic life and the implementation of the development strategy of the country and regions.

The main goal of state policy in the development of civil society is to create legal, informational, organizational, infrastructural conditions for the support and development of forms of public participation and self-organization of citizens.

The main task and great goal of the forming social rule-of-law state is the creation of a middle class of owners who form the social, economic and political foundations of a real civil society, establish equal social relations with their free expression on the basis of law, and successfully serve the intensive accumulation of material and spiritual benefits [7, p. 74].

A citizen must participate in the management of society; thus, he prevents the concentration of power in one hand and defends his interests. Speakers of similar interests should unite in parties. To avoid mistakes due to short-sightedness or illiteracy, people must entrust, delegate their powers to those representatives in power structures who are able to achieve their interests more effectively.

And on the contrary, the settling of all the fullness of power in one hand becomes the reason for the deformation of the spirit of citizenship, social and political deprivation of people, they are alienated from government, turn into subjects, and begin to show political and economic apathy [7, p. 158]. The active behavior of society is a guarantee of not only political, but also economic prosperity of society.

The formation of a legal civil society is the most important condition for the formation of a social legal state. These two processes are interconnected and interdependent. With the help of the emerging social legal state, a legal civil society becomes the guarantor of a social legal state.

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**REASONS FOR CREATION AND PROCESS  
OF DEVELOPMENT OF PUBLIC ORGANIZATION  
«CONGRESS OF UKRAINIAN INTELLIGENCE»**

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The Ukrainian intelligentsia was, is and will be a stronghold of Ukrainian patriotic thinking. It was the intelligentsia that defended the interests of the Ukrainian people in spite of everything. It has always struggled with the total onslaught of colonial neighbors and with an aggressive policy of planting foreign culture. History remembers hundreds of examples of the disobedience of the Ukrainian people, expressed both in the form of cultural protest and outright rebellion. History remembers hundreds of names of Ukrainian intellectuals who were not afraid to openly oppose totalitarianism and imperial chauvinism.

Almost immediately after independence, the Ukrainian information space was filled with Russian-language products that carried the agitation and propaganda necessary for the Kremlin's leaders. At a time when the corruption of domestic authorities is combined with the inability to resist Russian information aggression, and sometimes with their outright reluctance to do so, has led to a significant weakening of national consciousness among the citizens of Ukraine in the first years of independence.

Using the methods of agitation and propaganda and at the same time controlling a significant share of television, Moscow propagandists managed to formulate the image of Ukrainian nationalism in gloomy tones in a relatively short time. Drawing a constant analogy with Nazi Germany and Nazi Italy, playing on the feelings of World War II veterans, covering historical events only in one direction, they turned the notion of patriotism into the same as fascism. The Ukrainian language in a number of Ukrainian cities with a significant Russian-speaking population has become obsolete. Speaking Ukrainian was unprestigious and in some cases punished by condemning the Russian-speaking population.

All this was due to the fact that the vast majority of leaders in almost all government agencies were appointed to these positions by the Communist Party of the USSR. Being nationally unconscious and pursuing only the desire

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to satisfy their own interests, they were ready for anything, if only to prevent their replacement in office. The space scale corruption had appeared in the country at the same time.

The book publishing industry of Ukraine, which was already constantly suffering from oppression during the Soviet period, found itself in an even worse position after gaining independence. Printing in Ukrainian was not economically viable, not only was there little demand for such products, but competition from Russian producers, who flooded virtually all bookstore shelves with their products, led the Ukrainian people to choose to either read in Russian or not read at all.

Already in the first year of independence, along with new economic problems in the country, there was a threat of loss of national identity. Representatives of the Ukrainian intelligentsia, concerned about this problem, decided to oppose the aggressive actions of the Russian Federation. Unfortunately, their fragmentation did not allow to effectively resisting the total pressure on the information space of Ukraine. Of course, in many cities there were centers dissatisfied with the information policy of the new government, that is the lack of information security control, there were numerous speeches at rallies and forums on various national issues, but without the consolidation of all national and patriotic forces they had not ability to resist Russian aggression.

Therefore Ivan Fedorovych Drach as one of the main representatives of the cultural intelligentsia of Ukraine decided to intensify his socio-political activities and direct it to protect the rights and interests of the Ukrainian people. That is why he decides to create a Congress of the Ukrainian intelligentsia, a public organization whose vast majority of members would be representatives of the cultural, creative and scientific elite, that is, the intelligentsia.

I. Drach writes a manifesto in which he points out that: «the President of the Russian Federation in his Decree № 940 of September 14, 1995 on Russia's strategic course towards the CIS countries, according to which Ukraine is already considered a zone of Russia's national interests», «science. In fact, the National Academy of Sciences, which gave the world such outstanding scientists as Vernadsky, Hrushevsky, Palladin, Paton, Glushkov, and others, is being destroyed. Scientists, teachers, doctors, and cult educators are on the verge of physical survival. Unprecedented: the people have their own language, and most government officials speak the language of a foreign country, defiantly demonstrating «independence» from their own people. «But he strongly disagrees with the opinion that the Ukrainian idea did not work in Ukraine. This is a forgery of those for whom the proclamation of the sovereignty of our state is a «temporary phenomenon.» It was noted that the

Ukrainian intelligentsia understands the inevitable objective difficulties of the first years of our independence. But he cannot accept the fact that we are being driven into a dead end of national non-existence. We will have enough resilience and self-sacrifice, as in previous generations, to prevent the overthrow of the great Ukrainian nation, which ranks fifteenth among hundreds of nations in the world. This is felt by Ukrainophobic government officials, who only change their anti-Ukrainian rhetoric without changing their anti-Ukrainian course. «We have retreated for too long, we have already surrendered many positions – we have been forced to disarm, our economy is being brought to its knees, but there is nowhere to retreat. For us, the holiest and most precious thing is Ukraine and its people» [1].

I. Drach tried to attract to the Congress the most influential representatives of the country's cultural elite, members of this organization from the first weeks of its existence were professors, scientists, artists, People's Deputies, and political figures but L. Kuchma made the greatest resonance in the political life of the Congress of Ukrainian Intelligentsia who spoke at the All-Ukrainian Congress of Intellectuals with a report «We are not powerless in the face of the future» where he not only agreed with the ideas set out by Ivan Fedorovich in the Manifesto of the Ukrainian intelligentsia but also openly supported the Congress in the struggle for Ukraine's future. (Kuchma L., 1998). In addition to the President of Independent Ukraine, the first congress of the intelligentsia was attended by Patriarch of Russia and Ukraine Filaret, who also spoke in support of the intelligentsia in the protection of the rights and freedoms of the Ukrainian people. [2]

Cooperation between the intelligentsia and the government was mutually beneficial. On the one hand, I. Drach received from his allies the most influential ruler, who also stood on the positions of building a strong country. On the other hand, President Leonid Kuchma attracted the support of representatives of the Ukrainian intelligentsia, who had a certain influence on society and guaranteed him support in the next presidential election.

So we can conclude that due to the instability in the country's political life in the early 1990s, the Ukrainian people found themselves in a threatening situation, when their cultural and historical heritage was constantly attacked and oppressed by pro-Russian authorities. This state of affairs contributed to the consolidation of the Ukrainian cultural elite around the idea of I. Drach to create a public organization «Congress of Ukrainian Intelligentsia» whose main task was to protect the interests of the Ukrainian people, to build an independent, strong and prosperous Ukraine. Representatives of the «Congress of the Ukrainian intelligentsia» acted as leaders of the Ukrainian people to a better life, they began active cooperation with the authorities in order to implement the tasks assigned to them. Enlisting the support of the

President of Independent Ukraine of that time Leonid Kuchma they managed to get into the Verkhovna Rada of Ukraine and occupy a number of important positions, which further influenced the development of Ukrainian statehood, which suggests that I. Drach managed to make a significant contribution to defending freedoms of the Ukrainian people.

