

COLLECTIVE



MONOGRAPH

MODERN APPROACHES TO THE DEVELOPMENT OF RELEVANT COMPETENCIES IN THE SOCIO-CULTURAL ENVIRONMENT





**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
ODESA NATIONAL ECONOMIC UNIVERSITY**

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MODERN APPROACHES TO THE DEVELOPMENT OF RELEVANT COMPETENCIES IN THE SOCIO-CULTURAL ENVIRONMENT

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Collective monograph includes series of complex scientific psychological-pedagogical and linguistic studies that ensure the implementation of explanation, description and examination of normal development, professional formation and mental health of an individual taking into account modern changes in general process of the life of society; they also reveal methodological, conceptual, scientific and organizational-methodical principles of organizing the pedagogical process ensuring the normal growth of the individual from the position of a multidisciplinary approach to the development of the individual in higher education.

The monograph is intended for scientists, teachers in economic educational institutions, linguists, psychologists; as well as masters, postgraduates, doctoral students of various economic specialties.

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PREFACE

Our modern realities require a quick response to new events because mental health is the basis of the quality of life, social activity of each individual and the entire society as a whole. The topic of mental health is gaining more and more relevance in difficult conditions of the present time, it requires highly qualified specialists who meet new standards, all this requests the improvement of traditional forms and methods of education by realizing the advantages of the competence approach.

Collective monograph «Modern approaches to the development of relevant competencies in the socio-cultural environment» that was prepared by the staff of the Department of Language and Psychological-pedagogical Training consists of seven chapters; they include series of complex scientific psychological-pedagogical and linguistic studies that ensure the implementation of explanation, description and examination of normal development, professional formation and mental health of an individual taking into account modern changes in general process of the life of society; they also reveal methodological, conceptual, scientific and organizational-methodical principles of organizing the pedagogical process ensuring the normal growth of the individual from the position of a multidisciplinary approach to the development of the individual in higher education.

SCIENTIFIC AND THEORETICAL ASPECTS OF THE CYBER ADDICTION PHENOMENON

Науково-теоретичні аспекти феномену кіберадикції

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1.1. A historical excursus of the problem of cyber addiction

The earliest humanitarian research on the network began long before the Internet as it exists today. Back in the 1970s there was only an interdependent computer network, and research was devoted to communication using a local or global computer network. The first monographs that directed the subsequent research were published in the framework of social psychology: J. Short, E. Williams, B. Christie [Short, Williams & Christie, 1976: 432–474]; S. Hiltz, M. Turoff [Hiltz & Turoff, 1978: 179–189]. In the 80s, the spectrum of attention of scientists turned to the study of the communicative aspect in the network and the analysis of its impact on organizational structures. Finally, in the 90s the emphasis of the research is directed straight to the Internet itself, and, in addition to interpersonal communication, gaming and cognitive activities using the World Wide Web begin to be explored [Unnithan, Gossop & Strang, 1992: 654–657].

Thus, in the 90s of the 20th century, scientific and technological progress gave birth to a new type of addictive ways of personal self-realization – computer addiction, which is currently considered a form of deviant behaviour and includes numerous manifestations of addictive behaviour and control over urges. The first mentions of computer addiction were reflected in the writings of American scientists in the early 80s of the 20th century (M. Shotton, Sh. Tekla, etc.), who

spoke about its determinism by the need to depart from reality, personal problems and features of a person's character [Shotton, 1997: 219–230]. Slightly later, in 1994, a professor at the University of Pittsburgh, founder of the Center for Online Addiction, Young K., for the first time developed and published on the website a test questionnaire aimed at detecting Internet addiction. Based on the results of a study in which about 500 respondents took part it was established that most of them had an addiction. This created a precedent and intensified the problem of the prevalence of computer addiction and Internet addiction. In the course of K. Young's research, it was found that addicts most often use chats – 37%, MUDs (network games) – 28%, teleconferences – 15%, e-mail – 13%, information protocols (FTP, gopher) – 2%. That is, information protocols are the least associated with Internet addiction, and the most – interactive aspects of the Internet. Regarding what is most attractive in the virtual environment, 86% of Internet addicts named anonymity, 63% – accessibility, 58% – security and 37% – ease of use [Young, 1996: 899–902; Young, 1999: 237–244; Young, 2000: 24–29].

In the process of further research and pursuit of explanations of pathological use of the Internet based on content analysis, four main factors of Internet addiction were identified: seeking social support; constructing identity; individual detachment, and sexual realization [Kudashkina, 2012: 12–18; Oliiarnyk, 2016: 52–55; Rzhnevsky, 2018: 50–60].

Later, the phenomenon of Internet addiction was described by Dr A. Goldberg. He considered the emergence of fundamentally new experiences of reality (a state of artificial reality) to be the main root cause of computer game addiction. In his works, it is pointed out that not only «getting out of reality» becomes an urgent need for people involved in an online game, but also the need to connect with the hero of the game, that is, to identify oneself with the game character. It is suggested that this opportunity enables online players to avoid problems that exist in their real life [Goldberg, 1996: 403–412]. In his research, it was proven that individuals suffering from Internet addiction have a number of similar individual and psychological characteristics: low adaptability in society, shyness, low self-esteem, mistrust, anxiety, a tendency to depression, increased offensiveness, vulnerability, low stress resistance, escape from problems, etc. It was suggested that satisfaction of needs for praise, support, and interpersonal communication is transferred by these individuals from the material world to virtual reality, which allows trying on various characters and provides inconsistent security [Ruya, 2017: 320; Francisco, 2016: 127–145; Yang, Zhu, Chen, Song

&Wang, 2016: 221–229].

In addition to the negative consequences of cyber communication, positive aspects were also discovered. For example, T. V. Karabin established: the possibility of trying on one's invented individuality and the possibility of hiding one's real self behind it; the blurring of barriers that allows one to freely express thoughts and be frank; the ability to easily get rid of negative emotional states with the help of verbal aggression; the opportunity to get satisfaction and approval of certain aspects of an activity or personality, which s/he cannot satisfy in real life [Karabin, 2013: 261].

In the works of modern scientists: E. E. Kravtsova, A. O. Maksimov, M. S. Ivanov, the essence and elements of addiction are described. They believe that the centre of the game is the subject of game activity, which reflects the arbitrariness of game activity, and the formation and development of this subject take place during the development of the game itself. The level of development of game activity is related to two factors – the type of game and the ability of a person to create an imaginary situation. The subject who has arbitrariness to the game must subordinate the game to certain norms, laws, and rules [Kravtsova E.E. 2012: 15–20].

At the beginning of the 21st century, the problems of computer addiction and Internet addiction are gaining significant relevance, covering an increasingly large segment of the population, which stimulates scientists of various fields to conduct research and seek solutions. The first studies on this issue are being started in institutes and universities in Germany, Great Britain and the USA [Egger & Rauterberg, 1996: 343–367; Emery, Waldron & Kitzmann, 1999: 568–579; Jacob, Johnson, Ott & Tarter, 1999: 165–174].

British therapist Steve Pope in the 'Gaming addiction grips youngsters' article from the Lancashire Evening Post newspaper, cited negative examples of addiction such as situations when addicts refuse social contacts, begin to eat poorly, refuse to get an education, get an increase in aggressiveness, a tendency to violence and many other factors. The most dangerous situations for the emergence of computer game addiction are age crises, especially teenage ones. Therefore, there are more teenagers than adults who are cyber addicts [Lim, Gwak & Park, 2015: 60–67].

According to S. A. Shapkin and O. S. Martynova, addiction to computer games is determined to a greater extent by the composition of the adolescent's personality. In real life, cyber addicts experience serious problems in communicating with other people, these people are not self-confident. Inner

loneliness and the desire for self-assertion become the reason for immersion in virtual reality. Additionally, the reasons for the emergence of computer game addiction can be attributed to the eagerness of a teenager, the high excitability of the nervous system, and the weakness of volitional processes [Martynova, 2002: 27–30; Shapkin, 1999: 869–102].

For a teenager, cyber addiction is a masking factor of intrapersonal and interpersonal problems: the player identifies himself with the main character of the game. Such identification can be dangerous because it leads to psychic inflation – a state of expansion of the personality beyond individual boundaries, as a result of which the subject feels a high (or low, which is not considered in this case) sense of his identity, which does not correspond to the real situation. Identifying himself with the character, the player takes on this mask, which prevents personal development [Oliiarnyk, 2016: 52–55; Tereshchuk, 2016: 31–41; Tokareva, 2017: 448; Chelahova, 2018: 47–55; Anderson, 2016: 12; Ashktorab & Vitak, 2019: 895–905].

S. A. Shapkin emphasizes the particular danger of role-playing games, which allow a person to «enter» virtuality, separate from the surrounding world and «remain in the virtual» to the maximum possible extent. The game turns into a means of compensating for life's problems, and the personality begins to be realized in the game world, not in the real one. Undoubtedly, this leads to serious problems in the development of the personality, in the formation of self-esteem and self-awareness, as well as in the higher spheres of the personality structure [Shapkin, 1999: 869–1002].

One of the directions of research of modern scientists has become the separation of the stages of the formation of computer addiction and Internet addiction: 1) the stage of acquaintance with and interest in the network and its possibilities; 2) replacement of significant spheres of human life by the network; 3) emergence of Internet addiction [Young, 2000: 24–29]. Further studies of the stages made it possible to outline the fourth stage, which is also inherent in other types of addictions – the stage of «adherence» or «attachment» (L. V. Chupriy, T. Iu. Bolbot), which is characterized by a decrease in activity and a shift in the psychological content of the individual towards the norm, a certain distance appears, but the individual cannot fully get rid of adherence [Bolbot, 2005; Chupriy, 2012].

According to most researchers, teenagers and young adults are most prone to Internet addiction, cyber addiction and gadget addiction. Because adolescence is characterized as a kind of catalyst that, against the background of powerful

endocrine changes occurring in the body, enhances all internal «chemical reactions» – such as the formation of self-awareness, the establishment of a moral position, the revision of values and the feeling of adulthood. Adolescence is most at risk of various emotional, activity and cognitive disorders [Moliako, 2013: 7–19; Hyo-Jung & Jong-Youn, 2017: 55–60; Wu & Wong, 2018: 130]. It is during adolescence that a tendency to external influence is manifested: the team, family, teachers, and older and «more experienced» friends. To a large extent, the behaviour of modern teenagers is determined by the computer, and in particular by the Internet, to which young people devote almost all of their free time [Chebykin, 2017: 86–103; Chudova, 2012: 113–117; Billieux, Maurage, Lopez-Fernandez, Kuss & Griffiths, 2015: 156–162; Bleakley & Ellithorpe, 2016: 33–47; Wyrick & Bond, 2017: 349–352; Yu, Kim & Na, 2013: 41–45].

In the chain «adolescent – computer – Internet», two options for the development of the relationship are possible: «positive» and «negative». In the first case, a teenager intelligently and rationally uses the potential of a computer, electronic devices, gadgets, and Internet resources. In this situation, they will not affect the general state of health and will not lead to negative consequences in the mental development of the adolescent's personality [Hrybiuk & Demianenko, 2014: 42–59].

In the second case, with frequent use of the computer and the Internet, there are psychological manifestations of Internet addiction, which are expressed in numerous behavioural problems and control over urges. According to some researchers, the following types of Internet addictions are the most relevant for adolescents.

First, it is a passion for virtual dating, even an excess of acquaintances and friends in the social network, since adolescence is characterized by the establishment of interpersonal relationships with peers. Secondly, the compulsive need for the network, namely the game: the most widespread is online gambling, constant shopping or participation in auctions. Thirdly, compulsive web-surfing, i.e., a desire for information overload – endless travelling on the network, searching for information on databases and search sites. Finally, it is computer addiction – obsessive playing computer games: shooters (Doom, Quake, Unreal, etc.), strategy games like StarCraft, quests, computer role-playing games: Planescape: Torment; The Elder Scrolls, Wizardry series, Ultima, Fallout, Gothic series, Baldur's Gate, Might & Magic and more [Ahmadi, Amiri & Ghanizadeh, 2018: 75–80; Griffiths, Kuss & King, 2019: 193–195; Yeon-Ran & Eun-Young, 2018: 67; You & Bongwon, 2019: 1–16].

Adolescence is characterized by the acquisition of the main leading asset of this age, namely self-affirmation and acceptance of the role of an adult, that is, an independent personality. Therefore, it is important for teenagers that those around them, and especially important people (parents, relatives, and teachers), begin to perceive them as an independent adult person, and not as a child. They often find such a perception of their personality in cyberspace, which later replaces their real life and interpersonal communication. Teenagers realize their needs in identification, intimacy (the search for satisfaction of the need for respect and love), belonging to a certain group; and also try to separate from their parents in this way, with the help of communication in cyberspace, a teenager strives to survive personal periods of frustration, and the network allows this to be done anonymously [Aimedov, 2012: 43–91; Bartkiv & Makhnovets, 2018: 141–146; Zasekin, 2012: 20; Argyroula, 2014: 33–36; Bernd & Sariyska, 2016: 238; Servidio, Bartolo & Palermi, 2017: 10–116].

Increasingly, in modern scientific literature, we come across statements that addictive behaviour occurs as a result of a complex interaction of hereditary, biochemical, social, and individual psychological factors. Among these, the following can be distinguished: external conditions of the physical environment; internal hereditary-biological, psychophysiological and individual-typological prerequisites; external social conditions; intra-personal causes and mechanisms of addictive behaviour [Kireeva, 2018: 162–169; Chelahova, 2018: 113–123; Chupriy, 2012; Konen, Dirk, Leonhardt & Schmiedek, 2018: 1–15].

In order to study the psychological characteristics of adolescents with Internet addiction in 2004-2005, such scientists as A. Iu. Iegorov, N. A. Kuznetsova, and Ie. A. Petrova conducted a complex psychological study, the results of which indicate that adolescents with signs of Internet addiction differ significantly from their non-addictive peers both in character and in their ability to communicate, self-esteem and the structure of self-attribution. In addition, differences were found in the types of character accentuation. Teenagers with Internet addiction are more likely to show aggressiveness and rudeness. At the same time, they are withdrawn, and incapable of bright emotions and experiences. Their activity in the network largely determines their activity in the real world. The constant departure from reality leads to the fact that in the process of life, teenagers with Internet addiction find it more difficult to cope with the obstacles that arise on their life path. Their needs in the real world are either blurred, uncertain, or frustrated, which entails a tendency to develop other types of addictive behaviour [Enykolopov, Kuznetsova, Tsybulsky & Chudova, 2017: 268]. Scientists also note

physiological symptoms in teenagers with Internet addiction: back pain; dryness and itchiness in the eyes; lesions of the nerve trunks of the hand, associated with long-term overstrain of the muscles; numbness in the fingers of the hands that hold the «mouse» while working at the computer; disregard for personal hygiene; sleep disorder, sleep pattern change; irregular nutrition, skipping meals [Yang, 2000: 24–29].

Distinguishing the determinants of Internet addiction and gadget addiction remains an important issue. The following are established:

a) lack of communication and emotional connections in the family, that is, parents or people replacing them do not show empathy for the problems of the teenager, do not care about his/her interests and daily life, do not listen to the opinion of the teenager, etc.;

b) the teenager has not developed interests other than the computer, hobbies or other preferences in a real social environment;

c) underdevelopment of adaptation or interpersonal relationships in a real social environment, i.e., lack of friends or significant social groups;

d) «the presence of a severe disability or a serious disease», which becomes an obstacle in the real process of socialization, although the Internet allows such teenagers to «discover the world», and make friends, however, it also becomes the cause of the formation of addiction, which manifests itself in the event that when there are alternative opportunities for learning, communication, leisure time, the teenager ignores them and uses electronic devices and the computer only as a means of obtaining pleasure, not obtaining useful information and acquiring useful skills [Aleksieieva & Luniov, 2018: 285–286].

Consequently, in adolescence, escape into cyberspace is one of the ways of adapting to the surrounding environment. In case a teenager has problems in contact with close and significant people, emotional ties are broken, and discomfort occurs when establishing interpersonal relationships, and the easiest and simplest way to establish communication is to use devices and gadgets for communication. Escaping into cyberspace becomes an effective way of self-defence against bad mood, feelings of pain and humiliation [Havryshchak & Mashchak, 2012: 56–63; Blachnio, Przepiorka, Gorbaniuk & Benvenuti, 2019: 58–63; Hamburger, 2019: 441–449]. Internet addiction is gradually turning into a growing public problem. Thus, in Ukraine, according to the research conducted by the Factum Group research company on the order of the Internet Association of Ukraine, it is noted that the share of Internet users increased from 65% (in 2018) to 71% (in 2020). Ukrainians between the ages of 15 and 24 are the most active on

the Internet – among them, the share of Internet users is 97%, people from 25 to 34 years old – 96%, users over 65 years old – already 29% (a year ago it was only 14%). The share of women in the total number of Internet users is 52%. «One of the reasons for this growth is the «smartphoneization» of the population. Today, 22% of users access the Internet exclusively using smartphones. For a large part of new users, in 2019, the smartphone became the first and only device for accessing the network» [Krainikova, 2014: 1–4; Maruta, Khobzei & Voloshyn, 2013: 66–75; Oliiarnyk, 2016: 52–55; Ang, 2017: 1–6; Liang, Zhou, Yuan, Shao & Bian, 2016: 63–70].

That is, in our country over the last decade, the Internet has become an integral part of life for the majority of the population. Today, any modern person visits the World Wide Web at least once a day to communicate, work or simply search for the necessary information. Undoubtedly, the Internet is of great importance in the modern world and brings great benefits to humanity: as an inexhaustible source of information, an accessible way of acquiring skills and knowledge, an indispensable assistant in work and business, as a means of conducting and planning leisure time, as a place for acquaintances and a way to maintain communication connection, and is also a place to purchase necessary goods at reduced prices while saving time.

As mentioned earlier, despite the advantages of using interactive technologies, devices and gadgets, the risks of information overload and overstrain of the nervous system are increasing, which can cause various mental disorders. Therefore, for example, O. Ie. Voiskunskyi and V. D. Mendelevich concluded – fast and regular browsing of sites leads to the fact that the human brain loses the ability for in-depth analytical thinking, turning regular Internet users into impulsive and incapable of intellectual work. However, disruption of mental processes and memory deterioration are not the only negative consequences of Internet addiction and cyber addiction [Voiskunskyi, 2013: 110–118; Mendelevich, 2018: 15–18].

Escape from real interpersonal communication into cyberspace leads to the loss of communication skills and empathy, the development of alexithymia and the appearance of antisociality, the development of maladaptation and a decrease in stress resistance. At the first stages of immersion in cyberspace, all these proceed imperceptibly, conversations are replaced by messengers, real meetings are replaced by video chats or video calls, and significant social groups give way to teams when playing in online networks. Gradually, the personality loses connection and adaptability in real social life, anxiety appears when meeting in

real life is necessary, and public speeches or a large number of people begin to cause feelings of danger and fear. Active social life is invisibly replaced by cyberspace and cybercommunication, and social approval, respect, and admiration are replaced by «likes» [Hrybiuk & Demianenko, 2014: 172; Oravec, 2012: 121–135; Tan, 2016: 313]. In some complex cases, addiction to cyberspace leads to the occurrence of physical diseases (scoliosis, osteochondrosis, arthrosis, carpal tunnel syndrome, decreased vision, tachycardia, arrhythmia, arterial hypertension, varicose veins of the lower extremities, etc.), and in more complex cases to suicide. Although we increasingly find studies on the prevalence of Internet addiction, cyber addiction and gadget addiction among children, adolescents and young people in general, it should be noted that systematic studies on the prevalence of Internet addiction among adolescents have practically not been conducted [Bolbot, 2005: 36; Blachnio, Przepiorka, Benvenuti, Mazzoni & Gwendolyn, 2018: 18–38; Hawi, 2018: 110–119].

1.2. The psychological nature of cyber addictions

Nowadays, when scientific and technical progress is rapidly developing, it is difficult to imagine your life without a computer, the Internet, a telephone and other electronic devices. The consequence of the scientific and technical revolution was the birth of a new socio-cultural environment. In addition to the material reality, a new informational reality – the reality of cyberspace – is gaining in scale. According to the survey, the number of people worldwide who were active on the Internet increased to 4,54 billion, an increase of 7% (298 million of new users) compared to January 2019, when there were 3,80 billion of social network users, and this number increased by more than 9% (321 million of new users) compared to last year. It should be noted that the majority were children, teenagers and young adults [Kemp, 2020]. The world of cyberspace has given birth to a new kind of addictive way of personal fulfilment – computer addiction, which includes a large number of problems of addictive behaviour and control over urges. Experts count the largest number of addicts among representatives of the age group from 14 to 24 years old, but this issue is gaining momentum among other age groups as well [Bolbot, 2005: 36; Bozoglan, Veysel, Bozoglan & Veysel, 2016: 33–47; Choi, Kim, Choi, Ahn, Choi & Song, 2018: 33–47].

The concept of «virtual reality» was introduced into science in 1984 by Jaron Lanier, who, together with a group of other scientists, developed a virtual reality

system in the field of surgical simulation, which was interpreted as an illusory reality generated by computer technologies [Lanier, 2009: 128].

O. I. Voronov defines virtual reality as «cybernetic space created on the basis of a computer, in which the operator is completely isolated from the outside world by technical means, that is, all channels of tactile, auditory, visual and any other connection with the real surrounding space are blocked» [Voronov, 1999: 2–7].

O. Z. Kudashkina notes that virtual reality is ontologically separated from constant reality, but equal to it. «The idea of virtuality indicates a special type of relationship between disparate objects, placing them at different hierarchical levels and defining specific relationships between them: generation and interactivity – objects of the virtual level are generated by objects of a lower level, but, regardless of their generation status, interact with objects generating realities as ontologically equal. A collection of virtual objects that creates realities form a virtual reality» [Kudashkina, 2012: 12–18].

Virtual reality is the immateriality of influence, the conditionality of parameters and ephemerality; it is not life itself, it is rather an invented part of life, feelings, relationships and actions [Belinska, 2016: 27–29].

Therefore, it is possible to note that in the modern understanding of the majority of scientists, «virtual reality» is defined as a part of the psychological reality of a person.

The following specific properties of virtual reality are highlighted, regardless of its «nature» (physical, psychological, social, technical, etc.): generation, relevance, autonomy, and interactivity. Generation – virtual reality is produced by the activity of any other reality external to it. Actuality – virtual reality exists in actuality, only «here and now», only as long as activity generates reality. Autonomy – virtual reality has its own time, space and laws of existence. In virtual reality, for the person who is in it, there is no past and future beyond it. Interactivity – virtual reality can interact with all other realities, including those that generate, and are ontologically independent of them [Kudashkina, 2012: 12–18; Greenfield, 1999: 227; Hong, Zalesky, Cocchi, Fornito, Choi & Kim, 2013: 13–17].

Self-realization in virtual reality is possible thanks to the use of electronic devices and gadgets, which gives rise to the emergence of new terms: Internet addiction, cyber addiction, gadget addiction, computer addiction, and others. To date, there are two basic definitions of a computer-related disorder. One definition of Internet addiction was given by *Ivan Kenneth Goldberg*, who understood by this concept a behavioural disorder as a result of using the Internet and a computer

[Goldberg, 1996: 403–412].

The «computer addiction» term defines a person's pathological passion for work or spending time at the computer [Aimedov, Asieieva & Cherevko, 2017: 120–129].

Computer addiction (cyber addiction, Internet addiction) is a mental disorder accompanied by problems with health and relationships with other people, which is expressed in a person's inability to stop using a computer in a timely manner (get off the Internet) and persistent desire to return to the computer (to the virtual Network) [Smirnova, Zakharova & Synogina, 2017: 99–107]).

Internet addiction is a type of non-chemical addiction; a mental disorder manifested in a person's obsessive desire to connect to the Internet, as well as an inability to disconnect from it in time [Aimedov, 2012: 92–97].

Internet addiction is a mental disorder accompanied by a large number of behavioural problems, in a general sense, it consists of the inability of a person to leave the network in time, as well as the constant presence of an obsessive desire to enter it [Enykolopov, Kuznetsova, Tsybulsky & Chudova, 2017: 268].

Internet addiction disorder is a mental condition characterized by an obsessive desire to use the Internet and the inability to stop doing it [Ahn, 2007: 49].

Cyber-addiction is a disease itself, and not a bad habit, a defect in upbringing or an unfavourable coincidence of circumstances. It is in the same line with other types of chemical (drug addiction and alcoholism) and non-chemical (gambling, training mania) addictions, as it shows all the signs of the disease (occurrence cause, symptoms, course, treatment and prognosis) [Biloushchenko & Charnetska, 2013: 33–36].

Cyber addiction is a type of deviant behaviour associated with the formation of a tendency to withdraw from reality due to a change in one's mental state through constant fixation of attention on interaction with gaming computer programs or with other users using these programs, which allows us to identify individually psychological features of teenagers prone to cyber addiction [Mendelevich, 2018: 15–18].

Cyber addiction is a form of psychological addiction, which manifests itself in an obsessive fascination with computer games, subordination of one's choice to an external false goal – the achievement of progress in a virtual gaming reality [Shcherbacheva & Ustinova, 2017: 93–99].

Cyber addiction is dependence on a computer. O. Iu. Smokova and S. B. Bohush divide this addiction into three types: game addiction, Internet addiction and hacking [Smokova & Bohush, 2017: 80–84].

According to J. Kandell's (1998), the concept of «Internet addiction» includes any type of activity on the network [Kandell, 1998: 11–17].

R. Davis (1999) proposed a cognitive-behavioural model for the pathological use of the Internet, namely, he distinguished such categories as specific pathological use of the Internet and generalized pathological use of the Internet. The first includes the activation of already existing specific types of computer addictions – gambling or pornographic sites, and the second – all types of computer technologies (chats, searching for information, etc.). That is, R. Davis supplemented the definition of K. Young, highlighted the main meaning, comorbidity, showed that pathological use of the Internet can activate an already existing pathology or act as a separate type of addiction [Davis, Flett & Bessre, 2002: 331–345; Young, 1996: 899–902].

Alex S. Hall and Jeffrey Parsons (2001) introduced a third term – Internet-addictive behaviour. They agree that excessive use of the Internet can harm cognitive, behavioural and affective spheres, that is, affect a person's state of health, but they do not support a pathological aetiology of this problem [Hall & Parsons, 2001: 312–327].

Currently, «Internet addiction (virtual addiction, cyber addiction, netaholism)» is interpreted as an obsessive or compulsive desire to enter the Internet while offline and the inability to leave the Internet while online [Zhukova, 2018: 120–129].

At the moment, there is no consensus among experts about what this phenomenon should be called. For the first time, the presence of addiction was noted by American scientists in the early 80s (M. Shotton, Sh. Tekl), who pointed out that the formation of computer addiction is caused not only by the need to escape from reality or personal problems but also by individual characteristics of a person (for example, character traits that determine human behaviour) [Shotton, 1997: 219–230].

One of the first researchers of the Internet, Professor John Suler, states that perhaps we should talk about cyber addiction – addiction to a virtual environment created with the help of computer technologies. Iu. D. Babaieva, O. E. Voyskunsky, and O. V. Smyslova distinguish three types of cyber-activity that cause global negative personality changes, and they include:

1. Enthusiasm for learning in the field of programming and telecommunications, as an extreme option – hacking.
2. Passion for computer games and games via the Internet, as an extreme option – gaming addiction.
3. Fascination with network communication, as an extreme option – Internet

addiction – dependence on the Internet [Babaeva, Voyskunskyi & Smyslova, 2000: 11–39].

In our opinion, computer addiction, Internet addiction, and cyber addiction are interpreted by the majority of scientists as a mental disorder that affects the normal life process of an individual and has their own ways of manifestation and course. In our opinion, these concepts should be distinguished.

Computer addiction *should be understood as a type of non-chemical addiction, which is expressed in an obsessive desire to constantly use a PC despite the negative impact on physical and mental health, the destruction of real social relationships, and if it is impossible to use, there are changes in the emotional and volitional sphere of the individual.*

Internet addiction *is considered a type of non-chemical addiction, which is interpreted as a mental and behavioural disorder, and expressed in an obsessive or compulsive desire to be constantly on-line, causing disruption of the normal process of life, and the impossibility of staying in the on-line mode leads to changes in the emotional state and causes negative changes in the cognitive, behavioural and affective spheres of the individual.*

Cyberaddiction *is a type of non-chemical addiction, which is expressed in a mental disorder caused by an obsessive desire to constantly be in virtual reality, to live and be realized in cyberspace with the help of gadgets or electronic devices, despite the destruction of material and social reality, negative consequences for health and the life process in general.*

Gadget addiction *should be understood as a type of non-chemical addiction, which is expressed in tracking new versions of mobile or gadget devices on the market, in a hyperbolized need to own a certain model (laptop, smartphone, iPhone, iPad or other electronic devices) that has access to the Internet and uncontrolled desire to constantly use this gadget.*

Therefore, the phenomena of cyber addiction and Internet addiction (Internet-addiction disorder, or IAD), are not yet recognized at the official level (not included in the ICD-10 and DSM IV, however, they are planned in future editions of these classifiers), albeit, exist in our reality and allow us to talk about a person as a victim of cyber socialization.

1.3. Conceptual phenomena of cyber addictions

K. Young and A. Goldberg became the first researchers of Internet addiction and, in fact, the founders of a new direction in psychological science – the psychology of Internet addiction. Further, cyber addiction as a phenomenon of addictive behaviour was studied by M. Cole, A. E. Voyskunskyi, O. N. Arestova, A. B. Khudiakov, M. S. Kiseliova etc. Despite the fact that a number of researchers (K. Yang, A. Goldberg, O. K. Tikhomirov, A. E. Voyskunsky (1990–2001), M. L. Dertouzos, 1991; Stock, 1993, etc.) combine cyber addiction and netaholism into one group of addictions, however, it is necessary to distinguish these forms of behaviour, since addiction to computer games is possible even without the Internet.

This phenomenon was first described in 1995 by Dr Ivan Goldberg, who identified the following main symptoms of Internet addiction: the use of computer games causes a diseased negative stress state or distress; the use of computer games causes harm to physical, psychological, interpersonal, economic or social status. Furthermore, he proposed a set of diagnostic criteria for determining Internet addiction, which was based on signs of a pathological addiction to gambling [Voyskunsky, 2013: 110–118; Goldberg, 1996: 403–412].

Dr Kimberly Young introduced a slightly different concept – problematic Internet use (PIU) (1998), highlighting the following characteristic features: an obsessive desire to check e-mail; constant waiting for the next access to the Internet; complaints from others that a person spends too much time on the Internet and complaints from others that a person spends too much money on the Internet. Later, K. Young identified five main types of Internet addiction:

1. Computer addiction: an obsessive passion for computer work (programming, games or other activities);
2. Net compulsions: compulsive search for information in remote databases;
3. Information overload: pathological propensity for Internet-mediated gambling, online auctions, and electronic purchases;
4. Cybersexual addiction: addiction to «cybersex», that is, visiting pornographic sites, discussing sexual topics in chat rooms or closed «adult» groups;
5. Cyber-relational addiction: addiction to communication in social networks, forums, chat rooms, group games and teleconferences, which can lead to replacing real family members and friends with virtual ones [Young, 1999: 237–244].

In her Center for Internet Addiction, K. Young developed a three-level model

that explained many people's commitment to excitable Internet utilization. This model is denoted by the abbreviation ACE (Accessibility, Control, Excitement) since addiction to the Internet emerges: due to its accessibility (Accessibility), due to maintaining control (Control) over one's own actions and the consequences of decisions made, against the background of emotional uplift (Excitement) from the results of one's own actions [Young, 2000: 24–29; Young, 1996: 899–902].

Griffiths Mark (1996) differentiated two groups of Internet addicts: ones of the first and the second orders. Addicts of the first order feel in a high mood during the game, like playing in groups on the Internet, and receive positive reinforcement from the group when they become winners, and this is what matters most for them. Here, the computer is a means of obtaining a social reward. Second-order addicts use the computer to escape from problems in their lives, and their PC addiction is a symptom of deeper issues (e.g., physical disabilities, low self-esteem, etc.) [Billieux, Maurage, Lopez-Fernandez, Kuss & Griffiths, 2015: 156–162; Griffiths, 2018: 231–267].

Currently, there is no universally recognized classification of computer addiction, the following types of addictions related to computer technologies are distinguished in various sources:

- computer games and Internet addiction (passion for online stock trading and gambling);
- compulsive surfing (travelling on the network, searching for information on databases and search sites);
- game addiction – obsessive fascination with online computer games;
- virtual acquaintances (large volumes of correspondence, constant participation in chats, web forms, excess of acquaintances and friends on the Internet);
- cybersex (addiction to porn sites) [Dorokhov, Tarasov & Moisil, 2012: 285–288; Zhukova, 2018: 120–129; Billieux, Maurage, Lopez-Fernandez, Kuss & Griffiths, 2015: 156–162; Shaffer, 2012: 162–168].

In the early 2000s, the scientific community turned its attention to the psychological and social aspects of the problem, which were selectively highlighted in the works of K. V. Aimerdov, E. P. Belinska, A. E. Voiskunsky, A. E. Zhichkina, N. V. Korytnikova, T. P. Korolenko, T. Bolbot, E. Melnyk, S. I. Voroshilin, E. A. Reprintseva, E. V. Zmanovskaya, A. Iu. Yehorov, M. D. Griffiths, S. E. Caplan, K. Young, M. Cole, J. Jacobson, etc.), in which there were explained various definitions, socio-psychological factors of formation, symptoms and stages, clinical aspects, classifications and typologies, issues of

children's interaction with computers, user behaviour in the «network», etc.

The majority of domestic and foreign authors (L. Vesmer, V. Miller, M. Landry, A. E. Voyskunsky, E. V. Zmanovskaya, etc.) choose the terms «addiction», «addictive behaviour» and «dependence» as synonymous concepts. However, there are those who divide these definitions, considering them to be only related to each other (J. Altman, A. E. Lychko, K. V. Aimerov, S. A. Kulakov, etc.). It should be noted that despite the diversity of opinions and approaches of the main authors, addictive behaviour is still associated with destructive behaviour, which is expressed by the desire to move away from reality due to changes in one's mental state [Voyskunsky, 2013: 110–118; Aimerov, K.V. 2012: 110–114].

In this way, for example, T. P. Korolenko and B. Segal characterize addictive behaviour as a desire to withdraw from reality by changing one's mental state, during which a person stops in their personal development. V. D. Mendelevich understands addiction as any overvalued passion, in which the object of passion or activity becomes significant for a person and displaces other types of activity. J. Tomer describes addictive behaviour as concentrating on a narrowly focused field of activity while ignoring others and striving to escape from reality [Korolenko, 1991: 8–15; Mendelevich, 2018: 15–18].

Summarizing the characteristic of manifestations of Internet addiction, its main features can be identified: the impossibility of subjective control over the use of the Internet and maladaptation, which reflects the negative impact of its use on interpersonal relationships, health, work, education, emotional, psychological state, financial status, etc., which are typical, however, for any addictive behaviour. It is also necessary to take into account the next important sign of behavioural addiction – that this type of activity is counterproductive (unproductive, useless). Because, otherwise, a significant number of people who use the Internet as a professional tool for a significant period of time (more than three hours a day) should be considered Internet-addicted people [Griffiths, Kuss & Billieux, 2019: 193–195; Reed, 2015: 10–17; Yen, Yen, Chen, Chen & Ko, 2007: 23–29].

It is quite obvious that Internet addiction, as a medical disorder, must meet the well-known six components that are universal for all types of addictions:

- 1) salience;
- 2) mood changes;
- 3) tolerance;
- 4) withdrawal symptoms;

5) conflict;

6) relapse.

For the first time, the concept of «non-chemical» addiction was introduced into scientific circulation by the British addictologist Griffiths M. in the article «Technological Addictions» (1995). Today in modern addictology the division of addictions into two global groups is established: chemical and non-chemical types of addictions [Aimedov, 2012: 14–88; Mendelevich, 2018: 15–18].

T. P. Korolenko and M. V. Dmitriieva separate the following types of chemical and non-chemical dependencies:

1. Non-chemical addictions: a pathological tendency to gamble; computer addiction; sexual addiction (homosexuality, lesbianism, perversions); workaholism; addiction to spending money; relationship addictions (pathological habit to a certain type of relationship); urgent addictions (the habit of being in a state of constant lack of time).

2. Intermediate forms of addiction: food addiction: a) anorexia nervosa F 50.0; b) bulimia nervosa F 50.2.

3. Chemical addictions F.10-F19: addictions to alcohol, tobacco, caffeine, opiates, cannabinoids, hallucinogens, various solvents, tranquillizers, barbiturates, etc. [Korolenko, 1991: 8–15; Kyshenkovyi posibnyk do MKX-10: 171–195, 257–285].

Non-chemical (behavioural, emotional) addictions are defined by the object represented by the behavioural pattern, the type of activity that gives rise to gambling behaviour, which is a destructive or welcome need. The problem of non-chemical addictions is not new in the modern world. The analysis of literary sources on the issue of the formation of various types of addiction testifies to its interdisciplinary nature, which is considered within the framework of psychiatry, narcology, medical and age-related, differential and special psychology. In the ICD-10 classification, there is also a section with disorders – habits and urges, for example, a pathological urge to gamble, fire-setting and stealing, etc. [Aimedov, Asieieva & Cherevko, 2017: 13–19; ICD-10: 171–195, 257–285; Kozidubova, 2013: 34–45].

Today, there is no doubt that addiction can develop not only from the use of psychoactive substances (surfactants) but also from various types of activities (or flows of information) that bring immediate pleasure and a sense of activation of the brain and mental activity in general. Currently, there are 5 types of computer addiction: compulsive surfing (travelling on the Internet, searching for information on databases and search sites); passion for online stock trading and gambling;

virtual dating; cybersex (passion for porn sites); computer games [Korolenko, 1991: 8–15; Ruya, 2017: 156–161; Young, 1996: 899–902].

During the tempestuous development of scientific and technical progress, new non-chemical addictions are rapidly becoming relevant: zipping (stereotypical thoughtless switching of TV channels), which appeared with the invention of the television remote control, shopping (pathological passion for unnecessary purchases), accumulation of electronic devices, computer addiction, for example, gambling, etc. A large number of phenomena and elementary actions have entered into the process of a person's vital activity, as necessary daily tasks, for example, communication on social networks, viewing photos and videos on the Internet, checking the electronic inbox, etc. However, over time, such actions have transformed in some people into a serious disease called «addiction» (dependency). According to some authors, the modern list of similar behavioural addictions includes more than a thousand different addictive «agents» (addictogens) that lead to the formation of non-pharmacological diseases of addiction [Ahulova, 2013: 14–21; Lin, Lin & Wu, 2019: 993–1004; Yu & Shek, 2013: 10–17].

The most famous and widespread among them are gaming, shopping, gadget addiction, zipping, collecting, promiscuity, bulimia, anorexia, selfitis, gambling, computer addiction, Internet surfing, phubbing, workaholism, excessive sports and other repetitive informational-behavioural acts that coincide with hedonistic motives or improve well-being. As with drug and alcohol addictions, non-chemical addictions cause cravings and urges, loss of control over the activity, and difficulty with its termination. It is important that the pathological action of the «agent» of addiction continues, despite the significant damage to the individual as a whole and its valuation by society [Ahmadi, Amiri & Ghanizadeh, 2018: 75–80; Francisco, 2016: 127–145].

With the majority of non-chemical addictions, it is possible to notice that social degradation over time nevertheless becomes perceptible due to the psychological isolation of addicts; they feel ashamed and forced to hide the features of their behaviour from those who do not have similar problems. Now, when the crisis of values has overtaken the crisis of prices and has become dominant in the life of Ukrainian society, the individual suffers not so much from a sense of inferiority, but inner emptiness and worthlessness. Self-identification is lost, and addiction takes its place. A person who is no longer able to find the meaning of life, as well as invent it, fleeing from the sense of loss of meaning, creates either nonsense or a subjective meaning of life. If the first takes place on

the social scene, then the second appears in dreams and pictures caused by psychoactive means or virtual reality – created with the help of the Internet social network (pages in «VKontakte», «Facebook», «Instagram», etc.), role-playing games or online games, etc. When diagnosing computer addiction, great importance is attached to the individual features of the emotional life of future addicts [Gokmen, 2019: 138–155; Kit-Aun, 2018: 6–16].

Besides, clinical scientists distinguish the mental and physical symptoms of addiction. Mental ones include: euphoria and feeling good, inability to stop and increased time spent at the computer, neglect of family and friends, problems with work or studies, lying, feelings of emptiness, depression and irritation away from the computer. Physical symptoms are manifested in headaches and backaches, dry eyes, carpal tunnel syndrome, sleep disorders, irregular eating and neglect of personal hygiene [Atmac, 2007: 961–962; Hawi, 2018: 110–119].

Traditionally, factors determining addictive behaviour are divided into biological, social and psychological. Biological factors include the degree of initial tolerance, organic brain lesions, the burden of heredity, chronic diseases and the nature of substance use. Proponents of the biological approach, considering the mechanisms of addiction, point to genetic predisposition and individual differences in the work of neurotransmitters and neuromodulatory systems. However, it should be taken into account that within the framework of the biological approach, the attention of researchers is directed mainly to the chemical type of addictions.

The group of social factors influencing the formation of addiction contains processes taking place in society, availability, degree of danger, responsibility, fashion, group influence, and social disorientation in micro-social conditions. Pointing out the social causes of addictive behaviour, it is necessary to pay attention to the role of the family in the life of an addict [Adel, 2016: 75–81; Contena, Yura & Taddei, 2015: 30–37; Peters, 2008: 480–583]. For example, V. D. Moskalenko described the destructive roles played by parents in dysfunctional families: demanding father who criticizes, detached father, and responsible father. Children in dysfunctional families also take on certain roles: family hero, problem child, lost child, and family talisman. Common features of children who fulfil all these roles are emotional pain, fear, shame and guilt, which directly affect the child's tendency to addictive behaviour. Hyper-or hypo-care is another of the microsocial factors contributing to the formation of self-doubt, social disorientation, fear of failure and, as a result, the pathological formation of addiction. In particular, it is necessary to note the parenting style of codependent

parents, since this is one of the main reasons for the emergence of various forms of addiction in children.

The group of psychological factors include personal characteristics, the type of accentuation, the attractiveness of emerging sensations, the development of hedonic attitudes, the desire for self-affirmation, curiosity, and the presence of psychological traumas in different periods of life. Childhood trauma plays a leading role in the formation of addiction [Caplan, 2009: 1312–1319]. As G. Krystal notes, the repetition of a traumatic situation in childhood leads to impaired development and the transition to a state of apathy and detachment, which in the future contributes to the formation of cyber addiction [Krystal, 2018: 80–118].

Early traumatic situations lead to low affective tolerance, the inability to take care of oneself and the need for someone in the material or virtual world. As a result, an inanimate object can replace a human relationship. That is why stopping or reducing the time spent on the Internet makes the user feel bad. This state can be expressed by emotional and motor disturbances, anxiety, obsessive thoughts about what is happening on the Internet, fantasies and dreams about the Internet, and voluntary or involuntary movements of the fingers that resemble typing on a keyboard. Such emotional changes, that occur with a person who tries to give up or reduce the time spent on the Internet, indicate his psychological dependence on the Internet and psychiatrists call it «withdrawal syndrome» or «abstinence syndrome» [Baer, 2011: 86; Vitaliano, 2017: 348–376].

Albeit, there are also a number of scientists who believe that it is completely wrong to attribute the pathological use of the Internet to the class of independent diseases. Thus, K. Mitchell [Mitchell, 2000] questions the possibility of a separate diagnosis for Internet addiction, because until now there is no confirmed data on whether the appearance of symptoms of pathological use of the Internet is of a primary nature, or the emergence of addictive behaviour is provoked by other underlying mental illnesses, such as depression. When trying to distinguish Internet addiction as an independent disease, the biggest controversy among researchers is whether the Internet is an addictive agent in itself, or whether it is an intermediary for the realization of other addictions [Mitchell, 2000: 632].