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## ECONOMIC SCIENCES

### THE DIRECTIONS OF SPA INDUSTRY MODERNIZATION IN CRISIS

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The current stage of economic systems functioning is characterized by threshold values of instability. Modern threats and challenges have a negative impact on the functioning of the tourism industry, which, on the one hand is one of the most promising areas of economic activity and on the other – extremely sensitive to the destructive factors of various origins. The nature of tourism as a social phenomenon determines its close relationship with the processes taking place within regional communities and in individual destinations. The spread of international terrorism, illegal migration, increasing incidence of socially dangerous diseases, general deterioration of the environmental situation, despite the intensification of tourist flows, lead to a significant increase in their negative impact on tourism, which has varying degrees at the spatial level.

In modern conditions, one of the important priorities for the development of the Ukraine's tourism sector is modernization, one of the current areas of which is the renewal and innovative development of the spa industry. Modernization of the spa complex envisages the introduction of new directions and methods of the resort establishment's effective development which can contribute to the dynamic development of both the spa industry of the region and individual enterprises that interact with each other.

Despite the crisis periods, there have been recent positive trends in the development of the country's spa complex, which, in particular, are manifested by an increase in the number of sanatoriums and increasing demand for Ukrainian resort programs. At the same time, innovative activities in the spa industry are almost non-existent, except for modern spa complexes – resort hotels.

In our opinion, the innovative development of the spa industry should primarily involve the development of new markets, development, and creation of new tourist routes, services, technologies using the achievements of science, technology, and modern forms of organizational and managerial activities, the

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introduction of which will increase employment and income of the population, to improve the socio-economic development and tourist attractiveness not only of individual regions but also of the country as a whole.

Modern realities require health resorts to introduce new ways of organizing spa services. One of such effective ways of recreational areas spatial organization is the formation of a resort cluster, the purpose of which is to create a single system of spa services of the resort. The cluster approach is important in the strategic regional development of tourism, and its advantages are the widest possible involvement in the formation of the competitiveness of destinations of all subsystems and components of regional tourism systems, including the resort economy.

According to experts, the advantages of the cluster model of tourism sector development in general and the spa industry, in particular, are:

- efficient use of tourism resources, improvement, and increase of regional tourism product competitiveness;
- increasing the investment attractiveness of the region, promoting innovative investment projects in the field of tourism;
- coordination of government, business, and public organizations efforts to develop tourism infrastructure;
- reduction of the tourist services cost due to preferences for cluster members, sharing of resources, coordination of strategy and tactics of business activity;
- implementation of joint marketing and advertising activities, participation in tourism exhibitions and fairs, development and promotion of the regional tourism brand [1, p. 17].

An important area of the spa industry modernization is also improving the quality of personnel training for the recreational and tourism sector, which can be achieved in the process of dual education implementation [2].

Therefore, modernization should be a priority at the current stage of spa industry development in Ukraine, which requires qualitative changes and adaptation to the requirements of international standards, to further Ukrainian resorts on the world market. When developing measures for the modernization of the sanatorium complex, it is necessary to take into account the experience of leading countries in this field and introduce innovative technologies.

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## **PRINCIPLES OF DEVELOPMENT AND IMPLEMENTATION OF THE PROGRAM OF INCREASING THE COMPETITIVENESS OF THE AMALGAMATED HROMADA OF THE REGION**

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Amalgamated hromada development programs are part of the approved development strategies of the respective Amalgamated hromada. Thus, the program cannot cover a more extended period than defined in the system and more petite than current development plans and budgets. Accordingly, development programs, including programs to increase competitiveness, can be developed for 2 to 3 years [1; 2].

In our opinion, this is the optimal ratio because, after the end of the period for which the program is developed, it is possible to form a new program within the experience and existing strategy and within the term of office of elected Amalgamated hromada leaders.

At the initial stage of creating a program to increase the competitiveness of Amalgamated hromada, it is appropriate to justify an objective and accurate definition of the purpose and goals of this document. To do it is necessary to involve residents and the public of a particular Amalgamated hromada and analyze the existing development programs in the region, including Amalgamated hromada competitors.

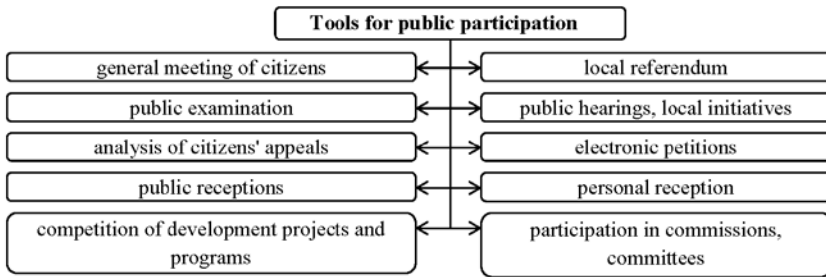
To achieve the highest level of public involvement to identify potential and actual problems about which the authorities do not have sufficient information, Amalgamated hromada can use various tools, which is carried out in the legal field of Ukraine (Figure 1).

It should be noted that the accumulated information from citizens' appeals, electronic petitions, etc., needs to be analyzed and systematized. It can form the basis of the Amalgamated hromada Competitiveness Program, but only after systematization and analysis considering the statistical and economic information available to the Amalgamated hromada staff.

The goals and objectives must be based on the prerequisites for increasing the competitiveness of Amalgamated hromada (Figure 2).

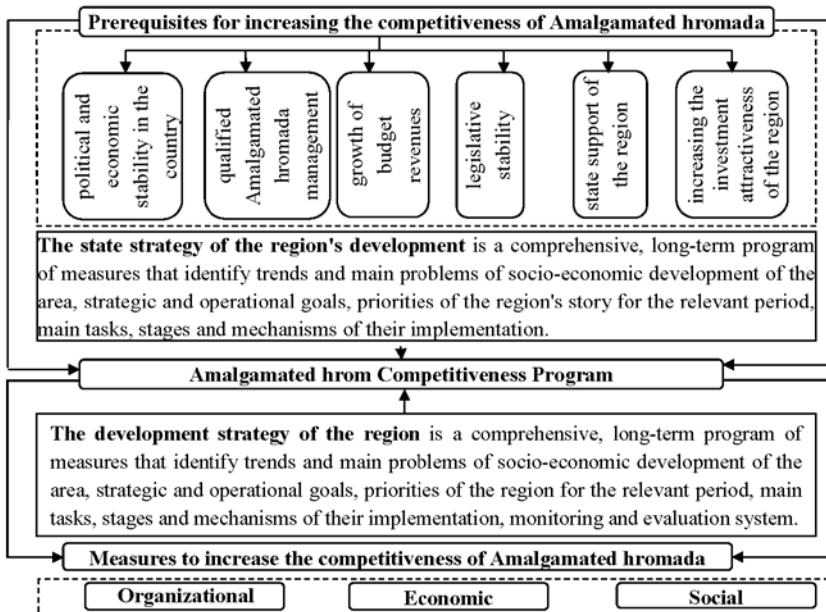
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<sup>1</sup> State Institution «Institute of Regional Research named after M.I. Dolishnyi» of National Academy of Sciences of Ukraine», Ukraine



**Figure 1. Tools for public involvement in Amalgamated hromada activities**

Source: developed by the author



**Figure 2. Prerequisites for increasing the competitiveness of Amalgamated hromada**

Source: developed by the author

These prerequisites are external factors that determine the adequacy and objectivity, completeness and effectiveness of the existing Competitiveness

Program (from now on – the Program). For example, the political situation in a country, the variability of legislation, or the state's willingness to support communities directly affect the goals and objectives of the Program.

Existence of the state strategy of development of regions – defines priorities and directions of the priority financing from the State budget of Ukraine, and potential measures of competitiveness of Amalgamated hromada follow from features of the legislative and political field of Ukraine. Implementation of the Program, taking into account the specified legislative lot, should be based on some principles:

1. Economic feasibility, as compliance with this principle allows reducing expenditures in weak areas.

2. Targeted use of funds, which will track the use of funds.

3. Efficiencies, and therefore the effects of financial investments, should not be adverse.

4. Planning – because both the participants of the Program and the governing bodies of Amalgamated hromada are interested in the clearest possible compliance with the terms and amounts of funding specified in the Program.

5. Parity – among the submitted projects are selected only those that will bring maximum competitive advantage to the community.

6. Innovation orientation – definition of separate directions and tasks of the Program for acceptance and introduction of new technological decisions in certain kinds of economic activity, taking into account the innovative potential of the region.