H. Shaffer, M. Hall and B. Vander [Shaffer, Hall & Vander B, 2000] affirm the validity of two propositions at the same time when the Internet acts as a means of achieving addictive content in the case of a formed addiction, and they allow the existence of Internet addiction as an independent form. A similar opinion is expressed by M. D. Griffiths (M. D. Griffiths, 2009) – most of those who

excessively use the Internet are not directly addicted to the Internet, for them the Internet is a kind of nurturing environment for supporting other addictions [Griffiths, Kuss & Billieux, 2015: 193–195; Hall & Parsons, 2001: 312–327; Shaffer, 2012: 162–168].

Another researcher D. Morahan-Martin [Morahan-Martin, 2018: 32–69] notes that excessive use of the Internet (Internet Abuse) is a controversial topic in many ways. In order to study the excessive use of the Internet, experts have developed conflicting criteria and used different terminology. Among a large number of proposed measuring scales, none of them can be considered universal and only some are psychometrically validated.

Today, cyber addiction is the most common form of man-made addictive personal fulfilment, which is rapidly spreading at the current level of development and abundance of game industry products.

The chapter summary. The process of ICT development and the availability of the global Internet gave birth to a new type of addictive ways of personality realization – cyber addictions, which include many manifestations of addictive behaviour and control over urges. Experts count the largest number of addicts among representatives of the age group from 14 to 24 years old, but this problem is gaining momentum among other age groups as well. It is possible to note that in the modern understanding of the majority of scientists, «virtual reality» is defined as a part of the psychological reality of a person, its specific properties are highlighted, regardless of its «nature» (physical, psychological, social, technical, etc.): generation, relevance, autonomy, interactivity. Gradually, the spread of virtual reality and fascination with it formed a new direction in psychological science – the psychology of Internet addiction.

K. Young and A. Goldberg were the founders of this new direction. Further investigation of cyber addiction as a phenomenon of addictive behaviour was undertaken by M. Cole, O. E. Voyskunskyi, O. N. Arestova, O. B. Khudyakov, M. S. Kiseliova, etc. Even though a number of researchers (K. Yang, A. Goldberg, O. K. Tikhomirov, A. E. Voyskunsky (1990-2001), Dertouzos, 1991; Stock, 1993, etc.) combine cyber addiction and netaholism into one group of addictions, however, it is necessary to distinguish between these forms of addictive behaviour, since addiction to computer games is possible even without the Internet.

Most scientists treat computer addiction, Internet addiction, and cyber addiction as a mental disorder that affects the normal life process of an individual and has their own options for manifestation and course of action. In our opinion, these concepts should be separated. Computer addiction (computer addiction or

computer dependence – synonymous concepts) should be understood as a type of non-chemical addiction, which is expressed in an obsessive desire to perpetually use a PC despite the negative impact on physical and mental health, the destruction of real social relations, and when it is impossible to use it, there are changes in the emotional and volitional sphere of the individual.

By Internet dependence (Internet addiction) we understand a type of non-chemical addiction, which is interpreted as a mental and behavioural disorder, which is expressed in an obsessive or compulsive desire to be constantly online, causing a violation of the normal process of life, and the impossibility staying online leads to changes in the emotional state and causes negative changes in the cognitive, behavioural and affective spheres of the individual.

By cyber addiction, we propose to understand a type of non-chemical addiction, which is expressed in a mental disorder caused by an obsessive desire to constantly be in virtual reality, to live and realize oneself in cyberspace with the help of gadgets or electronic devices despite the destruction of material and social reality, negative consequences for health and the life process in general.

Gadget addiction should be understood as a type of non-chemical addiction, which is expressed in tracking new versions of mobile or gadget devices on the market, in a hyperbolized need to own a certain model (laptop, smartphone, iPhone, iPad or other electronic devices) that has access to the Internet and uncontrolled desire to constantly use this gadget.

However, despite all the variety of works devoted to the problems of cyber addiction, computer addiction, Internet addiction, and gadget addiction, there is no clear answer to date whether a computer game, the Internet, gadgets and other electronic devices are the objects of addictive behaviour or all this is an alternative socializing environment for the modern personality. The impact of the computer, the Internet, gadgets and other electronic devices on the physical and mental health of an individual has not been sufficiently studied. These phenomena are complex modern polyscientific problems that require scientific-theoretical and experimental research.

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PSYCHOLOGICAL FACTORS OF THE STRUCTURE OF SOCIAL MALADJUSTMENT OF THE INDIVIDUAL IN MODERN SOCIETY

*Психологічні чинники структури соціальної дезадаптації
особистості в сучасному суспільстві*

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Today Ukrainian society is in a situation of socio-economic crisis, in a period when the integrity of political and geographical borders is violated, which causes an increase in the number of people who have fallen into difficult life circumstances, which finds its expression in the mechanism of «inclusion» of the individual in the social system. Changes occurring under the influence of crisis phenomena in our society reflect the state of internal dissonance of the individual. The intensive development of society and the problem of human adaptation to ever-changing living conditions and emergency situations necessitate a conceptual understanding of the phenomenon of social adaptation. Social adaptation processes require psychological understanding, which will make it possible to reveal deep relationships in the «person-society» system. The unstable state of society actualizes a number of social problems, the solution of which is aimed at both scientific thought and the system of social management. Therefore, it is the person who possesses the skills of social adaptation that is the main characteristic of a good society.

That is why it is extremely important to analyze the psychological determinants of personal factors of maladaptation, which are aimed at developing strategies for effective members of society adaptation, in particular the Ukrainian

one.

Modern living conditions are characterized by a high degree of complexity and uncertainty, therefore the study of psychological factors of social maladjustment of the individual is necessary for understanding the social processes taking place in society, overcoming the consequences of social maladjustment in general and introducing a set of preventive measures.

Social, political and economic changes at the current stage of the development of our society often lead to a violation of the relationship between the individual and society, its adaptive processes and affect the mechanism of the individual's entry into the social system. Social adaptation is one of many aspects of the big problem of adaptation, the study of which is at the junction of various fields of knowledge and is the most important, promising approach in the comprehensive study of a person.

Consideration of a number of conceptual provisions, as well as long-term experience of studying the possibilities of human life in various environmental conditions, convinces that a fairly reliable reference point for explaining adaptation processes is contained in the human personality. In all its complex organization of properties and qualities, in all the diversity of its interaction with the surrounding reality, in its correlation with a specific historical period of the development of society, there is a main internal regulator of adaptation in changing social, cultural, subject-technological and natural conditions.

Scientific approaches presented in the theoretical constructions of the theory of structuring (E. Giddens) had a significant impact on the normative-interpretive, social-psychological understanding of the essence of the social adaptation of the individual; phenomenological philosophy (E. Husserl, M. Heidegger); symbolic interactionism (J. G. Mead, G. Bloomer, etc.); phenomenological sociology (A. Shyuts); hermeneutic philosophy (H.-G. Gadamer, E. Betti, etc.); of the general theory of systems (L. Bertalanffy, N. Wiener). The concepts of social maladaptation by P. Delore, social maladaptation by A. Dussert and E. Haentjens contributed to a deeper disclosure of the role of adaptation in the functioning and development of society. These methodological approaches made it possible to determine the conceptual basis for solving the problem of researching the structure of social maladjustment.

Thinkers of all times tried to find socio-psychological factors. Some looked for them in the geographical factor, others in the spiritual or in the material. Even representatives of ancient Greek philosophy introduced the idea of Logos (Heraclitus), Nouse (Anaxagoras) as sources of determinism of events. And

already in ancient philosophy, the ideas of determinism are most vividly expressed in ancient atomism. Leucippus (5th century BC) and Democritus (ca. 460-370 BC), having formed the idealizations of «atom» and «void», developed an atomistic theory of the structure of the world. Atomists viewed the world as a single whole, consisting of many small, invisible, indivisible particles – atoms that move («throw in all directions», «shake in all directions») in the void. Atoms and emptiness are the only reality; the connection of atoms forms all the diversity of the world, including the human soul. Thus, everything in the world has its natural cause, everything happens according to need, without the intervention of the gods [Lurie, 1970].

It is logical that society determines the social environment in which people live, their lives, activities, relationships, characteristic of the modern historical period. And one of the determinants of society's development is adaptation processes: the transformation of the ways of life of a person, social relations, which are constantly complicated, and their opposite side – the processes of maladaptation. Investigating the factors of social maladaptation, we necessarily turn to the concept of determinism. It is from the position of social determinism that we will be able to explain the combinatorial structure of social relations, considering it as a key to understanding the history of society. Given the fact that social regularities are inseparable from human activity, we can determine the specificity of social determination, which consists in the relationship between the social situation and the conscious activity of the individual. A deep understanding of the essence of the development of society, the criteria and determinants of the evolution of social relations is especially relevant at the current stage of the society development, because in the conditions of the worsening environmental and political crisis, the growth of social tension in many countries, connected with national and religious issues, this problem directly connected with the future of humanity. Studying the process of social maladaptation, we cannot ignore the problem of determinism in the context of causality of maladaptation processes developing in modern society. Knowledge of those factors of the development of the determining systems will help us to more fully study social maladaptation. It is known that the principle of determinism is one of the fundamental principles not only for philosophy, but also for any scientific research. Determinism is a philosophical concept that highlights the causal interdependence of the phenomena of reality. At the same time, the category of cause acts as one of the main categories of scientific knowledge, which reveal some of the most important aspects of the general connection of phenomena. Determinism is considered by us

as a doctrine of general universal regular connections and interrelationships of the causal conditioning of all phenomena, which proves the objective nature of causality independent of human consciousness.

We can see the psychological understanding of the origins of human adaptive capabilities even in deism, which assumes the existence of a certain initial expediency in nature. Already in the 19th century, the biologist X. Aubert introduced the concept of «adaptation» into science. At the same time, H. Spencer and other representatives of the organic school began to consider adaptation in the system of social sciences [Spencer, 1997: 265–307].

Thus, F. Giddings determined that the process of achieving a person's compliance with the requirements of the social environment is defined as a process of social adaptation, and its violation is defined as maladaptation.

Modern views of scientists on adaptation/maladaptation relate to a number of contexts of this problem in the system of interaction between the individual and the real social environment. Thus, A. A. Artamonova considers maladaptation through the prism of problems that are defined as real life requirements. The author emphasizes the fact that social adaptation becomes extremely important in critical periods of human activity and in periods of radical economic and social reforms [Artamonova & Ajupov, 2015: 24].

The works of E. R. Borinstein are devoted to issues of mutual social adaptation, which, according to his conclusions, has two directions: objective and subjective. According to the author, mutual social adaptation is a process of active adaptation of any social system to the social environment, which is transformed with the help of various social means and is based on norms, values, value orientations, sociodemographic and sociocultural characteristics of both the new social environment and a specific social system [Borinshtejn, 2014: 153–154]. The scientist emphasizes that mutual social adaptation lasts much longer than social adaptation, and the final success of an individual occurs only as a result of positive secondary mutual social adaptation [Borinshtejn, 2003: 62-63].

The work of Tinghu Kang is devoted to the issue of gender features of cultural conflict, which lead to social maladaptation. In the work, he emphasizes that positive social support of migrant workers can improve the integration of their bicultural identity and promote more effective social adaptation [Kang, 2018].

G. L. Poerio, P. Totterdell, L. M. Emerson and E. Miles, analyzing the problem of adjustment, emphasize the fact that dreams can serve social-emotional functions during the important and stressful life transition to university. The results of their study emphasize the importance of positive dreams, which reduce the

feeling of loneliness, and are also associated with greater social adaptation to the institution of higher education. The authors' concept helps to understand how social thoughts contribute to social-emotional adaptation [Poerio, Totterdell, Emerson & Miles, 2016].

Ken Ho and Vico Chiang proposed a model of motivational psychosocial and behavioral adaptation of migrants. The authors put three main themes as the basis of the theoretical model: a) the content of the migration intention (optimistic/pessimistic); b) the realism of the migration intention (efforts to implement the migration intention); c) stability of migration intention: from chaos to order. According to scientists, strategies for enriching external and internal resources should be aimed at encouraging multiculturalism and improving the psychosocial resources of migrants [Ho & Chiang, 2015: 237–254].

According to P. Sorokin, understanding the development and functioning of society is possible only on the basis of the study of various processes of social interaction, the combination of which makes it possible to obtain any social phenomenon, «starting with the passion for tango and football and ending with world war and revolutions» [Nazar'ko, 2010: 62–64].

Everything that a person knows or can learn about social reality during adaptation to it is reflected in sign systems or concepts, in the continuous process of interpretation of language, sign and categorical systems. During the interpretation of a social phenomenon or a social situation, a person brings a certain meaning to it, which is determined by his intellectual, social, socio-cultural, worldview preferences. Significant social and economic changes of recent times place increased demands on an individual's adaptive capabilities, create conditions of long-term emotional stress, which is also one of the leading causes of social maladaptation. They interfere with social functioning and productive activity and occur during the period of adaptation to significant life changes or a stressful life event.

In the concept of social adaptation, developed by L. Philips [Philips, 1968: 288], adaptability is characterized by two reactions of an individual to the influence of the environment: first, acceptance of the social expectations of the group with which a person meets when moving to a boarding house, conformity to requirements and norms set before the individual by the group, and, secondly, adaptability is not reduced to the usual acceptance of social norms, but is the embodiment of the flexibility of the individual's behavior, his ability to give events the desired direction for himself. In this sense, social adaptation means that an individual successfully uses existing conditions to achieve his goals, values, and

aspirations [Blikhar, Kozlovets, Horokhova, Fedorenko & Fedorenko, 2020].

Social adaptation reflects a single process of interaction between an individual and society. As a social phenomenon, social adaptation is a constantly changing process that requires its study at each new stage of society's development. According to Yu. M. Kazakov [Kazakov: 14], the process of social adaptation is studied at three structural levels: society (macroenvironment), social groups (microenvironment), the individual himself (intrapersonal adaptation).

Social adaptation is a discrete / increte multi-vector poly contextual process, and the effectiveness and efficiency of adaptive strategies of an individual, group or society are determined by a combination of vector influences (objective and/or subjective) on the outcome of this process. The variety of external and internal influences on the conditions of the adaptive process is supplemented by the relativity of its final results. In the process of social adaptation, the «intermediaries» between the adaptive situation and the character and specificity of the adaptive strategy of the individual are always, on the one hand, the value orientations of the person, and on the other hand, the subjective interpretation of the adaptive situation. Accordingly, the integral definition of the concept of «social adaptation» must necessarily take into account interpretive and value factors and situational conditions of personal adaptation.

Social adaptation of the individual reflects an innovative process/result of active (reactive) harmonization of the external (internal) adjustment (self-adjustment) of the individual with the help of adaptation strategies adequate to adaptive situations, the optimality of which is checked in the process of interaction with the help of information feedback. At the same time, the social adaptation of the individual is an attributive property of the subjects of social life, which is realized by means of the interpretation of internal and external information models of social existence from the position of their compliance with adaptive attitudes, consistent understanding of the surrounding reality and identity.

The meaningful relativism of the results of the social adaptation of the individual is associated with both the interpretative nature of adaptive goal setting and the extraordinary dynamism of social processes. Being an internally contradictory, discreet and discrete systemic phenomenon, the adaptation of an individual in society requires an adequate normative-active, structural-functional understanding and description.

Social adaptation of an individual occurs within the framework of a finite space-time continuum, regardless of which – external and/or internal – changed conditions of the environment and activity it takes place. However, the specificity

of individual adaptation lies in the inseparable unity of the process and state of adaptation. It is the subject who thinks, experiences, interprets social reality, determines the systemic unity and functional integrity of the spatio-temporal and procedural-resultative structural characteristics of social adaptation. Social adaptation of the individual is a property of the subjects of social life, which is realized through the interpretation of internal and external information models of social existence from the point of view of their compliance with adaptive attitudes, consistent understanding of the surrounding reality and identity, which were: a) purposefully formed from the outside; b) spontaneously learned in the process of socialization; c) opened independently.

According to the structural-complex model of social adaptation of the personality «Readaptive Ring», the structure of social adaptation of young people was analyzed in the context of a normative approach, which includes such components as information uncertainty, adaptive situation, adaptive barriers, adaptive attitude, which allows formulating procedural evaluative logic of the content of the specified phenomenon. At the same time, the shortcoming of the approach is determined by the one-sidedness to the study of this problem due to its inability to evaluate the interpretations of significant parameters of adaptive situations, the construction of an acceptable adaptive space. Because social adaptation is a formative mechanism of society. It is connected with the personal assimilation of social norms and evaluation criteria, with the acquisition of social and communicative experience, and determines the level of her social competence. In this regard, among the current problems of the development of a person with special needs, the formation of social adaptability in him as an important component of social maturity as a whole is especially acute [Chernykh, 2019].

As mentioned above, the processes of adaptation and maladaptation from the point of view of the formal structure are similar to each other and consist of a potential block that integrates all individual, personal, behavioral, informational, adaptive resources that a person has at this moment in life and work directly in a crisis situation.

Considering social maladaptation as a complete or partial loss of the individual's ability to adapt to the conditions of society and changes in the quality of life, as a violation of the relationship between a person and the environment, which is characterized by the impossibility of realizing his positive social roles in certain social conditions corresponding to his potential, we see that it is a direct contradiction of social adaptation. This directs us to consider real types and models of social adaptation of the individual [Orlenko, 2017: 76].

According to many scientists, full social adaptation of a person includes: managerial, economic, pedagogical, psychological, professional, industrial adaptation.

Let's consider in more detail the named types of social adaptation of the individual.

Management (organizational) adaptation. Without management, it is impossible to provide a person with favorable conditions (at work, in everyday life), to create prerequisites for the development of his social role, to influence it, to ensure activities that meet the interests of society and the individual.

Economic adaptation is a complex process of assimilation of new socio-economic norms and principles of economic relations of individuals and subjects. For the technology of social work, the so-called «social block» is important here, which includes adaptation to the real social reality: the amount of assistance due to unemployment, the level of wages, pensions and benefits. They should meet not only physiological, but also sociocultural needs of a person.

Pedagogical adaptation is adaptation to the system of education, training and upbringing, which form a system of value orientations of an individual.

Psychological adaptation. In psychology, adaptation is considered as the process of adaptation of the sense organs to the peculiarities of the stimuli acting on them, with the aim of their better perception and protection of the receptors from excessive load.

Professional adaptation is the adaptation of an individual to a new type of professional activity, a new social environment, working conditions, and the specifics of a specific specialty.

Industrial adaptation – labor activity, initiative, competence and independence, improvement of professional qualities [Luchentsova, & Bielkina 2013].

Thus, the social adaptation of the individual involves methods of adaptation, regulation, and harmonization of the individual's interaction with the environment.

The process of social adaptation is studied at three structural levels:

- society (macroenvironment);
- social groups (microenvironment);
- the individual himself (intrapersonal adaptation).

1. Structure-society (macroenvironment) – this level distinguishes the process of social adaptation of the individual in the socio-economic, political, and spiritual development of society.

2. Structure-social group (micro-environment) – the study of this process

makes it possible to identify the causes of an individual's conflict with a social group (work force, family), make the correct social diagnosis and solve the problem.

3. Structure-individual (intrapersonal) adaptation – striving to achieve harmony, balance of the internal position and its evaluation from the position of other individuals. The inability to adapt oneself in a new team can lead to conflict situations, destroy value orientations.

From the point of view of social philosophy, we consider social adaptation as a way of harmonizing a person in socio-cultural reality in accordance with his values, status, intellectual and age capabilities, and his individual characteristics [Orlenko, 2017: 65].

The process and result of social adaptation is considered in four planes:

- as complete maladaptation;
- as adaptation according to an external criterion;
- as adaptations according to an internal criterion;
- the most optimal option – adaptation as a system (Re-adaptation).

Interesting, in our opinion, is the structure of the vector model of social adaptation with the selection of criteria for the social adaptation of the personality of the internal and external plan of Im-adaptation according to internal or external criteria (Im-Imaginary-imaginary), systemic social adaptation (Re-adaptation-real) is adaptation according to internal and external criteria; this is the emergence of a new systemic formation – the ability of an individual to self-actualize in harmony with the real society.

At the current stage of society's development, philosophy attaches importance not only to social processes taking place in Ukrainian society, at the level of social processes, but also to Man, the individual, which is the basic foundation of any society. Therefore, it is possible to determine the structure of social adaptation only taking into account the structure of the personality. From a psychological point of view, personality is a person's ability to act as an autonomous carrier of common human experience and forms of behavior and activity developed historically by mankind.

That is, the personality acts as a set of hierarchical relations of activity. A person's personality is formed under the influence of social events. Only objective activity can serve as a stable basis for a person's personality, or, more precisely, the system of his attitude to the world, which is realized through a hierarchy of various types of activities. As a person develops, he engages in an increasing number of different types of activities. This is related to the social relations in

which she finds herself due to life circumstances. Some of them become important for this person, others are secondary. This hierarchy of types of activities, which does not depend on the states of the human body, constitutes the core of the personality. Behind this ratio are the relations of motives (because the motivational sphere of an individual always has many peaks).

In modern sociology, a person as a subject means an active social principle, a certain type of capacity for activity. When conducting research, a sociologist is primarily interested not in the individual characteristics of a person, but in the social environment, social organization, and social institute in which he or she is a part and performs certain social functions in them.

All this makes it possible to distinguish three main parameters of the personality: the breadth of a person's connections with the world (through his activities); the degree of hierarchy of these connections, transformed into a hierarchy of meaningful motives (motives-goals); the general structure of these connections, more precisely, motives-goals. That is why we can distinguish a motivational component in the structure of social maladaptation.

According to some scientists, the personality structure consists of four levels:

- lower – consists of biological and constitutional properties of a person, which are practically independent of social factors (speed of nervous processes, sexual and age characteristics, etc.);
- second – individual characteristics of forms of reflection (especially cognitive processes: memory, thinking, attention, etc.);
- the third – represented by the individual social experience of a person (knowledge, skills, habits, abilities);
- higher – characterizes the orientation of the individual (beliefs, worldview, ideals, views, self-esteem, character traits).

Analyzing the existing personality structure, we identified the following components of social maladjustment:

- I. Values, self-realization, self-actualization (Higher level).
- II. Sociocultural traditions, socialization.
- III. Cognitive reflection of reality.
- IV. Biological, constitutional properties of a person (Lower level).

In our opinion, these components are only partial in the structure of social adaptation and do not allow us to fully trace the dynamics of adaptation or maladaptation processes.

The personality structure defined by O. P. Sannikova [Serhieieva, 2014] in the context of the continuum-hierarchical approach gives the most comprehensive

idea of the levels of personality adaptation in activity. She singled out three levels in the personality structure: formal-dynamic (a set of qualities that reflect the dynamics of mental phenomena and individual qualities of a constitutional nature), personal-content (personal orientation, moral, ethical, motivational spheres) and social-imperative (characteristics that reflect the individual's ideas about society, norms, culture, morality). Determinants are determined by a factor set of personality components that perform specific functions, interacting with each other [Serhieieva, 2014: 80–81].

Based on the analysis of the proposed levels of the personality structure in the activity, we can determine the maladaptive qualitative indicators of the personality and identify such structural components of maladjustment as cognitive, emotional and behavioral.

Considering maladjustment as a complexly organized, integral property of the individual, we believe that at each of these levels maladjustment has its own meaning and is represented in a general set of determinants.

At the formal-dynamic level, personal maladjustment manifests itself in determinants that reflect the peculiarities of maladjustment and contain cognitive, emotional, and behavioral components. It is these components that have personal characteristics that ensure the overall adaptive/maladaptive result in the activity.

At the personal-content level, maladaptation manifests itself in determinants related to the orientation of the individual. The content components of personality maladjustment include: communicative abilities (selectivity in choosing an environment), motivation (regulation of behavior), self-realization in the environment to which the personality adapts, orientation of adaptive changes. At this level, the self-esteem of the individual, the knowledge of the individual about his adaptive capabilities, and his attitude towards himself as a subject who adapts also act as a determinant of maladaptation.

At the imperative-social level, maladaptation contains determinants that are manifested in such components as socialization, socio-cultural traditions, social norms, and values.

V. S. Merlin proposed an integral approach to the study of personality adaptability, in which he reveals the characteristics of three components of adaptability, manifested at the formal-dynamic level.

In the cognitive component, the adaptability of the individual has the function of reflecting the changing reality, i.e., the ability to receive signals about changes in the environment, as well as to assess the situation and, on the basis of the acquired knowledge, past experience of interaction with this environment, predict

the consequences of one's own adaptive actions. Adaptability indicators in the cognitive component are:

- correspondence of cognitive processes to the required situation/ mismatch of cognitive processes to the required situation;
- breadth of coverage of signals coming from society in an adaptation situation/narrowness of coverage of signals coming from society in an adaptation situation.

In the emotional component, adaptability is in the form of an experience that signals the balance of the «personality-environment» system, and also performs the function of reflecting the individual's subjective attitude to the adaptive situation. If the balance is disturbed, then the need to learn a new environment is actualized. That is, for a state of imbalance with the environment, there are corresponding changes in emotional experiences, an actualized adaptive need, since the process of adaptability at the internal personal level is a process of changing the attitude to the situation that has developed in the emotional aspect. The emotional component is implemented by a number of indicators:

- stability of emotional state / instability of emotional state;
- readiness to change / unwillingness to change.

The behavioral component is characterized by the psychological characteristics of the individual, which are realized in the ability to organize and regulate activities in an adaptive situation, as well as readiness to perform adequate actions in maladaptive conditions. The essence of the behavioral component is reflected in the following indicators:

- willingness to take actions aimed at overcoming difficulties / lack of readiness to take actions aimed at overcoming difficulties;
- readiness aimed at achieving the goal / lack of readiness aimed at achieving the goal;
- stability of a state that prompts a person to act / instability of a state that prompts a person to act.

Based on the definition of the structure of adaptation, we can highlight the structural elements of personality adaptation in the continuous-hierarchical concept of O. P. Sannikova [Serhieieva, 2014] through the prism of determinants consisting of personality components.

The classification is quite detailed, but complex and overloaded: each of the selected factors also contains a set of factors, it is difficult to distinguish them according to race, it is also not clear why such factors were selected and how each of them affects adaptation.

In the hierarchical model, we can see that the interaction of the individual and society is structured in such a way that some levels are subordinate to others, which indicates that some levels are more significant than others, and this cannot be the case a priori, since each level in the structure of social adaptation has the same meaning. There is no clear structure of social adaptation of an individual today, but according to researchers, it should be represented by three components: subjects, factors and objects. The real and true subject of adaptation is the individual, the selection of other subjects of adaptation (a set of individuals, organizations and social institutions) is conditional, since they are not determined by a mandatory and general set of needs for all individuals who have them. Adaptation factors are conditions that determine the value of the adaptation indicator. They reflect the entire structure of needs. In other words, adaptation factors are not important by themselves, but only in the context of actualized needs of the individual, that is, their significance is determined by the actualization of the corresponding need. The object of adaptation is a fragment of reality that directly relates to the realization of the need of the subject of adaptation. These are types of activity, its conditions and result, as well as an individual and a collection of individuals [Martynenko, 2019: 29–33].

In the work based on theoretical research, we managed to specify the structural model of social adaptation and reveal the mutual influence of the systems of social adaptation of society and the structural systems of the individual. This allows us to consider social adaptation as a complex, integral property of the individual in the three-system philosophical dimension, which we called the triquetrum of social adaptation. Triquetra (in Latin – «triquetrum» – triangle) is an ancient symbol that represents equality, indivisibility and eternity. Triquetra – trinity – trinity. The three faces of the Trinity are axiologically equivalent («equal»), however, they are functionally differentiated: yes, in the creation of the world, God the Father sets the ontological phenomenality of the world (endows it with being), God the Son – «bridges» (endows it with meaning – hence, the interpretation of Christ as the Logos), God the Holy Spirit sets the world's vital unity (endows it with integrity), thus, the world is from the Father, through the Son and in the Spirit. The structure of the trinity is also fundamental to mythology (the triple differentiation of the Egyptian Ogdoad, the three faces of Hecate, the Hindu Trimurti as the unity of Brahma, Shiva and Vishnu, etc.). The Christian concept of the triquetra significantly influenced the evolution of the European philosophical tradition: from scholasticism to existentialism (according to self-esteem, which derives from the Augustinian «psychological» interpretation of

the triquetra) and existential psychoanalysis (the concept of «being-one-with-another» as «inseparable and ununited» in Binswanger). [*Encyclopaedia of Philosophy of Education*]. The triquetra symbolizes the triad and within the circle emphasizes the aspect of unity. Triad-trinity is any process of development, according to Hegel [Blikhar, Kozlovets, Horokhova & Fedorenko, 2020: 201].

In our opinion, for a more detailed understanding of the intrapersonal structure of adaptation or maladaptation, it is necessary to introduce a new concept – self-foundation system – as a substructural unit of social adaptation / maladaptation. The psychoanalytic concept of Self reflects the integrity of the personality, its biological and psychological unity, the conscious sphere and is a regulatory component of the personality; foundation is the basic basis of personality. Self-foundation system, in our opinion, is a specific system of each person, each personality, which characterizes his perception of social actions for a certain time depending on the situations that arise.

The triquetra structure contains the following systems:

1. The macrosystem of the triquetra includes the interaction of the individual and the social environment, which leads to the optimal correlation of the goals and values of the individual and the group. It involves the searching activity of the individual, his awareness of his social status and social-role behavior, identification of the individual and the group in the process of performing joint activities, acceptance by the individual of the norms, values and traditions of the social group.

2. The microsystem contains the ability for self-service and mutual service in the family, change (adaptability) of behavior in accordance with the expectations of the members of the microsystem.

3. Self-foundation system – adequate perception of the surrounding reality and one's own organism.

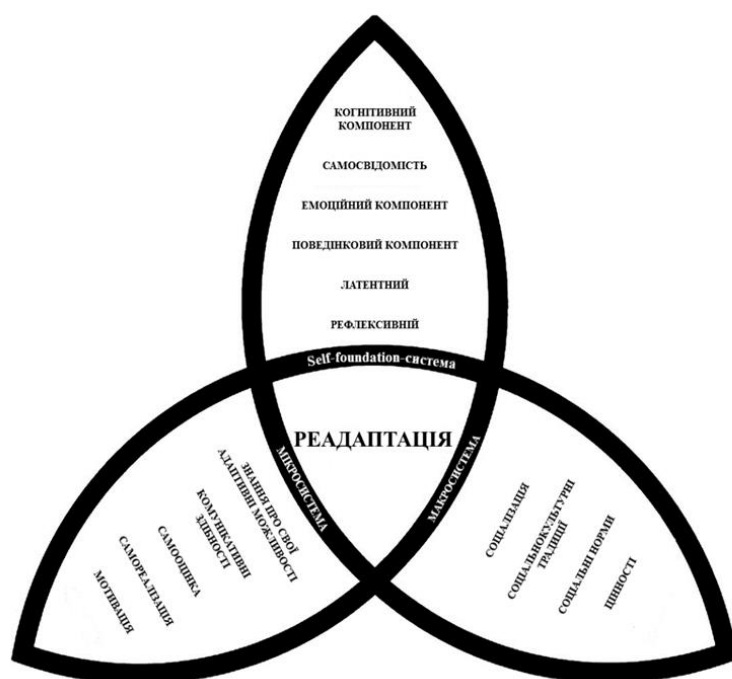
Conclusion: Readaptation.

Based on the triquetra, we can define and more objectively describe the structure and determinants of social adaptation/maladaptation.

In the macro system, social adaptation/maladaptation of an individual includes such determinants as socialization, sociocultural traditions, social norms, and values.

In the microsystem, the social adaptation/maladaptation of the individual is manifested in the determinants related to the orientation of the individual: communicative abilities, motivation, self-realization, self-evaluation of the individual, knowledge of one's adaptive capabilities.

In the self-foundation system of adaptation/maladaptation, the individual manifests himself in determinants that reflect the peculiarities of the emergence of adaptation manifestations, which include cognitive, emotional, behavioral, latent, reflective components, and self-awareness. The triquetral structure of social adaptation/maladaptation looks as follows:



All systems are closely related and capable of mutual influences, equally significant. However, these are not equal. Any change in one of the systems leads to maladaptation. However, it should be noted that there are different levels of maladjustment, and like mild frustration, shallow, superficial maladjustment only stimulates the individual to take actions such as stress and distress. If maladaptation acquires a deep pathological level, then the situation changes dramatically and this shift affects the entire adaptation triquetra, that is, it forms a structural model of the triquetra of social maladaptation.

The analysis of the literature on the given problem allowed us to clarify the structure of social adaptation/maladaptation, which includes the following determinants (components): sociocultural, latent, reflective, socialization component, self-realization component, communicative, valuable, motivational, cognitive, emotional, behavioral, component socio cultural traditions, social norms, a component of self-esteem and knowledge about one's adaptive capabilities. Let's consider these concepts in more detail.

1. *Macrosystem*: (Social structures, social institutions and relations that form

society as a whole):

- values – «a term used in philosophy and sociology to indicate the human, social and cultural significance of certain objects and phenomena, which refers to the world of proper, purposeful, meaningful - the basis, the Absolute. They set one of the possible limiting frameworks of the sociocultural activity of a person (any other social subject). (Frankl interpreted the values themselves as meanings and through them (or «directly») life strategies, activities, actions, decisions, etc. (so they can be considered as mechanisms of meaningful retention and rooting of a person in the world)» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 170];

- social norms – «generally recognized rules, patterns of behavior, standards of activity that ensure orderliness, sustainability and stability of social interaction of individuals and social groups. The set of norms operating in one or another society constitutes a whole system, the various elements of which are mutually determined» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 472];

- socio-cultural traditions – «these are historically formed, stable orders transmitted from generation to generation, rules of behavior that accumulate the socio-cultural experience of generations and influence the way of life and actions of people» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 431];

- socialization (from the Latin *socialis* – social) – «the process of operational mastery of a set of programs of activity and behavior characteristic of one or another cultural tradition, as well as the process of internalization by an individual of knowledge, values and norms that express them, the process of assimilation of social experience by an individual, the system of social connections and relations ... Socialization is considered both a conscious purposeful influence on the formation of personality (education) and as an objective spontaneous-spontaneous process of transformation of individual consciousness in the relevant socio-cultural context» [Filosofskyi entsyklopedychnyi slovnyk, 2003: 535].

2. *Microsystem* (social interactions carried out in specific situations):

- knowledge of one's adaptive capabilities – understanding of one's adaptive behavior, its mechanisms, adequate understanding of the essence of a specific situation, reflective understanding of one's real self [Orlenko, 2020];

- communicative abilities – individual psychological features of the personality that ensure effective interaction and adequate mutual understanding between people in the process of education or performance of joint activities. Communication skills allow you to successfully come into contact with other people, carry out communicative, organizational, etc. activities; they determine the qualitative and quantitative characteristics of information exchange, perception

and understanding of another person, and the development of an interaction strategy [Filosofskyi entsyklopedychnyi slovnyk, 2002: 249];

- self-rating (English self-rating) – «is a set of ideas of a person about various properties of his own personality, activities among other people and evaluation of himself and his own qualities and feelings, virtues and shortcomings» [Filosofiya vidnosin i zhittya];

- self-realization – «social-individual process of conscious objectification of essential forces based on the life activity of this particular person» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 616];

- motivation – a set of stable motives determined by the character of the individual, his value orientation and the activity that directs and motivates him. [Filosofskyi entsyklopedychnyi slovnyk, 2002: 394];

3. *Self-foundation system* (the basic foundation of the personality, awareness of the biological and mental unity of the personality):

- the reflexive component – reflection – (Latin – reflection), J. Locke calls the perception of «the inner activity of our soul» reflection. Hegel explains this term as follows: «We use the expression «reflection» primarily in relation to light, since it encounters a mirror surface in its rectilinear movement and is thrown back by it. We have, therefore, here something double: first, something immediate, something existent, and, second, the same as mediated or proper. But the same thing happens when we reflect on an object, or (as they usually say) think about it, since it is here that the object is not recognized by us in its immediacy, but we want to know it as mediated» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 327].

- reflection – «the process of mirror mutual reflection by subjects of each other and themselves in the space of communication and social interaction (interactive concepts)» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 310];

- a latent component – «which is not revealed externally; hidden» [Bilodid, 1970–1980]. Maladaptation takes place covertly until a certain moment, the environment may not know anything about the subjectively unfavorable state of a person;

- behavioral component – «behavior characteristic of all living beings, mediated by external (motor) and internal (mental) activity. Philosophy introduces behavior into the subject of its research with the aim of identifying general and specific laws and mechanisms of interaction of material systems with the environment, determining the role of biological forms of reflection (irritability, sensitivity, psyche, embryonic intelligence) and human consciousness in the regulation of behavior. ... Human behavior is closely related to social programs

and value attitudes recorded in the material and spiritual culture of any society. It is regulated not only by individual and social consciousness, but also by social institutions and legal norms, morality and politics» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 596].

– the emotional component – «the state of the individual, his experiences, satisfaction or dissatisfaction with himself, his actions and relationships» [Serhieieva, 2014] reflects the experience of a person's attitude to the world around him, to activities, to himself and others. It is expressed through attachment, love, sympathy, and opposite feelings – dislike, enmity, antipathy.

– self-awareness – the opposite of awareness of the external world (object), experiencing the unity and specificity of «I» as an autonomous (separate) entity endowed with thoughts, feelings, desires, and the ability to act. It includes the processes of self-knowledge, self-identification, and self-determination. The awareness of self-consciousness is given in the philosophy of the New Age by Descartes in his «cogito ergo sum»: «If I am aware that any of my actions, including doubts and denials, are a manifestation of thinking (and, therefore, it is irresistible, undeniable), then I, as a thinking subject, am aware of myself as being (alive)». Kant described self-awareness as «awareness of my own existing existence is at the same time a direct awareness of the existence of other things that are outside of me» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 408];

– cognitive component – «a set of processes of perception and speech-thinking activity, a component of human consciousness that ensures the performance of all the main cognitive functions of the central nervous system» [Filosofskyi entsyklopedychnyi slovnyk, 2002: 384].

Re-adaptation (re + lat. Adaptatio – adaptation) is a complex of state and social measures aimed at restoring a person's adaptation to specific conditions (primarily social), his work and life [Filosofskyi entsyklopedychnyi slovnyk, 2002].

At the same time, it is necessary to take into account that the actions of an individual, outwardly very similar, in their essence can be completely different, depending on who he is, how he perceives a specific situation, for whom and why he does it. Therefore, we take as a basis the reference social group of the social environment in which the individual lives, and its adaptability according to the situations of this society.

Social maladaptation is a potential reflection of social adaptation and a mutually influencing system of social adaptation of society and structural systems of the individual. This makes it possible to consider it as a complexly organized,

integral property of the individual in the three-system philosophical dimension – the triquetra of social maladaptation.

One of the fundamental concepts in existentialism is alienation as a result of the confrontation of «being-in-itself» and «being-for-itself», the collision of consciousness and the world creates alienation from the world in general – the world is perceived as something alien and hostile.

Based on this, S. V. Sydorenko suggests considering the adaptor as a global person who is «the bearer of the features of the new modern era, a new code, his own life program», who «builds his own global world through the scheme of social adaptation» [Sydorenko, 2005: 164]. It singles out three functional and logical operations that are characteristic of adaptors, according to the state of their adaptation, interpretation of the situation based on their own worldview, taking into account direct and reverse relations:

- causal: recording information about the state of the environment, adaptive situation, adaptive barriers, adaptive installation;
- activity-executive: adaptive strategies aimed at the realization of goals and attitudes towards adaptation;
- corrective: correction of the final results of adaptation in accordance with the goals and needs of the individual who is adapting [Sydorenko, 2005: 164].

If the adaptant during the interpretation recognizes the results of adaptation positively, then this cycle will be the last in adapting to new conditions, and if it is negative, then it is an intermediate cycle, that is, the individual is in a state of maladaptation. Thus, social maladaptation is a priority, multidisciplinary field of scientific research that requires rethinking and is gaining more and more importance in the modern world.

However, during the psychological analysis of the term, we consider it necessary to reveal a broader meaning of self-realization, taking into account the identification and development of personal abilities by an individual in all spheres of activity. We note that the study of the problem of self-realization of the individual is impossible without understanding the essence of the individual, its direction, the system of value orientations.

Social adaptation of the individual, considered from the perspective of the activity approach, is partly related to overcoming and preventing various adaptive barriers, contradictions and conflict situations in the life activities of individuals. All the variety of relevant, individually significant social contradictions and conflicts varies and is interpreted in the circle of the most important personal problems:

- 1) shortage of individual vital resources;
- 2) creative problems of individual development;
- 3) violation of the socio-psychological balance of an individual's identity.

In the adaptive activity of the individual, one can see the dialectical unity of two plans:

- 1) external – material and spiritual activity, which is aimed mainly at changing the conditions of the external environment;
- 2) internal – subjective and mental activity to create ideal models, images of further material and spiritual activity, aimed, first of all, at creative transformation of the internal world of the subject of adaptation with subsequent change of the external socio-cultural environment.

Now let's analyze what types of personality adaptation are considered by A. Hrys [Hrys, 2011].

The first type is the adaptation of the individual through transformation or complete overcoming of the problematic situation, including various conflicts. This is an active, mostly non-protective adaptation. In this case, the resources and mechanisms of personality adaptation are mobilized to reconstruct the real social situation, and the personality itself undergoes relatively small and mostly positive changes (acquisition of new knowledge and skills, social competence).

The second type is the adaptation of the personality by moving away from the problematic situation. This is «passive» adaptation, the search for new, more favorable strategies for safety and satisfaction. In this case, the personality undergoes deeper changes, however, some of them often do not contribute to its self-actualization and self-improvement.

The third type is adaptation with preservation of the problem situation and adaptation to it. Such an adaptive strategy can be carried out either by transforming the perception and clarifying the situation, that is, by creating a non-problematic subjective image of it, or by a more profound change of the personality itself, primarily the self-concept.

Social maladjustment is manifested in the violation of moral and legal norms, in anti- or antisocial forms of behavior and deformation of the system of internal regulation, referential and value orientations, social attitudes of the individual. Depending on the degree and depth of deformation of the socialization process, two stages of social maladaptation can be distinguished: pedagogical and social neglect.

At the same time, it is obvious that social maladaptation also has its own structure. Thus, M. M. Savina [Savina, 2010: 118–121] singled out the structure of

school maladjustment, which includes such components as cognitive, motivational, anxiety, characterological, socio-psychological. Her conclusions are based on the data of a longitudinal study, which covers students of grades 1–9, due to which the researcher traced the dynamics of the development of school maladjustment using the analysis of changes in structural components.

In our opinion, the main components of social maladaptation are directly related to the personality structure and its interaction with society based on personal qualities. Therefore, considering the structure of maladjustment, in order to obtain more reliable information about the components of social maladjustment, we have as a basis the structure of the personality. Psychology considers the individual through the prism of generality (universality) in the system of the relationship «universe-man», while other sciences approach the individual in a narrowly specific way, based on the subject of their own research. Personality is a measure of a person, a person as a subject of social and public relations, a measure of individuality, a manifestation of personality. The essence of a person is not an abstract characteristic of a single individual, in reality it is the totality of all social relations (K. Marx).

Personality is a concept rich in content, which includes not only general and special features, but also single, unique properties of a person. What makes a person a person is his social individuality, that is, a set of social qualities characteristic of a person [Skotna, 2005] and also a person is the subject of social ideals, values, social relations, activities and communication people.

It should especially be said about the influence of activity on personality. Human activity is the basis on which and thanks to which the development of the personality and its performance of various social roles in society takes place.

Philosophy considers the personality structure as a three-component. First of all, the so-called physical person, or physical self, is distinguished. This is the body or bodily organization of a person, the most stable component of the personality, based on bodily properties and self-feelings. The body is not only the first subject for cognition, but also a mandatory component of a person's personal world, which both helps and hinders communication processes. Clothes and a home hearth can also be attributed to a natural person. As G. Heine said, each person is a whole world that is born and dies together with him.

Social personality is formed in the communication of people, starting from the primary forms of communication between mother and child. It essentially appears as a system of social roles of a person in various groups, whose opinion is significant for it. All forms of self-affirmation in the profession, social activities,

friendship, love, rivalry, etc. form the social structure of the individual.