These principles will allow to carry out the necessary stages of implementation of the Program with the minimum threats of its violation and the full observance of terms of execution of the projects specified in the program.

The formed goals can be put forward for public discussion or a local referendum. Goals can be:

– *In the educational sphere:* introduction of modern information technologies in the educational process of the state standard of primary education; fulfilment of tasks of social protection of orphans and children deprived of parental care; promoting the provision of village council schools with a pedagogical staff of appropriate professional training; meeting the needs of the community in preschool institutions; organization of proper conditions to ensure the learning process, etc.

– *In the field of agriculture:* ensuring the protection and rational use of land; ensuring equal access of agricultural producers, regardless of the form of management, to state and regional programs to support the development of the agro-industrial complex and the social sphere, financed from the State and

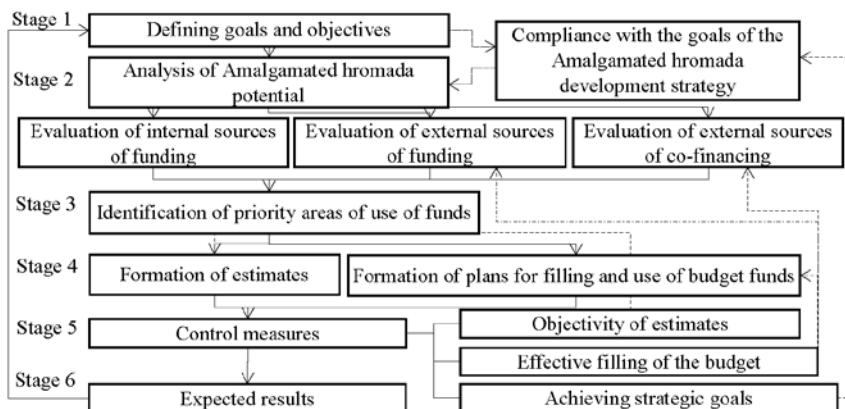
local budgets; growth of gross agricultural output; increasing crop yields, increasing the level of wages of agricultural workers, etc.

– *In the field of economic development:* ensuring the completeness of the payment of rent for land plots of state and communal property in accordance with the concluded land lease agreements; improving the management of private property shares of peasants, by leasing and concessioning them, corporatization, corporatization or sale through auctions; ensuring the timeliness and completeness of payment of taxes and fees (mandatory payments) to the consolidated, state and local budgets; targeted, rational and economical spending of budget funds; ensuring priority and socially oriented expenditures; providing timely and complete settlements of the objects of the budget sphere of the village for the consumed energy resources; strengthening of preliminary and current control over the targeted and effective use of budget funds, introduction of effective measures to prevent violations and timely elimination of identified violations; increasing the efficiency of implementation of local, regional, state target programs for rural development.

The goal can be the quintessence of dreams and increase the welfare and quality of life of the Amalgamated hromada population by providing positive structural changes in the economy, increasing the competitiveness of Amalgamated hromada, as a basis for balanced growth of standards and indicators of community economic development.

Having defined the goals and objectives of the program, it is necessary to proceed to the following stages of developing a program to increase the competitiveness of Amalgamated hromada in the region (Figure 3). Consistency of the program's goals with the approved Amalgamated hromada Development Strategy will reduce additional costs and optimize the ways of filling and using community funds.

Thus, achieving the Program's goals of using Amalgamated hromada competitive advantages will provide additional benefits not only to Amalgamated hromada management, but also to its residents through the release of additional resources that can be directed to the development of social infrastructure and attractiveness to potential residents, businesses and investors. increase in revenues to local budgets in terms of consumption budget.



**Figure 3. Algorithm for developing a program to increase the competitiveness of the Amalgamated hromada**

Source: developed by the author

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## THE ROLE OF THE SERVICE SECTOR IN THE GLOBAL ECONOMY

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DOI: <https://doi.org/10.30525/978-9934-26-076-6-29>

This article is devoted to the economy of the service sector. As a result of the structural adjustment of the functioning of the market economy, there is a rethinking of the key factors of development, where the service sector also comes to the fore. The paper describes a brief history and concept of the service sector.

A service is an activity aimed at meeting the needs of the population in direct contact with the consumer.

The service sector is considered to be one of the main parts of the economy, which includes all types of various profitable services. Since it is the sphere of production that makes up the main part of the economy of developed countries in terms of the number of employees. Then the rest of the economy is considered to be industry and agriculture.

It follows that the service sector is a consolidated generalizing category, which includes the creation of a wide variety of services. These services are provided by their main producers: enterprises, organizations and individuals. In other words, the service sector is often referred to as a post-industrial economic system.

The sphere of service as a special type of economic activity arose at the earliest stages of human development. The formation of this type of economic activity was determined by the progress in material production, that is, the ability of society to support people who, in turn, had unsatisfied material, spiritual and social needs. First, it is the specialization of organizational affairs (leaders in primitive society), the social service of the population by ministers of worship (shamans and priests) and the provision of services for the protection of property rights (professional army and judges). Economically, the society did not stand still and constantly developed, so new and different types of services gradually appeared [1, p. 37].

The globalization of society, the development of science and technology, the liberation from working hours, as well as the exchange of information, have predetermined the transformation of the Russian economy, reaching a new level, as well as its servicization. This term characterizes the market, where the number of small and medium-sized service enterprises increases

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every year, that is, the predominance of service organizations over production institutions, factories and factories [3, p. 193].

The service sector in the formation of the modern economy has one of the most important places, due to the fact that this sector of the economy is considered the main driver of economic growth: new scientific knowledge, information and technological processes, etc. In the domestic service sector, Internet services are a new segment.

Therefore, for the active economic development of the country and the improvement of the quality of life of the population, serious scientific, technical, and structural changes in the field of services are necessary. World trade in various types of services is actively developing, and therefore international competition in this area is also increasing.

In recent decades, the service has become one of the most progressively developing sectors of the world economy. This event is associated with the complexity of production and the saturation of the market with new services offered [1, p. 39].

The service sector is divided into separate sectors, which differ in their functional orientation (Table 1).

Table 1

### Types of services

Service focus	Example
Social networks	Medical, legal, psychological, and educational services.
Production facilities	Equipment repair, capital construction, leasing.
Household services	Furniture repair, funeral services, auto repair.
Individual services	Education, culture, sports.
Professional services	Banking, insurance, advertising.

Therefore, based on the table, we can conclude that the focus of services is diverse and this approach of dividing services can be useful in positioning services in the market.

Thus, the service sector, indeed, plays an important role in the formation of the country's economy. Increases the share of GDP, creates new jobs and cash flows. The service sector in each country is unique. Despite the fact that in some countries the «service economy» is quite developed, and in other countries the service sector does not play such a significant role, in general, we can talk about the general trend of global growth of the role of the service sector in the world economic space.

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## THE DEVELOPMENT OF ENERGY INNOVATION IN THE FIELD OF DECARBONIZATION OF THE ECONOMY: ANALYSIS OF INDICATORS

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DOI: <https://doi.org/10.30525/978-9934-26-076-6-30>

The energy industry plays an important role in socio-economic development of the country. Nowadays, the majority of developed countries are working on a fundamentally new ideology of how the energy sector should be constructed and how it must operate in order to supply consumers with safe, reliable, cost-effective, and environmentally friendly energy. Active informatization and intellectualization of energy facilities, innovation processes form the basis of this ideology. Fossil fuels combustion satisfies about 80% of world energy needs; however, its emissions are considered one of the major causes of global warming. Therefore, the introduction of innovative energy technologies is one of the primary goals in the development of the energy sector at the global level, as it will help to improve energy efficiency, cut pollution and reduce the negative impact on the environment.