The spiritual personality is the invisible rod, the core of our Self, on which everything rests. These are internal mental states that reflect orientation towards certain spiritual values and ideals. They may not be fully aware of it, but one way or another, caring for the soul is the quintessence of personal development.

The separation of physical, social and spiritual personality is quite conditional. All these aspects of personality form a system, each of whose elements can acquire a dominant meaning at different stages of a person's life. One way or another, but some trait acquires a system-creating character and largely determines the essence of the personality at this stage of its development, but more and more difficult trials, diseases and other things can change the structure of the personality in many ways, lead to a kind of «splitting» or degradation of it [Skotna, 2005].

Social psychology considers the structure of the personality in its identity with the structure of reactions and manifestations of the personality, which are determined by the structure of its motivations, the basis of which is the structure of the needs of the personality. The structure of motivation for certain details is purely individual in nature. The power of motivation has a very wide range in one or another content of needs, from complete indifference to passion. It is this individuality of the structure of motivations that determines the structure of the personality.

Personality is not only a consequence, but also a cause of socio-ethical actions in a certain social environment. Economic, political, ideological and social relations of a historically certain type of society are refracted and manifested in different ways, determining the social quality of each person, the content and character of his practical activity. It is in this process that a person, on the one hand, integrates the social relations of the environment, and on the other hand, forms his own special attitude to the outside world.

From the standpoint of the psychological theory of personality, personality is a three-component structure that contains biogenetic predispositions, social factors and the psychosocial core of the personality, its «I», which is the basis of the formation of a person's social feelings.

The formation of personality occurs in the process of assimilation of experience and value orientations of a certain society by people, which is called socialization [Borinshtejn, 2014: 153–154].

The formation of a personality is the result of the interaction between a person and society. The connection between the individual and society is primarily

mediated by the primary collective: family, educational, and labor.

In our opinion, it is impossible to understand the essence of personality without a philosophical concept of personality. The problem of the individual cannot be solved without a clear philosophical formulation of the question of the relationship between the individual and society. Personality is a subject of society, a social generator of a system of social relations in which it is formed and developed, not static, but dialectical, that is, a feedback system determined by the existing being works in this process.

The logic of measuring social adaptation can be expressed by a simple ratio of actualized and satisfied needs. Mathematically, it is correct to present this relationship as the reverse: actualization of needs is primary, and their satisfaction is secondary:

- satisfied need;
- adaptation;
- actualized need.

When analyzing social adaptation, it is important to understand that adaptation is a holistic process that is not a simple sum of constituent elements. It would be wrong to say, for example, that socio-psychological adaptation is low, and household adaptation is high, since these are two sides of the same process, although the degree of their influence and the level of satisfaction may be different.

It is integrity that P. Sorokin, who considered personality as integral, attaches great importance to, and this gives us reason to assume that the structural approach cannot fully describe the structure of social adaptation. The scientist studied society and its phenomena both from the standpoint of the objectivity of socio-cultural systems in a complex movement in the form of fluctuations, and taking into account the subjective factor – the complex, integral essence of the person himself, his world of values. His integralism is the methodological basis of a paradigm that contains intuitive, empirical, and rationalist methods as internal components.

The basis of our triquetra of social adaptation/maladaptation is three systems – the macrosystem, the microsystem, and the self-foundation system.

All systems are closely related and interact with each other, equally significant. These are not equal. Any change in one of the systems leads to an imbalance, to maladaptation. However, it should be noted that there are different levels of maladjustment, such as mild frustration, shallow, superficial maladjustment, which only stimulate the individual to such actions as stress and

distress. If the maladaptation acquires a deep pathological level, then the situation changes dramatically and this shift affects the entire triquetral structure of social adaptation, the formation of which begins with the birth of a person, with his childhood.

The social adaptation of the child as a process of ecological development in the social environment, which is classified by U. Bronfenbrenner as concentric rings consisting of four nested systems, has a certain structure and can be characterized as the structure of the child's adaptation in the general social ecosystem: the microsystem is the child's family, mesosystem – kindergarten, school, yard, residential quarter, exosystem – adult social organizations, macrosystem – cultural customs of the country, values, customs and resources.

This model seems simple and obvious, while many things are realistically described because of Bronfenbrenner's emphasis on the flexibility of both forward and backward connections between these four systems. U. Bronfenbrenner notes that ecological systems are mobile [Bronfenbrenner, 1986: 723–742].

U. Bronfenbrenner believed that the macrosystem plays the most important role in the child's development, since the macrosystem has the ability to influence all other levels.

Based on the above, we can describe our model of social adaptation/maladaptation of the individual in the modern sociocultural space, the basis of which, in our opinion, is the influence of internal and external determinants. Internal determinants of social adaptation/maladaptation are psycho- and neurophysiological and personal characteristics of a person. External – socio-cultural environment, economic and legal situation, environmental. Against the background of external and internal determinants, a complex of personality properties and qualities is formed, which determine the process of personal adaptation or maladaptation. In our opinion, the adaptive potential of an individual formed at the same time is, in our opinion, only an intermediate result of the adaptation strategy (or, in case of its violation, its absence – the result of maladaptation) of the individual, which affects personal factors, emotional, psychosomatic, behavioral and others.

Such factors at the macro- and microsystem level are the cognitive component, the affective component, and the behavioral component, which affect the level of vitality of the individual, moral normativity, behavior and, in general, the level of its social adaptation. At the level of the self-foundation system, it is not only the cognitive, affective and behavioral component of the personal level, it is also the level of intelligence, the level of personal anxiety, and the level of

emotional stability of the individual under the influence of environmental factors.

The social value of the individual, the culture of tolerance, inclusion to the acceptance of diversity, institutions of support for persons who find themselves in a state of maladjustment, will definitely be able to increase the level of social adaptation of the individual in difficult life circumstances for him, being at the same time an external resource at the level of the macro system. Often this is not enough, as our research shows, and the individual in a state of maladjustment has an important and necessary interpersonal resource, which is in the support of the family, reference, significant groups, and close social environment at the microsystem level. A personal resource at the level of the self-fundamental system involves the ability to self-motivate and achieve, the ability to act and take initiative, emotional control and self-regulation, flexibility of thinking and cognitive attitudes, social competence, and adaptive protective and restraining styles of behavior. All this allows the individual to successfully go through the process of readaptation and self-realization to new social conditions.

Social mobility and migration processes during military operations in Ukraine are also factors affecting the country's strategic role in its socio-economic and political development, and this determines the process of social maladaptation. The influence of the process of social transformation on the adaptation or maladaptation of the individual is the result of the transformation and interpretation of the objective social world, oneself in this world, the subjective image of the world in oneself, as well as the formation of an individual adaptive space and personal identity on this basis, which provides the process of maladaptation sociocultural accent.

In a transforming society, the main value is renewal, changes based on the personal activity of a person as a social unit and subject to the influence of external factors. Therefore, we can single out a multi-stage process that is complicated by the nature of social adaptation and emphasize the fact that different social categories of members of our society have a single structure of social maladaptation, which allows us to consider this process at the society-individual level.

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VOCATIONAL TRAINING IN THE ASPECT OF INNOVATIVE DEVELOPMENT OF HIGHER EDUCATION

*Професійна підготовка в аспекті інноваційного
розвитку вищої освіти*

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Introduction. The integration of Ukraine into the European and world educational space necessitates the reform of the higher education system. Educational reforms, which provide for the innovative development of public education, are widely implemented. Every year, educators have to master new requirements, improve themselves and improve the academic and methodological base, search for and introduce new approaches, methods, technologies, etc. There is a constant process of updating the content of education. However, it is too early to talk about the integrity and systematicity of innovative activities in the educational sphere of our country.

Even though research into innovative technologies in education began in the 50s of the 20th century, and the term «innovation» itself appeared in domestic education only in the mid-80s of the 20th century, a significant number of issues still remains unresolved. In particular, there are no uniform approaches to the interpretation of such concepts as: «innovative education» / «educational innovation», «innovative pedagogy» / «pedagogical innovation», «innovative process», «innovative activity», «innovative methods», «innovative technologies» etc. The lack of a single standard regarding definitions, classifications, approaches, principles, etc. determines the relevance of this research and the need for in-depth study of the material.

Many studies by leading domestic and foreign scientists were devoted to

consideration of various aspects of innovative activity in the educational sphere (K. Angelovsky, V. Andrushchenko, V. Antoshchenko, L. Vashchenko, O. Grishnova, L. Danylenko, I. Kaleniuk, M. Klarina, K. Korsak, A. Prigozhyna, V. Slastyonina, A. Khutorskyi, H. Bowen, T. Schultz, R. Solow and others). We will try to analyze the main aspects of the innovative development of education and characterize the key concepts.

Thus, the issue of distinguishing the concepts of «educational innovation» and «pedagogical innovation» remains insufficiently considered. According to existing approaches, pedagogical innovation appears:

- a) as the result of the process of creating something new, i.e. a new pedagogical product (H. Syrotynko);
- b) the process of creation, development, use and distribution of new things (R. Yusufbekova);
- c) a complex of new progressive ideas, approaches, methods and technologies (V. Zagvyazynskyi).

In turn, the concept of «educational innovation», according to T. S. Yarovenko [Yarovenko, 2012], is broader and is considered in various aspects (social-economic, psychological-pedagogical, organizational-administrative or scientific-production). If pedagogical innovations refer only to the pedagogical process, then educational innovations cover the entire education system as a whole – aspects of the activities of all subjects of the educational process, its structure and various processes.

We agree with Tetyana Yarovenko's reasoning about the difference between the concepts of «pedagogical innovation» and «educational innovation» and take as a basis her interpretation of educational innovation as a set of newly created and (or) improved competitive technologies, as products, services and organizational and technical solutions, the main purpose of which there is an increase in the quality, efficiency and effectiveness of the teaching and educational process.

Characterizing innovations in the educational process and education in general, we are talking not only about creating something new but also about improving an already existing educational product. Currently, many scientists consider it expedient not to replace old methods with new innovative ones, but to combine them.

Among the elements of educational innovation, the following are distinguished: a) the carrier of innovation; b) the consumer of this innovation and c) establishments that promote the introduction of innovation into the educational process. The author of innovation, guided by an innovative idea and clearly

defined goals, tests new methods in practice, thereby checking their expediency and effectiveness.

It is worth noting that the process of introducing innovations into the educational process, in particular in higher educational establishments, is complex and requires taking into account various aspects – organizational and operational. Accordingly, in each higher educational establishment, a management system for the innovation process should be created, led by the rector, assistant rectors and the head of the innovation department. To implement innovative projects, it is necessary to develop a program for the development of innovative activities in a higher educational establishment with clearly established goals and objectives with a plan for their implementation, specified priorities and formulated directions for innovative activities, determined by managers and executors of innovative projects.

According to V. O. Zhukova, the main directions of innovative activity of the higher educational establishment are strategic management, operational activity, quality management of educational services, marketing, finance, personnel, research work, work with stakeholders, cultural level, and corporate management. The researcher presented the characteristics of each of the directions in the form of a table «Characteristics of the directions of innovative management of a higher educational establishment» [Zhukova, 2010], given below (see Table 1).

Table 1.

**Characteristics of directions of innovative management
of a higher educational establishment**

№	Direction	Goal	Method of implementation
1.	Strategic management	Formation of a strategic management system in the establishment	Defining the objective, strategic goals, portfolio of strategies and tactics for their implementation
2.	Operational activity	Implementation of modern learning technologies and management of operational activities of the establishment, creation of new educational products	Implementation of distance education, knowledge monitoring, use of training methods, development of new courses, etc
3.	Quality of educational services	Ensuring high-quality training of future specialists	Certification of the quality system, implementation of the quality management model following the principles of total quality management (TQM), use of benchmarking of the quality of educational services

Continuation of Table 1.

**Characteristics of directions of innovative management
of a higher educational establishment**

№	Direction	Goal	Method of implementation
4.	Marketing	Analysis and modulation of the educational services market	Building market models and determining new effective ways to meet consumer needs
5.	Personnel	Increasing the professional level of the teaching staff	Determination of new, more effective, or improvement of existing ways of training and attracting Doctors of Philosophy and Associate Professors, in particular, stimulating the improvement of their qualifications
6.	Scientific research work	The development of research works in the educational establishment, the combination of the SRW in the establishment with the needs of enterprises	Conclusion of agreements on cooperation, creation of laboratories and innovation centres, etc
7.	Work with stakeholders	Combining and satisfying the interests of the main physical and legal entities (students, teachers, administrative staff, enterprises, the public, etc.) interested in the work of the establishment and having the opportunity to influence its work	Monitoring interests and demands of employers, students, and teachers. Development of programs for cooperation between enterprises and educational establishments in the field of the SRW, production of training and recruitment internships
8.	Organizational culture	Improving the organizational culture and image of the educational establishment	Improvement of the organization of educational work and curatorship, cultural programs
9.	Corporate management	Implementation of corporate management of structures	Creation of corporate structures (business schools, institutes)

V. O. Zhukova emphasizes [Zhukova, 2010] that to analyze the comprehensive impact of the project on the organization, it is necessary to take into account the basic conditions of managing the system of innovative projects, in particular:

1) to develop a system of criteria for assessing the importance and feasibility of the project for the relevant higher educational establishment;

2) to analyze the impact of the project on the implementation of other projects;

3) to ensure the synergy of the project development and implementation process.

At the same time, each structural unit of the university, and each participant of this innovative development program must be aware of its place in the overall system, the tasks it must solve, and the perspective of the projects.

The process of innovative development of modern education is complex and requires taking into account various factors that affect the implementation of innovative projects and, accordingly, their results, including: a) setting clear and achievable goals; b) adequate work planning; c) qualification of the participants of the innovative project; c) formation of a control system; d) checking the quality of task performance and analyzing problematic issues and e) implementing measures to overcome obstacles. Accordingly, the creation of a clearly structured system of management of the innovation process in higher educational establishments will contribute to the quality training of competitive specialists.

Dynamic changes in the economy of the country and the world, and the departure of capable and talented young people to study abroad with the desire to later find a successful job and stay in the chosen country are causing the reform of the educational system of Ukraine. Among the main ways of such reformation is the introduction of innovative technologies into educational processes to improve the professional training of future specialists, the creation of favourable conditions for the formation of innovative personality traits, the development of innovative abilities, and professional development as a subject of innovative activity.

It is worth noting that the concept of a single strategy of innovative development of students in vocational training is based «on the idea of integrating personal, social and activity aspects in the implementation of a single strategy of innovative development» [Artyushina, 2009: 71].

M. V. Artyushina offers her own structural-functional model of innovation-oriented training of the future specialist with the corresponding structural components: goal-motivational, meaningful, organizational-technological, and control-evaluative [Artyushina, 2009: 73].

Innovative technologies are defined as «a purposeful systematic set of techniques, means of organizing educational activities, covering the entire learning process» [Ievlev, 2019: 94].

Various classifications of innovative technologies are presented in the scientific literature. Among them, the following can be distinguished:

1) technologies of developmental, person-centered, collective, modular-developmental and life-creating learning, person-centered education, psychological and adaptive management, integrative natural education, etc. (L. I. Danylenko);

2) technologies of credit-modular, problem-based, project-based learning and game technologies (A. K. Ostapenko);

3) technologies of interactive learning, namely: technologies of cooperative and group learning, situational modelling and the technology of processing discussion issues (O. I. Pometun, L. V. Pyrozhenko); practical classes-conferences, which can also be held remotely (N. A. Suvorova) and others [Ievlev, 2019: 94].

The application of each of these technologies in the educational process is aimed at the formation of relevant competencies required in future professional activities.

At the current stage, the main task of educational innovations is the formation of a future professional and mobile specialist. Therefore, it is important to take into account the key aspects of innovative pedagogical technology, namely: the target set for the development of the student's personality; integration of forms, methods and means of education; mutual understanding of teachers and students; individual style of pedagogical activity [Sushentseva, 2016: 68].

In our opinion, the definition of the goal of the technological approach to education by the well-known pedagogue-researcher M. V. Klarin is quite acceptable – the construction of an educational process taking into account the set tasks, that is, a clearly formulated expected result, in particular, social order, educational guidelines, the purpose and content of education. A set of educational goals, the definition of criteria for their measurement and assessment, and the exact definition of learning conditions are the main components of programmed learning, which, according to the scientist, form the «foundation» of pedagogical technologies [Prokopenko, 2018: 51].

It is worth noting that changes in the system of higher education and professional training of competent specialists are primarily related to humanization, national orientation of education, the openness of its system, industrialization and continuity of education, as well as focusing on educational and cognitive activities and orientation towards creativeness.

Vocational education reform, reflected in structural changes in the modernization of the content of education, technologies and teaching aids, as well as in the creation of new connections between vocational educational establishments and labour market, involves the fulfilment of one of the tasks of the Bologna process – the formation of a unified system of vocational education, the construction of a single educational space. Currently, the main role in the internationalization of the professional world in the conditions of international educational integration is performed by academic mobility.

The term «academic mobility» does not have a clear definition. Scientists define it as:

1) a form of educational internationalization, which correlates with the study of international student exchanges (according to A. Slepukhin);

2) a person's ability to conscious work and social activity aimed at changing oneself and the environment based on acquired knowledge (according to S. U. Honcharenko);

3) equality in everything: in the right to provide and receive educational services, in supporting the development of knowledge, in the assessment and recognition of services, skills and abilities, as well as in the equality of working and employment conditions;

4) free movement of participants in the educational process in the international educational space and free access to educational and professional activities in other countries, etc. [Tsyganash, 2013: 643-645].

By academic mobility, we mean «a form of educational self-improvement of a person, his ability and desire to change himself and the world around him thanks to the acquired knowledge. This is a process of conscious formation of skills of free movement in the international educational space and free access to information» [Kovalska, 2020: 128].

One of the main tasks of academic mobility is access to the educational achievements of the world's leading countries. This, in turn, contributes to the formation of intercultural, professional and personal competencies of future specialists and their professional self-realization in the future.

At the current stage, academic mobility plays an important role in improving the quality of higher education, providing the opportunity to: «continue education in another educational establishment in Ukraine or abroad; to gain scientific experience in Ukraine or abroad by participating in short-term educational or research programs; professional development through the organization of advanced training, additional training, on-the-job training, rotation, mentoring, self-education, introducing a mechanism for the exchange of specialists and encouraging the participation of employees in individual grant programs» [Slozanska, 2015: 84].

In the vocational training of future specialists, among the requirements that will lead to the development of academic mobility, the following are determined: manoeuvrability of professional educational programs; continuity and generalization of knowledge; efficiency and flexibility of future specialists. That is, a modern specialist must develop the skills of continuous self-education,

self-improvement; the ability to combine dissimilar subject knowledge into a united functioning complex and apply it in various life and professional situations, etc. [Tsyganash, 2013: 646-647]. Therefore, academic mobility is an important element of the process of reforming and internationalizing modern higher education, integrating individuals and educational establishments into the international academic space and, most importantly, improving the professional training of competent specialists.

The study of the process of academic mobility, its main aspects and ways of implementation began abroad and was actively studied thanks to the works of foreign scientists: U. Teichler, B. Wachter, I. Ferentz, L. Rambly, S. Bjurger, Y. Lanzendorf, and others. Domestic researchers also devoted their scientific intelligence to the issue of academic mobility: A. Karapetyan, L. Sokuryanska, T. Zhizhko, D. Svyridenko, and others. In particular, A. Karapetyan investigated the types and goals of academic mobility, analyzed the development of academic mobility in Ukraine and the regulatory framework for ensuring this process, and identified weaknesses and proposed ways of improvement at the administrative and legislative levels [Karapetyan, 2015: 49].

The development of academic mobility among students, teachers and scientists significantly contributes to the improvement of the quality of education and increases the status of a higher educational establishment that has joined the academic mobility program. This, in turn, contributes to the competitiveness of the direct participants in this process in the labour market.

According to A. Ishchenko's research [Ishchenko, 2014: 99], in terms of the level of involvement in higher education, Ukraine occupies a leading place among the countries of Eastern and Central Europe. The scientist emphasizes that the key to the quality of education is the development of academic mobility. Academic mobility is an integration process in the field of education that enables participants in the educational process to participate in various educational programs, exchange experiences and new ideas with other educational establishments, and carry out joint research projects.

It should be noted that at the current stage of education development, the Regulations on Academic Mobility are in effect in all educational establishments of Ukraine. Thus, at the Odesa National University of Economics, as part of academic mobility programs, ONEU students have the opportunity to study abroad at partner universities in Germany (University of Applied Sciences, Mittweida), Poland (Krakow University of Economics), Croatia (School of Economics and Management, Zagreb) and France (Aix-Marseille School of Economics, Marseille;

University of Angers).

In Ukraine, the procedure for organizing academic mobility programs is regulated by the Resolution of the Cabinet of Ministers of Ukraine «On approval of the Regulation on the procedure for realizing the right of academic mobility» №579 dated August 12, 2015 [Pro zatverdzhennya Poryadku realizatsiyi prava na akademichnu mobil'nist']. The essence of this project is to establish a unified procedure for the implementation and conduct of academic mobility programs among participants of the educational process in higher educational establishments in Ukraine. Accordingly, 5 main types of academic mobility are distinguished:

- 1) internal academic mobility;
- 2) international academic mobility;
- 3) group academic mobility;
- 4) individual academic mobility;
- 5) proactive academic mobility.

The main goals of academic mobility in higher education establishments are: to improve the quality of higher education; to increase the efficiency of scientific research; to increase the competitiveness of graduates on the Ukrainian and international labour markets; to increase the experience and knowledge of the participants of academic mobility programs; to improve the level of a foreign language; to improve knowledge about culture, history and customs of a certain country; to have opportunities to see the world.

Currently, international cooperation with many foreign countries plays an important role in the field of education in Ukraine [Samoilenko, 2012: 21]. It is worth noting that now the education system of Ukraine is undergoing a modernization stage, this is connected with the accession of Ukraine to the Bologna Declaration. Therefore, it is international (incoming/outgoing) mobility that is the main lever of the Bologna reform as a way of integrating the higher education system of Ukraine into the world's educational space.

A large number of young people would like to study abroad because it opens up many new opportunities in the future. However, this is a rather expensive pleasure. International mobility provides such an opportunity. International educational programs allow teachers, researchers, and students to study and work in different parts of the world for free.

The conclusion of multilateral agreements in the field of education and special educational programs (in particular, «Erasmus Mundus», «Tempus», «Socrates», and «Jean Monnet»), which ensure the activation of international cooperation, contribute to the development of international academic mobility in

Ukraine [Myronchuk, 2014: 21].

So, at the current stage of the modernization of education, academic mobility in Ukraine is in a state of development and is getting fast-paced. Participation in many joint educational projects and building a concept for the development of international activities is strategic for higher educational establishments. Under such circumstances, the latest educational strategies will contribute to positive changes and improvement of the educational process. It is necessary to further study the international dialogue between Ukraine and the countries of the European Union, to widely disseminate the results of the analysis of the accumulated experience during the organization and conducting of seminars, training, and conferences to activate the international activities of Ukrainian universities. This will make it possible not only to gain access to modern technologies and methods in the educational sphere, and to increase one's competitiveness but also to provide an opportunity to become full members of the world's scientific and educational society.

It is worth noting that academic mobility is a prerequisite for the formation of professional mobility of future specialists (in particular in the field of economics), for the development of which it is advisable to use innovative pedagogical technologies taking into account its integral components – personal and operational.

In our opinion, L. L. Sushentseva's classification of pedagogical technologies, which distinguishes modular, structural-logical (task-oriented), dialogical, gaming, project, computer, training, and case technologies, is apposite and fully justified [Sushentseva, 2016: 67–68].

Also the types of innovative pedagogical technologies identified by O. M. Ievlev, which improve the effectiveness of the educational process and, as a result, the competitiveness of graduates, are also worthy of attention. Thus, for the formation of professional mobility, the scientist suggests using such types as foresight technology; guided self-study technology; «Brainstorming» and «Case-method» («case study»); technology of game simulation of situations; projective activity technology; training technology; the technology of using pedagogical and manipulative influences in the educational process; professionally integrated (personally practical-oriented) innovative technology [Ievlev, 2019: 95].

It should be noted that professional promptness, flexibility, continuous self-improvement and self-education, and the ability to apply acquired knowledge in professional situations of varying complexity are the main requirements put forward by employers. Accordingly, it is professional mobility that determines the

success of the professional activities of modern specialists. Therefore, the intercultural, professional and personal competencies formed during studies at higher education establishments will contribute to the professional self-realization of future economists.

Therefore, the main way to improve the vocational training of competent and competitive specialists, in our opinion, is the formation of professional mobility by means of innovative pedagogical technologies.

We note that the methodological basis of the development of the modern educational strategy is the competence approach, the problems of its implementation are devoted to many domestic and foreign scientific studies (B. Avvo, A. Bermus, A. Verbytskyi, O. Heina, I. Zimnya, O. Lokshina, L. Morska, O. Ovcharuk, V. Petruk, O. Savchenko, O. Subetto, S. Trubacheva, A. Khutorsky, and others). Thus, I. Drach, I. Zaitseva, S. Kubytskyi, O. Mykhaylov, and others consider the theoretical issues of professional training of future economists. O. Babayan, N. Balovsiak, O. Honcharova, I. Demura, L. Dybkova, E. Ivanchenko, T. Koval, N. Kosheleva, M. Levochko, V. Lokshin, I. Nosach, O. Olefir, I. Poleshchuk, O. Romanovsky, N. Uysimbaeva, and others highlight the problems of professional competence formation of economic specialists in their works.

The concept of «professional competence» (PC), which entered the terminology in the 80s of the last century thanks to the investigations of Yu. Babanskyi, S. Baranov and V. Slastonin, is initially defined as a component of professionalism. However, later they are separated from each other.

The term «competence» denotes a concept that highlights aspects of human behavior related to the performance of work, defines the main characteristic of an individual who has achieved or is capable of achieving high results in the relevant activity. Currently, «professional competence» is understood as «an integral characteristic of a person, which determines the ability to solve professional problems and typical professional tasks that arise in real situations of professional activity, using knowledge, professional and life experience, values and inclinations» [Karpyuk, 2017].

In our opinion, professional competence being one of the components of the business competence of a modern economist (according to V. Sauter) is «the ability of a specialist to implement all components of professional activity thanks to his knowledge, skills, abilities, aptitudes and mental properties» [Kovalska, 2015: 206].

Increasing interest in the importance of the formation of professional

competence of future economists is due to the need to train specialists of a new formation in various areas of the economy in accordance with the changes and growing requirements of the world market economy, which, in turn, ensure competitiveness on the labor market, success in professional self-realization and career growth.

The peculiarity of the professional competence of an individual is that the competence is realized at the present stage, but it is oriented towards the future.

Scientists distinguish different approaches to the general classification of professional competences. So, according to them, the PC structure is formed by:

- communicative, psychological, social, technological and linguistic components (P. Gorkunenko). In particular, fundamental knowledge of a scientific discipline; knowledge of scientific research methodology; language and foreign language competences; information and computer competence; sociological competence; legal competence; professional growth, constant increase of PC;
- motivational, subject-practical (operational-technological) spheres and the sphere of self-regulation (S. Horobets, M. Chaplak, S. Kotova);
- professional activity, communicative and personal components (A. Khutorsky), etc.

In particular, H. Kopyl assigns the motivational-value, information-perceptive and operational-action components to the components of the professional competence of the future economist.

In turn, N. Samaruk names the main competences: in the sphere of economic activity; in other areas of professional activity; information and computer; communicative; in the field of self-determination and self-regulation of personal qualities; production and activity [Samaruk, 2011]. According to the scientist, the main criteria for acquiring such competencies are «success in educational activities and personal development of each student» [Samaruk, 2011].

In general, the formation of the PC of a future specialist is influenced by various factors, such as external factors (level of development of technology, science, engineering, economy, education; processes taking place in society; social order, which reflects the general level of socio-economic development of society and human civilization in general [Chaplak & Kotova, 2010]), and internal (level of such personal qualities as motivation to achieve success, level of self-esteem of the individual [Dybko, 2006]).

It is worth noting that the formation of professional competence of future economists depends on the development of professionally important personal qualities. These are:

1) professional independence – the ability to fulfill the requirements of the profession, the ability to plan, organize, regulate and control one's activities, to take the initiative;

2) consistency, efficiency and creativity of the thought processes of the future specialist – the ability to quickly find original and non-standard ways to solve professional problems;

3) professional mobility – the ability to make quick rational decisions, readiness for changing situations;

4) communicativeness – reflects a person's focus on communication, tolerance, interest in people;

5) responsibility for one's decisions and results of one's activities;

6) health as a basis for the preservation and development of mental and physiological functions, optimal capacity and social activity.

Thus, an important role in the formation of the professional competence of future economists is played by the level of formation of communication abilities and skills, in particular, the level of mastery of listening skills. Listening is an important psychological component of verbal communication and one of the most important indicators of the culture of professional communication.

According to I. I. Kakurina, professional communication is «the process of interaction between business partners aimed at organizing and optimizing one or another type of subject activity: industrial, scientific, etc». [Kakurina, 2015: 7]. Among the main management procedures (planning, organization, motivation, control and decision-making), professional communication can be considered one of the most important. It involves «the exchange of information, proposals, requirements, views, motivation for the purpose of solving specific problems both within the organization and outside it, as well as the conclusion of contracts, deals, agreements or the establishment of other relations between enterprises, firms, organizations» [Kakurina, 2015: 7].

In order to correctly understand the interlocutor, as noted by O. O. Avramenko, L. V. Yakovenko and V. Ya. Shiyka, the communicator must have the ability to listen (receive information) and speak (present information). Scientists call listening a psychological component of verbal communication, a method of decoding and perceiving information. In human communication, the ability to listen occupies one of the prominent places. According to statistics, «of the total amount of time we use for contacts at work and at home, 9% of the time we write, 16% – read, 30% – speak, 45% – listen (more precisely, we should listen)» [Avramenko, Yakovenko & Shiyka, 2015: 72].

The ability to listen to one's interlocutor is a demonstration of the level of development of culture of one's communication. And it is in the business sphere that the skill of listening appears to be almost the most important element of effective professional communication. Listening is an activity that shows a person's reaction to the speech of the interlocutor, as well as the level of his morality and culture. Psychologists, in turn, distinguish a number of reactions. Such feedback on heard information can have the nature of interpretation, evaluation, support, clarification, sensitivity and understanding.

Depending on the behavior of communicators, scientists distinguish the following types of listening: reflective (active), non-reflective (conditional-passive), critical and empathetic. In particular, O. V. Sydorenko, comparing active (reflective) and passive (non-reflective) listening, notes: «Active listening is aimed at formulating and solving communicative tasks, while passive listening is a change of states in the process of being influenced by communicative stimuli» [Marchenko, 2006: 56].

Distinguishing features of active and passive listening, defined by O. V. Sydorenko, are presented in Table 2. «Active and passive listening» [Marchenko, 2006: 56].

Table 2.

Active and passive listening

Active listening	Passive listening
Attempts to encourage the partner to talk.	Patiently waiting for the partner to start a conversation.
Attempts to accurately perceive what the partner said. Attempts to make sure of the accuracy of their perception.	Waiting for the partner to be able to say something really important or interesting. A free flow of one's own associations under the influence of what one's own attention has caught.
Attempts to keep an excessively verbose partner or a partner constantly distracted from the topic; attempts to bring him back to the topic of discussion.	Distraction of attention to something else while maintaining the «mask of attention». Waiting for the partner to return to the topic of conversation. Waiting for the partner to stop talking.

For the purpose of psychodiagnostic study of the level of development of the ability to listen to one's interlocutor, we conducted a survey among second-year students of full-time economics study of the Odessa National Economic University using the «The ability to communicate» method [Vminnya spilkuvatysya]. 58 students took part in the study, out of them 34 students were girls and 24 were boys. The average age of the subjects of the survey is 18 years.

The purpose of the test is to find out whether the interviewees can perceive information from others and whether they have the culture of interpersonal communication. The test contains 10 questions with 5 answer options («almost always», «in most cases», «sometimes», «rarely», «almost never»). Students were asked to choose the most acceptable answer option for them. Let's consider some of them.

The majority of students (38,9%) answered yes, to the question «Do you try to stop the conversation when the topic or interlocutor is not interesting to you?» that they sometimes end communication if they do not like it, 5,6% answered almost always, 33,3% – in most cases, 11,1% – rarely, and 11,1% – they almost never stop the conversation they started. 66,7% of respondents feel irritated by the manner of communication of the interlocutor in individual cases, 22,2% rarely and 11,1% almost never. When answering the question «Can an unfortunate expression provoke you to be rude?», the majority of respondents (38,9%) answered «sometimes», 27,8% answered «rarely», 16,7% answered «in most cases» and «almost never». Accordingly, taking into account these indicators, the students' answer to the question «Do you have a mentoring, disrespectful or ironic tone towards the interlocutor?» was quite predictable. For the vast majority of students, this manner of communication is not typical. 44,4% of respondents sometimes allow themselves to do this, 33% do it rarely, and 16,7% – almost never. And only 5,6% of respondents quite often allow themselves to communicate in an ironic or disparaging tone.

So, the results of the study showed that 38,9% of respondents sometimes stop talking if the topic or interlocutor is not interesting to them; 66,7% are sometimes annoyed by the manner of communication of the interlocutor; 38,9% sometimes avoid talking to strangers, and an unfortunate expression can provoke them to rudeness; 44,4% rarely interrupt their interlocutor; 55,6% sometimes pretend to listen, but in reality their minds are somewhere far away; 38,9% in most cases change their voice depending on what the interlocutor is saying; 55,6% often change the topic of conversation if they are not interested in it; 33,3% almost never correct their interlocutor's language mistakes and 44,4% sometimes show a mentoring tone to their interlocutor.

It is worth noting that the effectiveness of business and everyday communication depends not only on the ability to speak, but also on the ability to listen to one's interlocutor. This asset is the key to effective information exchange and correct perception of the opponent's position and opinion.

The conducted research showed that the majority of respondents do not have

the ability to listen, because they are not able to maintain a topic of conversation that they do not like, openly demonstrate their dissatisfaction with the topic of conversation, are not attentive to their interlocutor and do not respect their position.

It can be assumed that this is related to the age of the respondents and insufficient level of education. However, with growing up and professional activity, these indicators may change.

Conclusions. Therefore, the ability to listen is the most important component of communication culture. In our opinion, statement that «by training the ability to listen and understand, we also train the ability to express our thoughts and feelings and the ability to translate them into actions» [Shevchuk, 2020: 101] is valid. If you pay attention to your interlocutor, respond to his story, respect his opinion, and are not distracted by external factors during communication, then you can be sure that others will like this attitude towards them. This is evidence of a developed ability to listen to others.

Professional competence is an integrative complex concept that represents the unity of knowledge, abilities and skills, values and personality characteristics. Guided by this formed complex, the specialist determines the goals of his professional activity and is able to fulfill social and professional duties.

Therefore, the effectiveness of the educational system depends on the level of vocational training of an individual who possesses not only knowledge and high moral qualities, but also knows how to act adequately and professionally in the relevant situation, apply the acquired knowledge in practice and take responsibility for his actions. Therefore, the main goal of modern education is innovation-oriented training, preparation of a competent personality, their education and development.

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SUBJECTNESS, ACTIVITY, SYSTEMIC APPROACHES IN THE FIELD OF SPEECH AND LANGUAGE BILINGUAL DEVELOPMENT RESEARCH

*Суб'єктний, діяльнісний та системний підходи
до дослідження особливостей білінгвального
розвитку мовлення*

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Determining the place of scientific development and assessing its prospects involves an analysis of the formation of its immediate theoretical foundations. In the case when the object of study of psycholinguistic science is the development of bilingual speech and language ability, the researcher deals with the formation of a single complex system with interdependent parts and elements. The development of this object occurs as a systemic genesis, which means that the concentration of research interest on certain aspects of the development of speech and language, for example, on the development of only a second language (SL), cannot be fully justified, and bilingual ability is considered in the context of general speech and language development. In the history of psychology, the ability of a person to master the word, in the broadest sense of this ability, has been the subject of studies that have become classic. In the work of L.S. Vygotsky «Thinking and Speech», questions of the social nature of speech and questions of speech-thinking relations were especially singled out [Van der Veer, 2011]. Interpretation of speech through means of communication, its understanding from the standpoint of the teachings of Ivan Pavlov as the second signal system [Pavlov, 1983] was given by first applied behavior analytics such as Edward Chace Tolman.

Speech as a form of existence for other people our thoughts, feelings and

experiences, its connection with consciousness were considered by S.L. Rubinstein. Emerged at the beginning of the twentieth century the general situation in psychology, connected with the development of the experiment and the concretization of psychological topics, also manifested itself in general problems under consideration. There have been first studies focused on relatively narrow problems: speech memory, speech competence, speech development, speech pathologies, types of speech and their relationships. There was a direction of studying speech as an acoustic phenomenon with attention to the articulatory mechanism and the auditory analyzer [Kharchenko, 2017]. Here, the forms of describing the speech signal, the possibilities of synthesizing and recognizing speech by automatic devices, etc. were determined. A general flexible idea was formed about the «internal» representation of words, sentences, text - the psycholinguistic aspect of the semantics of speech [Tyron, 2017], where, along with the dynamic aspect, the structural one was studied – the organization of semantic verbal memory, the semantic thesaurus, the semantics of the text.

With the development of neurolinguistics [Zhao, 2019], attention was paid to the genetic aspect of the problem of speech development. Various theories have been developed that describe the process of speech production, as well as its perception and understanding. Theories of speech production are often based on the ideas of L.S. Vygotsky, who described the path from thought to word as the movement of a motive that generates some thought, to the formation of the thought itself, to its mediation in the inner word, and then in the meanings of external words and in words. The understanding of speech perception was based on the motor theories of attention and speech mechanisms.

There are theoretical descriptions of speech development models for all language processes. Academician T. N. Ushakova gives models of speech and language development of both a child and an adult. The «model of the speech-linguistic functioning of an adult» given by her [Ushakova, 2000] turned out to be useful for determining the features of both mono- and bi-, multilingual development. In the theoretical constructions of speech and language bilingual development of an adult student systemic researchers may and did rely on this theoretical foundation.

Opportunities for the formation (development) of speech activity, the problem of generating new speech statements were considered in the work of A. N. Leontiev and A. A. Leontiev, which became the basis for theoretical and practical constructions in the field of problems in the bilingualism development. Within the framework of the general psychological *theory of activity* or «activity-

specific» approach [Rusalov, 2017], A. A. Leontiev directly worked with the problems of bilingualism, including issues related to adult bilingualism. Schools for the study of bilingual development by T. N. Ushakova and A. A. Leontiev and I. A. Zimnyaya are based on different methodology, but they allow solving the issues of determining the characteristics of SL learning, intensification of SL learning, improvement in the quality of SL proficiency. This is the same as «activity-specific» approach [Rusalov, 2017].

The development of specific problems of speech development was carried out by Ukrainian scientists A. M. Goldberg, T. V. Kosma, D. F. Nikolenko, L. M. Prokollenko, V. L. Smilyanskaya, N. P. Chamata and others; in the prominent work of B. F. Baev and I. E. Sinitsa. Here, the guideline for modern researchers in the psychology of speech is the dissertation «The problem of thinking in Ukrainian psychology (on the materials of the scientific heritage of B. F. Baev and I. O. Sinitsa» by N. M. Ilyina. The basis of Baev's concept is «a functional approach focused on structuring the entire psychology of inner speech». I. E. Sinitsa founded experimental ways of studying the development of written and oral speech.

Directly in the field of improving the quality and intensification of the second language learning (SLL), the bulk of work has been carried out since the late sixties. In the analysis and search for ways to increase the potential of the individual in SL, pedagogical and general psychologies combine their efforts. In general psychology, the potential effectiveness of the considered SLL systems lies in their focus on the intensification of cognitive processes, on the complex development of the personality, on the integral formation of its intellectual, emotional and motivational aspects. In educational psychology, the emphasis shifts to consideration of the interaction between the teacher and the student during the study of a foreign language. In conditions of some uncertainty of the leading specialty, it is not accidental that a psychotherapist, doctor of medical sciences, Bulgarian medic Georgy Lozanov came up with a new, intensive direction in the methodology. The ground of psychotherapy and general psychology are clearly seen in those characteristics that the author considers mandatory for the accelerated system of SLL. They include: increase of memory reserves, intellectual activity and the student's personality in general; the effect of lack of fatigue and weariness; positive emotional experience, etc. [Dipamo, 1991]. Positive results of the work in accelerated methods of SLL based on the theoretical basis of general psychology were obtained both by the founder of the system and by his followers in other countries.

A. A. Leontiev in his work on «Language and speech activity in general and pedagogical psychology» proposes to separate the «psychology of language learning» and «pedagogical psychology» associated with its teaching: former refers to the problem of formation, to «the development of thinking in the learning process», – it is more related to the psychology of activity and psycholinguistics. The author saw the primacy of general psychology while constructing a method of a SLL, but: «Scientific substantiation of research and methods of learning a foreign language cannot be obtained within the framework of one science», it is necessary to combine work «in this case the research of psychologists, psycholinguists, linguists».

The peak of applied activity in the study of the features of SLL took place in the 70s of the last century. In the collection of scientific papers devoted to the methods of intensive study of foreign languages, A. V. Petrovsky and G. A. Kitaygorodskaya single out the principles of activating the reserve capabilities of the individual for the intensification of SLL, offer their own version of the accelerated learning of a second language. D. N. Uznadze argued that the speech process is based on the attitude action, and the achievement of a certain level of proficiency in a second language occurs through the so-called fixed form of attitude: «When, for example, I have an attitude to speak Russian (not Georgian), then the mechanism of SL begins to operate in me, the grammar and vocabulary of that language become active». Unconscious and slow activation was studied, rather than a simple switching of language mechanisms. In relation to the second language, the consistent development of the concept of attitude was carried out by such Georgian researchers as Sh. A. Nadirashvili, N. V. Imedadze, A. A. Alkhazishvili and others.

Despite the common main goal - high-quality and fast SLL – psychological methods for the development of SL differ in particular target settings, focus on the development of certain cognitive processes [Maher, 2020]. For example, the linguistic basis of the «army method» in the USA was prepared by the works of L. Bloomfield, who reduced the process of language learning to the creation of associations, introduced the concept of an informant, and considered mechanical training to be the main type of exercise. Upon careful consideration of this theoretical concept, one can easily detect the provisions of behaviorism in it, in particular, the reduction of thinking to the sum of speech and other motor processes, emphasizing the special role of imitation, understanding behavior as the sum of stimuli and reactions, the connection of which is imprinted due to a useful effect. Many modern foreign methods of developing bilingualism are based on

these provisions.

Based on the studies that are being developed by the psychologists of the L. S. Vygotsky, it is noted that any speech activity takes place in the mental plane against the background of two indivisible aspects: the individual psyche and the social psyche. The human psyche in this sense is formed as a kind of unity of physiological prerequisites and social means. Accordingly, a view was developed on the need to study SL «in a team and through a team»; although, first of all, it was meant to master the mediator «word», the mediator in the process of transferring affective-semantic formations, which always carries a social function. In this direction, the conditions of SLL in a team and group methods for mastering SL were studied [Van der Veer, 2011].

Based on the views of A. N. Leontiev on the problems of the theory of activity, the researchers took into account, first of all, the data of the theory of mental actions, the theory of speech activity. So I. A. Zimnyaya builds a study of the structure of speech activity on the SL, consistently narrowing the object of analysis: it begins with a consideration of activity, which is always objective and begins with an individual social need, then highlights the subject of psychological study of a language, then a second language. Speech activity is always objective and motivated, the subject of speech activity is thought, speech is a way of forming and formulating thoughts through language. Her follower S. I. Melnik considers speech activity in SL in the general scheme: activity – action – operation; motive – goal – condition; secondary skill – skill – automatism. Both researchers proposed their own versions of the intensive SLL system. Such SL systems are sometimes referred to as «traditional intensive».

Of direct interest to psychologists studying the features of SLL were the ideas of N. A. Bernstein on anticipatory reflection, set out in his works on the physiological mechanisms of human activity, the concept of memory by P. K. Anokhin, the interpretation of the problem of the unconscious in the works of F.V. the physiological mechanism of the functioning of the word by N. A. Bekhtereva and others. Their ideas were implemented by N. I. Gez, L. K. Kajaznuni, G. V. Kolshansky, M. A. Mayorova, I. E. Schwartz and others.

Based on the work of the founders of the system approach in psychology B. F. Lomov, G. P. Shchedrovitsky, a Systemic approach to the study of the SLL phenomenon also became separate. L. Sh. Gegechkori, T. D. Kuznetsov and other employees of the psychological laboratory of Tbilisi State University developed the theory and techniques of SLL, while they used the methodology of this approach.

The distinction between the concepts of conscious – unconscious or conscious – unconscious has become fundamental for the construction of an intensive system of SLL by the followers of G. Lozanov. They are: S. V. Kisilev, V. V. Petrusinsky, A. Kh. Stepanyan, I. Yu. Shekhter, I. A. Shchukina and others. Their theoretical positions are methodically justified today by a sufficient number of fundamental studies in the field of involuntary memorization, peripheral vision, etc. In this regard, the «principle of two-dimensionality» in the suggestopedic concept, which is related to the task of the method, deserves the closest attention: «The means of implementing a creative act do not linger in the center of attention and consciousness, but are pushed to the periphery, where in reality they are assimilated faster».

As part of the application of SLL methods, considerable experience has been accumulated in the use of unconscious processes (at the threshold and subthreshold levels) to facilitate and improve the quality and rate of memorization of language information. Most often they are based on the introduction of information in an altered state of human consciousness.

At present, such methods of intensifying SLL through the control and use of an altered state of consciousness are known. Most of them were developed in educational psychology, but all are of interest to psycholinguistics. *Relaxopaedia*. The essence of the relaxopedic type of one of the conditions of SLL is the development of physical relaxation and mental rest and its use for the introduction and memorization of foreign language information, which can be satisfactorily interpreted in the light of modern concepts of biology, physiology and psychology about the optimum sensory influx, about the levels of nonspecific activation of the brain, adequate to carry out the necessary reactions. The development of the basics of relaxation therapy was carried out by I. E. Schwartz, who headed the Perm suggestopedic laboratory. An intensive course by R. S. Rosenberg. *Hypnopaedia*. The basis of this SLL system is the introduction of information during sleep. *Rhythmopaedia*. Rhythmostimulation is understood by the authors as «a complex effect on the visual and auditory analyzers by weak low-frequency rhythmic stimuli, which, summing up in the subcortical formations of the brain, impose on the body a rhythm corresponding to phase states. The latter are the soil on which the so-called dominant is easily formed and maintained, i.e. a focus of stable excitation, which passes the entire flow of information perceived by the brain». *Suggestopaedia*. This method, developed by G. Lozanov, originates from the desuggestive-suggestive communicative psychotherapy associated with the total effect of liberating and stimulating factors in art and with modern experimental

psychological studies of the attitude, motivation, needs and orientation of the individual. The suggestopedic method of SLL is probably the most common of the intensive methods [Dipamo, 1991].

These experiments and techniques give us an unequivocal positive answer to the question of the possibility of reinforcing conscious processes with unconscious ones in order to improve the memorization of SL units. In addition to these and other directions in SLL, which reflect the primacy of psychology, there are traditional and experimental methods that reflect the primacy of linguistics. They are considered as audio-lingual and audio-visual.

A lot of research has been devoted to the theoretical and experimental study of a person studying SL as a subject of cognitive activity, the study of the psychological characteristics of his personality, motivational and value spheres, the structure and dynamics of the development of an adult's activity during the SLL. Further, the results of research into the issues of the psychological structure of developing speech activity in the SL, the processes of adaptation of the individual to the conditions of the SLL, educational motivation and orientation of the personality studying the SL are considered.

The role of the study of speech in personality development is a traditional problem in psychology. The position of L. S. Vygotsky that learning goes ahead of development and leads it along. Education always «runs ahead», based on the existing level of mental development, taking into account the accumulated stock of knowledge, skills and abilities, it is ahead of this current level, creates a «zone of proximal development», which is the potential for further mental growth of a person. The specificity of studying SL is its «non-objectivity», since SL is used only as a means by which an adult person expresses or understands a thought previously expressed in his native language. connections between thought and speech.

In the whole complex of factors and conditions that affect the learning of verbal language, motivation as an internal factor greatly affects the success of speech activity, its focus and goal setting. The analysis of theoretical and experimental works devoted to the motivation of SLL allows us to single out some theoretical provisions. Namely: educational motivation, just like personal motivation, has a meaningful and dynamic side. Dynamic characteristics usually include strength, intensity, emotional coloring of motives, speed of occurrence, switchability and stability. The dynamics of motivation is influenced by both external factors (learning conditions, type of university or program, the place of the subject in the system of other subjects, the personality of the teacher, the

characteristics of the study group, etc.) subject, the formation of learning skills, and so on. The importance of external factors in home schooling decreases, instead of «training» they say «study» and it presumably becomes the subject of general psychology, and not pedagogical. The stability of motivation, as its dynamic characteristic, is subject to all these factors, is a derivative of both external and internal conditions, so the stability of motivation can undoubtedly be an object of independent management.

When organizing experimental studies of the problems of motivation for learning a language, its stability, there are always difficulties in choosing adequate research methods and techniques. One of the productive approaches to the study of motivation is the approach implemented by L. Gliksman [Gliksman, 1982]. In this study, the question was raised about what features of the motivational structure (on the process, on the result, on external force, on pressure) affect the persistence of educational motivation. The subjects were classified according to the types of motivation and their activities were monitored for six months. On the basis of a comparative analysis of the background characteristics of each group studied, it became possible to single out a group with the type of integrative motivation (integrative motive) as the most stable in terms of the criteria for the formation of intrinsic motivation, stability over time, and in terms of the level of learning activity. Similar studies by domestic psychologists point to the dominant motivational orientation to the process as the main factor in the sustainability of motivation. Much research in this area is devoted to finding specific correlates of motivation. We have selected some of them below.

The stability of motivation is associated with the views of parents on language learning, the nationality of the student and his age. School students are more motivated to learn Asian languages as foreign languages than college students [Rifkin, 1998: 226]. In adults, the influence of the views of parents on the study of SL remains significant. The loss of interest in speech among girls may be the result of uneven representation of the sexes in the educational material. It is important «... not only the number of references to men and women, but also the sequence of these references... It is interesting to note the extent to which the dialogues of most of the literature studied contain stereotypical gender patterns... in which men talk and women agree, or in which men talk about themselves, but women ask questions about men». Many effects of gender representation occur beyond the will of the authors of the SLL programs, therefore Benjamin Rifkin notes that the systems of development of the SL should be created by a group of authors that includes both sexes [Rifkin, 1998: 217]. The connection between

group dynamics and the motivation of its members was studied as: «... the power of CL (cooperative learning – V.P.) – in small format groups with the interdependence of those students, which causes cooperative and integrative processes». It was in such groups that the average motivation was greatest: «... it seems that CL tends to create group structures ... and a motivational basis, which provides the best conditions for learning a second language».

Since the main reason for the stability of motivation is the orientation towards the process, great importance was given to the presence of problem situations that activate intellectual activity and contribute to the emergence of an emotionally colored cognitive need. In the practice of SLL, it was important not only to identify individually different emotional orientations, but also to independently correct them in accordance with the ultimate goals of SLL and with the intermediate tasks of problem situations. Emotional interest, involvement in joint and collective activities predetermines both activity and initiative in mastering the SL, and the formation of an individual style of speech, etc.

It is extremely difficult to explain the emergence of emotions [Yanyan, 2021], especially the emotions of knowledge. Emotions are in «... a conceptually mysterious place (fascinating place) between the physiological changes that are part of the expression of emotions, and the activity of thinking». Peter Goldie made an attempt to explain the expression of emotions (some of them) as a manifestation of belief, desire, desire (belief, desire, wish). Ch. Izmailov writes about the emotions of cognition that «...subjectively experienced phenomena arise as a result of the synthesis of various types of information in the key areas of the cortex for a given mental function. Synthesis of information is provided by a special organization of brain processes, including the circular movement of nerve impulses through the structures of the brain. In the process of such movement, memory is activated...». The issue of isolating and systematizing human emotions in relation to the specifics of learning, as well as the theory and methodology of emotional regulation of educational activity are described in the work. There are data on the dependence of the emotional characteristics of linguistic statements on the emotional and personal characteristics of the subjects, which indicate that the degree and nature of the emotional coloring of speech depend on the degree of emotional stability, extraversion of the subjects. Without dwelling on the analysis of these data, we note that, for example, the largest volume of speech utterances is typical for introverts with an average degree of emotional stability, and the smallest for extroverts with a low degree of emotional stability. The language utterances of highly stable extroverts have the highest coefficient of emotional

coloring, and the lowest – extroverts of an average degree of emotional stability. In order for emotions to find an «output» in speech, it is necessary «to create an environment that determines what people want to do through language, and absorbs the communication functions of speaking, syntax and culture».

When analyzing an adult's intense SLL, it is necessary to take into account the specifics of his perception, the functioning of thinking and memory, as well as their interrelationships. In a number of psychological problems of bilingualism, an important place is occupied by the problems of perception of information and the problems of adaptation to its perception. Analysis of the difficulty of the period of adaptation of the subjects of perception, overcoming their negative impacts, as well as the search for optimal forms and methods of SSL is aimed at preventing the negative consequences of maladaptation (distress states). We cover these issues in a separate subsection. The study of SL both independently and in a group takes a lot of time and lasts no less than thirty days. Under the influence of various information stressors on the individual, situational anxiety develops, with a complex interaction of cognitive, affective and behavioral reactions. Here is what Jill Neimark writes: «... stress hormones stimulate the heart to work faster and muscle tension; they also affect the neurons in the brain. Memory associated with emotionally loaded information invades consciousness».

Considerable experience in the use of unconscious processes (at the threshold and subthreshold levels) to facilitate and improve the memorization of information has been accumulated by intensive SLL systems. There are various methods of intensifying SLL by managing and using the altered state of a person, which have been used in relaxation, hypno-, rhythm-, suggestopedic methods. It is widely known that the intensive method of the 25th frame uses the features of subsensory perception. But when describing the intensive types of SLL systems in adults, an explanation of the change in processes (perception, etc.) is not given, we believe that there is a connection between the type of perception of information and, at the same time, a specific change in the state of a person.

A lot of data has been obtained on the work of verbal-logical memory and on the specifics of its functioning in the study of SL. It is known that in adults the general meaning of events is retained longer and more accessible than particular details. Dependences of memory efficiency on the total memorization time, boundary effects, heating, Restorf effect, Zeigarnik effect, etc. have been published. In general: «Research shows that retention (information – V.P.) in an adult can be improved through: (1) relearning, (2) understanding new things, (3) building an organized knowledge base, (4) building relationships between new,

and available material, (5) the use of key associations, and (6) the use of mnemonic means such as visual representation, guide words, and rhythm...». The overall success is influenced by: «... total learning time, possible reinforcements, feedback from past material, cooperative learning, a positive atmosphere, questions organizing the material, preliminary familiarization with the material». These data were obtained by L. Wahlberg based on a meta-analysis of a large amount of data, and in his opinion, the weakness of the results of working with such arrays lies in the inability to describe specific types of the best implemented training programs. It is difficult to combine, for example, rhythmopaedia and immersion in the language environment.

However, the accumulated data on various ways to improve the quality and rate of memorization allow us to use them where possible. Thus, a quite accessible method for improving the semantic organization of memory, and organization in meaning resists «decay» for the longest time (B. G. Ananiev, P. P. Blonsky), is the advance organizer method. It was pointed out that without previous preparation for the perception of the material, irritation and resistance to information can develop. The adult must be «rewarded with the confirmation of the facts», otherwise not only time is wasted, but «wrong habits» of knowledge develop. The latest work found on the topic of pre-organizing means indicates that two experiments were carried out before it to determine which previous knowledge improves memory, and by how much. It is proved that pre-recorded questions with possible answers about the significant events of the film, which is then viewed on the SL, are the best «organizers» of the material, although simply having a plan of the film before watching it, an adult remembers the language material better and learns listening faster than without it. This type of ordering of information is widely used.

When perceiving, structuring and memorizing foreign language information and language means, sometimes it is more important to understand special knowledge, the formation of a system of meanings of a language as a cultural and historical education, than advancement in the SLL itself. S. Barry and A. Lazarte: «NK (those who have an idea about the subject, but do not know the language well – V.P.), after reading the text, construct it more accurately and richer in relationships than LK (those who have no idea about the subject, but they know the language better – V.P.)». This necessitates taking into account the preferences of an adult and expanding the knowledge base about a foreign language culture.

D. Shanahan emphasizes that the study of culture in general and literature in particular must find its place in the context of adult SL. Their meaning is determined by: «... (a) the affective power that language itself is endowed with,

and which can be called the urge to learn; (b) the power of the affective element contained in the nature of the symbolic utterance, and hence of metaphor, myth, and literature; (c) the specific ways in which language and literature define culture and affect the personality». A. Meyer conducted a study of the role of the cultural environment and contextual factors in the choice of linguistic solutions. It is remembered better if an adult has a translation of the text into his native language, and not only read it and understood: «In this study, MANOVA showed that adults taking bilingual multiple choice tests with access to sentence-level translation performed significantly better ($p < 0.001$) after a short and long break than adults without this access». The author of this study, C. Grace, believes she has spoken out in favor of the mother tongue in the ongoing debate about its use. The debate continues about the repetition of linguistic structures, the same structures at the level of vocabulary, repetition of words and phrases SL. G. Lozanov completely forbade the repetition of language units, as this removes the mindset. G. Leow experimentally showed that repeated presentation of the same material significantly improves the ability to produce morphological and grammatical forms after 3 and 14 weeks.

The study of the influence of speech rhythms on SLL is within the scope of this work and is discussed in detail in the following sections. It should be noted that the word under certain conditions changes its meaning for a person. Strictly speaking, a word always has a different content, determined by its environment, and already the second repetition changes our attitude towards it as an 'accident' and receives the status of 'regularity'. Linguists say that at the level of a whole text, a detail can become a symbol. In literature an example is given of the forty-fold repetition of the word «lion» in E. Hemingway's story «The Short Happy Life of Francis Macomber», its loss of correlation with the animal, the formation of the meaning «courage» and the qualification of the hero's courage. The word-symbol (rain is misfortune, the sun is nascent love, ...) is characterized by the ambiguity of its uses in different repetitions. Therefore, the repeated use of the same words in the same text, but in different contexts, and the repetition of the whole text, undoubtedly, favorably affects their memorization.

SLL is a systematic formation of actions, therefore, it is a detailed process of the formation of self-control. At the same time, the development of an action that is adequate to the subject content of the concepts that are being assimilated, the formation of a scheme of the orienting basis of the action provides the necessary conditions for its formation. The volitional qualities involved in the process of SL are still little studied, perhaps, while this is due to internal contradictions in the

field of science «Psychology of the willpower».

Among Ukrainian dissertation research, we highlight the work of N. M. Ilyina, which allows us to dive deeper into the historical aspect of the development of speech psychology. At the turn of the century, psycholinguistic dissertations devoted to the study of speech activity were defended (specialty 19.00.01). On the psychology of bilingualism, the works of T. V. Pastrik, N. A. Alfimova, Yu. I. Gulia, Yu. M. Kirilova-Grek, N. A. Vinnichenko.

Analysis of data on the impact on the psychological characteristics of students was comprehensively carried out in the work of N. A. Vinnichenko, where a change in the level of anxiety is established, when constructing a systematized problem-communicative course, which was submitted for defense in the form of a Ph.D. thesis. The study «proves that the proposed course affects such psychological characteristics as self-esteem (becomes more adequate), aggressiveness (significantly decreases) and anxiety (changes character)». This result brings this work closer to ours, where one of the tasks is «to determine the increase in the level of anxiety of the individual, as a condition for the intensification of the development of bilingualism». In the work of this scientist, it is determined that when a student completes a defended course of studying the SL, a student placed in «experimental training associated with satisfaction and enthusiasm» increases anxiety according to Ch. Spielberger and a projective method: personal from 46% to 71% and situational from 29% to 43%, while in the control group, whose general characteristic of the learning conditions is «experiencing one's inability», increased anxiety of students «may be associated with the experience of traditional learning, with its methods of coercion and punishment,» from 53% to 54% and from 34% up to 38%. These results were explained by the student's dissatisfaction with his lack of activity (according to the questionnaire of educational anxiety). Data of this kind are rarely taken into account, because the impact of the processes of mastering foreign language speech on the psychological characteristics of the individual, and not only on speech activity, the formation of knowledge, skills, and abilities is not always studied; and improving the quality and pace of SL learning are rarely seen in a negative light. It should also be noted that there is a trend in choosing «speech activity» as an object of study, which focuses the researcher on considering its own characteristics (tempo, quality), while considering changes in the characteristics of other mental processes remains auxiliary. Understanding this trend led us to the need to expand the subject of our study.

Recently, works have appeared, which examines the relationship between

bilingual development and the development of students' cognitive processes. T. M. Shiryayeva concludes that students «foreign thinking are grounded not on associative links, but on the obviousness of logical thinking». In the work of T. V. Pastrik, devoted to «psychological features of the formation of productive bilingualism among future translators» focuses not only on distinguishing the types of bilingualism, but also on distinguishing the personal strategies of future translators. Here, the relationship between the characteristics of the SL and the states of the personality is singled out as a feature of the bilingual that is necessary for studying: «...there are different special strategies in different special statuses and authorities, in view of which there are effective overshoots, and mutually exclusive duality».

After such a long, fruitful period of study of SL and the search for optimal systems for studying SL, there are still many unresolved, rarely discussed issues that determine the prospects for further research [Ushakova, 2021].

At present, in our opinion, the possibility of building new intensive SLL systems based on the views of prominent Ukrainian psychologists is becoming promising. A. Laktionov's works, f. i., who approves the paradigm of «*Subjectness*» in psychology. For example, in relation to the intensification (optimization) of memory processes, «the replacement of the «subject memory» paradigm by the «memory subject» paradigm involves the formulation and implementation of a number of new theoretical and methodological tasks in the study of mnemonic experience». By A. V. Furman with his students, who at the Institute of Experimental Learning Systems (Ternopil) implements «systemic-thinking approach in the unity of its research, critical, normative and projective functions» in the study of learning, study, and «this theory can be interdisciplinary» with the main by the method of «systemic, more precisely structural-functional analysis».

It is also promising to study SLL based on the views of T. S. Yatsenko on «providing special preparation for fellowship». In this case, it is necessary to determine the need for correction in an adult studying SL «systems of relations by influencing the main structural components of the personality: cognitive, emotional and behavioral». V. A. Tatenko indicates the process of «committing an act», to which SL researchers should first of all pay attention. It is this process that determines the «moral and psychological development of a person as a subject of activity». Such an approach has not been implemented in the study of SLL, so it is also promising. L. Zasekina also asserts the need to take into account the role of the compatibility of language units when building SLL systems [Zasekina, 2007].

The rhythmic compatibility of SL units is currently poorly studied, so the development of such views in this area is also promising.

Thus, by now there are well-developed descriptions of speech development in general and *speech bilingual development* of an adult in particular. The main directions in this area include: 1) studies of the school of A. A. Leontyev, I. A. Zimniaya, where the structure of speech activity in SL is discussed in detail - *activity approach*; 2) studies of the school of T.N. Ushakova, which uses a systematic methodology, and the school of A. V. Furman with the main method of «systemic, more precisely structural and functional analysis» – *systemic approach*; 3) «*subjectness*» *paradigm approach*; and as a singled out group of methods – studies of the school of G. Lozanov – *suggestive methods approach*.

Theoretical analysis of the features of the bilingualism development in the period of adulthood is a specific field of SLL research. In our view it is better determined and is more clarified by using «subjectness» approach because an adult could be better seen as a Self with developed subjectness than a child and a nature of adult (sub-structured or subordinated) «type» of bilingualism.

The formation of bilingualism directly depends on changes in the indicators of mental processes associated with age. An important feature of adult bilingualism is a fundamentally different type of connection between thinking and foreign language speech. This determines the preferred use of methods for the intensive development of SL using altered states of consciousness, the need to pay more attention to phonetics, rather than the semantics of speech. It is likely that an increase in the level of anxiety with the intensification of SLL is more characteristic of adults in connection with verbal and mental activity. But other features of the mental processes of an adult are also determined differently, starting with sensory-perceptual ones that affect SLL. In the studies of the laboratory of B. G. Ananiev, it was found that the general indicators of such perception characteristics as volume, constancy, etc., reaching an optimum by the age of 30, are preserved in adulthood, but due to the internal restructuring of the entire structure of perceptual processes. Some elementary functions deteriorate, but more complex higher mental functions develop in the system of the whole, which is associated primarily with the practical experience of a person. Studying attention in its properties such as volume, selectivity, switchability, stability, etc., the researchers found that the optimum amount of selectivity of attention refers to the 33rd years, the optimum stability of attention refers to the 34th years, while the concentration of attention increases and stabilizes at a higher level after 30 years. With age, indicators of logical memory improve in comparison with mechanical,

auditory – in comparison with visual; indicators of short-term memory become worse.

In the works of T. Ribot and then P. P. Blonsky, the «law of backward development of memory» was formulated, according to which the age-related involutinal dynamics of mnemonic functions is carried out according to the principle from «higher to lower», from «complex to simple», «memory decay proceeds from less organized to more organized». Accordingly, the main thing in the organization and preservation of the mnemonic activity of an adult belongs to the semantic organization of the material, in the establishment of strong semantic connections that counteract forgetting. However, the optimums, peaks of the functional level of thinking coincide with a decrease in the functional level of memory, which, according to B. G. Ananyev, «probably occurs when the accumulation of excess information and the preservation of assimilated information occurs with a certain decrease in the efficiency of «filtering» newly acquired knowledge».

There is a dilemma that is solved in different ways in different schools of SLL: an increased level of thinking is favorable for the systematized organization of the semantic component of an adult's logical memory – exactly the one that «remains the longest» – and is unfavorable for the very process of memorizing the elements of SL.

In psycholinguistic terms, mastering and mastering a foreign language can be both coordinative and subordinative. In coordinative bilingualism, the psycholinguistic mechanism of speaking is a single system of language, within which there is no transformation of one language code into another. With subordinative bilingualism, the mechanism of action is significantly different, since the dominant language system acts as the main one, on the basis of which another system is used. The coordinative type of bilingualism is a form of proficiency in several languages, which is laid down in the period of development of thinking (and, consequently, language), when the language base from different languages becomes the basis for thinking in general. Coordinative bilingualism is most often formed in childhood, and not only formulates, but also shapes thinking. These provisions are based on the statements of L. S. Vygotsky and S. L. Rubinshtein that «external speech is the process of transforming thought into word, the materialization and objectification of thought», and «in speech we formulate a thought, but in formulating it, we often form it».

The study of a foreign language by an adult is the laying of subordinative bilingualism, which is already possible with formed thinking. Its action is

determined to a much lesser extent by the system of thought, and to a greater extent by the rules of code transformation. Due to the fact that the language cannot be decomposed into isolated groups of forms, but is a systemic mechanism in which all levels of the language interact, the main task of learning is not the task of memorizing individual forms, but mastering the patterns of using micro- and macrosystems of language forms, adequately conveying the mental content formed in the system of the original native language. The relationship between the two languages, which ultimately tends to adequate correlations, can only be achieved on the basis of relatively voluminous units of the language, significantly exceeding individual phrases and individual sentences. Therefore, it can be said more precisely that a modern methodology that takes into account ideas about language at the current stage of linguistics should consist of evidence-based recommendations for teaching a foreign language within the framework of textual communication. At the same time, if the cognition of an adult proceeds without understanding the material and establishing strong semantic connections, then it is organized spontaneously, and the dynamics of mnemonic functions cannot be controlled. Any cognition in this sense is better regarded as the formation of folded actions. The process of cognition is considered inseparable from folded, «simultaneous» processes, which is expressed in the emergence of new forms and in a change in the orientation of the subject of perception.

The formation of convoluted actions, in this sense, is such a change in internal structures, when the properties of a cognizable object are perceived as one, or objects are connected in such a way that, paying attention to one of them, others are also realized, and the elements cannot be singled out either sequentially or simultaneously, then talk about perceptual integrity. Examples are the taste of vinaigrette, the image of a quadrilateral, instant intuitive acceptance or rejection of information. At the neuronal level, they speak of detectors that respond not to individual signs of a stimulus, but only to a certain complex. «Detectors of individual stimulus features converge to a higher-order neuron that responds not just to a set of received afferent messages (about individual stimulus features), but to some of their integral formation» A neuron of a higher order, responding to some integrated pattern, does not seem to know what elements it is synthesized from. That is, the simultaneous perception is explained by the use of indivisible perceptual units, and not by the super-speed of the successive process. A new orientation system is formed in the subject, and secondary mnemonic activity, arbitrary in terms of the purpose of memorization, can reduce information to a single image, scheme, feeling. Successive actions are the basis of subordinative

bilingualism. The ratio of simultaneous actions to successive ones increases with age. In the speech activity of an adult, processes of a sequential type predominate, which means that the possibilities for laying down subordinative bilingualism in an adult are provided more by the denoting (annotative) function of the word. Provided and limited, tk. in this case, the assimilation of each unit of EL depends on attracting the processes of attention, thinking (attention can be switched, be involved in other activities).

The formation of coordinative bilingualism in an adult can still be ensured, its basis should be simultaneous actions, and they are provided more by the denotative function of the word. At the same time, the restrictions imposed by attention and thinking are less, the memorization and reproduction of units of the SL is faster, but, probably, there are violations in the semantic organization of memory. At the same time, without comparing the received and available information, the process of cognition can lead to the destruction of internal structures, and hence structures of a higher order to them.

Considering the change in the work of all speech mechanisms when operating with a second language as a second sign system, it is necessary to note their general significance for changing speech activity in the native language and the work of general functional mechanisms. Their relationship is very complex. For example, one can say that the long-term formation of utterances in SL stops the development of the corresponding activity in the native language. Such a phenomenon can only be observed when the mechanisms of activity in two languages are different and is better understood when bilingualism in development is considered. The study of the relationship of languages without a sufficient understanding of the nature of the mechanisms of mastering the second language system is premature, but, in general, one can accept such a general position that «by studying a foreign language, we better understand our native language».

The organization of a new verbal network occurs through semantic and phonetic associative interverbal connections. «Semantic and phonetic associations ensure their orderliness, thanks to which a person can quickly find the right word when producing speech, accept perceived speech, and learn a new language. People with high language abilities use a variety of semantic and phonetic associations when learning». The hemogen for linguistic and psychological research is semantic associations. It has been established, for example, that the impact on a person of a single word causes the co-activation of other words associated with it in meaning (and at a subthreshold level). If the word is at the intersection of semantic sets, then it activates the semantic field corresponding to

the understanding of the meaning of the word (experiment with homonyms). The co-excitation of structures connected in this way with the original word causes additional connections, properties, signs in the human mind. It is also known that semantic and phonetic features are somehow related to each other.

Much less attention is paid to phonetic connections, although L. S. Vygotsky: «Sound and meaning in a word are in no way connected with each other... It is not surprising, therefore, that only the saddest results for the study of the semantic and phonetic aspects of language could come from such a view». But even up to the present moment, the connection between thinking and the phonetics of the word has been studied extremely insufficiently, which has become one of the reasons for its close study in this work.

Differentiation of the SL system from the system of the native language means the formation of new connections between thinking and the two systems of languages. For a child whose thinking is still strongly attached to the sound side of the word, the process of formulating thoughts during learning can occur both using the words of the native language and foreign. The words of the two languages participate in this process «on an equal footing», as synonyms. This type of correlation between thought and two languages is the basis of coordinative bilingualism. An adult with an established relationship between thought and native language, when studying a foreign language, establishes connections in the chain thinking – native language – foreign language, which is the basis of subordinative bilingualism. The relation of two languages in this case obeys the laws of «interpenetration of semantics» according to E. Yu. Artemyeva: «For the first time, it has been experimentally proven that a naturally accepted and easily solved problem is the problem of finding an analogue to an object of one nature of objects, another nature, while analogues are objects that have identical semantic codes...». However, in our opinion, it is the phonetic differentiation of language systems during SLL, the untranslatability of sound streams, the discrepancy between the semantic fields of languages of such denotation that determine the strengthening of direct connections between thought – SL, their coordinativeness, and specifically in an adult. The thought of an adult does not belong inseparably to the word of the native language. The thought may well break away from the native language and begin to operate with the words of the SL. Consideration of a certain functional independence of thinking and speech was given much attention by L. S. Vygotsky, who found that «the beginning of the development of thought and word, the prehistoric period in the existence of thought and speech, does not reveal any definite relationship between the genetic roots of thought and word». From the

definition of the internal relations of thinking and speech as a product of formation, and not a prerequisite for formation, we can talk about the possibility of alienating thinking from the native language and direct connections between thinking and SL. That's what practice says. Even an adult who has gone abroad first uses his native language in the thought process, then only uses the units of SL in speech (subordinatively), and after a while he can already think using the means of SL. Thus, languages are differentiated, although links between them are formed, mechanisms of subordinative bilingualism are replaced by mechanisms of coordinative bilingualism. In the practice of intensive SLL, this should be ensured by the fact that a unit of a foreign language should be a new formation for thought, covering a new semantic field. And the perception of thoughts expressed in SL without translation into the native language, which, willy-nilly, comes out at an advanced stage of possession of SL – fluent reading and full understanding of oral speech uttered at normal speed. The mechanism of quick perception of the text is even more closely connected with thought (coordinatively). Thus, thinking takes possession of new concepts and new operations with them, which are associated with a new formal characteristic of the unit of SL (rhythm, tone, triads), and even which there is no adequate expression in the native language, which ensures further spontaneous formulation of thoughts in SL, if these thoughts will be based on new concepts and operations learned with the help of SL. The most significant reason for the emergence of these phenomena is the direct and very close connection between thinking and the «sound frames» of speech. The relationship of two languages in the case of coordinative bilingualism in an adult obeys the laws of «intersystem transfer» according to E. Yu. Artemyeva, who proposed the understanding of metaphor as the choice of a replacement unit of the semantic code. The use of units of another language in the text of one language is usually used for a more accurate transmission of thought (see, for example, the works of A. I. Herten) and often becomes metaphorical in the usual sense due to the discrepancy between the semantic codes of the two languages. The use of transfers of phonetic units from one language to another in coordinative bilingualism is manifested in a play on words in several languages (see, for example, the works of Nabokov, Joyce).

An important component of the sound frame is the tempo-rhythm and meter, that is, the speed and alternation of stresses in the words of the text. Generally speaking, the tempo-rhythm of speech is directly related to the internal rhythms of a person. In this regard, the expression of L. S. Vygotsky: «Everything that art does, it creates in our body and through our body, and it is noteworthy that such

researchers as Rutz and Sievers, who are mainly concerned with the processes of perception, and not the influence of the action of art, should talk about the dependence of the perception of art from a certain setting of the muscles of the body». The expression of thought in the SL is in some way determined by the original meter with the rhythm of stresses adjusting to it. After all, a thought can be expressed in different words, in the ways of their combinations, with the reduction of articles, endings, etc. Combinations of meter, rhythm of stresses, rhythm of alternations of basic triads determine with the help of thought the actualization of words and phrases. «The creative process begins from birth in a certain given rhythm - the size (iambic, trochee), where the words are already armed with sound repetitions». Thought determines the components of the sound frame and is determined by them. The author quotes Goethe: «Great impressions mysteriously depend on various poetic forms. If the content of many «Roman Elegies» were to shift the tone and size of Byron's «Don Juan», then they would seem seductive».

At the level of sentences and text, relations - thoughts and the sound frame of its expression - undoubtedly play a more important role, because At this level, the final formation of thought takes place. But the tempo-rhythmic features of texts, and even more so the connection between thinking and rhythms, have been little studied. L. Yu. Kulish writes: «The term tempo-rhythm itself, as a single concept, has not yet been found either in methodological or linguistic literature. In the methodical works devoted to the perception of speech, not only the tempo-rhythm but also the rhythm are not even mentioned. In the field of speech psychology, the works of V. A. Artemov, V. A. Vasiliev and some others, in whose works tempo and rhythm are considered as one of the qualities of speech (prosody). It has been established that the pace and rhythm of perceived speech affect understanding; smoothness, abruptness of speech determine the filling of pauses with the sounds «m», «e» and «swallowing» endings. In engineering psychology, the pace and rhythm of speech are taken into account as characteristics of the emotional intensity of the operator's (pilot's) speech. In the psychology of art, rhythm is seen as «a cathartic resolution of the struggle of time with words». However, the disclosure of the connection between thinking and speech from the side of the rhythmic features of speech, and therefore, the disclosure of the patterns of speech actions are now just starting.

The tempo-rhythm of speech is built on the basis of meter (a term from music, but justified by the connection between music and speech) and is used by alternating strong and weak stresses, durations, pauses. The pace of speech is more

determined by emotions, the purpose of the statement, etc., rhythm - by adjusting words to the meter. Because the basis of the meter is periodicity, then rhythm, as a violation of periodicity, is in a relationship of struggle and contradiction with the meter. The periodicity of the meter, its stability, is due to the oscillation of neural structures; patterns of drawings of new words in neuronal structures are already built on the basis of this oscillation and are «blurred» over time. A change in the general periodicity leads to the appearance of a rhythm, a change in the rhythm leads to the appearance of emotions. This manifests itself on a conscious or unconscious level in the perception of speech and is used by poets. «And this feeling of the struggle of time with words, discord, divergence, retreat, contradiction between them is the basis of rhythm». The ability to vary the rhythm is one of the foundations of the mastery of speech. Shakespeare scholars note that the later Shakespeare's tragedy is written, the more sophisticated it is in terms of rhythm. For example, «Macbeth» is one of Shakespeare's plays of the late period, it is characterized by great freedom in the construction of stanzas. The three parts of «Henry the Sixth», on the contrary, contain only a few stanzas, which differ in the rhythm of the arrangement of five stresses (pentameter). Rhythmic variation becomes a special kind of emotional regulation.

As the relationship of rhythm with meter is the struggle of a constructive factor to subordinate, the relationship of meaning with size is an aspect of adjusting thought to words, their rhythmic expression (from the provisions of L. S. Vygotsky). «Based on this contradiction and the struggle of factors, the researchers managed to show how the very meaning of a verse and a single word in a verse changes, how the development of the plot, the choice of image, etc. change under the influence of rhythm as a constructive factor of verse».

The possibility of influencing the speech-cognitive mechanism of a person with specially organized forms of text has been shown experimentally. There were also studies of conditions that favor or worsen the combination of speech operations with motor operations within the framework of the study of speech «interaction» with technical devices, i.e. the combination of the rhythm of speech activity with the rhythm of motor activity due to work in the man-machine systems was studied. The issues of perception of speech rhythms are complex, but still lie «on the surface» and are being investigated. (In contrast to the even more difficult questions of generating speech rhythms). The perception and memorization of speech in the SL from the point of view of the rhythmic organization of speech activity and the intensification of the assimilation of SL units while ensuring the coherence of the relying rhythms of the internal structures (perception, memory,

speech) of a person and the rhythm of perceived and memorized information are considered by us in detail in articles. Questions of the connection between the formulation of thought and the rhythmic codes of units of language in the perception of speech are not amenable to introspection. N. S. Muskhelishvili and Yu. A. Schrader remarks: «However, a «disembodied» image, pure rhythm melodics cannot be directly turned into text. This image cannot be put under reflection without the risk of destroying it and losing it without a trace. Here an important role is played by the effect of spontaneous verbalization, which requires special consideration».

The spontaneity of generating speech in SL is the main goal and final stage of SL, and it is the basis of adult coordinative bilingualism. This is the basis that provides a more effective and natural – at the final stage of study – the type of possession of SL. The rhythm of the units of the SL, along with the rhythm of the appearance of sound complexes, as components of the sound frame of the expression of thought, appear during the formation of thought in a specific problem situation and are always motivated. Their spontaneous appearance in the process of thought formation can be interpreted as the appearance of an independent (from the environment) component of subjective activity, «spontaneity». Here, the spontaneous sound beginning of the formation of thought – and thus the possibility of its formation – acts as a bidirectional process, the random nature of the beginning of which cannot be controlled. Only the accumulation of sound structures of the language becomes possible for control, from which a spontaneous choice occurs for the design of thought in a certain situation. For the intensification of SLL, it is important to know that the perception (its type) and memorization of speech in SL are the basis for the formation of sound (formal) speech complexes. The activation of sound complexes, frames, is a link in the activity of the speech mechanism and determines some of its patterns. Through organized texts, it is easy to ensure the perception of one main triad with a different rhythm of its appearance (Wait until the yellow rains make you sad), with different vowels, in a different rhythm. The transition of triads into related types, the sequence of changes in the rhythm of the verse provide consistent learning, i.e., when the «accumulated» helps to form the «further». In addition to poetry, the principle of sequential assimilation of triads can provide an artificial text specially created for teaching. The prose of the great masters is also quite suitable for these purposes. Flaubert clearly stated the following points: he wants to «give prose a poetic rhythm, leaving it prose», «So much the worse for meaning if it interferes with rhythm». «In Flaubert's books it is not difficult to find a text

more rhythmic than Baudelaire's 'little prose poems'...». There are few such masters (in the words of Brodsky), therefore it is better not to read them before the study of their language on their works has begun.

Calling some actions spontaneous, they are still presented as actions that can be taught. It is fundamentally important to provide conditions for their appearance. The same is written by V. P. Zinchenko about instantaneous actions: «The most important problem is to identify the conditions for the transition from an indirect action to an immediate action, performed in an instant, as if without reflection».

The conditions for the emergence of instant operations, in particular «impulsive mental operations», are as follows: «From the established features of X-intuition (intuitive mental operations with subcircuits that include various knowledge, unlike Q intuitions; Y – intuition – intuitive mental operations, including schematized images – V.P.) important practical consequences are possible: the more a person reads, works, studies (the more he is an expert in his field), the more X appears in him – intuitive constructs...

The spontaneous nature of the formation of thought as a mental operation of generalization is manifested both by the spontaneous nature of the connection between thinking and semantic structures, and by the spontaneous appearance of certain sound frameworks, i.e. phonetic structures. T. N. Ushakova writes that «... the network structure is fundamentally important in organizing the semantic processes of speech. Namely: it is possible that the semantics of a word in a self-organizing speech flow manifests itself depending on which semantic field (node) of the «verbal network» the given word is in» [Ushakova, 2000]. To this we can add: «A possible mechanism of spontaneous verbalization is that a wordless image generates fragmentary phrases that carry semantic associations inspired by the original image-sprout. The image-sprout, as a result, exists in consciousness as a core surrounded by a cloud of verbal fragments, which the subject can voluntarily put under reflection, allowing, on the basis of these fragments, to build a connected text based on the logic (grammar and semantics) of natural language», where verbal fragments mean «non-verbalized sound image».

Formation of thought semantically and phonetically as an intuitive mental operation that depends on experience, changes in the process of learning a certain activity in an abrupt manner. The effect of gradual acceleration of mental activity with an increase in the amount of processed information was noted by engineering psychologists, the effect of improving memory performance with an increase in the number of memorized words was observed in educational psychology. A. N. Orekhov and I. I. Ilyasov explain such phenomena on the basis of their

«mathematized» theory of mental processes: «It seems very likely that a person has some kind of universal constant that characterizes the areas of semantic spaces. As learning and/or gaining experience, the sizes of the regions of the X and Y spaces decrease, and the parameter, called organization in the MST, grows. If organization begins to exceed the value of this constant, then X appears – intuition». That is, intuition appears (jump) at the level of mental operations (and example in [Birch, 2020]).

Spontaneous formation of thoughts, determined by semantic structures, occurs better in the native language than in the SL, unless the knowledge of the SL in one area or another becomes better than the knowledge of the native language. Spontaneous emergence of phonetic structures in SL is less limited by the native language. Therefore, proceeding only from these considerations, in order to stimulate spontaneous verbalization in the SL, it is necessary to pay more attention to the sound combinations of the SL. Since «no human experience (conscious and unconscious) exists outside the schemes of organization», then in order to stimulate the spontaneous formulation of thoughts in the SL, it is necessary to limit the total amount of perception of information in the SL, which is not in strong systemic relationships with the acquired knowledge in the SL. The perception of information in the SL that is not semantically and phonetically related to past experience leads to its spontaneous organization – competing structures, the size of which determines the possibility of their unprovoked actualization. If the semantic and phonetic organization of the SL are weakly interconnected, which may be the result of a decrease in the functional level of consciousness when perceiving units of the SL, then instead of the necessary sound images, when forming a thought on the SL, completely unforeseen and semantically unrelated sound combinations may arise. The limitation is also related to the fact that the total amount of perceived information in the SL should not exceed a certain level to prevent the development of information stress, therefore it is better if all the perceived information in the SL during accelerated learning is organized semantically (one novel) and phonetically (one poem). If an altered state of consciousness is used, then after the stage of introducing information, the stage of its comprehension, structuring should invariably follow. The same, regarding spontaneous verbalization, can be said about the need to limit the perception of information in the native language, the process of formulating a thought in which means the failed process of forming the same (similar) thought in SL.

Before the stage of an abrupt increase in the manifestations of spontaneous verbalization in the SL, the student uses the connections thought – native language

– SL, therefore, translations into the native language during this period must be used; at the stage of the appearance of spontaneous verbalization of thought in SL, it is better to limit the use of translations, because the corresponding native language schemas will be better updated and compete with the SL schemas in this process. The exclusion of the native language during the study of SL is mentioned, although it is not justified and is used only by the «immersion» method. From these provisions, some practical recommendations can be drawn for those who are mastering SL at an advanced stage: do not watch television and do not read literature in their native language, especially in the period between studying the SL and sleep; do not watch TV, video on smartphone if the imaginative sphere is not involved; try to carry out all types of speech activity, including thinking and writing in the studied foreign language; do not suppress, use and get used to the manifestation of spontaneous verbalization of thoughts on the SL, which at a certain time will become the basis of the possession of new language. SLL should be going better with the involvement of poetry, prose, radio, live communication on SL.

The process of forming an interconceptual connection in SL involves understanding the conceptual content of the words used, which, in our opinion, occurs mainly in the «latent» period – the period of perception of a large number of meaningful statements, texts. At this time, an adult intuitively comprehends the fields of meanings of concepts and memorizes combinations of words. For example, in the native (Ukrainian) language, one cannot say «huge hand», but they say «big hand», because the concept of «immenseness» suggests the vastness and uniformity of the subject, which is not in the English concept of «huge», which may well characterize the «huge arm». Thus, at this level, it is necessary to assimilate interconceptual correspondences in SL and establish such semantic connections.

The semantic connection that determines the logic of constructing a sentence is formed at the verbal and grammatical levels of speech functioning. This is the connection between the elements of the sentence, determined on the one hand by the logic of thought, reflecting the logic of events, and on the other hand by the nature of the connection of the verbal network, which is built both on phonetic and semantic features. When teaching (studying) such semantic connections, the system of semantic connections inherent in the word with other words, which can be realized only in a sentence, should be determined. For example, you need to define the duality of the expression «go out with him» and «go out on him» (go out with him, throw him).

The semantic connection between the rheme and the theme in the judgment is carried out in a superphrasal unity. The peculiarities of thought as a subject of speaking should be taken into account in the organization and subject plan of speech activity, this is especially important for professionally oriented courses, choosing a way of teaching taking into account the age group, etc. It should be noted that in the conditions of accelerated SLL it is impossible to have time to create interest in certain features of a foreign culture on which the study is carried out, and to do this before the training itself. Better, but much more difficult to implement, is the approach when a lot of courses with different topics are created, in which the principles of «individualization of learning» are consistently implemented.