Since anthropogenic emissions of greenhouse gases into the atmosphere are a big reason behind global climate change, it is vital for countries of the world to switch to a low-carbon economy. This process is called global decarbonisation and it aims to reduce harmful emissions in order to stop climate change and minimize its damage. The UN Summit on Sustainable Development approved twelve Global Sustainable Development Goals by 2030, one of which is Goal 7 «Affordable and Clean Energy». This goal can be achieved by 2030 if the following tasks are carried out – promoting R&D activities in the energy industry, increasing the share of renewable energy in

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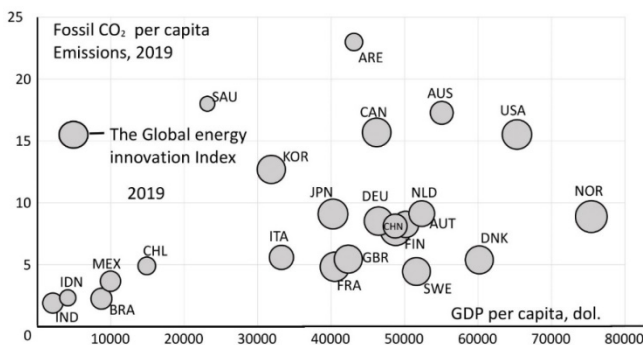
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the global energy balance, decarbonisation of the economy, the introduction of energy innovation.

The ranking of countries according to the Global Energy Innovation Index National Contributions to the Global Clean Energy Innovation System from the organization ITIF [1, p. 4] is analysed. Based on the ranking, a list of leading countries in terms of the introduction of innovative technologies in the energy industry is compiled. Overall, the functional components of the indicators show the main existing trends in the development of innovation in the energy sector, because they include specific areas for investment. 23 countries that make substantial contributions to clean energy innovation are used to calculate the ITIF Global Energy Innovation Index. Norway, Finland, Japan, the United States and France have the highest indicators of innovation.

While GDP growth is an essential indicator of efficiency of the national economy, the reduction in the energy intensity of GDP is one of the indicators of energy efficiency of the national economy. Thus, the reduction in the energy intensity requires the introduction of innovative technologies into energy production. There is no doubt that this will have a good influence on the environment in the direction of decarbonisation. Consequently, 23 countries are graphically depicted with the values of the Global Index of Energy Innovation (the diameter of the circle) in the coordinates of the indices Fossil CO<sub>2</sub> per capita (tons of CO<sub>2</sub> per capita) [2] and GDP per capita. Since the study of the Global Index of Energy Innovation was conducted in 2019, the data for this year are used.



**Figure 1. The ratio between GDP per capita and Fossil CO<sub>2</sub> per capita (ton emission) in terms of The Global energy innovation index**

Source: [3, p. 4]

Fossil CO<sub>2</sub> per capita is an indicator of carbon dioxide emissions resulting from burning fossil fuels and cement production and of carbon dioxide formed during the consumption of solid, liquid and gaseous fuels and gas combustion. It is logical to assume that the introduction of alternative and innovative technologies for energy production should cut such emissions. The graph illustrates that Saudi Arabia and the United Arab Emirates are the countries that use traditional fuels a lot; therefore, they have a higher level of Fossil CO<sub>2</sub> per capita and a relatively low index of energy innovation. It is observed that the greater the value of GDP, the much higher the rate of CO<sub>2</sub> emissions, so it is necessary to compare these indicators of developed countries, because such a comparison will provide opportunities to increase the ratio of GDP to CO<sub>2</sub> emissions.

Norway is considered the leading country in terms of the implementation of energy innovation, as it has an overall estimate of the index of 15.5, GDP per capita of 75419.63 dollars and a relatively low Fossil CO<sub>2</sub> per capita of 8.89 tonnes. Finland, which has the value of 14.8, GDP per capita of 48782.8 dollars and Fossil CO<sub>2</sub> per capita of 7.81 tonnes, takes second place by an overall estimate of the index. Japan is third in the list with an overall estimate of the index of 13.7; it has lower GDP of 40246.9 dollars and slightly higher Fossil CO<sub>2</sub> per capita of 9.09 tonne emissions.

Overall, the positions of the countries in these coordinates do not show a directly proportional relationship between GDP and Fossil CO<sub>2</sub> per capita, and the Global Energy Innovation Index. Only some countries on the list indicate this relationship, such as Norway, Denmark, the Netherlands, and China. Despite that, it is clear that high-tech countries have a high index of energy innovation. For instance, Finland, France, Japan, Germany, Canada, and the United Kingdom whose GDP ranges from 40,000 to 55,000 invest in the development and spread of energy efficient technologies. Finland's GDP per capita is 33% lower than that of the United States, but in terms of energy innovation, Finland introduces 10% more energy innovation than the United States does. Another point to mention is that the US, Austria and Canada have relatively high CO<sub>2</sub> emissions, although the GDP of the US is higher than that of Canada, which testifies to the fact that the USA production is more eco-friendly. This means that high-tech countries, irrespective of their GDP, are engaged in investing in energy efficiency and «clean» energy projects, which will cut energy consumption and harmful emissions.

The introduction and development of renewable energy, which belongs to the innovative areas of the energy industry is one of the essential directions of decarbonisation of the economy. Nowadays the United States, China, Germany, Brazil, India, and the United Kingdom are the leading countries in renewable energy consumption.

The global investment in energy efficiency technology fell sharply in 2019 compared to 2016 [4]. Meanwhile, global investment in renewable energy sources has been rising steadily. Consequently, the development of renewable energy sources in the world is a high priority.

The dynamics of Renewable Consumption in Ukraine and in the world as a whole characterize the stages of the development of renewable energy consumption in the world in relation to Ukraine. The consumption of renewable energy for the period from 1998 to 2019 was studied. By 2007, the world consumption of renewable energy was gradually growing. From 2007 to 2009, Ukraine experienced a 44% decrease in renewable energy consumption but global consumption continued to rise. The use of renewable energy sources in Ukraine declined due to an economic crisis of 2008–2009 as well as a political crisis of 2008–2009. For the period of 3 years, from 2009 to 2011, renewable energy consumption was steadily increasing. From 2011 to 2014, the use of renewable energy in Ukraine rose by more than 7 times – from 0.05 million toe to 0.41 million toe, while the world consumption of renewable energy gradually increased – from 265.6 thousand toe up to 382.8 thousand toe. From 2014 to 2016, the use of renewable energy sources in Ukraine fell again owing to the political and economic situation in 2014. Furthermore, in 2014, Ukraine suffered the consequences of a political crisis, military aggression in the east, and the annexation of the Crimea by the Russian Federation [3].

These events triggered inflation, a 6.8% fall in real GDP, which, of course, adversely affected the development of renewable energy production. From 2016 to 2019, there was a significant rise in renewable energy consumption to 1.11 million toe. The Association Agreement with the EU helped the process of renewable energy development since the agreement requires that Ukraine implement reforms in the energy industry using innovative environmental technologies and renewable energy. Additionally, Ukraine approved the New Energy Strategy until 2035, which defines renewable energy capacity as one of the priorities. After analysing all the data, it possible to conclude that despite global crises, the consumption of renewable energy in the world is growing, while the crisis in Ukraine hinders the development of renewable energy in Ukraine.

Today it is important to study the main measures of the countries with a high index of global energy innovation and of the leading countries with a developed energy policy so that Ukraine can use their experience in achieving Sustainable Development Goals 7 and 12. It can be stated that the results of the study are establishing the relationship existing among CO<sub>2</sub> emissions reduction, finding the resulting indicators of innovation in the energy sector and the economy based on the analysis of them in different countries.

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## ESTABLISHMENT AND ECOLOGICAL-AND-ECONOMIC EVALUATION THE INVESTMENT PROJECT OF PROCESSING POULTRY MANURE TO PEAT COMPOST

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DOI: <https://doi.org/10.30525/978-9934-26-076-6-31>

The purpose of the Investment Project (on commercial basis) is transferring innovative technology for organic waste management by developing an engineering project for the processing of chicken (bird) manure to high-quality peat compost [1].

The use of high-quality composts, including peat compost, which will have ameliorative influence to soil restoration, consider as a strategic direction for reducing the deficit of humus in the soil balance of agrarian enterprises and in whole agriculture in Ukraine. At the same time, it'll increase economic availability for agricultural enterprises to buy them in the market of organic fertilizers and increase the receipt of high-quality organic fertilizers. The cost production of high-quality peat compost is significantly lower than known species that are common in the market of organic fertilizers, in particular vermicompost (biohumus) [2].