Accordingly, it is more reasonable to assert the need to use original texts in the practice of intensifying the study of SL, which always carry the potential for meaning formation, which is the basis of coordinative bilingualism in an adult. It is during the perception of meaning at the level of the text that meaning-forming relations are mainly established on the SL. The same applies to the construction of a detailed statement, since. The specificity of thought as a subject of speaking lies in the fact that it is revealed in the very process of speaking, in the course of establishing all semantic connections, up to inter-conceptual and conceptual ones, and the main condition for the formation of coordinative relations of languages and thinking is the formation of thought on the SL.

The attachment of students to separate, ready-made sentences in SL is an attribute of suggestive methods. «Consciousness bypass» in the perception of the text means «consciousness bypass» in the production of the text. As a rule, if the course of study is not focused on the meaning formation of the text as a whole, an adult learns to express individual judgments that are already fixed in his thinking and in his active vocabulary, without revealing through this any new, any more general thought. And the formation of a new thought is precisely the condition for the «emergence» of new words, and if at the same time the words of the native language (which is suppressed by the SL) do not «emerge», then the necessary units in a foreign language may «emerge». This increases the active vocabulary in SL. The «level» of stereotyping, disconnection, and the overall large number of utterances, according to the results of researchers, increase together, which is more likely due to the emphasis on less work of meaning formation. The level of stressfulness of disparate statements is most likely greater than that of a whole text of the same volume (meaning informational stress). The disintegration of speech activity in SL in this case is naturally masked by better memorization of words and

expressions in SL. Such learning strategies lead to a better (than usual) knowledge of the elements of the SL and a significantly worse production (speaking in a communication situation, writing) of speech in the SL and thoughts in general.

Semantic connections in the text may not be expressed explicitly, forming its presupposition, and clear transitions of themes of thought may not be traced or the entire structure of meaning formation may not be reflected. In the practice of studying SL, one must take into account that the more harmonious and distinct the thought of the text, the easier it is to perceive or define the statement. Again, an argument appears in favor of the differentiation of students of SL, so the relationship between speech activity and the logic of phenomena in educational, professional, and other activities is better ensured.

The mechanism of switching from one sign code to another becomes so complex and developed that its quantitative characteristics develop into qualitative ones, and one can even say that when studying SL, a new speech mechanism is emerging. The emergence of another sign system is not a quantitative, but a qualitative phenomenon, because a whole plan of a new reality appears – a plan of fundamentally new actions, this is also expressed by the appearance of completely new mechanisms of intersystem transfer, comparison, removal of doubt, etc. V. Nabokov in the novel «Luzhin's Defense» shows the irreducibility of various sign systems for thinking. The creation of new mechanisms of speech activity, the use of the same mechanisms by different languages, the creation of some mechanisms from others, their competition and cooperation – all these are new problems of bilingualism in psychology. Isolation of the supporting triads of consonants – stable combinations from which their vowels are built, their variations, and which are at the center of their heterogeneous set - is a process, attention to which by the developers of language learning methods for adults can provide a qualitative intensification of the SLL. It is believed that triads are organized in a network, if a word or phrase with a certain triad is produced by an adult, then after that the probability of selecting words and phrases with similar triads by thought increases. The search for reference triads is carried out according to the principle of economy – as close as possible. When perceiving the text, the first heard (read) reference triads cause co-activation in the memory of words and phrases with similar triads. Further perception of the text, depending on the coincidence / non-coincidence of perceived and co-activated sound complexes, causes positive / negative emotions, reflection of sound complexes in the mind, switching attention, changes in memory.

Highlighting all types of rhythms of speech activity of an adult in the SL,

they can be characterized as «rhythms in superphrasal unity». They, except for the fourth, determine phonetic associations and were defined as sound complexes of speech.

1. Provided by the laws of unfolding phonemic sound complexes – sound texture, modulation of triads with differences in vowel, vowels (less important), consonant (more important), or repetitions of triads, the words themselves, which become key. In RL, these processes are expressed in a regular, motivated actualization of words and expressions in SL, and not in the native language – the most important stage in the study of SL. The processes of fixing the units of SL, training their use are completely different and it is easier to learn them. It can be named as the rhythm of consonant triads and their variations.

2. Tempo-rhythm – the speed of alternation of stresses in the words of the text. Associated with the internal rhythms of a person.

3. Meter – the laws of alternation of stresses in the words of the text. The meter of speech is also directly related to the internal rhythms of a person. The priority of studying poetry is determined, because. in the process of creating a verse, rhythms participate explicitly. «The creative process begins from birth in a certain given rhythm», as well as the process of «emergence» – actualization, generation of speech in the SL. Impressions and thought itself depend on the form of the metrical component of the sound frame as a consequence of the struggle of the meter with the tempo and the «cathartic resolution of the struggle of the meter with the words». The appearance of emotions is explained by bodily changes: disturbances, restructuring of the rhythms of the dominant neural structures. Questions of the influence of perceived rhythms in the production of speech are difficult to study, because are an unreflexible cause of «spontaneous» verbalization. In order to stimulate the spontaneous formation of thoughts on the SL, it is necessary to limit the scope of perception of the SL units that are not in strong systemic relationships (and in rhythm), the large size of competing schemes lead to unprovoked actualization of the SL units.

4. Alternation of semantic components of the text. The semantic order of perception of foreign language information in adult SSL can be provided by strict matrix texts. This order makes it possible to compare it with the rhythm of stresses in sentences and with the rhythms of a person (breathing). Semantic and phonetic networks are closely connected in the perception, reading and understanding of matrix texts. The thought in these texts unfolds taking into account the change in grammar when the state of normal consciousness changes. Reading the matrix text and understanding its meaning leads to deterministic altered states of

consciousness and improved verbal memory.

5. Alternation of tonal characteristics of speech.

Thus, it is substantiated that the organization of a new verbal network and speech activity in the SL occurs through semantic and phonetic associative interverbal connections, but the latter have not been studied enough, especially for the intensification of adult SLL; that the perception by an adult of information in SL that is not semantically and phonetically related to past experience leads to its spontaneous organization and, probably, to informational stress. In the subsection, the types of rhythms of the speech activity of an adult in the SL were identified and characterized. They, except for the fourth, determine phonetic associations and were singled out as «sound complexes of speech».

The chapter summary. 1. By now there are three well-formed psychological descriptions of speech development in general and speech bilingual development of an adult in particular. The main directions in this area include: 1) studies of the school of A. A. Leontyev, I. A. Zimniaya, where the structure of speech activity in SL is discussed in detail – *activity* approach; 2) studies of the school of T. N. Ushakova, which uses a systematic methodology, and the school of A. V. Furman with the main method of «systemic, more precisely structural and functional analysis» – *systemic* approach; 3) *subjectness* paradigm approach; plus, as a singled out group of methods, – studies of the school of G. Lozanov – suggestive methods approach.

After a long and fruitful period of study of SLL in psychology, there are still many rarely discussed issues that relate to bilingualism. First of all, these are the issues of the development of informational stress associated with the intensification of the SLL of an adult and the issues of phonetic associations in SL.

2. Considering the psychological features of the intensification of SLL in adults subordinative bilingualism is being provided more by the denoting (annotative) function of the word. In our view it is better determined and is more clarified by using *subjectness* approach because an adult could be better seen as a Self – with more developed subjectness than a child – and a nature of adult (substructured or subordinated) type of bilingualism. The following subjectness approach theoretical provisions were identified – in SLL an adult creates a plan of fundamentally new actions that are expressed by the appearance of special mechanisms for intersystem transfer, comparison, removal and so on, only in an adult the irreducibility of various sign systems for thinking is manifested. The creation of specific mechanisms of speech activity, switching between them, the use of the same mechanisms by different languages, the creation of some

mechanisms from others, their competition and cooperation – all these are actual problems of adult bilingualism in psychology. The patterns of adult new coordinative bilingualism make it possible to understand the gradual disappearance of internal auxiliary translation, fluent reading in SL, more accurate transmission of thoughts using other languages, competition between two systems of languages, etc. The separation of an adult's thought from the native language and operating SL provides an unique opportunity to study the relationship between thinking and speech (in general). Their traditional study in the genesis of thought (in childhood) thus is conceptually limited.

3. It is substantiated that if cognition proceeds without clear awareness of the material and the establishment of strong semantic connections, then it is organized spontaneously. At the same time, while better memorizing the units of SL, in an altered state of consciousness an adult faster develops informational stress. Thus, the need to study these features of the intensification of SL in an adult is singled out. The identification of these features determines the need to take into account the parameters of the informational load, to identify the patterns of informational stress with the acceleration of the development of bilingualism, as well as the positive and negative consequences of changes in the dynamics of the development of bilingualism in an adult with a change in his functional state.

4. Issues of phonetic associations – that are more important in subordinative SLL – were defined. With the development of adult bilingualism these prosodic associations come to the fore. The types of speech sound complexes were characterized for SLL. They include: 1. Rhythm of consonant triads and their variations. 2. Tempo-rhythm – the speed of alternation of stresses in the words of the text. 3. Meter – the laws of alternation of stresses in the words of the text. 4. Alternation of semantic components of the text. 5. Alternation of tonal characteristics of speech. Knowledge of the peculiarities of phonetic connections in SL is providing a basis for finding new ways of intensifying the bilingual development of an adult.

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SUBJECT-OBJECT DETERMINERS IN THE SEMANTIC ASPECT OF THE MODERN UKRAINIAN LANGUAGE

Суб'єктно-об'єктні детермінанти у семантичному аспекті у сучасній українській мові

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Introduction.

In the content aspect of the sentence, as a communicative unit, the connection between language and thinking is clearly expressed. This causes, when studying the content aspect of the sentence, on the one hand, the appeal to the concepts of logic, and on the other hand, the correlation of linguistic categories with the facts of extralinguistic reality. The concept of the «substantive facet of the proposal is very broad». The content of the sentence not only reflects the connection of language to thinking and reality, but it also intersects and interacts with nominative, communicative, expressive, and other functions [Zaghnitko, 2014].

1. Communicative functions of subject-object determiners.

The process of forming a sentence begins with the speaker's desire to communicate some thought to a real or potential interlocutor. The speaker selects for this «the structural scheme of the sentence they need, determined by the degree of articulation of thought, fill this scheme with the necessary vocabulary and actualize one or another structural-semantic component of the sentence (one or more)» [Zaghnitko, 2014]. Therefore, a special position in the hierarchy of aspects of the sentence is occupied by the communicative one. The purpose of the

statement determines the choice of the functional type of the sentence, that is the planned realization of certain semantic components. Thus, the communicative aspect illuminates the very first stage of thought formation and accompanies all stages of sentence formation, it influences «the formation of structural and especially semantic properties of the sentence» [Zaghnitko, 2014] and is reflected in its actual division.

The theory of actual division as a special area of linguistic research emerged in the 1920s and 1930s 20th century, although many of the theses taken as a basis for the study of this phenomenon were put forward by F. I. Buslaev, F. F. Fortunatov, A. Weil, Sh. Bally and others.

Modern researchers most often relate the history of the formation of the views underlying the theory of actual division to the work of A. Weil «Word order in ancient languages compared to modern ones» [Weil, 1869]. The idea of a binary semantic division of the sentence, expressed by A. Weil, later became fundamental for a significant part of the work on actual division, however, the semantic elements into which a sentence is divided are defined differently by different researchers. Most often these are theme / rheme, given / new, known / unknown, definite / indefinite, psychological subject / psychological predicate, semantic subject / semantic predicate, defined / defining, presupposition / assertion, subjectum / dictum, topic / focus, topic / comment, and some others.

Czechoslovak linguists V. Mathesius, Fr. Travnicek and V. Ertl contributed significantly to the formation of the modern sentence division as a separate field of investigation. The term «actual division» belongs to V. Mathesius. He also suggested a binary division of the sentence into the «basis» and the «nucleus» and considered the interaction of these elements as a «functional (communicative) perspective of the sentence». According to the concept of Mathesius, what is known, or at least can be easily understood in a given situation, and what the speaker bases on is expressed by the theme (basis), and the rheme (nucleus) expresses what the speaker reports about the basis of the utterance. The theme, according to Mathesius, does not convey new information but is mainly a necessary element in the connection of the sentence with the content [Balli, 1955]. However, as noted in the Linguistic Encyclopedic Dictionary, «Mathesius's thesis on the obligatory clarity of the topic is weak, because the theme and rheme have only a lexical verbal meaning, and information is created by their dynamic combination, by the entire proposition. The topic is often determined by the content of the preceding sentence. However a previously unmentioned denotation can also serve as a theme, and a denotation that has been mentioned, but used

predicatively, as something that is stated about the theme, can turn out to be a rheme» [Zaghnitko, 2014].

There are several theories of communicative division based on the concept of the heterogeneity of the object under study.

V. Mathesius outlined the distinction between «given» / «new», on the one hand, and what he called the basis and nucleus, on the other, that is, «the starting point of the message and what the author of the speech says with these points» [Balli, 1955]. However, such a distinction is not made consistently, and later V. Mathesius abandons it. Apparently, «Mathesius considered the opposition of the initial and subsequent as purely formal, essential only for the «linking» of the text» [Zaghnitko, 2014].

In the works of other representatives of the Prague school, namely E. Benes and F. Danesh, a meaningful interpretation of the relationship between the initial and the subsequent is outlined. In general, these concepts are not defined but are explained with examples. Thus, interpreting the sentence «Prague is the capital of Czechoslovakia», E. Benesh writes that here a certain property «to be the capital of Czechoslovakia» is attributed to its bearer. On the contrary, in the sentence «the capital of Czechoslovakia is Prague» the bearer of the property is attributed to the property. Hence, «the relationship between «known / new» and «theme / rheme» was not quite clearly revealed. In addition, the unification of the oppositions «theme / rheme» and «given / new» was facilitated by the fact that F. Danesh still connects the concept of rheme with the expression of the new: the rhematic group, in his opinion, necessarily includes the new, although the theme can also express both the new and known information» [Zaghnitko, 2014].

Probably, as a result of all this, the offered meaningful interpretation of the relationship between the initial and the subsequent remained virtually unnoticed by other researchers. Thereby, M. Halliday does not at all consider those meaningful connections that exist between the initial and the subsequent, although probably it is in his works that the suggestion about the existence of two different phenomena described by the oppositions «theme / rheme» and «given / new» is most consistently put forward. The second opposition constitutes the informative structure of the utterance. This distinction is also accepted by J. Lyons, who at the same time did not necessarily connect the idea of the theme with the first position in the statement [Zaghnitko, 2014].

A description of this issue can also be found in I. I. Kovtunova. The terms «given» and «new» are often used in the same sense as theme and rheme. However, if these words are given a literal meaning, that is, if by «given» it is

understood something known from the immediate context or suggested by the context, and by «new» something new, not mentioned in the previous context, then it is easy to find that the concepts of «theme» and «rheme» do not coincide with the concepts of «given» and «new» [Vejl', 1869].

In practice, the theme often denotes the given, and the rheme denotes the new, but it is necessary to take into account all possible cases of discrepancy between these categories, since «the concept of the theme is in one respect wider than the concept of «given», in the other respect it is narrower» [Vejl', 1869].

«Given» is something known from the consituation, named in a previous context, or predetermined by the consituation. For example: *U mori kolo selyshcha lezhyt' velykyy hranitnyy valun. Na n'omu shche davno rybalky vysikly napys: «Na z-hadku vsim zahyblym u mori» (L. Riznyk); Staryy nezadovolenyy kit. Yomu nichym ne mozhna dohodyty (B. Sushyns'kyy).*

In practice, the theme of an utterance very often denotes the given. But it must be considered that the theme of the statement can also be unknown, new to the reader or listener. The beginning of the narration, a chapter, or a paragraph is often new, and for some authors, entire passages of the text are constructed in such a way that the theme of each sentence denotes the new.

On the other hand, the concept of the theme is a narrower concept than the concept of the given. The elements of the given in a sentence in some cases play an essential role in its actual division, although in other cases they turn out to be indifferent to the actual division. For example, the elements of the given, being dependent components of the phrase that makes up the rheme, may not play any role in the actual division, since the rheme as a whole contains a new part of the message: *YA z tsikavisty podyvyvsya na n'oho zi svoeyi zasidky (V. Solohub).* Consequently, the role of the given in the actual division depends on the place of the elements of the given in the syntactic structure of the sentence.

The rheme can completely denote the given. For example, the composition of an utterance can be given or known, and the communicative purpose of the utterance is only to confirm or deny an already known fact.

For the communicative task of each statement, first of all, the specific relationship that is established in it between what is being said (rheme) is important. But what is being said need not necessarily be known, and what is said need not necessarily be unknown. In the strict sense of the word, the relation between theme and rheme in every utterance is new. It is this attitude that constitutes the communicative goal of the utterance. Therefore, in itself, the rheme can mean something not new.

Thus, a theme does not always coincide with the given, and a rheme with the new. «Between these concepts, there is an almost frequent correspondence, but not a fundamental identity» [Vejl', 1869].

The given and novelty are reflected in the lexical composition of the sentence. There are special categories of words expressing the given – personal and demonstrative pronouns, proper names, and common nouns that name a specific individual or object.

In this study, the actual division of a sentence is understood as «the division of a sentence in the context into the original part of the message – the theme (given) and what is asserted about it – the rheme (new)» [Zaghnitko, 2014].

The theme is the subject of the message. The second part of the statement, containing what is reported about the topic, the rheme, «contains the main content of the message and is the communicative center of the statement» [Vejl', 1869].

The rheme as a communicative center of an utterance must necessarily be expressed in a sentence. A sentence without a rheme is not possible. The theme that is denoting the given may in some cases be omitted [Vejl', 1869]. In the Ukrainian language, there is a type of statements with a «zero» theme – so-called «undivided» statements.

The actual division is made out by a different word order. The meaning of the sentence and its communicative purpose turns out to be different with a different word order. The nature of the question to which the sentence answers clearly reveals this semantic difference, or, in other words, the difference in the actual division of the sentence.

It follows that the word order in the Ukrainian literary language serves to express the actual division of the sentence. The relation between word order to actual division is the relation between form and function. Therefore, it is necessary to study these two types of phenomena in close connection with each other. The direct order the *theme* – **the rheme** prevails and is called progressive, objective, non-emphatic. The reverse order, that is **the rheme** – *the theme*, is called regressive, subjective, emphatic, although the latter is not always determined by the targets of emphasis.

The placement of determiners, as well as the location of the main parts of the sentence – the subject and the predicate, obeys the rules dictated by the laws of the actual division of the sentence.

I. In objective word order:

1. Subject-object determiner – the theme is in the first place, before the rheme. For example: *U bat'kivs'komu domi zalyshylas' atmosfera hostynnosti ta*

pryvitnosti (O. Zyma); *U yoho slovakh* vyrazno zvuchav i inshyy zmist, vid yakoho Mariyu obdavalu sukhym zharom (R. Fedoriv); *U moyemu zhytti* buv dyvnyy period (R. Fedoriv); *Sered nykh* bulo bahato znayomykh oblych, lyudey vidomykh ne til'ky meni (N. Kovalyk); *U vsikh* svoiy sprav (N. Kovalyk); *Meni* stalo teplo ta spokiyne (N. Kovalyk); *Cherez tse u nas* kil'ka dniv shla raspriya, vyhrav Toshka pari chy ni (O. Zyma); *Yiy* potribna robota spokiyne, tvorcha, z tykhoyu radistyu (O. Zyma).

If the speaker reports what event occurs under given, known circumstances (that is, in a given place, at a given time, under certain conditions, etc.), then the actual division of the sentence is as follows: the theme – a subject-object determiner, the rheme – a predicate or predicate + subject.

The word order in these sentences is as follows: determiner – predicate + (subject).

The predicate together with the subject constitute an indivisible rhematic complex that indicates some integral fact, event. The predicate in such a rheme necessarily precedes the subject, as in undivided statements. For example: *U vukhakh* pochavsya dzvin (O. Zyma); *Na hlazakh* z'yavyls' sl'ozy (O. Honchar); *U moyiy kroyi* teche haryacha struya (R. Fedoriv); *U nas* sklalysya dobri stosunky (YU. Shcherbak); *U n'oho* bula svoya istoriya (N. Omel'chenko); *Tsiy* istyni *Dzhona Dona* trysta rokiv (L. Riznyk); *U domi titky Hrani* skoro z'yavylasya zhyvnist' (L. Zabashta); *Vid n'oho* nezminno vykhodyly duzhe aktyvni robochi toky (R. Fedoriv); *Meni* stalo yakos' niyakovo, i ya pishla zasmuchena. (N. Omel'chenko); *Tobi* tak lychyt' odyah kozaka (L. Zabashta).

Actual division scheme:

determiner – **predicate** + (**subject**)

theme *rheme*

If in sentences with an initial determiner reporting what happened under given circumstances (under given conditions) or in relation to a given subject, the subject is expressed by the indefinite pronoun *someone* or *something*, then the determiner is not followed by the «predicate + subject» group, as usual, but this is a pronominal subject + predicate. For example: *Za stinoyu* khtos' zaspivav (B. Sushyns'kyi); *Znyzu* shchos' hromykhnuło (R. Ivanychuk); *Za toboyu* khtos' pryshov (YU. Shcherbak); *Za mene* khtos' vidpoviv (N. Kovalyk); *U susidniy kimnati* khtos' chytav virshi (R. Ivanychuk); *U Tetyany* khtos' z'yavyvsya (L. V. Zabashta); *V sertsy* shchos' kol'nulo (N. Kovalyk).

The preposition of the subject – an indefinite pronoun in relation to the predicate in an undivided complex, conveying information about a holistic event,

fact, is explained by the fact that an indefinite pronoun is not very informative. Sometimes it is absolutely eliminated, and then there arises a series of two statements that have a different grammatical structure, but perform the same communicative task – to tell what event takes place in given, certain conditions (or in relation to a given subject). For example: *Za stinoyu khtos' zaspivav* (K. Motrych). – *Za stinoyu zaspivaly; Znyzu shchos' hrokhnulo* (YU. Shcherbak). – *Znyzu hrokhnulo; Za toboyu khtos' pryyshev* (N. Okolitenko). – *Za toboyu pryysly; Za mene khtos' vidpoviv* (L. Zabashta). – *Za mene vidpovily; U susidniy kimnati khtos' chytav virshi* (N. Kovalyk). – *Za susidnim stolykom chytaly virshi; V sertsy shchos' kol'nulo* (N. Kovalyk). – *V sertsy kol'nulo*.

2. A subject-object determiner may be the first part of a complex theme (or the first theme), if the second part (the second theme) is either a subject or a subject-object determiner that indicates the person or the subject being reported. For example: *Dlya mene slovo Antona Petrovycha **zavzhdy** **bulu** **zakonom*** (N. Omel'chenko); *Pro vse vin **hovoryv** **po-svoyemu** i tak, shcho tse zapam'yatovuvalos' na vse zhyttya* (L. Riznyk); *V sertsy shchos' **vorukhnulos'** i **obirvalosya vazhkym tyaharem*** (N. Kovalyk).

The sentence is divided into a complex theme and a rheme if the theme of the message is a person (object) included in any setting or situation, and the purpose of the statement is to report what happens to this person (object) in this situation (under certain conditions). The complex theme (in essence, to themes can be discussed) includes not only an indication of the situation (conditions, time, place, etc.), but also the name of the subject of a speech or the sign barrier. Consequently, when the subject is located after the determiner that begins the sentence, this subject necessarily acts as a topic, and the message about the action, state or attribute of this object or person becomes the rheme. The actual division in these cases is as follows: the determiner together with the subject (or the second determiner) constitutes a complex topic, and the predicate is a rheme.

The word order is as follows: determiner + subject (second determiner) – predicate. For example: *Z velykymy nachal'nykamy Karpu Ivanovychu **hovoryty** **ne dovodylosya*** (YU. Shcherbak); *Nishcho tut ne nahaduvalo pro Aziyu, i vid ts'oho meni **bulu** **chomus' lehshe pysaty pro neyi*** (B. Sushyns'kyi); *Vid tsiyeyi kartyny Karpu Ivanovychu **stavalo nudno*** (YU. Shcherbak); *Éks-pilotu Losevu tsi yamy **podobalys'**, i shche, smishno komus' pryznatysya, podobalys' atraktsiony u vyhlyadi «virazhiv» ta inshoho* (I. Nemirovych); *Spochatku meni robota **davalasya z trudom*** (V. Chukhlib); *Meni tse **ne spodobalos'*** (V. Chukhlib). *U sertsy motyv **vzhe brynyt'*** (L. Zabashta); *A to u sertsy **znenavyst' pala**, i ya svit za ochi pishla b*

kudys' po svitu, shchob ne zitknulasya lyuds'ka khvala dushi moyeï (*L. Zabashta*).

With this word order, personal pronouns or proper names very often act as the subject. This is due to the fact that the subject of speech or object (the sign bearer) is already known to the speaker, and often to the addressee of the speech, has already been named before or became known from the situation.

Actual division scheme:

determiner + subject – **predicate**

theme1 theme2 **rheme**

Let's compare two sentences:

1) *Pered zasidannyyam kafedry zatelefonuvav Bekhtin* (*YU. Shcherbak*);

2) *Pered zasidannyyam kafedry Bekhtin zatelefonuvav*.

In the first sentence, the word order scheme according to the actual division is as follows: determiner – predicate + subject.

In the second sentence, the scheme of actual division and word order is different: determiner + subject – predicate.

A different word order forms a different actual division according to the different target setting of the speaker: in the first case, he reports *what happened* before the meeting of the department, and in the second, *what Vekhtin did* before the meeting of the department. Therefore, both sentences given here are true, but for different situations, in other words, the context in which these sentences can be found will be different, for example: 1) [YA zbyravsy na zasidannyya kafedry] *Pered zasidannyyam kafedry **podzvonyv Bekhtin***; 2) [Uchora my pro vse domovylys' z Bekhtynym ta vyrishyly zustritysya, ale] *pered zasidannyyam kafedry **Bekhtin podzvonyv***.

It is the context, characterizing the situation of using a particular sentence, that determines the variant of the actual division and word order that should be used by the speaker (writer).

3. Subject-object determiner – rheme is postpositive in relation to the theme. For example: *Bil'she ne zustritysya nam z nym* (*N. Omel'chenko*); *I vlovyv yakus' nizhnu dyvnist' u yiyi pohlyadi* (*N. Omel'chenko*); *Vin hlyanuv na mene morozno-kholodno, i ya pobachyv myttyevyy spalakh nenavysti y pohordy v yoho ochakh* (*R. Ivanychuk*).

If the speaker (writer) wants to clarify any fact by pointing to the person with whom the action takes place, his place, reason, time of implementation, etc., then the actual division of sentences is as follows: the entire composition of the sentence, excluding one of the determiners is a theme and contains an already known fact, and this determiner is a rheme, it reports the main information as a

clarification of this fact.

The word order in such sentences is characterized by the fact that the determiner, which acts as a rheme, is always at the end of the sentence. For example: *Pry ts'omu spohadi shchos' nepryyazno zavorushylos' u yoho dushi, i vin raptom zrozumiv: yoho nepokoyit' rozmova z odnokashnykom* (V. Solohub); *Zalyshayet'sya vse, shcho bulo svyato dlya nashykh didiv, dlya nas* (K. Motrych); *Cholovik tsey zdavsya znayomym Karpu Yvanovychu* (V. Solohub); *Vydno zhinky ydut' za mors'koyu klasyfikatsiyeyu u tebe* (V. Yavorivs'kyi); *Nastya potyahnulasya rukoyu, shchob pohladyty syna po holovi, yak zavzhdy tse robyla v khvylynu prymyrennya, ta Mykola vidsakhnuvsya vid materi y vidchuv nezrozumilyy pekuchyy bil' v hrudyakh* (O. Zyma).

Actual division scheme:

The whole composition of the sentence, excluding determinative member	this determinative member
<i>theme</i>	rheme

Since the theme in sentences of this type usually consists of several parts of the sentence, it is possible to rearrange them within the theme, always keeping the final position behind the determiner, which is a rheme. The communicative meaning of the statement does not change, although the stylistic coloring may change. For example: *I vlovyy yakus' nizhnu dyvynu u yiyi pohlyadi* (V. Solohub). – *I yakus' nizhnu dyvynu vlovyy u yiyi pohlyadi*; *Vin hlyanuv na mene morozno-kholodno, i ya pobachyv myttyevyy spalakh nenavysti y pohordy v yoho ochakh* (R. Ivanychuk). – *Myttyevyy spalakh nenavysti i pohordy pobachyv ya v yoho ochakh*.

The sentences described in this section can be complicated by a prepositive determiner as part of a theme. For example: *Meni daly mistse u saloni na oblizlomu kleyonchatomu dyvani* (N. Omel'chenko); *Pislya rozmovy z synom vidlyahlo na dushi* (R. Fedoriv); *Vchora tsi dumky shche krutyls' u holovi* (YU. Shcherbak); *Til'ky vrantsi polehshalo na dushi* (N. Kovalyk).

II. The subjective word order (inversion) occurs when the logically consistent, «objective» development of thought from the initial to the reported, that is, from the theme to the rheme, is violated [Vintoniv & Bajurova, 2020].

Word order can be broken in two ways:

1. The direct order is reversed, where the rheme precedes the topic. Schematically, the reverse word order can be represented as follows: R – T.

Sentences built according to the scheme:

Determiner – **predicate + subject**

theme **rheme**

Reverse word order will be represented by the following options:

1) **predicate + subject** – determiner

rheme theme

For example: *Ale zalyshylas' bil' u samomu sertsy* (O. Honchar); *Utvoryuyet'sya atmosfera blahopoluchchya u neblahopoluchnykh sim'yakh* (YU. Shcherbak); *Vysokhly sl'ozy na shchokakh* (N. Kovalyk); *Z'yavylys' sl'ozy na ochakh* (N. Kovalyk).

2) **subject + predicate** – determiner

rheme theme

For example: *Tse bulo nayvazhchym dlya n'oho* (L. Riznyk); *Vony oznachayut' bezmezno bahato dlya mene* (N. Okolitenko); *Talanovyta molod' pryshla u nashi teatry* (O. Honchar); *Strashna dumka spalakhnula u moyemu mozku* (N. Omel'chenko); *Tryvozhe khvylyuvannya poshyrylos' po vs'omu domu* (V. Solohub); *Novi idei vzhe roilysia v holovi* (O. Honchar).

In one-member sentences, with the reverse arrangement of the components of the actual division, the preposition of the main member and the postposition of the determiner can be observed. For example: *Duzhe pohano bulo Karpu Ivanovychu* (YU. Shcherbak); *Sumno bulo vdoma* (V. Solohub); *Tosklyvo yakos' na dushi* (L. Riznyk); *Tyazhko na sertsy* (I. Nemyrovych); *Shumyt' u holovi* (O. Honchar); *Soromno pered lyud'my Serhiyu* (N. Kovalyk).

Inverted word order can also occur when the theme and rheme do not change places, but the predicate + subject sequence in the rheme is violated.

Schematic of this option:

determiner – **subject + predicate**

theme **rheme**

For example: *U n'oho ruky tremtily* (B. Sushyns'ky) (Porivnyayemo: *U n'oho tremtily ruky*); *U nykh shchoky byly zalipeni snihom* (YU. Shcherbak); *U mene ochi zakryvayut'sya* (N. Omel'chenko); *U mene druh z'yavyvsya* (K. Motrych); *U mene zhyttya ne sklalos'* (R. Fedoriv); *Hlukho khrusnuly suhloby, do lytsya krov prylynula i ozvalasya davkym bolem u skronyakh* (N. Kovalyk).

Inversion gives these statements the expression of colloquialism.

In sentences that are built according to the scheme:

the entire lexical composition of a sentence, besides some secondary determinative member – **determinative secondary member**

theme **rheme**

the reverse word order occurs when the rheme is transferred to the beginning of the sentence. The secondary member – the rheme – is emphasized by emphatic stress.

Compare: [Kudy vy pospishayete?]

a) – *My pospishayemo na zbory* (L. Riznyk). (The word order is objective, direct; the statement is stylistically neutral);

б) – *Na zbory pospishayemo*. (The word order is inverted, reverse; the statement is expressive).

2. Direct word order changes to distant, in which parts of one component of the actual division (parts of the theme or part of the rheme) are separated from each other by the second component of the actual division. Schematically, the distant word order can be denoted as follows: R – T – R.

Setting the determiner – the theme – in the middle of the sentence creates an inverted word order with a distant location of the components of the rheme, for example: *Pal'tsi u n'oho tremtily* (N. Omel'chenko); *Koalitsiyi na kafedri khoch i vynykaly ta pomyrally ne kozhnoho dnya, ale protses transformatsiyi buv permanentnym, tobto bezperervnym* (V. Solohub); *Ale til'ky maynula u n'oho dumka pro tse, vin z usiyeyu rishuchisty pohnav dumku het'* (V. Yavorivs'kyi); *A inodi, ne ziznayuchys' sama sobi, kolysala v dushi zazdryst'* (N. Kovalyk); *Nu, ta khto yoho znaye, shcho lyudyna v dushi nosyt'!* (N. Kovalyk).

As a result of the research on subject-object determiners in the communicative aspect, it was found out that these units in the process of actual division in the objective word order can act as the theme, occupying a preposition in relation to the rheme expressed by a predicate or an indivisible complex predicate + subject. Also, the subject-object determiner can be the first theme, together with the subject (or the second determiner) – the second theme – a complex topic and be in preposition next to the predicate – the rheme. The subject-object determiner can act both as a rheme and be in a post-position.

In the subjective word order, the subject-object determiner in the role of the theme occupies the postposition, while the determiner – the rheme is in the preposition.

Setting the determiner – the theme in the middle of the sentence also creates an inverse word order with a distant location of the components of the rheme.

Apparently, the location of the determining members can be considered normal not only at the beginning, but also in the middle, and at the end of the sentence. However, such positions are atypical for this type of sentence. The analysis of the factual material shows that the vast majority of cases where the

determinative member is located at the absolute beginning of a sentence. The initial position is stylistically unmarked, not related to the actualizing of certain speech segments or a special communicative purpose. However, the determiner can change its place «under the influence of the rules of word order, which are determined by the actual division of the sentence» [Vojcekhovska, 1969: 158].

Thus, the characteristic and predominant position of subject-object determiners in the modern Ukrainian language is the position at the absolute beginning of a sentence. The main communicative function of the studied units is their use as a theme.

2. The role of subject-object determiners in the modal-nominative plan of expression.

One can notice the similarity between the phenomena of the actual division of the sentence and the modus-dictum. However, in our opinion, they cannot be unified. The theme and rheme reflect the communicative essence of verbal communication, they represent the starting point of the statement, that is, what is known in a given situation (theme), and the nucleus of the statement, that is, what the speaker reports about the basis of the statement (rheme). The division of the statement into dictum and modus is based on a comparison of objective and subjective meanings [Ghrozjan, 2018].

The specificity of the sentence as the main syntactic unit is manifested in the complex of obligatory subjective meanings in which the communicative intention is realized and the attitude of the speaker to the fragment of reality displayed in the sentence is conveyed. The speaker, first of all, actualizes the objective content conveyed in the sentence, that is, «binds» it to the situation of speech, and also fills the sentence with other obligatory subjective meanings.

Modus and dictum require consideration «directly in terms of nominative derivation, that is, the nomination of an event, fact or situation of reality in close connection with the process of grammatical structuring» [Danesh, 1964]. The analysis of modus and dictum in the structure of a sentence through the prism of the communicative activity of speakers is directly related to the theory of syntactic nomination.

When determining the informative-referential content of a sentence, it is necessary to take into account the role of subjective-pragmatic factors associated with the personality of the speaker. It is «through the communicative-pragmatic

intentions of the speaker on a generalized representation of the actual object of speech that the meaning of identifying or characterizing this object is projected on the part of the speaker» [Danesh, 1964]. Thus, in the content of the sentence, two plans of expression are formed – nominative-representative (dictum) and modal-communicative (modus), which have different, but at the same time correlated ways of expression in the language.

Taking into account all of the above, it is considered appropriate to designate the modus / dictum division of the statement as a **modal-nominative aspect**.

The analysis of modus and dictum in the structure of a sentence «makes it possible to gain a deeper understanding of the originality of their systemic organization, to determine the features of grammatical semantics, potential, functional and stylistic possibilities» [Danesh, 1964].

In the linguistic interpretation, the term «modus» has undergone many changes, Sh. Bally himself did not clearly define the essence of this concept, but limited its structure to two components – a modal verb (thoughts, the expression of will, sensory perception) and a modal subject [Ghrozjan, 2018]. This has led to conflicting interpretations of the term. So, in the concepts of N. D. Arutyunova and T. B. Alisova, modus is used to denote subjective-modal or modal-evaluative values [Zaghnitko, 2014]. O. V. Trunova, going by the meaning of the word «modus» in Latin, considers it primarily a way of introducing modality into a sentence. The interpretation of the mode by E. Benvenist is interesting. According to his concept, the whole complex of subjective relations of the phenomenon reflected in the sentence to reality is defined as modus [Zaghnitko, 2014].

T. V. Shmeleva interprets modus as «a complex of such subjective meanings that the speaker can and must express when entering into one or another mode of communication and becoming the author of statements built according to the laws of a given language» [Lajonz, 1978].

Most researchers believe that the concept of mode combines a fairly large range of meanings, the common feature of which is subjectivity: the focus is on the speaker and his attitude to what is being discussed in the sentence.

The expression of the dictum is based on the content similarity of correlative forms with differences in the method of nomination, structuring the content. At the same time, it is very important to take into account the communicative-pragmatic intentions of the speaker, given that the meaning of a language unit, «sign information» is made up of «meaningful, stylistic, expressive and configurative features» [Ghrozjan, 2018].

Covering the dictum in the semantic structure of a sentence «requires that

three main aspects to be taken into account:

- significative, the meaning of a linguistic sign as a unit of nomination;
- referential, meaning that is acquired in the context of speech;
- communicative-pragmatic meaning, which is added to the main propositive meaning» [Zaghnitko, 2014].

The first aspect is related to the concept of dictum, which reflects the general meaning of the sentence (its conceptual base). The second aspect combines the semantic analysis of the sentence with the situation of speech, the context and the referential correlation of its parts. In the communicative-pragmatic aspect, such phenomena as the purpose of the message, communicative tasks, the intentions of the speaker, actual division, etc. are considered. Therefore, «when analyzing the dictum in the semantic structure of a sentence, it is necessary to take into account semantic factors, formal means, and pragmatic ones that provide a communicative act» [Danes, 1964].

The dictum relations in the sentence are established as a result of the variable linguistic semantic interpretation of conceptual categories (referents). Hence, «dictum forms the informative-referential content of the sentence and is a constructive carrier of objective meanings, a reflection of objective reality» [Danesh, 1964].

In linguistics, dictum is most often called that part of the sentence that conveys the main content of the message [Ghrozjan, 2018; Matezius, 1967; Zaghnitko, 2001].

The syntactic distinction between *modus* and *dictum* was proposed by N. D. Arutyunova. Analyzing proposals «*Dumayu, shcho vzhe pizno*» she notes that its main part is *modus*, and the subordinate part is *dictum* [Matezius, 1967]. The dictum in a certain way refers to reality, that is, it contains a certain modality, which is most often called objective.

Similar observations are presented by L. Y. Maksimov, who, comparing sentences, notes that «In the first case, the combination «*Vin dumav pro pohodu*» and «*Vin dumav, shcho zavtra bude harna pohoda*», expresses an objective attitude», while in the second one «the main part, which correlates with the subordinate clause, gives a modal characteristic to the message in the subordinate clause» [Zaghnitko, 2014].

M. I. Cheremisina and T. O. Kolosova define dictum «as the main message, the referent of which is the state of affairs in the reality that is expressed in speech» [Rusanivskyj, 1988].

Exploring the semantic-syntactic structure of the sentence in the modern

Ukrainian language, A. P. Zagnitko believes that the dictum is the nominative aspect of the sentence [Zagnitko, 2014].

In modern linguistics, certain ideas have developed that make it possible to assess the theoretical significance of the dictum in the structure of a sentence. The concept of content, semantics, and meaning of a sentence is quite broad. It is necessary to single out that part of the meaning from it, which Sh. Bally called dictum and «which it is convenient for a modern linguist to call nominative, considering that its purpose is the nomination of a certain fragment of reality» [Danesh, 1964].

The representative content of the sentence is «the main (denotative) content of the sentence, the essence of which is the nomination, the representation of the relation of the reported to a specific referent of the reality, the subject of thought, etc. Dictum is qualified as a nominative-representative unit of syntax» [Danesh, 1964].

Semantic-syntactic categories of dictum are heterogeneous in nature. They are divided into two groups: predicate categories of dictum and substantial categories of dictum. Substantial categories «transmit the meaning of real objectivity. They are distinguished on the basis of substantial relation of substantial syntaxes to the corresponding class of predicates» [Danesh, 1964].

Statements containing explicit modus categories, according to N. I. Bolshakova, should be divided according to semantics and syntactic structure into constructions **de re** and **de dicto** [Zagnitko, 2014].

There is no explicit division of the utterance into modus and dictum parts in **de re** constructions [Seliverstova, 1976]. Statements with the **de dicto** structure are «modus-dictum» constructions, in which the explicit modus appears independently and attaches the dictum to itself. In this regard, V. D. Shinkaruk notes that «in the analysis of the modal-communicative aspect of the utterance, scientists distinguish a different number of modus categories («operations» or «transformations»). In addition, the dictum part can, in turn, undergo transformations, so it is sometimes difficult to separate the transformation that belongs to the dictum from the one that concerns the mode» [Danesh, 1964]. Differences can be generated by the linguistic material used by the researcher, but more often by different grammatical concepts of the authors.

Let us consider the functioning of subject-object determiners as part of these structures.

I. Subject-object determiners as part of the **de re** construction:

Meni *duzhe podobayet'sya pivnich* (N. Kovalyk); Materi *podobalas' robota*

syna (O. Honchar); Yikh dyplomatychna vytonchenist' Serhiyevi navit' troshky podobalas' svoeyu nevynnisty (R. Ivanchuk); Yomu duzhe spodobalas' tsia tsyfra (N. Omel'chenko); Serhiyu zrazu spodobalys' yiyi ochi (R. Ivanchuk); Ne sudzhenno tobi, kraso, vesillya (L. Zabashta); Yiy khochet'sya moloden'koho (I. Nemyrovych).

II. Subject-object determiners as part of the **de dicto** construction:

1. As part of the modus part:

***Meni stalo lehshe** zhyty u ts'omu sviti (B. Sushyns'kyi); **Yomu bulo zruchno** maty taku blahorodnu, blahoprystoynu, peresichnu zovnishnist' (V. Yavorivs'kyi); I dyvytys' yomu v ochi **meni bulo vazhko** (V. Chukhlib); **Veselo meni znaty**, shcho my vyyshly z lisu, chy z'yavyls' iz suhroba, abo vynykly z doshchu (M. Omel'chenko); **Meni tsikavo bulo** povernutysya do nashoyi superechky, i ya rada s'ohodni vidchuty u n'omu shchos' zhyve ta horyache (V. Solohub); **Ale meni podobayet'sya** zaymatysya domashnimy spravamy (O. Honchar); **Meni podobalos'** rozbyvaty kryhu, dostavaty tsi zamerzli lystya ta prynosyty yikh dodomu (N. Kovalyk); **Meni tak khochet'sya** chymos' dopomohty vam (I. Nemyrovych); **Meni shche khochet'sya** dyvytysya na perelyvy tsykh farb (YU. Shcherbak); **Meni khochet'sya** plakaty vid ts'oho zvuku i tykho smiyatysya u vidpovid', i v prirvu klyche mene solodka muka, yakiy nazvy nemaye (N. Okolitenko); **A v mene takyy nastriy** – yarmarkuvaty y hrishmy ne skupyt'sya (O. Zyma); **Andriyevi stalo yasno:** Maksym pishov na polyuvannya (N. Kovalyk); **Mykoli kortilo** zaraz zbihaty do hrushky, polokhnuty vepriv abo malykh smuhastykh porosyatok (O. Zyma).*

2. As part of the dictum part:

***YA rozumiyu**, shcho u zhinok zaraz bahato problem (R. Fedoriv); **Naspravdi**, khovaty bulo nichoho, i yomu nabrydlo lovyty na sobi spivchutlyvi pohlyady (M. Omel'chenko); **YA znay**, shcho u Korneyeva ye til'ky prizvyshche (L. Riznyk); **Zvisno**, u nas buly napysani za tsi roky harni i navit' prekrasni virshi (YU. Shcherbak); **Nazhal'**, do 35 rokiv u mene z'yavyvsya dostatniy zhyttyevyy dosvid, shcho ne zavzhdy skladavsya z pryemnykh vlasnykh perezhyvan' (V. Yavorivs'kyi); **YA rozumiyu**: u vas hirshi umovy (YU. Shcherbak); **Lessinh mav ratsiyu**, lyudyam vlastyvo pomylyatysya (R. Ivanychuk).*

As follows from the analysis of the presented material, subject-object determiners actively function in sentences that are both **de dicto** constructions and **de re** constructions.

At the present stage of development of syntactic science, the subject is qualified mainly as a semantic-syntactic unit of a sentence (a component of the semantic-syntactic structure of a sentence). It plays an important role in the content

organization of the sentence. Its main proper semantic (associated with the extralinguistic world) function is to identify the object of reality in question [Zaghnitko, 2014].

The subjective syntaxeme is a necessary component of the semantic-syntactic structure of a simple sentence. It, together with the predicate, forms all types of sentences. The subjective syntaxeme has various forms of expression and can act both as a dependent component of a phrase and as a determiner.

In the constructions **de re** and **de dicto**, when using a determiner in the modus part of a statement, the subject-object determiner plays the role of a subject that specifies the doer of the predicative feature and participates in the formation of the semantic-syntactic structure of a certain type of sentence. In the **de dicto** structure, when the subject-object determiner functions in its dictum part, it acts as a substantive category of the dictum.

Some modern researchers also associate dictum with the concept of valency. This concept was introduced into Western European linguistics by the French linguist L. Tenier to denote the compatibility of a verb and defined it as the number of actants that a verb can attach. He distinguished between verbs avalent, monovalent, bivalent, trivalent.

Such a qualification brings the concept of valence closer to the concept used in the logic of predicates, about one-place, two-place, three-place predicates and is connected with the verbocentric theory of the sentence.

As known, in the history of linguistics there were three theories of the hierarchy of sentence parts (and, accordingly, parts of speech). According to the first of them, which supporters were, for example, O. Jespersen and G. Guillaume, the subject in the sentence and the noun are the absolutely dominant members among the parts of speech. This point of view finds endorsement in the logic of concepts: the name denotes the substance, while the verb and adjective denote display matter, signs of the substance and, therefore, are called upon to determine the name. The second point of view, the most common in the grammatical tradition, assumes the equality of the two main parts of the sentence – the subject and the predicate. This point of view is also supported logically, but already by the logic of the judgment: the two main members of the judgment – the subject and the predicate – in the structure of the sentence correspond to two main mutually complementary parts. L. Tenier adheres to the third, verbocentric theory, according to which the verb (predicate) is the absolutely dominant member of the sentence. This concept focuses on the communicative aspect of the sentence: the primacy of the predicate is emphasized by the fact that it is the carrier of

predicative categories (time, modality, etc.) and acts as the organizing node of the sentence: other members of the sentence are related through the verb – subjects, objects, adverbial modifiers). The verbocentric view of syntax was developed even before L. Tenier. But L. Tenier made the leading principle of his syntactic theory out of the verbocentric concept. Substantiating it, L. Tenier emphasized that it has the advantage over the traditional subject-predicate theory, that the latter is a logical theory, while verbocentric theory is purely linguistic. However, according to V. G. Gak, this is not entirely true. «The verbocentric concept also finds a logical justification, but not in subject-predicate logic, but in the logic of relations, according to which the center of the statement is a predicate that establishes relations between substantive members dependent on it – arguments, according to the formula aRb. The logic of relations, which has been developed since the end of the 19th century, has taken a significant place in syntactic studies, opposing not the components of the judgment – the subject and the predicate, but the components of the structure of the situation with which the judgment is correlated – the substance and the relationship between them» [Ten'er, 1988]. By equating the subject with other actants, L. Tenier went too far, and most syntactic concepts do not share this extreme verbocentrism. For a number of reasons, the subject cannot be equated with other actants; it is the initial element of the thought that is framed by a sentence.

The theory of valence has been adopted by modern linguistics. In particular, the question of obligatory and optional valency began to be developed: here the theory of valency joined with the problem of strong and weak control, developed in Ukrainian syntactic science, with the problem of determiners.

The concept of L. Tenier reflects the oral activity of the speakers. He distinguishes between structural and linear (formal) word order in the speech chain, he is the first who defines the relationship between words, their interdependence. Linear order is inevitably one-dimensional, structural order is multidimensional. «To speak means to transform the structural order into a linear one, to understand speech means to do the opposite» [Ten'er, 1988].

Three aspects interact in the organization of sentences: the form of expression (morphology, the formal word order that make up «the clothes of thought»), the form of content (structural syntax that displays hierarchical relationships between words; L. Tenier compares it with the internal form of language by W. Humboldt), the substance of content is semantics in the proper sense of the word. The first two aspects form the structure of the language, semantics remains outside of it and must be studied by logic and psychology.

In the work of L. Tenier, the sentence is presented as a «verbal knot», the center of which is the verb, and the elements directly subordinate to the verb are called actants and circonstants.

Actants are persons or objects participating in the process to one degree or another. Actants, as a rule, are expressed by nouns and are directly subordinate to the verb. Actants differ in their nature, which in turn is related to their number in the verb knots. The question of the number of actants, therefore, is decisive in the entire structure of the verb knot.

Verbs have different numbers of actants. Moreover, the same verb does not always have the same number of actants. There are verbs without actants, verbs with one, two or three actants.

Verbs without actants express a process that unfolds on its own and in which there are no participants. This applies primarily to verbs denoting atmospheric phenomena.

Verbs with one actant express an action in which only one person or object is involved (*Al'fred padaye*).

Verbs with two actants express a process in which two people or objects participate (of course, without duplicating each other). An action with two actants could not be carried out if both actants, each for their part, did not take part in it (*Al'fred vdaryaye Bernara*).

Verbs with three actants express an action in which three people or objects participate (naturally, without duplicating each other). An action with three actants could not be carried out if all three actants, each in their role, did not take part in it (*Al'fred daye knyhu Sharlyu*).

Different actants perform different functions in relation to the verb they obey. From a semantic point of view, the first actant is the one that performs the action. Therefore, the first actant in traditional grammar is called the subject. L. Tenier adheres to the same name. The second actant is the one that experiences the action. The second actant has long been called the direct object. L. Tenier calls it an object. The third actant – from a semantic point of view – is the actant, in whose favor or to the detriment of which the action is performed. Therefore, the third actant in traditional grammar was once called the indirect object. The presence of other actants does not affect the third actant [Ten'er, 1988].

Sirconstants express the circumstances in which the action unfolds. The function of a circonstant is always taken by a word belonging to the category of an adverb, or a group of words equivalent to an adverb [Ten'er, 1988].

In this study, in contrast to the extreme verbocentrism of L. Tenier, it is

adhered to the opinion about the binarity of the sentence. However, due to the fact that there are many points of contact between L. Tenier's theory and the theory of determination, having considered the determining members of the sentence through the prism of L. Tenier's «Structural Syntax», it has been come to the following analogies:

1. Subject-object determiners (monosemic and disemic) in the system of L. Tenier can correspond to the third actant most often in the absence of other actants in the verb. «It is highly possible that there are verbs with a single actant, which is the third actant. In particular, such verbs are found in expressions like «I'm warm» [Ten'er, 1988].

2. Isemic determiners can also correspond to circonstants.

3. Circumstantial determiners can only be circonstants.

L. Tenier's attitude to the question of defining the boundary between actants and circonstants is interesting.

«At first glance, the boundary between actants and circonstants is clear. But if you look closely, you can see that it is not easy to accurately set it. The actant with the highest serial number, that is, the third actant, already has some of the characteristics of a circonstant. At the same time, analogies are observed in some circonstants and actants, which make it necessary to consider more carefully the criteria that allow one to separate actants from circonstants» [Ten'er, 1988]. As L. Tenier notes, there are two such criteria: one refers to the form, the other to the meaning of the syntactic element.

From the point of view of form, the actant, as a rule expressed by a noun, is sufficient on its own as an element dependent on the verb, cf.: *Al'fred vdaryaye Bernara*. A circonstant, which can only be expressed by an adverb, in case it is expressed not by an adverb, but by a noun, must first acquire the features of an adverb with the help of a preposition, *Al'fred krokuye z trostynoyu*.

From the point of view of meaning, the actant forms such a unity with the verb that often the meaning of the verb would be incomplete without it. In contrast, the circonstant is an element that is completely optional.

Because of this, it becomes clear that in languages that have a case system, and in particular dative and accusative cases, the third and even the second actant in their form, without any doubt, are actants; on the contrary, in languages where these actants are framed by prepositions, they unexpectedly approach circonstants.

So, defining the boundary between the actant and the circonstant, L. Tenier suggests looking for it between the third actant and the circonstants expressed by nouns with prepositions [Ten'er, 1988].

In the theory of determination, the issue of the boundary between subject-object and circumstantial determiners is also controversial, in connection with which «transitional» groups of determining members are singled out: subject-objective and object-objective.

In this study, disemic determining groups are classified as subject-object determiners, since, as noted above, we consider subjective or objective meaning to be predominant in them. However, under the influence of certain factors (place in a sentence, preposition of a subjective or objective determiner), these transitional structures can become adverbial determiners.

Conclusions.

In the structure of a simple sentence in the modern Ukrainian language, subject-object determiners are distinguished as independent distributors of the sentence.

The main features of the units under study include: connection with the predicative stem using the «free attachment» connection, the definition of the predicative center as a whole, the ability to transform into the subject, the absence of a direct syntactic relation between the verb and the determining part of the sentence, their distant location in relation to the predicate, attachment to different grammatical structures. Particular features of this semantic-syntactic category are the ability to spread on the basis of word associations, as well as the formation of determiner rows.

The listed features make it possible to distinguish subject-object determiners – distributors of the entire composition of the sentence – from verbal distributors, realized as a result of the valence abilities of the words. The determiner is a «sentence» category.

As a result of the structural analysis of this category in the texts, the functioning of different semantic groups of subject-object determiners in a simple sentence of the modern Ukrainian language was revealed, which are combined into 2 types, taking into account their functional and semantic similarity (the presence of a common seme): monosemic determiners and disemic determiners. The basis for such a union is the number of semantic components in one determining part of the sentence. A monosemic determiner includes one semantic component. It is either a subject or an object. Subjective or objective meaning may be present in the determiner, adverbial in form – spatial or temporal. Such determiners, containing

two semantic components (in one case, these are the meanings of subject and adverbial, in the other – object and adverbial) are called disemic determiners. Each type of subject-object determiner includes semantic groups, and the groups, in turn, are divided into subgroups, the difference between which is derived from the semantic features underlying this or that variety. The type of monosemic determiners includes the following groups: a) monosemic determiners with subjective meaning; b) monosemic determiners with objective meaning. The type of disemic determiners is subdivided into: a) disemic determiners with an undivided subjective circumstantial meaning; b) disemic determiners with an undivided object-adverbial meaning.

The highest degree of productivity is revealed by the determination of a sentence by subjective determiners, which make up 44% of the total number of subject-object determiners in the Ukrainian language. The determination of the sentence by subject-adverbial determiners, represented by 38% of the sample in the Ukrainian language is also productive. The determination of the sentence by object determiners, which amounted to 15% – in the Ukrainian language is less productive. object-adverbial determiners – 3% of the sample in the Ukrainian language is an unproductive group of subject-object determiners. Subject-object relations find their expression in language categories. The main means of expressing the analyzed units are case and prepositional case forms – substantive models. At the same time, disemic determiners, unlike monosemic ones, also use adverbs as a means of expression, which is predetermined by the presence of adverbial meaning in the disemic determiner, since as known the syntactic function of circumstances is the main one for an adverb. The use of adverbs as a means of expressing disemical determiners is scarce (8,5%), compared with the use of prepositional case forms of the name (91,5%). Firstly, this is due to the presence of a subjective or objective meaning in the disemical determiner, the morphologized means of expression of which are the prepositional-case forms of the name, and secondly, to the process of expanding the meaning of the cases of nouns, with their gradual and increasing polysemy. Prepositional forms express the ever-complex and indirect logical-grammatical relations.

The role of the core component of the prepositional case form is played by pronouns of various lexical and grammatical categories, as well as nouns, both concrete and abstract. The composition of prepositional case constructions can also include substantiated lexemes (pronouns, adjectives, participles, numerals).

For the purpose of concretization, clarification, case and prepositional-case forms of a name, can be distributed by adjectives (qualitative, relative, possessive,

pronominal), nouns, pronouns in accordance with distributive possibilities.

The process of functioning of subject-object determiners in speech is reflected in the semantic aspect. A special position in the hierarchy of aspects of the sentence is occupied by the communicative one. The communicative structure of the utterance is conveyed by the actual division of the sentence. With an objective word order, subject-object determiners can be a theme, occupying a preposition in relation to a rheme that is expressed by a predicate or an indivisible complex subject + predicate. Also, the unit under study can act as the first theme, composing together with the subject (or the second determiner) – the second theme – a complex theme and act in preposition with the predicate – rheme. The subject-object determiner can also be a rheme in a postposition.

In the subjective word order, the subject-object determiner in the role of the theme occupies a postposition, while the determiner – rheme is in the preposition.

Setting the determiner – the theme in the middle of the sentence also creates an inverse word order with a distant location of the components of the rheme.

Thus, for determining members, their location can be considered normal not only at the beginning, but also in the middle and at the end of the sentence. However, the characteristic and predominant position of subject-object determiners in the modern Ukrainian language is the position at the absolute beginning of a sentence, and the main function of the studied units is their use as a theme.

When studying the subject-object determination in the modal-nominative aspect, their role is determined in the modus / dictum division of the sentence. If the determiner is used in the modus part of the utterance, the subject-object determiner plays the role of a subject that specifies the agent of the predicative feature and participates in the formation of the semantic-syntactic structure of a certain type of sentence. In the dictum part of the statement, the subject-object determiner acts as a substantive category of the dictum.

Considering the theory of determination through the prism of L. Tenier's «Structural Syntax», one can draw some parallels: subject-object determiners (monosemic and disemic) most often correspond to the third actant (in the absence of the first two) in L. Tenier's system; disemic determiners can also correspond to circonstants, while in general circonstants correspond to adverbial determiners. In this regard, the boundary between actants and cironstants is as fuzzy as the boundary between subject-object and adverbial determiners, as a result of which transitional groups with undivided subject-adverbial and object-objective meanings are singled out in the theory of determination. These groups are

classified as subject-object determiners, but under certain conditions (place in a sentence, preposition of a subject or object determiner) they turn into adverbial determiners.

Thus, subject-object determiners, as a semantic-syntactic category of the sentence level, actively and productively function in a simple sentence of the modern Ukrainian language.

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SYNTACTIC DEVICES OF EXPRESSING SUBJECTIVE MODALITY IN SCIENTIFIC SPEECH

*Синтаксичні засоби вираження суб'єктивної
модальності в науковому мовленні*

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Introduction. The priority direction of modern linguistics is the anthropocentricity of philological research aimed at studying the text as a product of the active verbal communication of a person (N. D. Arutyunova, M. M. Bakhtin, A. V. Bondarko). The human factor requires a rethinking of traditional views on various linguistic phenomena. The study of the text necessarily involves the consideration of the main textual and textual semantic categories.

The category of modality, which permeates all levels of the language system to characterize pieces of written discourse, can be called the most studied in modern linguistics in recent decades. This complex multifaceted linguistic category became the object of a large number of scientific studies. In particular, the study of modal relations and means of their implementation at the formal-syntactic, semantic-syntactic, communicative-functional and text levels is popular today. The lack of scientific systematization of the category of modality and the means of its expression determine the relevance of our research.

The concept of modality was introduced by Aristotle in relation to distinguishing the logic of judgments according to ontological and epistemological features [Safonova, 2004: 75]. I. Kant also used this concept in his works. Then the concept of «modality» began to be used in linguistics and mathematical logic. Despite the fact that modality appears in logic and linguistics as a relation to reality, certain aspects of the object under study remain distinctive.

Much research was devoted to the study of modality as one of the most relevant and controversial categories in modern linguistics. Thus, the following outstanding scientists made a significant contribution to the study of this category: V. G. Admoni, Sh. Balli, O. I. Belyaeva, V. V. Vynogradov, O. V. Guliga, Z. K. Dolgoplova, L. S. Yermolaeva, G. O. Zolotova, G. P. Nemets, F. R. Palmer, V. Z. Panfilov, N. Yu. Shvedova, and others. However, the issue of the category of modality still remains unresolved and relevant, and even vice versa – it is becoming even more popular. In our opinion, the opinion of V. Z. Panfilov is apt. He states: «Probably there is no other category about the linguistic nature and composition of partial meanings of which as many diverse and contradictory opinions have been expressed as about the category of modality» [Kostusyak, 2011: 39].

In modern linguistics, there are different approaches to considering the essence of the modality category. According to the first, modality denotes «the degree of reality or unreality of the content of the statement» [Safonova, 2004: 75]; according to the second (broader) one, the attitude of the speaker (with a possible emotional and expressive assessment) to the surrounding reality, to the content of the statement, to the interlocutor and to himself, to the environment and to the form of speech expressed by linguistic means [Safonova, 2004: 75].

The generally accepted and traditional interpretation of the concept of «modality» (from the Latin *modus* – measure, way) can be considered as a functional-semantic category that represents different types of relation of the utterance to reality, different types of subjective qualification of the communicated, is a linguistic universal and according to one of aspects is divided into objective and subjective [Ralduhina, 2008].

Different linguists define the category of modality as syntactic (L. S. Yermolaeva, O. V. Zvereva), semantic (V. G. Admoni, V. V. Vynogradov, G. V. Kolshanskyi, I. B. Khlebnikova), grammatical (R. A. Budagov, V. V. Gurevich, F. M. Berezin, V. V. Vynogradov), logical (S. M. Amelina, E. Ya. Morokhovska), sentence category of «subjective semantic-syntactic direction» etc. [Voynalovich, 2013: 28–29; Safonova, 2004: 76].

The main provisions of the concept of language modality (sentence modality) were formed by Academician V. V. Vinogradov [Sikors'ka, 2006: 5]. They received a thorough interpretation and further development in domestic and foreign studies based on a functional approach to the analysis of linguistic facts (A. V. Bondarko, S. S. Vaulina, G. A. Zolotova).

The first attempt to define modality as a text category was made by

I. R. Halperin, who proposed a number of signs for its understanding: subjective modality in the text is not grammatical, but functional-semantic in nature, has an uneven manifestation in different text fragments and is expressed through the characteristics of the characters, distribution of text segments, author's maxims, actualization of particular parts of the text, etc. [Suprun, 2008: 40]. Therefore, the functioning of these key concepts in linguistic researches is clear:

1) «author's modality» – is understood as only the author's intention, which, in our opinion, limits the range of evaluative meanings of the text to intentionally emotional meanings in the structure of the author's image;

2) «subjective modality» – is implemented, unlike the author's modality, not only in the text, but also at the level of a sentence-utterance, within which the speaker's subjective attitude to any situation is revealed.

In modern linguistics, there is a noticeable tendency to combine objective and subjective modality into one monolithic category, the basis of which is the subjective attitude of the speaker. The Russian linguist A. M. Peshkovsky expressed his thoughts on this understanding of modality as early as the beginning of the last century. The scientist interprets modality as a category that reflects only the attitude of the speaker to the existing connection between the content of the statement and the reality, which he himself establishes [Sikors'ka, 2006: 17]. That is, the object of linguistic modality is not the subject of the action with its attitude to the process and not the relationship of the content of the utterance to the surrounding reality, but, first of all, the speaker and his verbalized attitude to reality.

It is worth emphasizing that the attitude of the speaker is an integral component of all modal relations (the relation of the utterance to reality from the speaker's position, the speaker's attitude to the content of the statement, the attitude of the subject of the action to the process itself). Therefore, based on M. V. Zainullin's reasoning about the combination of these concepts and the monolithic nature of the studied category, we interpret modality as a synthesis of the speaker's positions, the speaker's attitude to the relationship between the content of the utterance and reality [Hryshyna & Statkevych, 2020].

Subjectivity in language (according to E. Benveniste) is the ability of the speaker to attribute the language in the process of its use, which is reflected in the language in the form of a peculiarity of the language system [Kirkovs'ka, 2019: 39].

The subjective nature of language is explained, first of all, by the fact that it expresses either a completely subjective perception of a person, or in combination

with some objective information at the same time and elements of a subjective assessment of this information.

So, the subjectivity on which modality is based is the result of perception and awareness of reality through the speaker's value system.

The components of the subjective modalization of an expression are:

- a) direct assessment;
- b) emotional sign (pleasant/neutral/unpleasant);
- c) emotional and expressive assessment (approval / indifference / disapproval);
- d) marker of the mental state of the speaker.

Classification features of subjective modality include:

- 1) evaluation sign (positive, negative, neutral);
- 2) implicitness (overt expression) and explicitness (hidden expression);
- 3) indirectness (indirect modality – the speaker does not coincide with the subject of the subjective modality) and directness (direct modality – the speaker is the subject of the subjective modality);
- 4) agency (the presence of an expressed subject of action) and non-agency (the absence of an expressed subject of action) [Dribnyuk, 2011].

Analyzing the modality in relation to the text, it is appropriate to use the interpretation of G. Ya. Solganyk, according to which modality is «attitude to reality – subjective-objective, direct, evaluative and analytical, complicated by existing philosophical, political, socio-ideological theories» [Zaytseva, 2021: 177].

In the process of creating and perceiving the text with the help of certain linguistic means (parenthesis, embedded constructions, etc.), the subject gives the objective-modal value a subjective tone. Accordingly, an utterance acquires subjectivity in the presence of a subjectively evaluative moment, i.e., an expression of the speech subject's attitude to the content of the utterance. This can happen with the help of various graphic, lexical, syntactic and other stylistic devices (italics, quotation marks, metaphor, comparison, antithesis, parallel constructions, etc.). The main reason for using these means, in our opinion, is to try to interest, to exert an emotional and psychological influence on the target audience in order to perceive and understand the information created by the author.

In the scientific discourse, the pragmatic orientation of the scientific text (directive, persuasive, recommending) determines the modality of the author's influence on the reader. This specificity of modality is expressed in a special way by various linguistic means at the morphological and syntactic levels.

Therefore, both the modal-evaluative values of different forms and means of expressing modality, and the psychological mechanism of the creation of

emotions, emotional attitudes, the close relationship between emotionality and expressiveness, and the presence of morphological forms of their expression contribute to the selection of such a modal phenomenon as expressiveness, which is inseparable from other varieties modalities [Nevs'ka, 2014: 187–188].

Expressiveness is understood as the property of a text or part of a text to convey meaning with increased intensity to express the inner state of the speaker. The result of such intensity is emotional or logical reinforcement, which may or may not be figurative [Turchak, 2015: 164].

Expressiveness in speech is expressed through the subjective perception of reality, i.e. expressiveness can be interpreted as the subject's attitude to what is expressed with the possible presence of emotionality and appreciation. Accordingly, the ability of a language sign to express the emotional state of the speaker, his subjective attitude to objects and phenomena of reality form an expressive function as one of its main functions.

The close connection of the expressive function with the nominative and communicative function, in turn, contributes to the adequate expression and perception of the given meaning. Currently, expressiveness is an important condition for the implementation of the pragmatic function.

Therefore, we consider it expedient to distinguish expressiveness from other types of modality, since this modal phenomenon has appropriate linguistic means of implementation, and is also closely intertwined with related concepts – emotionality, evaluability, intensity, etc.

The modern scientific paradigm is aimed at researching the ways of realizing the cognitive-communicative nature of the interaction of communicators in the process of communication. Any social action is an expression of a subjective-objective attitude to what is happening. Accordingly, the representation and classification of knowledge, views, and ideas causes various psychological reactions and emotions. Therefore, all modern scientific studies of various types of discourse are based on their functional diversity, namely: the dialectical unity of the function of influence and the function of message. Despite the fact that genres of scientific style are characterized by limited use of emotional and expressive elements, today there is a tendency to strengthen the expressive function.

The appearance of the term «expressive syntax» in the 60s of the XX century in linguistics, is associated with the research of S. Bally. The scientist uses it to denote certain syntactic phenomena of written speech, defining expression as a mandatory component of any statement [Vintoniv, Vintoniv, & Mala, 2018: 107].

The scientific works of many well-known linguists are devoted to

consideration of various issues of expressive syntax, in particular: V. G. Kostomarov, E. V. Klyueva, O. P. Skovorodnikova, S. Ya. Yermolenko, E. M. Beregovskaia, O. V. Aleksandrova, A. P. Zagnitka, O. A. Belskyi, I. R. Vyhovanets, and others. Currently, the systematicity of expressive phenomena in the field of syntax is being investigated by I. R. Vykhovanets, A. P. Zagnitko, M. M. Kozhina, O. O. Lapteva, N. Yu. Shvedova and others. The absence of a special linguistic study devoted to the analysis of the syntactic expressiveness of the scientific speech of the modern Ukrainian economic discourse determines the relevance of our scientific research.

The expressiveness of scientific speech is characterized by the property of the language unit to strengthen the logical and emotional aspects of the message in order to deautomatize its perception, activate thinking, maintain attention and accumulate the internal emotional tension of the addressee. Accordingly, expressiveness appears both as a lexical-semantic and as a communicative-pragmatic category. Considering the lack of a comprehensive study of the means of expression of the expression of modern economic discourse at the syntactic level, the question of researching the essence and expediency of their use and methods of implementation in scientific texts is relevant.

Linguistic analysis of scientific articles on economics proves the strengthening of the expressiveness of the message due to the productive use of syntactic and stylistic constructions. Currently, stylistic devices such as ellipsis, parcellation, inversion, polysyndeton, asyndeton, period, etc. are the most used stylistic means of expressing scientific speech with the aim of maximum impact on the consciousness of the addressee.

Elliptical constructions present in economic discourse, which lack a structurally necessary element of expression, give special expressive explicitness and dynamism to the message. It is usually easily renewed in context.

The analysis of traditional and modern views on the nature of ellipsis, carried out in their research by M. O. Gederim and N. V. Glinka, indicates that the basis of this «syntactic universal» is the general tendency to simplify speech messages, which explains such a process of reduction of structurally and semantically significant components of the sentence. Thanks to this, the text gets rid of unnecessary components with repeated information. That is, ellipsis appears as a productive way of «compact representation of information by means that belong to almost all levels of the language system - lexical, morphological and syntactic» [Gederim & Glinka, 2020: 417–418].

The use of such a stylistic figure as an ellipsis (ellipse) – from the Greek

«omission» – was quite popular even in the times of ancient rhetoric. However, even now its use creates an effect of intellectual non-expectation, which creates a contrast between the structural incompleteness of the construction and its openness to conjecture. This, of course, significantly increases the expressiveness of the text.

The use of ellipsis in scientific speech can be considered quite logical, since it is the texts of the scientific style (compared to other styles) that are more informative, logical, accurate, and objective, which, in turn, gives the message clarity and comprehensibility.

On the basis of the analysis of scientific articles of the economic direction, we can state that the deliberate omission of a linguistic sign, and therefore the use of ellipsis, is carried out by the author with the aim of:

1) avoiding repetition of the same word: *Prohnoz vykonano za tr'oma stsenariyamy rozvytku podiy: pershyy – vidobrazhaye parametry, zakladieni v Memorandum pro ekonomichnu ta finansovu polityku (Ukrayina – MVF) shchodo dynamiky rozvytku ekonomiky Ukrainy; druhyy – vidobrazhaye prohnosni parametry, vyznachenii spetsialistamy Derzhavnoyi ustanovy «Instytut ekonomiky ta prohnosuvannya Natsional'noyi akademiyi nauk Ukrainy»...* [Economist, 2014, № 11: 8]. As it can be seen in the cited example, the author avoided unnecessary repetition of the word «script», activating attention to it at the beginning of the phrase;

2) syntactic economy of space, avoiding the use of words that are easily restored in the recipient's mind: *Prote u zaznachenykh vyshche zakonakh Ukrainy shchodo rozvytku nauky i tekhniky, innovatsiynoyi diyal'nosti zovsim vidsutni terminy «ryzyk» i «venchur» (venture z anhl. – ryzykovane pidpryyemstvo, ryzykuvaty), khocha yim tut slid bulo b vidvesty nalezhne mistse yak obov'yazkoviy skladoviy tsiyeyi spetsyfichnoyi diyal'nosti* [Economist, 2013, № 1: 10];

3) generalization, summarization of what was stated: *Tomu nadannya pidpryyemstvu-novatoru podatkovykh pil'h, spryamovanykh na znyzhennya podatkovoho tysku na prybutok, **ye nedotsil'nym – vahomoyi** korysti vono ne prynese, a u vypadku vidsutnosti obmezhen' shchodo rozmiru tsykh pil'h dozvolyt' shtuchno zavyschty zbytky* [Economist, 2013, № 1: 13];

4) activation and focusing of attention on the message by a forced intonation stop caused by punctuation devices, in particular dashes: *U chynnomu zh Zakoni Ukrainy «Pro priorytetni napryamy innovatsiynoyi diyal'nosti v Ukraini» №3715 vid 08.09.2011 vyznacheno perevazhno ekonomichnu oriyentovanist' innovatsiynoyi diyal'nosti – **na zabezpechennya ekonomichnoyi bezpeky, zbil'shennya eksportnoho potentsialu derzhavy*** [Economist, 2013, № 1: 10];

*Inshyy tsinovyy faktor – **protsentna stavka** – *khocha y zbil'shylasya z pryskorennyam inflyatsiyi, prote ne kompensuye znetsinennya vkladiv unaslidok zrostannya spozhyvchykh tsin ta deval'vatsiyi hryvni* [Economist, 2014, № 11: 8].*

It is worth emphasizing that economic discourse is characterized by the use of a large number of ellipsis in a sentence, as well as the complication and expressive strengthening of elliptical sentences due to the accumulation of parenthetical and embedded constructions, homogeneous members, participial constructions of various types, etc. Let's compare: *Zokrema, SSHA u 2012 rotsi iz 58 krayin z opodatkuvannya royalti u 38% krayin zastosovano stavku 35% iz sumy perevyshchennya opodatkovanoho dokhodu, u 34% krayin – stavku 10%, u shesty krayinakh (Tunis, Rumuniya, Tayiland, Filippyny, Indiya, Izrayil') – 15%, u tr'okh krayinakh (Pakystan, ostrivna derzhava Trynidad i Tobaho, Shveytsariya) – 30%, uchotyr'okh krayinakh (Islandiya, Bolhariya, Sloveniya, Nova Zelandiya) ta Italiyi – 8%* [Economist, 2015, № 7: 15];

*Sut' teorii taka: znachni obsyahy pryrodnykh resursiv (**nafty, hazu, lisu, mineraliv**) mozhut' buty z-hubnymy dlya natsional'noyi ekonomiky i sluhuvaty prychynoyu ekonomichnoho spadu (**v hirshomu varianti, sotsial'no-ekonomichnoho zanepadu**). **Okrim toho**, v bahat'okh ekonomikakh, osnovoyu ekonomichnoho zrostannya yakykh ye same pryrodni resursy, sposterihayut'sya nehatyvni sotsial'no-ekonomichni protsesy: z-hortannya rynkovykh ta demokratychnykh instytutiv z odnochasnym posylennym avtorytarnykh tendentsiy v ekonomichnomu i hromads'komu zhytti. **Tobto** dlya syl'nykh ekonomik i hromadyans'kykh suspil'stv (**napryklad, Norvehiyi**) resursy ye ekonomichnym blahom ta instrumentom zabezpechennya stabil'noho sotsial'no-ekonomichnoho zrostannya, dlya inshykh, **ekonomichno slabkykh, sotsial'no ta politychno nestabil'nykh** (**napryklad, Anholi, Niheriyi, Iraku, Afghanistanu, Liberiyi**), – pryrodni resursy sprychynyayut' seryozni vnutrishni ta mizhnarodni konflikty, u t.ch. zbroyni sutychny y dovhotryvali protystoyannya* [Economist, 2013, № 1: 6].

Elliptical sentences indicating comparative statistical data are particularly expressive, for example: *Naybil'she podatkov navantazhennya z podatku na vlasni dokhody hromadyan uprodovzh ostann'oho desyatyrichchya maye Daniya – ponad 50% u strukturi dokhodiv, Shvetsiya – 34,4%, Irlandiya – 33,8%, a naymenshe – Slovachchyna – 9,2%, Khorvatiya – 10,3%, Bolhariya – 10,6%, Chekhiya – 10,8%; Stabil'nym ye pidkhid do vstanovlennya stavok z opodatkuvannya dyvidendiv, protsentiv, royalti ta platezhiv u Yaponiyi: iz 60 krayin z 56 krayinamy zastosovuyet'sya stavky 10 i 15%, i lyshe z Avstriyeyu (z dyvidendiv) vstanovlena stavka 20%, Brazyliyye vidpovidno – 12,5; 25%,*

Tayilandom – 20% z dyvidendiv i 25% iz protsentiv, Shri-Lankoyu – 20% z dyvidendiv [Economist, 2015, № 7: 15]. Constructions of this nature appear as accumulators of emotional expression of the message. The concentration of attention on numerical data, which is achieved due to the use of ellipsis, also causes a certain emotional surge in the reader. Therefore, this stylistic device is also considered to enhance the emotional expressiveness of the message.

A special communicative effect of the internal dialogization of scientific discourse is achieved due to the author's use of the syntactic technique of parcellation. The expression of parceled constructions is marked by the author's division of a complete content-syntactic structure into communicative parts isolated by intonation and punctuation. Disrupting the rhythmic structure of the message, the author of the scientific article actualizes the reader's attention on certain aspects of the research, emphasizes the important points of the message.

Parcellation is one of the means of syntactic expression of a scientific text. It is a speech design of «a single syntactic unit – a sentence – with several communicative units – phrases» [Zhaivoronok, 2000: 426].

Expanding the information saturation of the sentence, giving expressiveness to the message due to the intensification of the semantic value of its structural components, parcellation as a technique of stylistic syntax performs communicative, expressive and distinguishing functions. Parcellation appears as an element of the individual author's style, the use of which determines the author's intentions, the author's desire to focus the addressee's attention on the important and important in his message.

According to I. M. Kolegaeva, the text is always parceled and structured [Kondratenko, 2012: 223]. The parcel, separating from the main part, becomes communicatively independent and disrupts the rhythm of the message, performing a content-enhancing function. However, the corresponding grammatical dependence and subordination to the stem construction is preserved.

As the analysis of the researched material shows, parceling as a syntactic phenomenon and a stylistic device is sufficiently widespread in the texts of economic discourse. In scientific articles on economics, the phenomenon of parceling exists mainly at the level of a complex sentence, which is due to the specificity of the scientific style, its extreme accuracy and information saturation. By breaking the text into separate meaningful parts, the author gives them a special informational and expressive character, actualizing the reader's attention to the main facts of the message.

Parcellation at the level of a complex ordinal sentence is relevant due to the

combination of the main part and the parcelled one by a coordinator and the preservation of intra-semantic relations. Namely:

a) contrastive-semantic ones: *Aktual'noyu ye rozrobka NBU kryteriyiv vyznachennya systemnykh bankiv, krytyka shchodo vidsutnosti yakykh aktyvno rozvyvalasya u kryzovyy period, koly vyznachennya pereliku bankiv-pretendentiv na refinansuvannya, vidbuvalosya sub"yektyvno. **Prote** varto zauvazhyty, shcho v konteksti vymoh do systemnykh bankiv, yaki vykorystovuyut'sya MVF ta Bazel's'kym komitetom, systema kryteriyiv NBU potrebuye deyakoho utochnennya* [Economist, 2015, № 2: 27];

b) conjunctive and semantic: *Bil'she toho, do 30% vyklykiv tsiyeyi dopomohy do sil's'kykh meshkantsiv prosto ne doyizhdzhayut'. I prychyn tut kryyet'sya bahato* [Economist, 2013, № 11: 13];

c) explanatory and semantic: *Stratehiya 85/3 uprodovzh 2009–2014 rokiv spryymalasya investorom yak naybil'sh ryzykova ta naymensh bazhana. **Tobto** investor zatsikavlenyy yakomoha zbil'shyty zakhyshchenyy riven', nezvazhayuchy nate, shcho taka stratehiya ne zavzhdy prynosyt' maksymal'nu dokhidnist'* [Economist, 2015, № 11: 21].

The parcellation of the parts of a complex sentence is determined by the functional and expressive load of the parcel. The most common parceled constructions have been identified:

a) with subordinate parts of the reason: *Rezul'tatom derzhavnykh kontraktiv ye zadovolennya suspil'nykh i derzhavnykh potreb pry nemozhlyvosti aut-sorsynhu sotsial'nykh i politychnykh ryzykiv. **Tomu** sfera derzhavnoyi kontraktnoyi ekonomiky potrebuye instytutsiynoho vrehulyuvannya balansu interesiv ne dvokh, a tr'okh yiyi storin, yakymy ye zamovnyk, pidryadnyk ta suspil'stvo, predstavlene u vyhlyadi nezalezhnykh vid derzhavy spetsial'no upovnovazhenykh hromads'kykh orhanizatsiy* [Economist, 2014, № 3: 23];

b) with subordinate parts of the goal: *YA vvazhayu, shcho bulo b nabahato krashche, yakby providni yevropeys'ki derzhavy, taki yak Nimechchyna, Frantsiya ta Velykobrytaniya, tezh rozmistyly nevelyku kil'kist' svoiykh viys'kovosluzhbovtiv u tsykh krayinakh. **Shchob** na rehulyarniy osnovi tam znakhodylas' ne lyshe Ameryka* [Economist, 2014, № 6: 81];

c) with subordinate parts of admissibility: *Neobkhidno zaznachyty, shcho nepryami podatky takozh chynyat' vplyv na vartist' finansuvannya investytsiy. **Khocha** zahal'novyznanoyu ye dumka, shcho nepryami podatky suttyevo ne vplyvayut' na investytsiyni stymuly, oskil'ky perekladayut'sya na kintsevoho spozhyvacha u skladi tsiny tovariv, robit i posluh* [Economist, 2015, № 5: 22];

d) with subjunctive signifier parts: *Yakshcho vykhodyty z tsykh tr'okh vysnovkiv, to ukrayins'ki firmy, shcho vypuskayut' produktsiyu, zmusheni budut' pidvyshchuvaty yakist' svoeyi produktsiyi dlya zabezpechennya pidvyshchennya konkurentospromozhnosti na spil'nomu z Yevropoyu rynku. Shcho pryzvede do honky za zrostannya konkurentospromozhnosti produktsiyi, vid choho vyhraye ne lyshe yevropeys'kyy spozhyvach, a y ukrayins'kyy* [Economist, 2013, № 9: 77].

The use of several parceled constructions of different types one after the other within a separate information block was also revealed: *Z odnoho boku, do Ukrayins'koho instytutu promyslovoyi vlasnosti (UkrPatent) shchorichno nadkhodyt' blyz'ko 5000 zayavok na vynakhody, blyz'ko 9000 zayavok na korysni modeli ta blyz'ko 2000 zayavok na promyslovi zrazky. I tse pry nadnyz'komu finansuvanni naukovoyi diyal'nosti! Ale vprovadzhuyet'sya nevelyka chastka ob'yektiv promyslovoyi vlasnosti – blyz'ko 30% (za danymy samykh vynakhidnykiv)* [Economist, 2013, № 1: 26]. As it can be seen in the given example, the first parcel, connected to the main part by a conjunction, acts as the main part for the other parcel which is the part of a compound sentence, which, in turn, strengthens the emotional and expressive load of the message.

Manifestations of syntactic expression are observed in parceled constructions, the parts of which are combined at the level of paragraph division. Compare:

Pidvyshchennya uvahy do stanu trudovykh vidnosyn, vdoskonalennya partners'kykh vidnosyn u protsesi pratsi ta mozhlyvostey upravlinnya staye vidobrazhennyam zakonimirnykh zmin mistysya lyudyny ta yakosti yiyi diyal'nosti pid vplyvom protsesiv rozvytku postindustrial'noyi (tym bil'she – vlasne informatsiynoyi) ery.

Ale riven' teoretychnoyi vidpovidi na zapyt praktyky ne ye adekvatnym hostroti sytuatsiyi [Economist, 2013, № 8: 15]. In this way, the author focuses the reader's attention on the parcel with the subjunctive part of the reason. It must be noted that the use of such parceled constructions is frequent within economic discourse.

Conclusions. So, regardless of the limited use of emotional and expressive elements characteristic of scientific speech, the author achieves a certain communicative effect of internal dialogue within the economic discourse under study due to the active use of elliptical and parceled constructions. Violation of the rhythmic structure of the message contributes to its expressiveness and, accordingly, actualization of the reader's attention on separate and important aspects of the study.

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COMMUNICATIVE COMPETENCE FORMATION BY MEANS OF SCIENTIFIC AND LITERARY STYLES

*Формування комунікативної компетентності
засобами наукового та художнього стилів*

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1. Lexical nominations in the scientific economic texts of the late 19th and the early 20th centuries (illustrated by the scientific economic works of I. Franko)

One of the mandatory aspects of the learning about the internal structural organization of the language of economic works is the study of the composition, semantics, thematic parameters, the contextual load of lexical nominations, that is, the study of the vocabulary as the basis of each functional style, each specific text. The vocabulary components' characteristics are directly related to the genre and style, thematic and pragmatic focus of the analyzed texts. These texts represent the popular science substyle of the early 19th and the late 20th centuries, when there was no clear distinction between actual scientific and popular science researches. This fact significantly affected the manner of information presentation, therefore, the language structure of the works (for example, the active use of colloquial expressions, phraseological units and colloquial syntax structures in the context of the book vocabulary). These features also had a pragmatic motivation: they were aimed at the simple and comprehensive presentation of complicated scientific information, since I. Franko's works were often designated not for economists, but for an "average" reader.

At the same time, the priority of the content creation in the texts of I. Franko's economic works as examples of scientific style is still determined by the book

vocabulary, in particular the terminology. After all, it is known that «the leading and permanent feature of the scientific style is terminology, i.e. terminological vocabulary and phraseology presence» [Ukrainska linhvostylistyka XX – pochatku XXI st.: systema poniat i bibliohrafichni dzherela, 2007: 251].

The integrity of the vocabulary of I. Franko's individual economic language can be identified through its conceptual-linguistic stratification (division into general scientific book vocabulary and special economic terminology with further falling into lexical-thematic groups and subgroups).

Thematic relatedness is «the most general type of interverbal relations» [Krytenko, 1962: 200]. The heuristic value of the thematic grouping of the general scientific book vocabulary is motivated by the fact that «the formation of thematic groups is a step towards the establishment of actual language semantic relationships, and not just a statement of the phenomena determined by the logical connections between words» [Chorna, 2009: 24]. At the same time, the inclusion of words in one thematic group is affected by the belonging of their concepts to one topic, that is, it takes into account the subject-semantic similarity of words.

Thematically, general scientific book vocabulary which forms I. Franko's economic language terminology is extremely diverse, its text and content-creating load, the frequency of use of its units are also very different. Therefore, it is natural that the object of the analysis is the most distinct segments: «**names of persons**» and «**names of institutions and organizations**».

The most representative book **names of persons** recorded in the language of I. Franko's economic works include lexemes that form the following subgroups:

- «names of persons according to social classes belonging», i.e. nominations of people, united according to their social position or their role in the work organization, etc.: *kapitalist*, *shliakhtych*, *pomishchyk*, *didych*, *robitnyk*, *selianyn*, etc.;

- «names of persons according to activity type, profession, position»: *tsisar*, *namisnyk*, *ministr*, *hradonachalnyk*, *burmistr*, *sluzhbodatel*, *pravytelstvenyi komisar*, *virylist*, *verkfirer*, *adiunkt*, *dyiurnist*, *ekzekutor*, *aranzher*, *vervalter*, *adiunkt*, *marshalok*, *kurator*, *liustrator*, *asesor*, *uriadnyk*, etc.