However, it's calculated that the approximate cost of producing 1 ton of biohumus is 30,61 USD (854,22 UAH), while the production of peat compost from chicken manure is only 15,13 USD (422,25 UAH). It should be noted that the cost of biohumus is calculated under the condition of an exclusive one

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direction of production (biohumus itself) and without taking into account of spend to scattering it into the fields, that's, for wholesale trade [2; 3]. Moreover, with this variant the cost between peat compost and biohumus is two time different in favor of the first, and in the case of comparison at market prices, the difference will be even more striking.

The results of researches at the NSC «ISSAR» have been showing that in the processing of chicken (bird) manure on a peat compost to need the mineral additives are added, namely phosphogypsum for binding of easily accessible forms of nitrogen and use of potassium chloride in the conditions of cooling (winter period) in production of high-quality and balanced nutrient composition of organic fertilizers (compost) [4, p. 132].

In the context of soil melioration peat compost should be to use on different by acidity soils. Therefore, priority to use a peat compost in the Kharkiv region for acidic of arable land about 270 thous. hectares, which 4.3 thous. hectares are strongly acid soils (pH KCl <4.6), about 60 thous. hectares – medium acid soils (pH KCl < 4,6-5,0) and about 206 thous. hectares are slightly acid soils [4; 5].

The main (general) directions of economic activity on this project should be:

- selection and evaluation raw for the preparation of peat mixture;
- determination of the need for filler fillers (peat), its quantity and quality, as well as the observance of the initial moisture content of the finished compost mixture;
- balancing mineral additives and fertilizers in raw to improve the nutritional value of the finished compost;
- production a peat compost according to optimal decisions on technical and technological support;
- optimization of compost production technology depending on the scale of the main production of poultry farms (poultry complexes);
- solving technique problems for places to put and enhancement methods of fermentation a composting mixture;
- clarification and technological support of the compost production process at all steps of the project, include sampling and final control quality it;
- certification of quality the finished product;
- realization compost and formulation proposal for determining the rational norm by apply received compost;
- commercial promotion and implementing results of scientific research achieved by NNC «ISSAR» into agrarian industry.

This business idea can be implemented through a common activity or transfer of technology for the production of peat compost, both with establish a legal entity and without its, as on based a poultry farm (poultry complex) or anywhere agricultural enterprise. In the structure its founders, in addition to

the investor (investors), can enter the NSC «ISSAR» which investing intellectual property rights in equity to establish enterprise, that have shown in the tables 1 and 2.

Table 1

**Relevant measures and their implementation timetable  
(Project with the average annual quantities of chickens  
before 750 thous. heads)**

Name of measures & actions	Time from start-up of funding		Effective Cost, Thous. USD	Expected Results
	Initial Date of Implementing	Final Date of Implementing		
Preparation for establishing	1 quarter	2 quarter	346,3	Receive any permission and final development of design and technical documentation
Organizational cycle	3 quarter	5 quarter		Setting equipment and machines to production activities
Production cycle	6 quarter	6,1 years	372,7 (annually)	Beginning of composting, its fermentation and quality control, scattering at fields or delivery to agricultural producers

Funding Sources (thous. United States Dollars):

– your own and begin investment resources of agricultural enterprise(s), firstly including poultry farms (poultry complexes) and farm’s holding (Producer of peat compost / Current assets): 372,7 thous. USD;

– Investor’s (Investing at Fixed assets: Property, Plant and Equipment): 346,3 thous. USD;

– Total (amount): 719,0 thous. USD.

Preliminary technical & economic calculations, where includes cost-effectiveness elements:

– Net Present Value (NPV) – 377,4 thous. USD;

– Internal Rate of Return (IRR) – 1,090;

– Payback Period (PP) – 3,7 years.

– Discountable Payback Period (DPP) – 6,1 years.

Cost-effectiveness including added ecological effect in calculations:

– Net Present Value (NPV) – 2251,8 thous. USD;

– Internal Rate of Return (IRR) – 6,501;

– Payback Period (PP) – is very small (insignificant);

– Discountable Payback Period (DPP) – 0,7 years.

Table 2

**Investment expenditures (thous. USD)  
(calculations made as on 12 April, 2021 year)**

Title	Cost (Project-estimated cost), thous. USD:	
	on an annual cycle	for 10 thous. tons compost mixture
Buildings and constructions		
Storage (ground) for peat	84,2	28,1
Storage for mineral materials (fertilizers) and / or nutrients (additives)	24,4	8,1
Compost place (trench)	82,3	27,4
Trestlework	6,3	2,1
Total	197,2	65,7
Technical means		
At full (100 %) use	119,3	39,8
At 80 % use	149,1	49,7
<b>Fixed assets (Buildings and constructions, Technical means) – Total</b>		
At full (100 %) use	316,5	105,5
At 80 % use	346,3	115,4

*Source: Calculated at official exchange rate of Ukrainian Hryvnia to foreign currency as of April 12, 2021: 27.91 UAH per 1 dollar USD set on by National Bank of Ukraine. Access mode: <https://bank.gov.ua/ua/markets/exchangerate-chart>*

Form of investment attracting on the basis of existing poultry farms (poultry complexes) or a separate (individual) agricultural enterprises without creating or creating a new entity. In conclusion it should be said that obtain the results evaluation of the investment project have all the signs of compliance with the requirements, where a separate significant ecological effect its toward on soil resources.

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## STATE ADMINISTRATION

### THE IMPACT OF STATE CUSTOMS POLICY ON THE DEVELOPMENT OF UKRAINIAN DOMESTIC MARKET

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DOI: <https://doi.org/10.30525/978-9934-26-076-6-32>

Intensification of state regulation of foreign economic activity in general and customs regulation in particular at the present stage of trade relations are becoming increasingly important in conditions of global competition and protection of national economic interests. In modern conditions, Ukraine is at the stage of active search for its place in the system of international economic relations, so the study and usage of economic mechanisms and instruments of influence, including customs and tariff regulation, is a priority. All over the world, customs and tariff regulation is the «locomotive» of economic regulation and meets the requirements of market relations and market economy.

As the historical experience of many developed countries shows, customs is an essential element of a highly efficient organization of society and, above all, the functioning of its economy. Solving a number of important tasks, the customs system becomes a significant lever to maintain balance and create in social production the most favorable conditions for the development of its own economy. As for our country, along with these tasks, the customs system must become and is already becoming an important factor in market transformation.

The main work in improving customs policy should be aimed at optimizing the customs tariff by reducing the tax burden on various nomenclatures of goods, the import of which is economically impractical. The existing differentiation of customs duty rates (minimum duty rates on materials, raw materials, components; maximum – on finished products) creates more attractive conditions for the manufacture of goods in Ukraine compared to their imports and facilitates the transfer of production to Ukraine. However, the limitation for the application of differentiated duty rates

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depending on the purpose of the goods is the legal and economic uncertainty of the status of individual goods.

Balance of tariff regulation of imports taking into account the needs of producers and consumers is currently provided by:

- a) the use of special tariff instruments in the agricultural sector (seasonal duty, tariff quotas);
- b) flexible response to the needs of producers and consumers to the pricing policy by temporarily reducing import duty rates;
- c) application of special protective, anti-dumping and countervailing measures.

In turn, it is recommended to continue work on further reduction of import duty rates on technological equipment that has no domestic counterparts, while maintaining protective import duties on highly competitive equipment produced by domestic enterprises. Priority in this case should be given to the import of high-tech equipment, the use of which will increase the competitiveness of domestic products. In addition, it is necessary to abandon unreasonably high duty rates, especially for industrial and social goods that are not produced in Ukraine. Maintaining the rates of customs duties for fiscal purposes leads to higher prices and, consequently, the burden on the consumer.

The use of basic instruments of customs regulation, firstly, involves interference in the sphere of private enterprise, and therefore requires clear regulations, and secondly, the harmonization of foreign trade policy to generally accepted standards of international trade.

Reduction of import duty rates on technological equipment will promote the active import of such equipment to Ukraine, which is quite important today, given the high degree of depreciation of fixed assets at most domestic enterprises. The import of modern special technological equipment, designed for the manufacture of means of production and consumer goods (especially products of light and food industries), will have a positive impact on the development of Ukrainian industry.