The social stratification of the society of I. Franko's times is reflected in the names of persons according to social classes belonging used in his economic works, primarily these are lexemes *robitnyk*, *kapitalist*, *trudivnyk*, *shliakhta*, *selianyn* / *seliany*, *proletartsi*, *didych* (historical: lit., «pomishchyk» – SUM IV, c. 111; also: «pomishchyk, velykyi zemlevlasnyk, spadkovyi vlasnyk maietku» – RSF). For example: **Kapitalist** *zvychaino platyt navit bilshe, nizh **robitnyk** konche potrebuie na*

prohoduвання i utrymannia sebe samoho [Franko, 1984: 73]; *Lykhva, shcho dushyt selianyna, tse ... lyshe forma, v yakii vyivliaietsia opanuvannya pratsi z boku kapitalu* [Franko, 1984: 71]; *servituty piddanski na dobrakh dominikalnykh lyshaiutsia nenarusheni, tilky shcho seliany musiat za yikh uzhyvannya platyty didycham pevnu vynadhorodu* [Franko, 1984: 96]; *v takykh palatakh maly by verkh velyki rilnyky, didychi,.. tak samo yak v palatakh torhovelnykh maiut verkh velyki kuptsi ta bahatyri* [Franko, 1984: 243].

Characteristic in the works of I. Franko is contrasting concepts *kapitalisty* – *robitnyky*, *seliany*. Their intratextual contrast is manifested by the accentuation of the meaningful seme ‘antagonism’: *I yak zhe tut poviryty nashym «vyshchym sferam», yaki nachebto pikluiutsia pro dobro robitnykiv i pro polipshennia yikhnoi doli, ale dosi ne podbaly navit pro piznannia tsiiei doli i, drukuiuchy brekhlyvu balakanynu kapitalistiv, obmaniuiut sami sebe i uves svit!* [Franko, 1984: 59]; *Selianyn, yakyi maie dekilka morhiv gruntu, pravda, maie zemliu, tobto kapital, odnak vin ne kapitalist, bo tsia zemlia bez yoho vchasnoi pratsi ne mozhe yoho prohoduvaty; vin musyt orosyty yii potom svoho chola* [Franko, 1984: 68].

The evaluative contrast in the given author’s characteristics of landowners, capitalists, on the one hand, and workers, peasants, on the other hand, create statements with negative and positive evaluative semes. Compare: *kapitalist* – ‘wealth’, ‘cheat’, ‘gain’, ‘profit’ (*nadvyshka – se zysk kapitalista, vona pobilshuie yoho kapital; brekhlyva balakanyna kapitalistiv; obmaniuiut sami sebe i uves svit*), *robitnyk*, *selianyn* – ‘poverty’, ‘exhausting work’, ‘forced labour’ (*nemaiuchy vlasnosti ani u vyhliadi zemli, ani v kapitali, zmushenyi naimatysia..; zmushenyi tiazhko pratsiuvaty; orosyty yii [zemliu] potom svoho chola*).

Logical attributes regarding the names of persons according to social classes belonging have different semantic-evaluative and functional load. For example, they mostly indicate:

- national or regional identity: *V 1790 r. shliakhta halytska viryla tvrdo, shcho muzhyky budut svoim panam iz dobroj voli na viky vichni robyty panshchynu* [Franko, 1984: 92]; *ne mozna zamykaty ochei na te, shcho tsisar mav intentsiiu daruvaty halytskym selianam panshchynu* [Franko, 1984: 99];

- origin or social belonging: *Prychyna tomu – zodnoho boku, nedostatochne nashe znakomstvo z robitnykamy mistovymy, a z druhoho boku – daleko bilsha trudnist obrakhunku i analyzy, yak u silskykh ta malomiskykh robitnykiv* [Franko, 1984: 7]; *Dumaiu, shcho zovsim bez peresady mozh zrivniaty dokhod zetsera z dokhodom silskoho robitnyka* [Franko, 1984: 11];

- employment pattern: *Ne tiazhko, vprochim, uhadaty, shcho persha, nailipshe*

*plachena kupa –se imenno ti lehkoroby: pysari, nadzyrateli, mashynisty; druha kupa – se **robitnyky stali..**, a tretia, naibilsha i naibidnisha, – se **podenni zaribnyky*** [Franko, 1984: 47].

One of the most productive lexemes within the thematic subgroup ‘the names of persons according to social classes belonging’ is *robitnyk (robitnyky)*. In I. Franko’s texts, the lexeme functions with the meaning codified in the SUM as «predstavnyk ekspluatovanoho klasu, pozbavlenyi zasobiv vyrobnytstva; proletarii. [...] // 2. Toi, khto pratsiuie, trudytsia; trudyvnyk» [CYM VIII, 1970-1980: 585]. Compare: **robitnykom** *mozhna nazvaty lyshe toho, khto, ne maiuchy vlasnosti ani u vyhliadi zemli, ani v kapitali, zmushenyi naimatysiado kapitalistiv* [Franko, 1984: 67].

Despite the belonging of the analysed works to the scientific style, one of the features of which is stylistic neutrality, numerous contexts with the word *robitnyk / robitnyky* reflect I. Franko’s sympathetic attitude towards «working people». In particular, this is evidenced by persistent characteristics and phraseological phrases (*hirka dolia, shmatok chornoho khliba*), verb compounds with the modality of coercion (*musyt pratsiuvaty, zmushenyi naimatysia, zmushenyi pratsiuvaty, musyt dyvytysia na znushchannia pana*), also the author’s vocabulary *rid bilykh nehriv*. Compare: **yomu [robitnykovi]** *daiut stilky, shchob vin mih tak-siak utrymaty shche y simiu, a tse dlia toho, shchob ne prypynyvsia rid bilykh nehriv, bo tse bulo b nevyhidno dlia kapitalu* [Franko, 1984: 73]; **Robitnyk musyt pratsiuvaty** *na pomishchykiv, fabrykantiv, kuptsiv, kramariv, na viisko i na riznykh darmoidiv, a sam oderzhuie za tse shmatok chornoho khliba!* [Franko, 1984: 76]. Neutral in terms of revealing the author’s attitude to workers, but informative in terms of reflecting the modern to I. Franko objective picture of the stratification of workers by industry, spheres of employment are the attributes *silskyi, fabrychnyi, promyslovyi*: *Koly b skazaty pro takyi zarobok silskomu robitnykovi, vin by zdyyuvavsia* [Franko, 1984: 9]; *poky shcho nam vazhko daty yaku-nebud vidpovid na vsi tsi pytannia, vazhko khoch by pryblyzno podaty zahalnu kartynu zhyttia vsikh fabrychnykh robitnykiv u Halychyni* [Franko, 1984: 52]; *Beruchy odno peresichne chyslo, vykhodylo b, shcho kozhdyi promyslovyi robitnyk v Halychyni bere denno po 60 kr(eitseriv)* [Franko, 1984: 46].

The component-numerous thematic subgroup «names of persons according to activity type, profession, position» is stratified by several thematic micro-associations of vocabulary: «names of persons according to the occupied state position»; «names of persons according to professional affiliation»; «names of persons according to activity

type»; «names of persons according to functional duties».

In the thematic subgroup of the vocabulary «names of persons according to occupied state position», the key words are *tsisar* («ukrainske naimenuvannia avstriiskoho imperatora, yake bulo pryiniat v Halychyni; u shyrshomu znachenni – vzahali vyznachennia nosiia imperatorskoho tytulu»), *namisnyk* («zastupnyk tsiaria u kraiaakh Avstriiskoi / Avstro-Uhorskoii monarkhii, zokrema u Halychyni»), *ministr*, *hradonachalnyk*, *burmistr* («miskyi holova»), *virylist* («deputat kraiovykh parlamentiv Avstrii, a takozh reikhsratu (derzhavnoi rady), yakyi vkhodyv do zakonodavchoho orhanu za posadoiu, a ne obyavsia»), *marshalok* («vyborna osoba u pomishchytskomu samovriaduvanni; predvodytel dvorianstva, holova seimu; holova povitovoi rady v tsiarskii Avstro-Uhorshchyni») etc. (all definitions are provided according to the RSF). Their relevance comes from the socio-political situation in Galicia in the 19th century: *tsisar* u vidruchnim pysmi do **ministra** skarbu z 7 liutoho 1853 upimnuv uriad do pryskorennia spravy indemnizatsiinoi [Franko, 1984: 103]; *Bo khoch vdalys v dilo yak politychnyi nachalnyk kraiu, tak i nachalnyk avtonomii – p. namisnyk i p. marshalok – ... to vse zh rishaiuchi videnski sfery derzhalys yakos dyvno zrezervovano* [Franko, 1984: 306]; *Budemo musyly pryznachyty, shcho toi «hrupovskiy hradonachalnyk», kotryi yoho skomponuvav, buv spravdi henialnym pravodavtsem* [Franko, 1984: 261].

The semantic and stylistic specificity of the book nomination *ministr* is determined by the fact that in the analysed works it is usually used with a concretizer – *ministr yustytsii*, *ministr rilnytstva*, *ministr skarbu*, *ministr finansiv*, etc.: **Ministr yustytsii**, *hraf Shenborn*, *vidpoviv*: «*Mushu vyznaty, shcho vysnovky pana Madeiskoho z bahatokh tochok zoru slushni...*» [Franko, 1984: 186]; *vid toho chasu todishnii ministr rilnytstva baron Mansfeld ...kazav nahlukho zaperty lisy dlia liudskoi khudoby* [Franko, 1984: 80]; *Spravozdannia ministra finansiv z dokhodiv derzhavnykh za r. 1882* [Franko, 1984: 151]. Besides clarifying the content, the authenticity of naming the state position, such concretizers also have an additional cognitive and informative function: they create a historically true picture of the infrastructure of the government of that time.

The thematic subgroup «names of persons according to professional affiliation» is much more numerous and more diverse in terms of stylistic differentiation of the covered units. Observations of I. Franko's economic texts give grounds for a motivated claim that this group is formed by rarely used (temporally or regionally marked) book nominations (*dysiurnist*, *zetser*), commonly used book nominations (*drukar*, *provizor* (*toi, khto mozhe zaviduvaty aptekoiu* [Slovnyk chuzhomovnykh

sliv, 1996: 48]), common-language nominations (*tkach*, *oliarnyk*, *kravets*, *miroshnyk*, *muliar*). The latter, of course, do not belong to the category of book vocabulary, but we provide their minimal list for the completeness of the outline of the corpus of nominations of persons included in the register of nominations of persons recorded in the language of I. Franko's economic works.

The lexicographic work «Rare words in the works of I. Franko» provide concise definitions of the nominations *dysiurnist* («pysar, kantseliaryst»), *votant* («pysar u advokata») and *zetsler* («drukar-skladach») [RSF]. Compare their use in I. Franko's economic texts: *Znachyt, 17 877 410 z[l.] r[ynskykh] v[idenskykh] a[syhnatsiiamy] koshtuvaty bude v tsilosti administratsiia y perevedennia amortyzatsii, vsi ti kraiovi y mistsevi komisii, vsi ti sovityky y dyurnisty ...* [Franko, 1984: 122]; *Dlia toho na teper stanemo na tim, shcho podamo nevelychkyi obrazok z zhyttia lvivskoho **robitnyka-zetsera** (kotryi u drukarni skladaie pysmo)* [Franko, 1984: 7].

The use of the lexeme *zetsler* in the analyzed economic works also has the following linguistic-pragmatic feature: I. Franko singles out the profession nominated by this word, gives it a special, somewhat higher status among others, emphasizing that it is associated not only with mechanical work, but also with mental activity, requires a certain professional training: *plata **zetseriv** stosunkovodaleko lipsha, yak prochykh robitnykiv, botut vymahaietsia ne prostoi mekhanichnoi syly, a yakoho-takoho (bodainyzhchoho) obrazuvannia, shcho i v plati musyt stanovyty riznytsiu* [Franko, 1984: 8].

The presence of the integral seme «activity type» gives grounds for grouping the lexemes into a separate thematic field «names of persons according to activity type». It includes nominations *fabrykant*, *promyslovets*, *remisnyk*, *zemlerob*, *rilnyk*, *kramar*, *bankir*, *finansier*, *kredytor*, *orendar*, *sluzhbodatel*, etc. Compare: ***Fabrykanty, promyslovtsi, remisnyky** na zazyv palat maizhe nikoly ne podaiut pravdyvykh danykh pro te, skilky vyrobu u nykh vyrobliaietsia, skilky derzhat robitnykiv, skilky maiut dokhodu* [Franko, 1984: 44]; *Robitnyk musyt pratsiuvaty na pomishchykiv, **fabrykantiv, kramariv**, na viisko i na riznykh darmoidiv, a sam oderzhuie za tse shmatok chornoho khliba!* [Franko, 1984: 76]; *Taki **rilnyky** musyly sami okupliaty uvilnennia svoikh gruntiv i vkladaty okup do fondu indemnizatsiinoho* [Franko, 1984: 108]; *Tak samo **orendari** emfitevtychni stalysia neobmezhenymy vlastyteliamy posidanykh gruntiv, yikh richnu orendu skapitalizovano, i toi kapital vony musyly splatyty* [Franko, 1984: 108]. The content and pragmatic load of these nominations is motivated by the fact that they help to

reliably reproduce the realities of the social and economic life of those times.

The concretization of the above-mentioned integral seme «activity type», its narrowing to the seme «economic activity type», gives reason to emphasize the importance of the thematic mini-formation of the vocabulary of the economic profile – the names of persons whose type of activity or profession is related to industrial, financial, banking and other spheres: *promyslovets, fabrykant, uriadnyk rakhunkovyi, bankir, kasiier, pravnyi doradnyk banku, finansiiier, orendar, kredytor / virytel* («*kredytor, pozykodavets*» [RSF]), *borzhnyk / dovzhnyk*, etc. Compare: *Ne maiemo naimenshoi prychny shchadyty narodovykh finansiiieriv, pomituiuchyhsia hroshem selian* [Franko, 1984: 313]; *Platyty kredytoram zbankrutovanoho banku borzhnykamy toho zh banku, uziatymy zhyvtsem zi shkiroiu i kistmy, – os nainovishyi metod...* [Franko, 1984: 64]; *Shche korysnishi dlia dovzhnykiv usloviia ne daly b pohodytys z bezpechenstvom samoho banku* [Franko, 1984: 174]; *V sliduiuchii tablychtsi podaemo dokladnyi perehliad, zvidky, t[o] ye[st] vid yakykh viryteliv i na yakyi richnyi protsent zatiahano dribni pozychky* [Franko, 1984: 230].

A specific unit of the lexical and thematic subgroup under analysis which has gone out of linguistic usage and today can be qualified as historicism is a book nomination *sluzhbodatel*. In the lexicographic sources of the early 20th century (such as «Slovnyk ukrainskoi movy» edited by B. D. Hrinchenko), also in the modern dictionaries (for example, in SUM) the lexeme is not recorded and interpreted, so the conclusions about its meaning can only be drawn from the Franko's contexts: *Sluzhbodatel maie pravo koly-nebud, bez vyivlennia prychny, perehlianyty v prysutnosti sluihy i shche odnogo svidka skryni, kufry i vsi perekhovky...A za ves toi poslakh «sluzhbodatel maie pravo zaboronyty sluzi prynymannia vidvidyn chy to vid koho-nebud vzahali, chy vid pevnykh oznachenykh osib»* [Franko, 1984: 265].

Thematic subgroup «names of persons according to functional duties» is sufficiently numerous, filled with components. It unites both common lexemes (*kasiier, kontroler*) and borrowed nominations that are less understandable to a Ukrainian speaker, such as *aranzher* – «orhanizator, initsiator, rozporiadnyk, kerivnyk; toi, khto shchos orhanizovuie, vlashtovuie»; *verkfirer* – «toi, khto keruie robotamy», *vervalter* – «upravytel»; *ekzekutor* – «sudovy vykonavets, zbyrach shtrafiv i podatktiv; chynovnyk, yakyi vidav hospodarskymy spravamy i nahliadom za yikh vykonanniam, zokrema na diliantsi splaty podatktiv» [all definitions are provided by RSF]. Compare: *Kasa banku umishchena bude provizorychno v lokali kasy kraiovoi, a kasiier i kontroler vydilu kraiovoho maiut zarazom povnyty ti*

sami funktsii v banku kraiovim [Franko, 1984: 172]; *na samykh **kontrybuentiv podatkovykh** spadaie, yak pobachymo dalshe, shche menshyi protsent* [Franko, 1984: 139]; *u tsi roky personal upravlinnia i nahliadachiv nalichuvav 10 cholovik,.. krim toho, maly... 4 **verkfireriv (keruiuchykh robotamy)** po 1 zlotomu rynskomu na den* [Franko, 1984: 61].

Illustrative as to the use is lexeme *sekvestrator*. Dictionaries of foreign words [Slovnyk chuzhomovnykh sliv, 1996: 385; Slovnyk inshomovnykh sliv, 2006: 749] record only its cognate words *sekvestr* («nakladannia zaborony na maino; peredacha spirnoho maina na skhovanku tretii osobi do ostatochnoho rozviazannia superechky» [Slovnyk chuzhomovnykh sliv, 1996: 385]) and *sekvestruvaty* («nakladaty zaboronu na maino» [Slovnyk chuzhomovnykh sliv, 1996: 385]). The direct name of the person *sekvestrator* with the meaning «zbyrach podatkov; toi, shcho prymusovo zbyraie borhy na koryst derzhavy» is recorded by the electronic dictionary «Rare words in the works of I. Franko» (RSF). Compare: *Kreovano pry kozhnim uriadi podatkovim posadu «**sekvestratora podatkovoho**»* [Franko, 1984: 288]; *a shcho nashym liudiam ne lehko prykhodytsia yikh skladaty, to osudit khot by z toho, shcho koly po roku zikhav **sekvestrator** fantuvaty za pershyi kvartal, to na zvysh 350 platiachykh podatok zaplatylo bulo vsoho 29* [Franko, 1984: 80]; *Zaboroneno takomu **sekvestratorovi** pobyraty «ekzekutne» po hromadakh* [Franko, 1984: 228].

Nowadays, the nomination *ekzekutor* is perceived as a historicism that emerged from the active economic metalanguage. Compare: ***Ekzekutor** zaizdyv do viita, de zaraz perekladeno yomu «so strakhom i trepetom» tabeliu i dnevnykh podatkovyi* [Franko, 1984: 287]; *Pravda, koly khto «znavsia na rechi» i, vidklykavshy **ekzekutora** nabik, pohovoryv z nym «dobre slovo» i utknuv v ruku huldena abo i menshe (iak do humoru **ekzekutora**)* [Franko, 1984: 287]. In terms of word formation it is related to a noun *ekzekutne* («odyn iz tohochasnykh riznovydiv finansovykh stiahnen» [RSF]): *Ochevydna rich, shcho pry takii politytsi finansovyi pohliad yoho upav i na rubryku dokhodiv skarbovykh z «**ekzekutnoho**»* [Franko, 1984: 289]; *koly shche do toho dodaty pobyrailuchy podatok «vid ruky» 15 kreitseriv i **ekzekutnoho** 5%, to pobachymo, shcho u nas naibidnishyi khalupnykplatyt richno trokhy ne 4 rynskykh podatku priamoho...* [Franko, 1984: 80].

Homination *kurator* manifests the tenacity of semantics: the archisema of the action ‘to supervise something, someone; to control someone, something’ was relevant in I. Franko’s language practice and remains so today. Compare:

*oboviazkom obokh p[aniv] **kuratoriv** bude peredovsim ulozhyty faktychnyi balans banku, spravdyty yoho aktyva i pasyva, shchoby vzhe raz diznatys, yak vysoky, vlastyvo, defitsytbanku* [Franko, 1984: 311]; *Otzhe, teper na mistsi banku staie yoho **kurator**, na kotroho vsi funksii dyreksii perekhodiat i kotryi v porozuminni z **kuratorom** lystiv dovzhnykh perevede chyn pohrebeniia banku* [Franko, 1984: 308].

On the other hand, the nominator *liustrator* manifests a certain semantic transformation, in particular, it clearly tends to expand the meaning. The meaning «revizor» which is relevant to the language of I. Franko's economic works (compare: *shchodo **liustratoriv**, to, oskilky yikh zavdanniam ne ye same tilky **liustruvannia** silskykh hospodarstv, a takozh praktychne navchannia rilnytstva, to taka diialnist, yak khlib nasushchnyi, nikoly ne stane budennoi* [Франко, 1984: 136]) has become more abstract and has functionally gone beyond the economic metalanguage today.

It is also worth highlighting the micro-group of nominations of persons with the common qualifying seme 'assistant'. In the texts under analysis there were recorded the following nouns: *adiunkt* («nyzhchyi sudovyi chyn, pomichnyk vidpovidalnoi osoby, zastupnyk; pomichnyk suddi»); *amanuenz* («pomichnyk bibliotekaria, sekretar»), *amstiren* («za avstriiskyykh chasiv – prysluzhnyk pry yakii-nebud ustanovi») [RSF].

The carried out analysis of the names of persons recorded in the economic works of I. Franko not only gives the idea of the specifics of the Ukrainian scientific style of the late 19th and early 20th centuries, but also is of a significant scientific interest for the study of the history of the literary language as a fragment of the vocabulary of the economic language of the specified period.

The lexical and thematic group of general scientific book vocabulary «**names of institutions and organizations**» is formed by the following nominations: representative authorities (*rada, seim*); central and local bodies of executive power (*pravyytelstvo, uriad, komitet*); ministries (*ministerstvo sprav vnutrishnikh, ministerstvo virospovidan i prosvity, ministerstvo oborony kraiovoi, ministerstvo skarbu, ministerstvo torhivli, ministerstvo spravedlyvosti, ministerstvo rilnytstva*); subdivisions of institutions, organizations (*vydil, komisiia*); educational institutions (*shkola, vospytalyshche, vykhovnyi zaklad*).

Among the names of the representative authorities, the keywords are *rada, seim*. Their relevance is related to the reproduction in the analyzed scientific texts of the historically reliable picture of the establishment and development of the power in Galicia. At the same time, it is significant that the hierarchy and

subordination of these authorities is specified by epithets *derzhavnyi*, *kraiovyi*, *miskyi*, etc.: *Uspishnoi pomochi, na dumku besidnyka, ne mozha nadiiatysia vid kraiovykh seimiv, a tilky vid rady derzhavnoi, i tomu orhanizatsiia selian povynna obiimaty vsiu derzhavu* [Franko, 1984: 229]; *A tut shche pry danii konsteliatsii v radi miskii luchylasia yaknaikrashcha sposibnist prodaty kota v mishku za hotovi hroshi v mishku* [Franko, 1984: 317]. The author's assessment of the activity of the state authorities is revealed by a language game with the phraseological unit *prodavaty kota v mishku* (compare: *kupuvaty kota v mishku* – «*prydbaty shcho-nebud, ne bachachy y ne znaiuchy yoho yakostei*» [SFUM I, 2003: 406]), which is occasionally transformed due to the replacement of the verb *kupuvaty* with the antonym *prodavaty* in the given context.

The lexical and thematic group «names of central and local bodies of executive power» is represented by the nouns *pravytelstvo*, *uriad*, *komitet*, etc. For example: *tilky tsentralnyi komitet aprobuie knyzhky –bilshe nikhto* [Franko, 1984: 200]; *Koly vsi ti rozporiadzhennia pravytelstva, vymireni proty shliakhty, a malo dotykaiuchi prostoho narodu, raz u raz pidderzhuvaly nekhit shliakhty do Avstrii, to tym bilshе musyla serdyty yii prykhylnist, yaku pravytelstvo avstriiske okazalo rusynam, opikuiuchys yikh narodnistiu ta rozbudzhuiuchy yikh movu y pysmenstvo do novoho zhyttia* [Franko, 1984: 90]. The given lexical nominations reproduce the model of the administrative structure of the late 19th and early 20th centuries in Galicia.

The author actively uses lexemes synonymous at that time in Western Ukrainian linguistic practice *правительство, уряд*, compare: *Tam sam uriad postaravsia o zavedennia hromadskykh shpykhliriv, u yakykh mistytsia takyi zapas zbizhzhia, shcho mozhe kozhdoho roku u chasi perednivku cherez kilka misiatsiv vyzhyvyty vsiu liudnist kraiu* [Franko, 1984: 181]; *Pravytelstvo lahodyt vnesok, shchoby pidnesty spilkovu orhanizatsiiu selianskoho stanu* [Franko, 1984: 243].

The noun *pravytelstvo* acquires an expressive color in colloquially marked epithet and verb compounds: *Yake nemyloserdne pravytelstvo!*» – *skryknuly, bachytsia, liberaly-poliaky, yakyi «rząd sprzyjający krajowi», kotryi, nezvazhaiuchy na tiahari kraiu, ne khoche nam pozvolyty vmenshyty yomu tykh tiahariv!* [Franko, 1984: 116]; *Pravytelstvo, stavliachy takyi proekt, malo peredovsim na otsi, shcho vnesenyi vzhe pered litamy do rady derzhavnoi proektkatolytskykh sviashchennykiv strityvsia z riznymi trudnostiamy* [Franko, 1984: 205].

The structure of ministries can also be reproduced in the language of I. Franko's economic works (*ministerstvo sprav vnutrishnikh, ministerstvo virospovidan i*

prosvity, ministerstvo oborony kraiovoi, ministerstvo skarbu, ministerstvo torhivli, ministerstvo spravedlyvosti, ministerstvo rilnytstva, etc.) as well as the sufficiently clear idea of the directions and specifics of their managerial and economic activities: **Ministerstvo oborony kraiovoi** *pobyraie vid mist Lvova i Krakova razom 41 903 z[l.] r[ytskykh] za uderzhuvannia viiskovoi strazhi politsiinoi* [Franko, 1984: 142]; *Spravozdannia ti, odnako, ne pryznacheni dlia publichnoho vzhytku, ne prodaiutsia po knyharniakh, a drukuiutsia lysh v malim chysli prymirnykiv, tak shcho distaie yikh tilky ministerstvo torhivli* [Franko, 1984: 44].

The lexical and thematic group «**names of subdivisions of institutions, organizations**» includes book lexemes *vydil* («*viddil, komitet, pravlinnia, biuro, prezydiia, uprava, rada*» [RSF]) and *komisiia*. Their semantics is specified by logical attributes: *vydil* – *kraiovyi, bankovy;* *komisiia* – *biudzhetova, bankova, promyslova*. Compare: **Vydil kraiovyi** *obchyslyv, shcho lysh 9 900 000 z[l.] r[ytskykh] mozhe pryiniaty yako sumu podatkov* [Franko, 1984: 206]; *proekt sei peredano komisii bankovii* [Franko, 1984: 167]. It is noteworthy that the phrase *vydil kraiovyi* in the lexicographical work «Rare words in the works of I. Franko» is recorded as terminology: «**vydil kraiovyi** – administratyvnyi i vykonavchyi orhan Halytskoho kraiovoho seimu».

The core unit of lexical and thematic group «**names of educational institutions**» is the noun *shkola*. It is used to denote the higher educational institutions and other educational organisations: *vyshcha shkola rilnych, shkola politekhnicheska, shkola shevstva, publichna shkola liudova, shkola yazykiv skhidnykh, shkola shtuk krasnykh*. Compare: *nyni stvoriuietsia i popovniuietsia merezha vykhovnykh zakladiv – shkil tekhnichnykh, rilnychykh, hirnycho-promyslovykh, remisnychykh i torhovelynykh dlia vykhovannia neobkhidnoi kilkosti fakhovykh pratsivnykiv u rilnytstvi i promyslovosti* [Franko, 1984: 140]; *na stypendiiu dlia odnogo uchnia, yakyi zakinchyv vyshchu rilnychu shkolu v Dublianakh i pratsiuvatyme vchytelom serednikh shkil, – 800 z. r., na stypendii dlia uchniv shkol lyshnytstva u Lvovi –1500, na stypendii dlia hirnykiv i uchniv praktychnykh burylnykh shkil ta hirnychykh akademii –2000, na pidruchnyky dlia serednikh rilnychykh shkil – 500 z. r.* [Franko, 1984: 135]. Archisemes ‘learning’, ‘upbringing’ which are decisive for the nomination *shkola*, are recorded in the semantic structure of other lexemes, first of all nouns *akademiia, vykhovannia, uchen, vchytel, stypendiia, pidruchnyk*.

The nomination *shkola* is systematically used with the attributes (*spetsialna, promyslova, torhovelna, navtychna, marynarska, rilnych, etc.*), genitive specifiers (*shkola polozhnytstva, veterynarii, shkola yazykiv skhidnykh, shkola shtuk krasnykh*)

which indicate the professional orientation of the educational institution: *Do shkil spetsialnykh chyslymo: shkoly polozhnytstva, veterinarii, shkolu yazykiv skhidnykh, shkolu shtuk krasnykh, shkoly rychunkovi, promyslovi, torhovelni, navtychni (marynarski)* [Franko, 1984: 147]; *Taki zaklady koshtuvaly by daleko menshe, nizh panski shkoly rilnychi, obrazuvaly by liudei dlia praktychnykh potreb daleko krashche* [Franko, 1984: 234].

In one of the contexts, there was recorded an episodic use of the lexeme *vospytalyshche* as a situational synonym to the phrase *vykhovnyi zaklad: 4000 z[l.] r[ynskykh]*, *ukhvaleni dlia divochoho vospytalyshcha pid zariadom vasylianok u Lvovi, ostanutsia, zapevno, tilky odnorazovoiu zapomohoiu* [Franko, 1984: 190].

Not having a tradition of the active use and not conforming with the derivational norms of the Ukrainian language, the lexeme *vospytalyshche* has not established as a normative unit of the lexical system.

The linguistic practice of I. Franko in the genre of economic works (in particular, in such a fragment of the vocabulary as «names of institutions and organisations») testified to the development of the scientific style of the Ukrainian literary language of the late 19th and early 20th centuries regarding the actualization of book (terminological vocabulary) and colloquial sources, the presence of lexical options and the dominance of the subjective, expressive and evaluative factor in the contemporary scientific discourse.

In addition to general scientific book vocabulary, in particular terminology, a significant corpus of the dictionary of economic works by I. Franko is formed by professional economic terminology. Compared to the general scientific terminology, it is known to have a more distinct stylistic colouring.

The systematization of the recorded units gave grounds for distinguishing several types of terminological groups.

The lexical and thematic group «**names of financial and credit operations and financial actions**» is quite numerous and interesting in terms of the formation of the economic vocabulary. The main corpus of lexemes relevant to the economic life of Galicia of the late 19th and early 20th centuries which became the object of scientific characterization in the works of I. Franko is made up of professional nominations *reviziia*, *liustratsiia* (lat. – vyznachennia prybutkiv vid nerukhomoho maina [Slovnyk chuzhomovnykh sliv, 1996: 238], *sanatsiia*, *kredyt*, *pozyka*, *pozychka*, *ipoteka*, *litsytatsiia* («prodazh z pryliudnoho torhu maina za borhy» [Slovnyk chuzhomovnykh sliv, 1996: 237]), *pozychka ipotechna*, *propinatsiia*. The components of this group are united by the integral seme «name of a certain

action or process». Compare: *namisnytstvo pozvolilo starostvu, shchob dopuskalo reklamantiv do revizii map v tsili sprostuvannia pomylok* [Franko, 1984: 333]; *A shchodo **liustratsii**, to komisiia ne mozhe ne vyslovyty dumky, shcho, naskilky **liustratsii** silskykh hospodarstv, provedeni cherez dekilka rokiv u kozhnii mistsevosti, mozhut buty stymulom do zdorovoho postupu, nastilky **liustratsii**, yaki povtoriuvalysia nadto chasto, vtratyly b svoje znachennia v ochakh silskoho naselennia* [Franko, 1984: 136]; *Dlia **sanatsii** nashykh mistsevykh politychnykh stosunkiv pered nastupnymy vyboramy do seimu treba uporatysia zi spravoiu, kotra tilky zbilshuie stanovi antahonizmy i zmenshuie vplyv shliakhty* [Franko, 1984: 91]; *ukhvaleno udiliaty **pozychky** lysh do ½ vartosti **ipoteky*** [Franko, 1984: 169]; *dovidaietsia pro namireni dobrovilni **litsytatsii** z metoiu partseliuvannia ta prodazhi khlopskykh gruntiv* [Franko, 1984: 104].

Active units of I. Franko's economic presentation which are included in the core zone of the vocabulary of the modern economic metalanguage are nominations *kredyt* («uhoda mizh partneramy (fizychnymy ta yurydychnymy osobamy) pro nadannia u vlasnist maina abo hroshei inshii osobi na umovi vidstrochky povernennia takoi zh vartosti z vyplatoiu protsentu» [Ekonomichnyi slovnyk-dovidnyk, 1995: 173]) and *pozyka* («osnovna forma kredytu, yaka ye formoiu rukhu pozychkovoho kapitalu» [Ekonomichnyi slovnyk-dovidnyk, 1995: 173]).

In order to reveal the essence of the concept *kpedum*, it is worth tracing its semantic relations with partial concepts actualized in the language of I. Franko's economic works.

The lexical-semantic microparadigm of nominations of *kredyt* includes such words and phrases as «*tanyi kredyt*», *publichnyi kredyt*, «*kredyt kraiovyi*», *pozyka*, *pozychka*. Compare: *spohadaiem, yak predstavliaietsia sei holosnyi «tanyi kredyt» v diisnosti...* [Franko, 1984: 163]; *Udil shyrshei publiky robyt **publichnyi kredyt** znachno tanshym* [Franko, 1984: 174]; *Vzhe to chasom duzhe vyhidno pokrytyts vsiakymy vzghliadamy na «**kredyt kraiovyi**»* [Franko, 1984: 298]; *provedennia konversii shliakhom vykupu indemnizatsiinykh borhovykh zoboviazan **kraiovoiu pozykoiu** u 4-protsentnykh oblihotsiakh ...* [Franko, 1984: 234]; *Finansove vysnazhennia kraiu, stykhiini lykha, postiine oderzhuvannia **dribnykh pozyk** – use tse pryzvodyt do depresii kursu navit takykh paperiv, yak borhovi indemnizatsiini rozpysky* [Franko, 1984: 236]; *oblihypuskaiutsia v kurs u kraiu, prodaiutsia v tsilii derzhavi abo y poza yii hranytsiamy, a oderzhani hroshei, se, vlasne, **zatiahnena pozychka*** [Franko, 1984: 241].

Most of the illustrated attributive compounds have a terminological meaning

(*publichnyi kredyt, kraiova pozyka, konversiina pozyka, pozychka ipotechna, bezprotsentova pozychka, komunalna pozyka*), others are not terminological, but established in use, formulaic (*dribna pozyka, zatiahnena pozychka*), others demonstrate expressiveness (*holosnyi «tanyi» kredyt, nepotribna pozychka*).

From this point of view, the verb conjugation of the nomination *kredit* is also indicative. Compare: *Syndykaty ti holovno dbaiut o te, shchoby vyviduvatysia, yak de stoit rilnytstvo., vyiednuvaty rilnykam kredyt* [Franko, 1984: 243]; *Dlia pokryttia toho defitsytu pryidetsia zatiahaty novu pozychku* [Franko, 1984: 239]; *bralypozychky selianskoho banku., koly papery soho banku... byly i sut na dili lystamy «dovzhnymy»* [Franko, 1984: 300].

The word-forming activity of the term *kredit* is noteworthy. In particular, it forms a cognate terminological adjective *kredytnyi*: *treba uvzghliadnyty vsiaki koshty, napr. ekzekutsii, a todi zrozumiemo ostorozhnist kredytnykh instytutsii* [Franko, 1984: 300]; *Seim ukhvalyv zatiahnuty 1 000 000 pozychky na pidpomahannia 4%-vymy pozychkamy ... kruhiv kredytovykh, spilok rilnychykh i dobrykh predpryniatii promyslovykh ta torhovelnykh ...* [Franko, 1984: 168]. Active in the modern economic metalanguage verb *kredytuvaty* and the verbal noun *kredytuvannia* are not found in the analyzed texts.

The systematization by a thematic feature of the **nominations of monetary results of financial and credit operations** which are recorded in the language of Ivan Franko's economic works makes it possible to create one of the most component-filled lexical and thematic groups. This group incorporates terms and word combinations: *dotatsiia, oplata, stypendiia, dopomoha, subventsii, protsent (vidsotok), premii, zalichka (avans), pensiia, anuitety, dyvidend, dovh (indemnizatsiinyi, ipotechnyi), saldo, «vidsotky provoloky», prybutok z pratsi, vydatky (shchupasovi, domovi, konfesiini), dokhid (dokhod), shtraf, ukarannia, stiahnennia*. The components of this group are united by the integral seme 'summary of income and expenses; material assistance, supplement; monetary penalty'.

This lexical and thematic group includes terms united by hypero-hyponymous relations, as well as antonyms. For example, hyperonym *dopomoha* and hyponyms *stypendiia, premii, dyvidend, dotatsiia, pensiia, anuitety*; hyperonym *oplata* and hyponyms *vydatky (konfesiini, domovi, shchupasovi), shtraf, ukarannia*.

According to the differential seme 'fulfillment / non-fulfillment of certain conditions' the terms *prybutok, dokhid (dokhod); shtraf, ukarannia, stiahnennia* enter into synonymous relationships; the terms *traf (ukarannia) i premii, zalichka*

(*avans*) enter into antonymous relationships.

One of the key units of the lexical and thematic group under analysis is *dokhid* (*dokhod*). Its conceptual field is formed by the epithet terminological compounds *chystyi dokhod*, *diisnyi dokhod*, *bizhuchyi dokhod*, *stanovyi dokhod*, *skarbovyi dokhod*, *faktychnyi dokhod*. For example: **Chystyi dokhod** z Halychyny vynosyv 11 833 635 z[l.] r[ynskykh] [Franko, 1984: 338]; *Tak samo i pry podatku dokhodovim, de za pidstavu preliminarina polozheno diisnyi dokhod* z r. 1882 [Franko, 1984: 335]; *Rozumietsia, vydatok sei yest odnorazovyi, kotryi pravytelstvo pokryie ne z bizhuchykh dokhodiv, ale z kredytu* [Franko, 1984: 339]; *Takozh styriiskyi indemnizatsiinyi fond pobyrav tytulom riznykh davnishykh stanovyykh dokhodiv* 142 389 z[lotykh] r[ynskykh] richnoi skarbovoi zapomohy [Franko, 1984: 100]; *Shcho khto khoche, nekhai i rozumiie sobi pid dzherelamy kraiovymy: dobra kameralni y skarbovi dokhody chy shcho-bud inshe* [Franko, 1984: 102]; *v 1868 r. faktychnyi dokhod u biudzheti stanovyv 35,2 mln., u 1880 – 37, u 1890 r. – 35,3 mln. z. r.* [Franko, 1984: 153].

Compare the expressiveness of the compound term *chystyi dokhod* acquired due to the ironic and evaluative epithet *skromnenkyi*: *Po struchenni rivnobizhnykh vydatkiv kraiovykh na toi filvarok pokazuietsia v 1880 rotsi duzhe skromnenkyi chystyi dokhod* v sumi 900 z[l.] r[ynskykh] [Franko, 1984: 219].

The verb conjugation is indicative as to the development of the professional meaning of the nomination *dokhid*: *Chytacham, mabut, vidomo, shcho tsia chastyna kapitalu ye vlasne tym dzherelom, z yakoho plyvut dokhody i prybutky kapitalista* [Franko, 1984: 57]; *Vsi ti dokhody vplyvaiut do ministerstva skarbu i stanovliat holovnu chastshchorichnykh biudzhektiv* [Franko, 1984: 142]; *V odnakii z poperednim rokom vysokosti preliminovano dokhody v pod[atku] zarobkovoho*(745 000 z[l.] r[ynskykh]) [Franko, 1984: 335]; *Poky shliakhtych ye vykliuchnym vlasnykom shynku i cherpaie z noho dokhod, vin ne mozhe unyknyty za tse moralnoi vidpovidalnosti* [Franko, 1984: 83].

The lexical and thematic group «*plata (uplata)*» is formed by terms and term compounds *zarobitna plata* (payment for work performed), *podenna plata*, *podatok* (mandatory payment in favor of national needs), *arkushyk hruntovyi*, *podatok zaribkovyi*, *shtraf*, *ukarannia* (payment for unfinished work, obligations). In the language of I. Franko's economic works, they are recorded with a wide spectrum of compatibility, which specifies their abstract professional meaning: for example, *Druhyi vykaz – se nevelychka tabelka p[id] n[azvoiu] «Taglohn-Preise» (p. XXIV-XXV); tam vykazana podenna plata robitnytska vid r. 1866-1870* [Franko, 1984: 45]; *sformuvavsia ekonomichnyi zakon, shcho nazyvaietsia*

«*zaliznym zakonom Lassalia*», *za yakym zarobitna plata* robitnyka lyshe ne nabahato bilsha abo mensha vid sumy, konche neobkhdnoi na prozhyttia [Franko, 1984: 36]; *Oplata shynkarska* ... prynosyt v Halychyni 280 400 z[l.] r[ynskykh] richno [Franko, 1984: 142]; *Indemnizatsiinyi borh* – tse *splata za darovanu* 1848 r. panshchynu [Franko, 1984: 216]; *Shchob buty remisnykom, treba ... buty pryiniatym do tsekhu i platyty arkushyk, t.ie. podatok zaribkovyi* [Franko, 1984: 162]; *Oti-to strazhnyky musiat pylnuvaty lisiv i podavaty kozhdoho na ukarannia (na shtraf), koho tilky prydybliat u lisi* [Franko, 1984: 83].

Among the terms grouped by the presence of the integral seme ‘help’ (*stypendiia, premiia, dotatsiia, pensiia, anuitety*), a special place belongs to the nomination *kongruia (kongrua)* – «hroshova dopomoha, shcho pryznachalasia starym sviashchenykam za vysluhu rokiv», «minimalna oplata sviashchenykovi» [RSF]. Also, this lexeme was used in the meaning «*platnia dukhovenstva; platnia katolytskym sviashchenykam; posadovyi oklad katolytskoho dukhovenstva; posadovyi oklad rymo-katolytskykh i hreko-katolytskykh (uniatskykh) sviashchenykyv; postiina platnia katolytskym sviashchennykam*» [RSF]. Compare: ... *skilky pobyraie z kasy kongrui* ... [Franko, 1984: 156]; *Pravytelstvo, stavliachy takyi proekt, malo peredovsim na otsi, shcho vnesenyi vzhe pered litamy do rady derzhavnoi proekt o zahalnim upravlynneni kongrui katolytskykh sviashchenykyv strityvsia z riznymi trudnostiamy...* [Franko, 1984: 205].

The modern lexicographical works do not fix the lexeme *контруя (контруа)* even with stylistic remarks.

The number of lexical nominations that form the lexical-thematic group «names of the monetary result of a financial and credit operation», their semantic heterogeneity at the linguistic level reflects a significant number of types of payments that were made to representatives of different strata of the population, social status, etc.

The lexical and thematic group «**names of financial and credit documents and securities**» unites nominations *oblihotsiia, veksel, koshtorys, balans, lysty zastavni, lysty dovzhni, asyhnaty (asyhnatsii), kupony, promesa, referat pozychkovyi, indemnizatsiini borhovi zoboviazannia, paperovi oblihy (zoboviazannia)*, etc. This is one of the most numerous lexical and thematic groups of terms recorded in the language of Ivan Franko’s economic works. It is formed by both single-component and multi-component terminological units.

On the basis of the actual language connections, the general corpus of the names of financial and credit documents and securities recorded in I. Franko’s

economic texts is stratified into two lexical-thematic subgroups: «securities» and «debt obligations».

The lexical and thematic subgroup «**securities**» incorporates such lexemes as *oblihotsiia*, *paperovi oblihy (zoboviazannia)*, *promesa (imenna oblihotsiia)*, *arkushyky gruntovi*, *kupony* which have integral seme ‘monetary / commodity document’ and differential seme ‘the need to provide for the realization of the property rights’.