The main directions of increasing the efficiency of export-import operations of Ukrainian enterprises are the following:

- stabilization of the situation in the country;
- identification of priority areas and appropriate state support for the development of sectors of the economy and types of production that will meet the needs of the domestic market in high-quality competitive goods similar to those imported into Ukraine;
- development of import-substituting industries with their subsequent export orientation, provided that the domestic market needs for these goods are fully met;

- increasing the competitiveness of domestic products in the domestic and foreign markets through the introduction of new technologies and the use of modern equipment;
- attracting foreign investment to create a strong export sector;
- ensuring the functioning of mechanisms for lending and export insurance with the participation of the state, as well as the provision of state guarantee obligations for export credits;
- focus on expanding the use of local resources and other competitive advantages of Ukraine;
- assignment effective agreements, taking into account timely pricing practices;
- promoting measures for the integration of the economy into European and world economic associations and organizations [1].

In addition to measures of customs and tariff regulation of the impact on the domestic market, one of the main tasks of customs authorities defined by the Customs Code of Ukraine (Article 544) is to implement measures to prevent the movement across the customs border of Ukraine of goods which are subject to movement prohibitions and / or restrictions, as well as goods that do not meet the requirements of quality and safety.

Customs proper control of products that reach consumers is a guarantee of safety and protection of Ukrainian citizens, as substandard goods may contain substances harmful to life and health.

During the control of products available in the sectoral plans of market surveillance for 2021, customs authorities conduct documentary checks and sample inspections of product samples, as provided by the Law of Ukraine «On state market surveillance and control of non-food products» [2].

According to the customs authorities, market surveillance authorities make decisions on the application of restrictive (corrective) measures to goods when they are imported to the customs territory of Ukraine.

Due to non-compliance with safety and quality requirements for one week from 8 to 15 February 2021, the customs authorities in accordance with this law did not release goods for free circulation under 22 customs declarations. Among the goods that were banned from free circulation were detergents, auto parts, medical devices, household goods, and diesel fuel.

Decisions on the application of restrictive (corrective) means to goods that do not meet the established requirements, which were to enter the Ukrainian market, were made by such government authorities as Ukrtransbezpeka, Derzhprodspozhyvsluzhba, Derzhliksluzhba and Derzhkoinspektsiya [3].

Making a conclusion, the customs authorities of Ukraine through the use of customs-tariff and non-tariff regulation have the opportunity to influence the range of goods, their quality, as well as to stimulate the production of

certain categories of goods within the country. That's why the effective implementation by the State Customs Service of Ukraine its functions within the framework of the national economic policy that creates favorable conditions for the development of the domestic market of production and consumption.

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## UKRAINIAN POLICY ON INCREASING INTERNAL GAS PRODUCTION

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The purpose of our analysis is to explain how Ukraine tried to limit its dependency on Russian gas import in post-2014 period by the increasing of its internal gas production.

Ukraine possesses more than one trillion cubic meters of proven gas reserves [15]. The golden age of Ukrainian internal gas production was in the 70s under the time of the Soviet Union when the yearly extracted amount of gas accounted for nearly 68,5 billion cubic meters (bcm). However, since that time it has regularly declined. As of 2015, the whole national production accounted for only 19,9 bcm [5, p. 240].

In order to attract more private investments to the gas industry, the Ukrainian parliament committed a lot of measures. It decreased the royalty rates for developing new gas wells. Another law was passed in order to simplify the procedures of getting the loan land with potential gas wells. However, this bill registered in the parliament in 2015 and passed only in 2018 perfectly illustrated the problem of low speed in implementing needed

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decisions. The deregulation was also accompanied by demands for a higher level of transparency – MPs voted for the bill which introduced demands of EITI (Extract Industries Transparency Initiative) into Ukrainian law. The standards of State Service of Geology and Subsoil's were also improved [12].

Nevertheless, these changes were not sufficient for attracting to Ukraine world-class investors. At the beginning of 2019 Volodymyr Groysman's government announced the tender for the conclusion of the production-sharing agreement with interested parties on 12 prospective gas fields. The biggest international energy companies, which earlier showed some interest in Ukrainian markets, skipped the competition. Only two foreign companies, Vermilion Energy and Aspect Energy, took part in the process by submitting applications in partnership with state-owned company Ukrgezvydobuvannia. However, later they announced their exit from the project. Therefore, most participants were the subsidiaries of Ukrainian energy companies, created specifically to take part in production-sharing agreement processes [6]. The final versions of the agreements were signed up only in December 2020 and only in regard to seven gas fields out of nine [13].

A similar story with the inability to find investors with worldwide business reputations was with gas field Dolphin. It is located near Odesa and is one of the biggest potential sources of natural gas on the bottom of the Black Sea. The tender for its elaboration was held in July August 2019 and was won by company Trident Black Sea. However, Prime Minister Groysman expressed disappointment with the results of the tender because Ukraine failed to attract some major world-class investors [3]. Therefore the results were cancelled. Later Denys Shmygal's government gave the allowance for gas extraction on the territory of Dolphin gas field to national monopolist Naftogaz without any tender [4].

The basic policy plan of the Ukrainian government was to increase internal gas production from 20 bcm in 2015 to 27,6 bcm in 2020 [1, p. 9–10]. The main role here was dedicated to state-owned company Ukrgezvydobuvannia (UGV) which is the subsidiary of national energy holding Naftogaz. This company as the biggest gas producer in the country was expected to increase its production to 20 bcm in 2020 (so-called program «20-20»). However, this task was not achieved. Despite UGV increased its production from 14.5 bcm in 2015 to 15.5 bcm in 2017 (the company's annual record), since 2018 its extraction started to fall and decreased to 14.9 bcm in 2019 [7]. In 2020 the whole gas production of Naftogaz Group accounted for 13.45 bcm [8].

We could define three basic reasons for this failure. The first one were the bureaucratic hurdles with getting permits for research and development of gas deposits from local regional councils or unreformed rigid State Service of

Geology and Subsoil. Also, many of the permits were given for non-performing projects to companies or private people who did not plan immediately to develop new gas wells but made it as a reservation for the distant future. In December 2019 Prime Minister Olexiy Honcharuk said that a third of all projects, which accounted for nearly 80, was inactive [11]. Only in March 2021 President Volodymyr Zelenskiy gave the task in the framework of his duties as a Head of National Security and Defense Countries to organize massive revision of all licenses given for gas production and to cancel some of them [10].

The second hypothetical reason was the possible lack of expert justification of the possibility to reach particular levels of gas production for a given time. The «20-20 program» was opposed by the National Trade Union of Geologist and Geology Professors from the National Academy of Sciences. They criticized heavily the whole vision of the plan for concentrating on exploration of offshore gas reserves instead of onshore; for not using all possible ways of maximizing output on existing gas fields (horizontal drilling); for contracting foreign equipment instead of produced by local companies for less price [14].

The third reason is the preservation of corruption and rent-seeking motivation in relation to Ukraine's natural resources. For example, in media circulated information about such suspicious cases like «Arcona affair». Poltava regional council was blocking their permissions for UGV of one rich gas field and then gave it to an unknown private company founded by a person having common business interests with the highest political officials [9].

A similar conspicuous situation was with the Yusivka gas field. Royal Dutch Shell was developing its 10-billion shale gas project in Donbas basin's Yusivka gas field since 2012. But in 2015, due to geographical closeness to the area of military actions company, exited the Ukrainian market [5, p. 219]. These already prepared for elaboration wells with technical equipment were given by the Ukrainian government to the little-known company without proper tender. It created suspicion about possible corruption in that decision. In 2020 Yusivka gas field was transferred to Naftogaz [2].

To conclude, Ukrainian gas production was not increased enough to eliminate completely its dependence on import supplies. Despite some objective economic hurdles connected to the situation on the world markets, the main reasons for that policy result were inefficient functioning of Ukrainian state institutions and limited political will of political elites to perform radical changes. Nevertheless, Ukraine has substantially improved its regulatory base which gives hopes that in the future it may become fully independent in this important area of the economy.

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## **MAIN DIRECTIONS OF THE ORGANIZATION OF THE WORK OF THE CUSTOMS SERVICE IN MODERN CONDITIONS**

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Customs authorities are considered as institutions focused on the provision of quality customs services, both the state and participants of foreign economic activity, the main purpose of which is the effective assistance of foreign trade activities, leading to the acceleration and simplifying customs procedures.

The organization of customs regulation and control in the form of service is considered as a priority nationwide task, and the terms «Customs», «Customs Regulation» are used as synonyms for the term «customs services».

A customs service is a socio-economic benefit, in the form of customs activities, provides special kind services related to the protection of the economic security of the state, with ensuring the interests of the national economy and aimed at the development of foreign economic relations.

According to this approach, there are identification of such concepts as «customs activities» and «customs services», and the functions of customs authorities, manifest themselves through the goals and objectives in the realization of public services.

This approach is not unequivocal. Especially in the realization of the customs authorities to control the completeness and reliability of the declaration of goods, the production of goods in accordance with the declared customs procedure as a special type of public service.

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Ensuring regulation of foreign economic activity, including through customs regulation, is an objective necessity and the most important function of the state.

Customs regulation of foreign economic activity is aimed at neutralizing negative trends in the development of the national economy due to negative trends in the development of the global economy.

Protection of national interests, ensuring the country's competitiveness, the implementation of state economic and trade policy is in direct correlation dependence with customs regulation of foreign economic activity.

Unification and harmonization of customs regulatory procedures are aimed at improving the transparency of customs legislation, reducing the timing of customs control, the introduction of modern information and communication technologies, minimizing administrative interference in the processes of import-export operations, reducing the costs of participants in foreign economic activity.

Customs control is an administrative-legal method of regulation (the relationship of power and subordination of the parties) at the same time is a tool for customs regulation of foreign economic activity, and non-compliance with persons moving goods, legislative requirements entails attracting administrative or criminal liability.

The creature of services regardless of the source of its provision is expressed in voluntary and orientation on the end user in order to meet the interest of the latter.

According to Samuelson's theory [1, p. 388], customs regulation – is a pure public benefit provided by the state and has signs of indivisibility of customs services as private goods provided by customs authorities and representatives near customs infrastructure and characterized by signs of volunteering, orientation of consumer interests, pronounced external effect.

This approach implies the assignment of the permitting order (maintenance of registers) of the activities of customs representatives, customs carriers, temporary storage warehouse owners, the adoption by the customs authorities of preliminary solutions to the classification of goods, issuing qualification certificates of specialists in customs operations, customs escort, to the category of public goods.

The implementation of these functions gives customs authorities with authority and administrative powers due to the requirements of compliance with customs legislation, minimizing risk for the state and participants of foreign economic activity.

Separate elements of these functions of customs authorities, such as electronic informing about the progress of the application for the inclusion in

the registry, the provision of educational services, consideration of the appeals of citizens, etc., are related to private benefits [2, p. 349].

At the same time, the specified distinction does not prevent the detailed regulation of the procedures for the implementation by the customs authorities of established powers, including in the interests of applicants and participants in foreign economic activity.

Thus, the development of customs services should not be made to the detriment of customs regulation. Orientation to the client when implementing the customs authorities of their powers should have limitations.

The limitation indicator is strictly compliance with the participants in the foreign economic activity of customs legislation, compliance with prohibitions and restrictions when moving goods across the customs border, paying customs payments, identifying and preventing customs offenses.

However, in the realization of service powers of customs authorities should be shifted towards improving the quality and increase in the spectrum of information services and the introduction of modern information and communication technologies. Currently established the procedure for providing public services by customs authorities due to its inflexibility and volume is not able to meet the strict requirements of the developed information society.

The main problematic issues of interaction between customs authorities and participants in foreign economic activity within the framework of this area include:

- the need for applicants by applicants, issuing results for the provision of public services exclusively on paper carriers, personally or by mail;
- inefficiency, insufficient automation of interdepartmental interaction processes.

The concept of «service customs» on the position of the theory of public benefits requires substantial adjustment in the direction of a clear distinction between the functions of customs authorities related to the commission of customs operations, customs declaration and customs control of goods, controlling persons carrying out activities in the field of customs, and directly service functions, associated with the increase in the transparency of customs legislation, informing and advising legal and individuals [3, p. 141].

In the field of customs services, the activities of customs authorities should be based on a differentiated approach to assessing the quality of the provision of public services by the customs authorities.

Priority criteria for the quality of customs services, should be:

- ease of receipt;
- the speed of providing services;
- the degree of customer satisfaction services;

- evaluation of the effectiveness of customs regulation of foreign economic activity;
- fullness of compliance with the participants of the foreign economic activity of customs legislation, compliance with prohibitions and restrictions when moving goods across the customs border;
- payment of customs payments;
- detection of customs offenses.

To priority areas for the development of the service system by customs authorities at the present stage should be:

- the introduction of information and communication technologies. The expected result is a reduction in the timing of the provision of services, automation of services for the provision of services, the organization of interdepartmental interaction;
- modernization of information and software. The expected result is to improve the reliability of a unified automated information system of customs authorities.

The introduction of information and communication technologies and modernization of information and software will allow to achieve an increase in the economic efficiency of the activities of customs authorities through an increase in labor productivity, reduce information processing costs, expand access to information on the activities of customs authorities, ensuring the effective use of information and communication technologies.

Thus, the system of customs activities correlates its functions with the concept of public goods in the provision of public services to society and, taking into account modern conditions, requires further perfection. To determine the ways to further improve the efficiency of managing the process of granting customs services, it is advisable to study foreign and applying the concept of «Service Customs» in practice, as well as legal regulation and coordination of the system of providing services by customs authorities through international economic organizations, such as World Trade and World Customs Organizations.

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## LAW SCIENCES

### INTERNATIONAL RELATIONS BETWEEN UKRAINE AND CANADA IN THE PROCESS OF BUILDING UKRAINIAN STATEHOOD

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As Canada is the country with the largest Ukrainian diaspora also it has been actively helping Ukrainians find their new home in its territory over the last century. Canada's legal framework is developed, the country has strict rules for accepting new immigrants, but strict requirements for candidacy do not stop the flow of Ukrainians seeking a better life in the country. It should be noted that despite the complexity of the bureaucratic mechanism in the process of acquiring Canadian citizenship, Ukrainians are the most active in this case.

Canada had been helping the pro-Ukrainian human rights public organizations that began their activities in the former Ukrainian SSR since the mid-1980s when the process of «Perestroika» began in the Soviet Union. Support was provided in both ways: material and moral-information. These were the Ukrainian Helsinki Union and the People's Movement of Ukraine speaking of last it should be noted that it became the subject of research of more than ten defended dissertations on the history of Ukraine, which scientifically confirmed the importance of this socio-political force in the collapse of the Soviet Union and that Ukraine has gained its independence.

At the time of Ukraine's independence the country had more than fifty-two million citizens and a fairly well-developed infrastructure which with good management could make Ukraine one of the best countries in the world. However due to interference in the internal affairs of neighboring countries and the conduct of information warfare in our territory this has not been achieved.

Also Canada was one of the first countries that support the striving of Ukraine to defend historical justice in the question of Holodomor of 1932–33 and condemning the crimes of totalitarian regimes, at the beginning of the

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2000s. Numerous Canadian organizations have begun collaborating with Ukrainian researchers and scientists, stimulating them financially to develop a scientific-information base on the issues.

Canada was one of the first to admit Ukraine's independence on December 2, 1991, and in April 1992 Canada opened the Canadian Embassy in Ukraine in Kyiv; The Embassy of Ukraine in Canada was opened in November 1992 in Ottawa. Ukraine and Canada have signed 52 international agreements on cooperation in various direction of vital activity of the countries over the past 30 years, namely:

September 22, 1991 Declaration on relations between Ukraine and Canada; January 27, 1992 Joint Declaration on the Establishment of Diplomatic Relations between Ukraine and Canada; July 7, 1992 Declaration on Economic Cooperation between Ukraine and Canada, September 23, 1992 Memorandum of Understanding on Consultations between the Government of Ukraine and the Government of Canada; September 25, 1992 Memorandum of Understanding between the Prosecutor General's Office of Ukraine and the Ministry of Justice of Canada; January 1, 1993 Agreement on Cooperation in the Field of Postal Services; July 3, 1993 Veterinary Agreement between the Ministry of Agriculture and Food of Ukraine and the Ministry of Agriculture of Canada on the import of bovine embryos into Ukraine; March 31, 1994 in the Joint Declaration on a Special Partnership between Ukraine and Canada;

October 24, 1994 Agreement between the Government of Ukraine and the Government of Canada on Military Relations, Memorandum of Understanding between the Government of Ukraine and the Government of Canada on the Canadian Cooperation Program, Agreement between the Government of Ukraine and the Government of Canada on Investment Promotion and Protection, economic cooperation, as well as the Agreement on Friendship and Cooperation between Ukraine and Canada.

November 24, 1994 Memorandum of Understanding between the Ministry of Defense of Ukraine and the Ministry of National Defense of Canada in the field of bilateral military relations; August 29, 1995 Protocol between the Ministry of Defense of Ukraine and the Ministry of Foreign Affairs and International Trade of Canada on the intention to further implement the Project on Environmental Assessment and Reclamation of Former Intercontinental Ballistic Missile Locations. October 2, 1995 Memorandum of Cooperation between Ukraine and the Province of Saskatchewan (Canada) November 3, 1995 Memorandum of Understanding between the Canadian Space Agency and the National Space Agency of Ukraine.

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March 6, 1997 Declaration on Peacekeeping Activities between the Government of Ukraine and the Government of Canada, November 27, 1997 Memorandum on the conditions for granting and using targeted non-refundable financial assistance (grant); March 2, 1998 Protocol of Intent between the General Directorate of Civil Service of the Cabinet of Ministers of Ukraine and the Civil Service Commission of Canada; April 7, 1998 Protocol between the Cabinet of Ministers of Ukraine and the Export Development Corporation, an institution of Canada, on financial cooperation; July 30, 1998 Memorandum of Cooperation between the Ministry of Labor and Social Policy of Ukraine and the Ministry of Human Resources Development of Canada in the field of labor and social protection; January 28, 1999 Memorandum on Mutually Beneficial Cooperation between the Government of Ukraine and the Government of Canada for the Elimination of Stockpiles of Anti-Personnel Landmines Stored in the Armed Forces of Ukraine.

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Canada (FINTRAC) on cooperation in combating money laundering and terrorist financing; November 9, 2006 Protocol of Understanding between the Supreme Court of Ukraine, the Council of Judges of Ukraine and the State Judicial Administration of Ukraine and the Office of the Federal Judicial Commissioner of Canada; May 26, 2008 Memorandum of Understanding between the Government of Ukraine and the Government of Canada on the project of personnel management reform in the civil service of Ukraine; September 24, 2009 Roadmap of Ukrainian-Canadian relations; October 25, 2010 Memorandum of Understanding on Youth Exchanges between the Government of Ukraine and the Government of Canada; July 11, 2016 Free Trade Agreement between Ukraine and Canada; April 3, 2017 Agreement on Defense Cooperation between the Ministry of Defense of Ukraine and the Ministry of National Defense of Canada and the Armed Forces of Canada [1].

So, summarizing the above, we can conclude that Ukrainian-Canadian international relations are at a fairly developed level. Canada helped Ukraine in every way in the process of building Ukrainian statehood, defending historical justice in controversial issues of national history.

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## **IMPORT AND EXPORT REGULATIONS IN THE EU IN THE CONTEXT OF THE COVID-19 PANDEMIC**

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The economic crisis caused by the COVID-19 pandemic and quarantine measures has led to an unprecedented drop in the global economy. Thus, in the first half of 2020, the European Union faced economic problems due to the coronavirus pandemic, which directly affected international supplies. During 2020, the activities of EU member states and EU institutions were aimed at strengthening the coordination and cooperation at the interstate level. Although these events had a significant impact on the development of

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international trade, it will continue to play a crucial role in ensuring the economic recovery of the world when the pandemic is over.

Many European countries, responding to the pandemic, actively implemented measures to regulate imports and exports: on the one hand, they reduced or completely eliminated import duties on goods (primarily medical ones), and on the other hand, they restricted or banned exports of «critically important» goods.

Regarding the regulation of imports, there were mainly measures to liberalize and simplify trade, aimed at reducing the cost of imports. The weakening of the import regime primarily affected the goods needed specifically to fight COVID-19 – medical supplies, test systems, disinfectants, artificial lung ventilation (ALV), etc. Conversely, the strengthening of regulation concerned the export of such goods. For example, Belgium banned the export of a number of pharmaceutical products to countries outside the European Economic Area [1]. Among the banned products for export are anti-malaria medications. The ban on exports of these goods was imposed due to the expected shortage of them in the country after the COVID-19 outbreak. Similar measures have been taken in the Czech Republic and Hungary. Bulgaria imposed a ban on exports of quinine-based medications. Poland imposed an export ban on respirators and cardiac monitors, as well as an authorization requirement for the export of certain personal protective equipment after the COVID-19 outbreak. Similar measures were adopted in Germany and France.

The European Commission also issued a number of documents aimed at changing the regulation of exports and imports due to the COVID-19 pandemic. We will consider the main ones.

Thus, the European Commission issued the Decision (EU) 2020/491 to abolish duties on goods imported to contain COVID-19. The lists of such goods were to be determined in each individual member state based on the epidemiological situation in the country before July 31, 2020.

According to Decision 2020/491, goods shall be admitted free of import duties and exempted of value added tax (VAT) the goods are intended for one of the following uses [3]:

- distribution free of charge to the persons affected by or at risk from COVID-19 or involved in combating the COVID-19 outbreak;
- being made available free of charge to the persons affected by the COVID-19 outbreak while remaining the property of the bodies and organisations;
- the goods satisfy the requirements laid down in Regulation (EC) No 1186/2009 and Directive 2009/132/EC;
- the goods are imported for release for free circulation by or on behalf of State organisations approved by the competent authorities in the EU Member States;



– the goods are imported for release into free circulation by or on behalf of disaster relief agencies in order to meet their needs during the period they provide disaster relief to the persons affected by COVID-19.

Later, Commission Decision (EU) 2020/1101 of July 23, 2020, amending Decision (EU) 2020/491 was adopted and remained in force until the end of 2020 [4].

Commission Executive Regulation (EC) 2020/633 of May 8, 2020 established temporary measures to accept electronic copies of original official documents for import tariff quota applications for agricultural products managed by the import license system and import license applications for refined rice due to the COVID-19 pandemic.

This document introduced temporary measures that provide for the acceptance of an electronic copy of the original of the official documents required to accompany the following applications: applications for import licenses and tariff quota import rights to which Regulation (EC) No. 1301/2006 applies; applications for licenses to import husked basmati rice, which falls under the scope of Regulation (EC) No. 972/2006 [5].

The next document is Communication from the Commission on the implementation of the Green Lanes under the Guidelines for border management measures to protect health and ensure the availability of goods and essential services 2020/C 96 I/01. The Communication urges Member States to implement the Guidelines for border management in full on all intra-EU freight transports, and provides specific additional guidance to Member States on how to implement certain paragraphs of those guidelines [6].

According to COVID-19 Guidelines for border management measures to protect health and ensure the availability of goods and essential services 2020/C 86 I/01, Member States should not undertake measures that jeopardise the integrity of the Single Market for goods, in particular of supply chains. They must always admit their own citizens and residents, and facilitate transit of other EU citizens and residents that are returning home. Therefore, these guidelines set out principles for an integrated approach to an effective border management to protect health while preserving the integrity of the Single Market [7].

The export of vaccines is regulated by Commission Implementing Regulation (EC) 2021/442 of March 11, 2021, which provides for the export of certain products subject to export authorization. In particular, this document requires an export authorization for the following goods: vaccines against SARS-related coronaviruses (SARS-CoV species) and active substances, including master and working cell banks used for the manufacture of such vaccines [2].

Thus, the practice of export and import regulation measures in international trade of EU member states in 2020 indicates a synchronous change in their policies and a significant change in the nature of foreign trade regulation as a result of the global pandemic. Against the background of the elimination of import restrictions by European countries, their export policy becomes mostly restrictive, starting from the second quarter of 2020. The imposition of restrictions occurs primarily in relation to medical goods necessary to combat COVID-19, as well as certain groceries. They are adopted in the form of direct export bans, quantitative restrictions or the introduction of permissive export procedures (licensing, control, monitoring of imports). These restrictions are imposed on a temporary basis under emergency circumstances in order to meet the domestic market needs of countries after the COVID-19 outbreak.

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