The noun *oblihotsiia* belongs to the key units of the analyzed subgroup. The updating of its professional economic content is carried out by grammatically diverse structures:

- attributive compounds with qualifying adjectives *komunalni*, *kraiovi*, *indemnizatsiini*, *sylosovani*, *splacheni*, *prodani*, *neoprotsentovani*, *nevyplatymi*, which verbalize the differential feature of the security: § 3 *statutu dozvoliav bankovi kraiovomu nabuvaty i prodavaty tilky ... oblihotsii kraiovi* [Franko, 1984: 267]; *pomynaiemo zhe 5 %-vi lysty zast[avni] (853 600) i 6 %-vi oblihotsii komunalni (= 103 300), tak yak za dva poslidni papery nikhto nichoho nyi ne daie* [Franko, 1984: 302]; *Yim ide o narist protsentiv vid oblihotsii indemnizatsiinyi* [Franko, 1984: 118]; *prodani oblihy treba potim rik richno splachuvaty, a to kapital i protsenty* [Franko, 1984: 241]; *1811 pozabyrano ... ostavliaiuchy za te neoprotsentovani i nevyplatymi oblihotsii* [Franko, 1984: 157];

- verb structures that emphasize the action or process associated with the economic circulation of a bond: *Krai vydaiepaperovi oblihy (zoboviazannia)...* [Franko, 1984: 241]; *za poserednytstvom bankiv ti oblihy puskaiutsia v kurs u kraiu, prodaiutsia v tsilii derzhavi abo y poza yii hranytsiamy* [Franko, 1984: 241].

It is also noteworthy that this lexical-thematic subgroup includes lexemes that are not used at all, are used limitedly or have a different meaning in the modern language. For example: *kupony* – «kvytok vid oblihotsii, na yakyi u pevnyi termin oderzhuiut vidsothy» [Slovnyk chuzhomovnykh sliv, 1996: 228]: *...vlastyteli sylosovanykh lystiv oblihotsii i kuponiv na 388 867 zl. rynskykh* [Franko, 1984: 322]. Lexeme *kupony* is recorded with the meaning «vidrizna chastyna tsinnykh paperiv, pry podanni yakoi u vstanovlenyi strok maiut splachuvatysia protsenty abo dyvidendy» [Slovnyk inshomovnykh sliv, 2006: 330].

In the times of I. Franko, the noun *promesa* functioned with the meaning «tymchasova, poky ne bude vyplachena, aktsiia; dokument na oderzhannia vyhrashu, na vyplatnyi, zastavlenyi loteriinyi bilet; imenna oblihotsiia» [Slovnyk chuzhomovnykh sliv, 1996: 351]. Compare in the works of I. Franko: *Na pidstavi zapavshoi ukhvaly dyrektsii komplektuiuchy o pozychku distaie promesu*

pozychkovu [Franko, 1984: 269]; *Obchysleno znov, skilky musyt vydaty nash dovzhnyk na vypovnennia ruslovii, oznachenykh v **promesi pozychkovii*** [Franko, 1984: 270]. Slovnyk inshomovnykh sliv codified this lexeme with a specified, closer to the modern conditions meaning «dokument, za yakym vlasnyk oblihotsii abo lotereinoho bileta zoboviazuietsia viddaty yikh za pevnu vynahorodu, yakshcho na nykh vypade vyhrash u naiblyzhchomu tyrazhi» [Slovnyk inshomovnykh sliv, 2006:448]. At the same time, it is worth emphasizing that the term *promesa* is not recorded by all modern dictionaries of professional economic vocabulary. For example, “Economic dictionary” of Y. S. Zavadskyi, T. V. Osovska, O. O. Yushkevych does not record this lexeme.

The lexical and thematic subgroup «**debt obligations**» includes such well-known economic terms as *veksel*, *lysty zastavni*, *lysty dovzhni*, *indemnizatsiini borhovi zoboviazannia*, *borhovi indemnizatsiini rozpysky*. They are united by the integral seme «debt documents» and the differential seme «the transfer of rights takes place by simple handover, without the execution of an agreement on assignment to another person». Compare in the works of I. Franko: § 3 *statutu dozvoliav bankovi kraiovomu nabuvaty i prodavaty tilky vlasni **lysty zastavni** ...* [Franko, 1984: 267]; *use tse pryzvodyt do depresii kursu navit takykh paperiv, yak **borhovi indemnizatsiini rozpysky*** [Franko, 1984: 236]; *Nadto likvidatory zrealizuiut 498 000 z[l.] r[ynskykh] **za vekseli** vid buvshykh chleniv zaviduiuchoi rady i dyreksii banku, doprovadyvshykh bank do upadku* [Franko, 1984: 323].

It is notable that certain terms of the lexical and thematic group «names of financial and credit documents and securities» belong to different lexical and thematic subgroups. It is, in particular, about nominations *oblihotsiia*, *asyhnata* (*asyhnatsiia*), *kupon*. This confirms the idea that the complexity of modeling the lexical paradigmatics of the language lies in the fact that all the groups identified in it do not form a whole unit, but penetrate into each other and intertwine [Vysotska, 2015].

The core of the lexical and thematic group «**names of financial charges and payments**» is formed by the specialized economic lexical units *tslo*, *podatok*, «*skipshchyna*» (tax in the form of grains or sheaves), *osyp* (grain tribute), *amortyzatsiia* / *umorennia* («*vyplata derzhavnoho oblihotsiinoho borhu*» [Slovnyk chuzhomovnykh sliv, 1996: 28]), *urbariia* («*hroshova povynnist, shcho platytsia pomishchyku, chynsh*» [Slovnyk chuzhomovnykh sliv, 1996-1997: 350]), *tiahar*, *obtiazhennia*, *ipotechne pereobtiazhennia*, *shtraf*, *ukarannia*, *chynsh* («*orendna platnia, podatok*» [Slovnyk chuzhomovnykh sliv, 1996: 474]), *indemnizatsiia*

(«splata za зроблену škodu, vidshkoduvannia» [Slovnyk chuzhomovnykh sliv, 1996: 177]), *kontrybutsiia* («danyina, podatok, shcho stiahuietsia pid chas viiny z naselennia peremozhenoi krainy dlia potreb armii» [Slovnyk chuzhomovnykh sliv, 1996: 219]), *lapove, povynnist, rata* («strok platezhu, chastyna platy (orendnoi ta in.), shcho prykhodytsia na danyi strok» [SH IV, 1996-1997: 7]), *danyina, «kanonii», «mezhne», «proskurne»*.

The integral seme for the components of this group is 'financial penalties'. They enter into hyponymic connections and act as co-hyponyms.

The inner form of the verbal nouns belonging to this group (such as *obtiazhennia, ipotechne pereobtiazhennia, ukarannia, amortyzatsiia (umorennia), indemnizatsiia*) preserves the meaning of action, which is combined with the meaning of abstract objectivity. Compare: *Tse obtiazhennia zrostalo shchoroku pryblizno na 8 milioniv* [Franko, 1984: 22]; ***Amortyzatsiia (umorennia)*** – *se na oko zovsim nevyinna shtuka – splata dovhu chastiamy* [Franko, 1984: 107]; *Z povilnym zakupuvanniam gruntiv, zi splatoiu ipotek, yaki tiazhat na nykh, iz amortyzatsiieiu zastavnykh lystiv, ... zmenshytsia chyslo tsinnykh paperiv iz derzhavnoiu harantiieiu, za yakymy tak zhadibno poliuiut kapitalisty* [Franko, 1984: 111]; ... *spadaiuchy, protsentova stopa* ***oblehshyt amortyzatsiiu derzhavnykh*** *dovhiv ta tsilkovytyi zakup zemli, takozh i selianskoi ...* [Franko, 1984: 111]; *Ostaiuchi dvi tretyny maiut predstavliaty sumu* ***indemnizatsii, kotra didycham bula vyplachena*** [Franko, 1984: 100].

The separate terms of foreign origin which according to a differential semantic feature belong to the analyzed lexical and thematic group demonstrate a word-forming activity. First of all, these are abstract nouns from which relative adjectives are formed: *amortyzatsiia* – *amortyzatsiinyi*, *indemnizatsiia* – *indemnizatsiinyi*, etc. *Ale se shche ne tsila suma tiaharia indemnizatsiinoho..., shcho musyv by to chy to krai, chy derzhava, a v ostannii linii seliany i vsiaki robochi liudy zaplattyty za znesenu panshchynu* [Franko, 1984: 108].

Also, within this lexical and thematic group, there were foundbook nominations which later fell out of use and today perform the function of historicisms: ... *vony, yak vy, navirno, chuly, vzialy vid holovnoho predpriiemtsia 625 tysiach z[l.] r[ynskykh]* ***lapovoho*** [Franko, 1984: 193]; ... *povynni buly pryrodnyim sposobom shcheznuty i vsiaki naturalni povynnosti muzhykiv zghliadom popiv, i to ne tilky panshchanna robota, ale y danyiny, yak «kanonii», «skipshchyna», «mezhne», «proskurne» i «juraslola»* [Franko, 1984: 158].

The carried out analysis gives grounds to state that the lexical and thematic group «names of financial charges and payments» has a significant component

content and thematic diversity.

The components of the lexical and thematic group «names of set of values» (*aktyvy, pasyvy, kapital, hroshi*, etc) are united by the integral seme ‘means of payment’. It is noteworthy that in a number of contexts they are used in parallel: Compare: ...*oderzhani hroshi*, se, vlasne, zatiahnena pozychka, bo prodani oblihy treba potim rik richno splachuvaty, a to **kapital** i protsenty [Franko, 1984: 241]; *Zvychaino pid nazvoiu kapitalu u nas rozumiiutsia bezzghliadno hroshi* [Franko, 1984: 32].

V. V. Vinogradov’s idea about the possibility of knowing the certain segments of the vocabulary through the stratification of the lexical and semantic connections of the nominations motivates the expediency of consistently tracing the contextual connectivity of the basic, conceptual for the scientific language term *kapital*.

The adjectives *oborotnyi, postiinyi, velykyi, indemnizatsiinyi, pozychenyi, korinnyi, zakladovyi, khaziaiskyi, hromadskyi* are the closest circle of qualifying attributes of a professional nomination *kapital* («sukupnist vyrobnychkykh vidnosyn kapitalistychnoho sposobu vyrobnytstva, pry yakykh zasoby pratsi, pevni materialni blaha, hroshi za rizni vydy tsinnykh paperiv sluzhat znariaddiam ekspluatatsii, pryvlasnennia chastyny chuzhoi neoplachenoj pratsi» [Ekonomichnyi slovnyk-dovidnyk, 1995: 156]). The typology of this list of attributes reveals the main semantic directions of the creation of noun-adjective term compounds:

- characteristic of the amount / size of capital – *velykyi, malyi, neznachnyi*, etc: *Zreshtoiu, takyi dribnyi pidpriemets vichno stohne pid natyskom velykoho kapitalu* [Franko, 1984: 68];

- characteristics of capital participation in economic activity – *oborotnyi, zakladovyi* and others: *Hadaimo, shcho taka arhumentatsiia nedorechna, bo v takomu razi kozhna torhovelnna spilka prahnula b zmeshennia oborotnoho kapitalu ...* [Franko, 1984: 284]; *oborotnyi kapital maie dlia zemlevlasnyka nabahato bilshu vartist, anizh 5 prots.* [Franko, 1984: 93]; *Nadvyshka prykhodiv banku obertaietsia: 1) 70% na pomnozhennia zakladovoho kapitalu* [Franko, 1984: 172];

- characteristics of the sources of capital formation – *khaziaiskyi, korinnyi, pozychenyi*: *pozychenyi kapital bude splachuvaty pomalu richnymy ratamy* [Franko, 1984: 119]; *koly dochyslymo sam korinnyi kapital 96 959 710 z[l.] r[ytskykh], dobudemo sumu, kotru eventualno oderzhaly pany za skasovanu panshchynu* [Franko, 1984: 120]; *tratiachy na kazhdim krotsi zadarma svoiu robuchu sylu i svii*

khaziaiskyi kapital, vy nikoly ne vyidete na lipshu dorohu [Franko, 1984: 178]; Yakby toi fond dosi lezhav i protsentuvavsia, to z samoho toho **hromadskoho kapitalu shpykhlirovoho** mav by nash krai teper bilshe yak 10 milioniv zl. rynskykh [Franko, 1984: 182];

Types of actions, transactions carried out with capital for different purposes, as well as processes that take place with capital, are verbalized by verbal compounds. Compare: *kapital skhodytsia u shchoraz menshe chyslo ruk, a kraievi hrozyt zahalne bankrotstvo* [Franko, 1984: 14]; **Opodatkuite kapital** i nadlyshok narivni z pratseiu, i robitnychy klas pidnimetsia [Franko, 1984: 26]; Na tsomu podatku i **kapital nadoluzhuie** svoi vtraty [Franko, 1984: 27]; **kapital** takozh dedali bilshe **pidkoriuie** pratsiu [Franko, 1984: 37]; yikhonii **kapital prynosyv yim** prybutky [Franko, 1984: 71]; V rusty [kalnomu] banku mozhna bulo takozh **lokuvaty kapitally** na asyhnaty [Franko, 1984: 307].

The separate contexts with the nomination *kapital* are peculiar quanta of basic economic knowledge: *Selianyn, yakyi maie dekilka morhiv hruntu, pravda, maie zemliu, tobto kapital*, odnak vin ne kapitalist [Franko, 1984: 68]; *Do tsoho pryzvely mashyny i fabryky – slovom, kapital* [Franko, 1984: 70].

Some other fragments of Franko's works testify to the metaphorization of an abstract scientific concept: *a shcho do tsoho diide, z pevnistiu mozhna peredbachyty, bo zh diiucha prychyna ta zh sama: vsemohutnist kapitalu* [Franko, 1984: 71]; *U zviazku iz stehnatsiieiu y nedoviriam kapitalu do zemli* [Franko, 1984: 37].

It is important to emphasize the word-forming activity of the term *kapital*. In the language of the economic works of I. Franko, cognate formations were observed: a) book nouns *kapitalizm*, *kapitalist*: *treba nam yaknaishvydshe pozbutysia zamorozhenoho khvosta feodalizmu, a pereity z rukamy y nohamy v kapitalizm* [Franko, 1984: 294]; *Istoriia Halychyny 1772 – 1860 rokiv – se v znachnii miri istoriia ruinovannia avstriiskym chynovnytstvom tykh davnykh zaviazkiv halytskoho kapitalizmu* [Franko, 1984: 296]; b) verb *skapitalizuvaty*: *orendariemfitevtychni stalysia neobmezhenymy vlastyteliamy posidanykh gruntiv, yikh richnu arendu skapitalizovano* [Franko, 1984: 108]; c) adjective *skapitalizovanyi*: *Dlia selian pered tym piddanykh, a opislia ochynshovanykh, chynsh richnyi zistav skapitalizovanyi* [Franko, 1984: 108]. All these nominations have become a part of the modern economic metalanguage without semantic changes.

The lexical and thematic group «names of indicators, quantities, units of measurement used in economic activity» is componentially poor and contains

mostly currently peripheralized lexical units that have fallen out of active language use and perform the function of historicisms: *kadastralnyi pomir*, *stopa protsentova*, *korets*, *kopa*: *Z pochatkom soho chy z kintsem mynuvshoho roku rozdano nashym selianam arkushyky hruntovi, kotri maiut buty nemovby vintsem novoho **kadastralnoho pomiru*** [Franko, 1984: 332]; *Pravytelstvo natomist zhadalo, aby **stopa protsentova** dodatku lyshylasia nezminena, se zn[achyt], khoch podatky budut bilshi, to stopa protsentova dodatku mala zistaty 51 %* [Franko, 1984: 116].

It is notable that individual nominations (for example, *kopa*, *korets*) remain in use as lexical units of the dialect language (for xample: O. Yu. Kmit. «Slovnyk boikivskoho hovoru», 1934, p.116).

In general, the lexical and thematic stratification of the terms proves the genre-stylistic and thematic determinism of the specialized vocabulary in the language of I. Franko's economic works.

At the end of the 19th and the beginning of the 20th centuries, the scientific metalanguage, in particular the economic one, was at the stage of formation, the core of its vocabulary consisted of commonly used words, general scientific terminology and – to a much lesser extent – actual economic terms, the corpus of which was minimal at those times. The set of units of these lexical layers is qualified by the compound term *vocabulary of the economic sphere*. In the historical dimension, the vocabulary of the economic sphere is a dynamic corpus, the development and replenishment of which is logically coordinated with the development of economic science itself.

The general scientific book vocabulary in the analyzed economic works is very diverse thematically. The lexical and thematic groups «names of persons» and «names of institutions and organizations» were defined as the most productive.

The recorded names of persons are divided into subgroups based on the thematic feature: «names of persons according to social classes belonging» and «names of persons according to activity type, profession, position».

The cognitive and text-creative function of the names of persons according to social classes belonging (*robotnyk*, *kapitalist*, *trudivnyk*, *shliakhta*, *selianyn* / *seliany*, *proletartsi*, *didych*) is determined by the fact that they reflect the social stratification of I. Franko times society.

The lexical and thematic subgroup «names of persons according to activity type, profession, position» is stratified by thematic micro-groups: a) «names of persons according to state position» (*tsisar*, *ministr*, *hradonachalnyk*, *burmistr*); b) «names

of persons according to professional affiliation» (*drukar, provizor, dyiurnist, zetser*); c) «names of persons according to activity type» (*fabrykant, promyslovets, remisnyk, zemlerob, rilnyk, kramar, bankir, finansii, kredytor, orendar*); d) «names of persons according to functional duties» (*kasiier, aranzher, verkfirer, vervalter, kontrybuent podatkovyi, sekvestrator*). The given groups include both well-known and rarely used, temporally or regionally marked nominations (*dyiurnist, votant, zetser, sekvestrator*).

The lexical and thematic group «names of institutions and organizations» is formed by the nominations of representative authorities (*rada, seim*), central and local bodies of executive power (*pravytelstvo, uriad, komitet*), ministries (*ministerstvo sprav vnutrishnikh / virospovidan i prosvity / oborony kraiovoi / skarbu / torhivli / spravedlyvosti / rilnytstva*), subdivisions of institutions, organizations (*vydil, komisiia*), educational institutions (*shkola, vospytalyshche, vykhovnyi zaklad*).

The analysis of the names of persons and the names of state institutions and organizations is of a significant scientific interest in terms of the history of the literary language as a fragment of the vocabulary of the economic language of the late 19th and the early 20th centuries. The content and pragmatic load of these nominations is additionally motivated by their cognitive and informative function: they create a reliable picture of the infrastructure and realities of the social and economic life of that time, reproduce the model of the administrative system in Galicia.

A detailed examination of *actual economic terms* proves the relevance of lexical and thematic groups:

1. Lexical and thematic group «names of means of payment»: *hroshi, «bratski hroshi», valiuta, renta, kupony platni, karbovanets, kopiika, hulden, paperovyi karbovanets, zlotyi, rynskyi, kreitser, tsent, asyhnata (asyhnatsii)*. The integral seme is ‘signs that are measures of value while buying and selling’.

2. Lexical and thematic group «names of institutions and establishments that carry out financial and credit operations»: *bank, kasa, shchadnytsia, kredytni instytutsii, fond, skarb derzhavnyi, viddil bankovyi, tovarystvo kredytove*. The integral seme is ‘an institution that concentrates, receives, issues funds, performs monetary calculations’.

3. Lexical and thematic group «names of financial and credit operations and financial actions»: *reviziia, liustratsiia, sanatsiia, kredyt, pozyka, pozychka, ipoteka, litsytatsii, propinatsiia*. The integral seme is ‘the name of the action of the process’.

4. Lexical and thematic group «names of the monetary result of financial and credit transaction»: *dotatsiia, oplata, stypendiia, dopomoha, subventsiiia, protsent, premiia, zalichka, anuitet, dyvidend, dovh, saldo, vydatky, dokhid (dokhod), shtraf, ukarannia, stiahnennia, etc.* The integral seme is ‘summary of income and expenses’, ‘material assistance, additional payment’, ‘money collection’.

5. Lexical and thematic group «names of financial and credit documents and securities» falls into subgroups: «securities» (*oblihotsiia, paperovi oblihy, promesa (imenna oblihotsiia), kupony*) with the integral seme ‘monetary / commodity document’ and the differential seme ‘the need to provide for the realization of the property rights expressed in them’) and «debt obligations» (*veksel, lysty zastavni / dovzhni, indemnizatsiini borhovi zoboviazannia, borhovi indemnizatsiini rozpysky*) with the integral seme ‘debt obligations’ and the differential seme ‘the transfer of rights takes place by simple delivery, without signing of a contract of assignment to another person’.

6. Lexical and thematic group «names of financial charges and payments»: *tslo, podatok, amortyzatsiia, tiahar, obtiazhennia, shtraf, ukarannia, chynsh, indemnizatsiia, kontrybutsiia, rata, etc.* The integral seme is ‘financial charges’.

7. Lexical and thematic group «names of a set of values»: *hroshi, aktyvy, pasyvy, kapital, etc.* The integral seme is ‘means of payment’.

8. Lexical and thematic group «names of indicators, quantities, units of measurement used in economic activity»: *kadastralnyi pomir, stopa protsentova, korets, kopa.*

A significant part of the actual economic terms recorded in I. Franko’s works have fallen out of use and today have the status of historicisms or dialecticisms.

Many socio-economic terms recorded in I. Franko’s works are projected onto the modern economic metalanguage and are a part of its terminology without semantic changes. They are lexical units of general economic and socio-economic sphere (*kapitalizm, produktsiia, nadproduktsiia, zasoby produktsii, ekspluatatsiia, vyvlasnennia (ekspropriatsiia), pryvatna vlasnist, tovar, tovaroobmin, vartist, etc.*) and actual economic use (*subventsii, kontrybutsiia, derzhavna renta, koshtorys biudzhetrovyi, dotatsiia, dyvidend, orendna plata, rentovyk, anuitety, etc.*).

1.2. Verbalization of the image of love in poetic language (illustrated by Lina Kostenko’s poetry)

The comprehensiveness of Lina Kostenko’s talent can be described by her

own metaphor – a poet for ages. No matter what topic the author addresses, what motives she develops in her works, she does not look for words to express her thoughts – the Word itself finds her. And that is why the poems about the national history and art, a person and the meaning of life, love and affection are so high and at the same time so understandable to the reader...

The author's contexts of the use of the words *liubov* and *kokhannia* in the poetry of Lina Kostenko testify to the area of their semantic intersection («pochuttia hlybokoi serdechnoi prykhylnosti do osoby inshoi stati» [SUM IV, 1970-1980: 313; SUM IV, 1970-1980: 564]), and zones of semantic differentiation, which are codified in the Dictionary of the Ukrainian Language and confirm a wider range of meanings of the lexeme *liubov* (2. Pochuttia hlybokoi serdechnoi prykhylnosti do koho-, choho-nebud; hlyboka povaha, shanoblyve stavlennia do liudyny; 3) interes do choho-nebud; vnutrishnii, dukhovnyi potiah do choho-nebud; prystrast do choho-nebud [Slovnyk ukrainskoi movy, 1970-1980]) as compared to the lexeme *kokhannia* (1. Pochuttia hlybokoi serdechnoi prykhylnosti do osoby inshoi stati. 2. Ridko. Te same, shcho **liubov**. 3. Diia abo stan za znachenniam **kokhaty** [Slovnyk ukrainskoi movy, 1970-1980]).

Lina Kostenko's poetic contexts can also illustrate the entire semantic spectrum of the verb *liubyty* [Slovnyk ukrainskoi movy, 1970-1980]. Such dictionary article can look like this: «1. Vidchuvaty hlyboku viddanist, pryviazanist do koho-, choho-nebud. Petro – ne Yuda. Vin **liubyv** Uchytelia [Vybrane, 1986: 367]; Nash synior, muzyka i dotepnyk, / tyran, poet, filosof i kupets, / **liubyv** yoho, prykhylnyi buv dotebe, / vin znay, iz koho vyroste mytets! [Vybrane, 1986: 479]; **Liubit** travynku, i tvarynku, / i sontse zavtrashnoho dnia, / vechirniu v popeli zharynku, / shliakhetnu inokhid konia [Vybrane, 1986: 66]. // Vidchuvaty serdechnu prykhylnist do koho-nebud. Ya khochu vstaty vrantsi, na zori. / **Liubyty zhinku**, zhdai lysta z Odesy. / Ya khochu voli, voli!.. [Vybrane, 1986: 236]; Usi yii **liubyly**, i navit naostantsi / dekan syvoholovyi na plechakh pokatav [Vybrane, 1986: 114]. Obrazno. Mene izmalku **liubliat** vsi dereva [Vybrane, 1986: 50]; Chomu lisy chekaiut mene znovu, / na shchyt pidniavshy sontse i zoriu. / **Ya yikh liubliu. Ya znaiu yikhniu movu. / Ya z nymy tezh movchanniam hovoriu** [Vybrane, 1986: 50]. 2. Pochuvaty, vyavliaty hlyboku serdechnu prykhylnist do osoby inshoi stati; kokhaty [u 1 znach.]. Khai bude tak, yak ya sobi veliu./ Svii buden sertsia budemo tvoryty./ **Ya Vas liubliu**, o yak ya Vas liubliu!/ Ale pro tse ne treba hovoryty [Vybrane, 1986: 344]; Na holovy, de, nache solovi, / svoie hnizdo shchodnia zvyvaiut budni, / upav romans, yak vin liubyv yii / i **hovoryv**

slova yii nezabutni [Vybrane, 1986: 46]. 3. *Maty interes, potiah do choho-nebud.* // *Vysoko tsinuvaty shcho-nebud, nadavaty perevahu chomus. Florentsiia liubyla karnavalu.* / *Ya florentiiets, yaliubyv yikh tezh* [Vybrane, 1986: 487] // *Vidchuvaty zadovolennia vid choho-nebud, pochuvatysia komfortno u pevnnykh umovakh. Dovira – zvir polokhanyi, vteche.* / *Vin liubyt tykhu pamoroz dystantsii.* / *Vin liubyt chas. Khvylyny. Dni Roky.* / *Vin dyvnyi yavir, vin liubyt navit muku.* / *Vin liubyt navit vidstan i rozluku,* / *Ale ne liubyt na plechi ruky* [Vybrane, 1986: 82]. // *Maty nakhyl, prystrast do choho-nebud. Prykhodyla do nas ispanka Karmensita.* / *Liubyla tantsiuvaty, na te zh vona y Karmen* [Vybrane, 1986: 114]; *Nasampered ya vylipyv konia.* / *Bo ya liubyv lipyty konei zmalku* [Vybrane, 1986: 500]. Based on such illustrations, one can get an idea of the completeness of the emotional picture of the author's world, the polyphonic nature of her individual love language, which finds the desired response in the reader «through an appeal to his sensory experience, emotional memory» [Siuta, 2017: 40].

The cognitive-textual analysis of the word-image *liubov* proves the organic «inclusion» of Lina Kostenko's style in the national language poetic tradition. After all, according to the observation of the researchers (S. Ya. Yermolenko, L. V. Kravets, S. D. Pavlychko), this is one of the most popular objects of poeticization, so it is natural that the ways of artistic language description of this feeling, emotional state constantly changed and evolved. If, according to the observation of S. D. Pavlychko, «before Ivan Franko's «Withered Leaves», love did not have its own language, with the exception of populist, folklore clichés» [Pavlychko, 1997: 108], then every creative generation throughout the 20th century developed the genre of love lyrics in its own way and developed the newest means of verbalizing love – from the description of a high Platonic feeling (neoclassicism, neoromanticism) to radical humiliation, even vulgarization (postmodernism). In this universe, Lina Kostenko's individual linguosophy of love harmoniously combines tradition and innovation. For example, in the poem «Apology for Chivalry» we find an update of M. Voronoi's subject metaphor **love is a talisman** noted in the monograph by L. V. Kravets [*liubov – tse talisman,* / *urochyi podarunok,* / *liubov – kypiachyi trunok / z iluzii ta oman*] [Kravets, 2012]. Compare in L. Kostenko's poetry: *Tam, za vikamy, za hirkym tumanom,* / *de trubyt vichnist u Rolandiv rih,* / **liubov bula** *yedynym talismanom,* / *a talisman shche zvavsia oberih* [Vybrane, 1986: 80].

The same way, we observe the continuation of the tradition of the epithet description of love with sublimely romantic meanings: sacred, unique, proud, free,

golden (*Liubyls my, ne krylysia. U mene / dusha, bulo, pisniamy azh brynyt. / U tsii liubovi shchos bulo sviashchenne, / take, choho ne mozha oskvernyt* [Kostenko: Marusia Churai]; *Liubov nepovtorna – moia valtorna* [Vybrane, 1986: 8]), kontekstne poiednannia odnoimennoi nominatsii z poniattiamy pobozhnist, ofira (*Bulo zhyttia osiaiane krasoiu, / liubov i chest tsynylys nad zhyttia* [Vybrane, 1986: 80]; *Boius na Tebe podyvyty, bo / takykhe ochei ne mozha ne boiatsia. / Dusha shukaie sliv, yak molytov. / Do synikh vikon tuliatsia dereva. / O, tsia pobozhnist, skhozha na liubov, / ochei povilnykh laska myhdaleva!* [Vybrane, 1986: 284]; *Vazhke lytvo svichad i svich. / Liubovi tsarstvenna ofira. / Yakby Dzhulietta kolupala pich, / to, mozhe b, navit ne bulo Shekspira* [Kostenko, 2011: 39]).

The idiostyle of L. Kostenko is also based on the characteristic for Ukrainian folk and author's poetics harmonization of human feelings and the state of nature which is manifested in numerous nature-morphic metaphors. And in this variety, first, we pay attention to the associative-semantic correlation *love – plant*. Relevant metaphors cover a wide range of nominative and verb images that are thematically related to plants: *kvitka, tsvit, peliustky, troianda, tsvisty, rozkvyaty, roztsvity, buiaty // vianuty, vidtsvity, odtsvity toshcho*. Yikh produktyvnist v ukrainskii poetychnii movi KhKh st. vycherpno kharakteryzuie L. V. Kravets [Kravets, 2012]. Compare: *kvitky liubovi roztsvitaliut* [O. Oles]; *tilky rvy kvitky kokhannia* [H. Chuprynka]; *liubovi yari tsvity* [B. Lepkyi]; *kokhannia kvitka roztsvite* [V. Sosiura]; *kladu do ran liubovi tsvit* [H. Chubach]; *tsvit liubovi* [M. Vinogradovskiy]; *kokhannia peliustky vrazlyvi* [S. Maidanska]; *obletily troiandy kokhannia* [V. Sosiura], *kokhannia moie roztsvilo* [V. Sosiura]; *liubov odtsvita* [V. Sosiura], etc. At the same time, we notice a clear associative correlation of the specific “plant” images with a certain degree of manifestation of the intensity of love: the expression of a strong feeling is associated with the verbs *tsvisty, rozkvyaty, roztsvity, buiaty*, etc., on the other hand, the fading of love is described by the verbs *to vianuty, vidtsvity*. Compare: *Davai siudy, ono hustishi vity. / Dohraiem khutko. De tvii foliant? / Ale chomu rozsypani tut kvity? / U nas v sadu nema takykhe troiand. / A y spravdi, hlian, shche navit ne zivialy. / I liliia. I pakhne. Nu y dila!* [Vybrane, 1986: 506]; *Stoiala samotnia zhinka, / na berezi moria stoiala, nenache trava ziviala...* [Vybrane, 1986: 222].

A typical model of metaphorization of love in the language of Ukrainian poetry of the 20th century – realization of this feeling in the images and concepts of the conceptual sphere “*vohon*” – *vohon, iskra, polumia, pozhezha, zhar, hority, palaty, spaliuvaty, dohoriaty*, etc. The mythological origin and modern performance of the metaphorical model is convincingly demonstrated by

L. V. Kravets [Kravets, 2012].

As in the previous case, the verbal development of the metaphor love is fire in Ukrainian poetry is related to the intensity of feeling: strong feelings are described as *vohon*, *polumia*, *pozhezha*, weak ones are described as *iskra*, faded ones are described as *popil*, etc. This connection motivates the birth of a number of gradational metaphors *vohon / ohon / polumia / zhar / iskra liubovi*, *hority*, *palaty*, *palakhkotity vid liubovi*, *liubov palyt / vypaliuie / spaliuie*, fixes in L. Kostenko's poetry. Compare: *moia liubov*, *prohirkla y perestoiiana / vzhe skoro dushu vypalyt meni ...* [Kostenko: Marusia Churai]; *vona zh [liubov] slova pospaliuie vustamy / spyny mene spyny i skhameny / shche poky mozhu dumaty vostannie / shche poky mozhu ale vzhe ne mozhu / nastala cherha y na moiu zoriu / chy bilia tebe dushu vidmorozhu / chy bilia tebe polumiam zghoriu* [Vybrane, 1986: 301]; *Ya – Marusia. Ya – iz Bohuslava. / Umene ye neprodana dusha. / O, yak vin [pasha] liubyt, yak vin mene palyt! / Yak vin mene tsiluie unochi!* [Vybrane, 1986: 376]; *ti potsilunky nashi vohniani, / vony horiat, yak tavra, na meni* [Kostenko: Marusia Churai].

The maximum power of the manifestation of love, its spontaneity, uncontrollability are verbalized by images within the metaphorical model *love – the element* [hroza, viter, etc]: *Nekhai smakuiut pochuttia hurmany, / a ty stykhiia – liubysh, tak liuby! / Chy shche tebe nedolia ne namuchyla? / Chy ne slipyt hrozoii tkana nich? / Liubliu. Chuzhoho. Raptom – nemynuchoho. / Tuzhu tonkoii mlistiu peredplich* [Vybrane, 1986: 270]; *Stykhii smutku i liubovi. / Velykyi son dushi, ne vtilenyi u slovi* [Vybrane, 1986: 535]; *Vin molodyi, vin krasen, vin Atlant. / Vin derzhyt nebo nad svoieiu batkivshchynoiu. / Mohutnii stovbur shyi opovyly dvi hilochky / dytiachykh ruk. Harna zhinka, prykhylena / vitrom liubovi do yoho plecha* [Vybrane, 1986: 153].

The contextual embodiment of the lexical-associative connection *love – music* is noteworthy: *Liubov nepovtorna – moia valtorna* [Vybrane, 1986: 8]; *Zihrai meni melodiui liubovi, / tu, bez kotroi kholodno slovam. / Zihrai meni osinnii plach kalyny. / Zihrai use, shcho ya tebe proshu. / Ya ne skrypkovyi kliuch, a zhuravlynyi / tobi nad polem v nebi napyshu* [Vybrane, 1986: 325]; *A tse kokhannia pochalosia z pisni. / Mohlo urvatys tilky, yak struna* [Kostenko: Marusia Churai].

The verbalization of falling in love through the speeches of a lyrical hero or heroine is characteristic of L. Kostenko's style. Verbs *hovoryty*, *kazaty*, *sheptaty* are productive in such contexts. Compare: *Ochyma ty skazav meni: liubliu. /*

*Dusha skladala svii tiazhkyi ekzamen. / Mov tykhyi dzvin hirskoho kryshtaliu, / neskazane lyshylos neskazannym [Vybrane, 1986: 14]; Toi holos buv yak z inshoi akustyky. / Ale hubyv pid liustramy romans / prekrasnykh sliv odkvitli vzhe peliustky. / Na holovy, de, nache solovi, / svoie hnizdo shchodnia zvyvaiut budni, / upav romans, yak vin **liubyv** yii /i hovoryv **slova** yii nezabutni [Vybrane, 1986: 46].*

Productive in the poetry of L. Kostenko are formulas for expressing feelings: I love you, I think about you: *Khai bude tak, yak ya sobi veliu. / Svii buden sertsia budemo tvoryty. / **Ya Vas liubliu, o yak ya Vas liubliu!** / Ale pro tse ne treba hovoryty [Vybrane, 1986: 344]; Dvory stoiat u khurtovyni aistr. / Yaka rozheva y synia khurtovyna! / Ale **chomu ya dumaiu pro Vas?** / Ya Vas davno zabuty vzhe povynna [Vybrane, 1986: 324]; **Ya dumaiu pro Vas.** Ya znaiu, shcho Vy ye. / Moia dusha y vid tsoho vzhe svitaie [Vybrane, 1986: 281].* Their content is often concretized by the adverbial modifiers of the method of action, time, etc.: *Yakby ty znay, yak **solodko, nesterpno**, / i yak spochatku ya tebeliubliu! [Vybrane, 1986: 314]; Ya, piddanka svoikh oboviazkiv, / ya, vasal svomu koroliu, / **ya liubliu tebe tykho, boiazko**, / **ya proshchalno tebe liubliu** [Vybrane, 1986: 313]; Churai Marusia, shcho yoho **liubyla**, / **liubyla, spravdi, virno i davno**, / todi yoho iz revnoshchiv ubyla, / pidsypavshy otrutu u vyno [Kostenko: Marusia Churai]; Osinnii den berezamy pochavs. / Rizbyt pechal svoi derevoryty. / **Ya dumaiu pro tebe** ves mii chas. / Ale pro tse ne treba hovoryty [Vybrane, 1986: 344].* Compare the author's gradational and hyperbolic formulas for describing love: *Nedumano, nehadano / zabihla v hlukhoman, / de sosny pakhnut ladanom / v kadylnytsiakh svitan. / De vechir pakhne miatoi, / azh kholodno dzhmeliu. / **A ya tebe, / a ya tebe, / a ya tebe / liubliu!** / **Lovliu** tvoie prominna / kriz muzyku beriz. / **Liubliu do oniminnia, / do stohonu, do sliz...** [Vybrane, 1986: 289]; Ya i todi **liubyv tebe do bolii**. / A vzhe teper, Marusiu, y pohotiv... [Kostenko: Marusia Churai]; **spyny mene otiamsia i otiam/ taka liubov** buvaie raz v nikoly / vona zh promchyt nad zlamanyh zhyttiam / za neiu zh budut bihty vydnoholi [Vybrane, 1986: 301].* In this corpus of metaphors, as a separate accentuating and expressive leitmotif can be defined the author's predicative formula I'm afraid: *Tse ne chudo, tse chad, **meni strashno** takoho kokhannia... [Vybrane Vybrane]; **Meni strashno pryznatysia: ya shchaslyva.** / Mynaiut roky, a ty meni **liub**. / Shaliie **liubovi tropichna zlyva** – / zemli i neba shalenyi shliub [Vybrane, 1986: 311].*

The immersion of L. Kostenko's linguistic thinking in the idiomatic element is evidenced by phraseological descriptions of love: *Yakshcho zahynesh, budu ya vdovoiu. / Chy y ty, ne znaiu, liubyshtak mene. / **A ya vzhe, Hrytsiu, yiden dukh z toboiu** [Kostenko: Marusia Churai]; **Liubyls my, ne krylysia. U mene / dusha,***

*bulo, pisniamy azh brynyt. / U tsii liubovi shchos bulo sviashchenne, / take, choho ne mozhna oskvernyt. / **odne odnomu svit yak zaviazaly** ...* [Kostenko: Marusia Churai]. Therefore, V. M. Rusanivskyi rightly defines the place and role of Lina Kostenko in the history of the literary language of the 20th century as a poetess who expertly uses folklore sources, combining what she learned from these sources with the author's original metaphors and epithets [Rusanivskyi, 2001: 354].

L. Kostenko's poetry also reflects the objective fact that love is not always a positive experience. A number of the author's metaphors express the complexity of love-related negative emotional phenomena and states, such as separation, alienation, pain, anxiety. Compare: *Nichoho takoho ne stalos. / Bo khto ty dlia mene? Storonni. / Zhyttia sotalos, sotalos / hirkymy nytkamy ironii. / Zhyttia sotalos, sotalos. / Lyshyvsia klubochok **bolii**. / Nichoho takoho ne stalos. / Ty prosto skhozhyi na Doliu* [Vybrane, 1986: 282]; *I ne mynaie, ne mynaie! / I vzhe, napevno, ne myne. / Tryvoha dushu rozpynaie: / **a shcho, yakliubysh ne mene? Ya po-latyni: amore, amo! / Nevzhe vid tsoho riatunku nemaie?*** [Vybrane, 1986: 285]; *Moie zhyttia – **ruinóvyshe liubovi**, / de vzhe niiakyyi tsvit ne protsvite* [Kostenko: Marusia Churai].

The appearance of the images of memory, recollection, remembrance, in particular in verb forms *zabuty*, *pamiataty*, *zghaduvaty*, is related to the contextual realization of the negatively marked motives of separation or faded love. Compare: *Use bulo, bulo y perebulu. / A tsia **liubov** –iak kholodno bez nei! / Yak potsilunok doli u cholo. / Yak vichnyi stohin **pamiati** moiei* [Kostenko, 2011: 19]; *Ya ne skazhu i **v pamiati – kokhanyi**. / I vse-taky, zghadai mene kolys. / Ishly dvi doli riznymy shliakhamy. / Na rozdorizhzhii doli obnialys* [Vybrane, 1986: 292]; *Riatui mene, vriatui mene, bo hyne / moia dusha, zadyvlена v chuzhu. / Tak nizhno, tak bezzakhysno, tak viddano, / tak vsuperech tverezomu umu. / Vriatui mene rozlukoii i viddalliu, – / **ni spohadu z soboiu ne vizmu*** [Vybrane, 1986: 287]; *I yak teper **tebe zabuty?** / Dusha do kraiu dobrele. / Takoi dyvnoi otruty: / ya shche nikoly ne pyla* [Vybrane, 1986: 283].

The spectrum of negatively marked associations of love complements the image of loneliness as a result of an undivided, extinguished, broken feeling [**samotnist** – *vlastyvist i stan za znach. samotnii* [Slovnyk ukrainskoi movy, 1970-1980]. Compare: *Nekhai tse – vytvir **samoty**, / nekhai tse – vyhadka y omana! / Moiemu **sertsii** snyshsia ty, / yak moriu sniatsia urahany* [Vybrane, 1986: 125]; *Ne hovory pechalnymy ochyma / te, shcho boiatsia vymovyt slova. / **Tak vynykaie***

nizhnist samochynna. / Tak vynykaie tysha hrozova [Vybrane, 1986: 276]; *Teper pora proshchatysia nam. Buden. / Na bilykh viknakh zmerzly mirazhi. / I yak my budem, yak teper my budem?... [Vybrane, 1986: 278].*

One of the most representative positively marked lexical-associative connections of the concept love in the poetry of L. Kostenko is **love – kiss** (*A yak zghadaiu, Bozhe, yak zghadaiu, /.../ tu nashu nich, tu nizhnist, toi poryv, / vse, shcho todi meni vin hovoryv, / ti potsilunky nashi vohniani ... [Kostenko: Marusia Churai]; Ya tsiluvala yoho vichenky, / azh poky misiats ne pohas. / Shchaslyva tobi tsiaia nichenka, / ostannia, mozhe, u nas!.. [Kostenko: Marusia Churai]) and love – dream* (*Moiemu sertsii snyshsia ty, / yak moriu sniatsia urahany [Vybrane, 1986: 125]; Moia liubove! Ya pered toboiu. / Bery mene v svoi blazhenni sny ... [Vybrane, 1986: 315]; Chy ty mii son, chy ty moia uiava,/ chy prosto chorna mahiia chola ... [Vybrane, 1986: 276]).*

The maximum concentration of the above mentioned positively and negatively marked associative-semantic connections of the image love we observe in the poem «Liubov Nansena». The main language-aesthetic and language-psychological signs in this poetry are nouns *mriia, shchastia, rozluka, sertse, dusha, vusta, teplu doloni, Pisia Pisen*, verbs *tsiluvaty, prostyty, plakaty, bozhevolity, chekaty*, epithets *shchaslyvi, neshchaslyvyi*: *Ya kokhaiu Vas, Yevo, Ne vykhodte za mene zamizh. / Ne zhaliite mene, khoch i tiazhko bude meni. / Ya Vas proshu, ni slova. Use peredumaite za nich. / Dobre zvazhte na vse, i vrantsi skazhete: ni. / Svitla mriia pro Vas spivaie meni, yak syrena. / Pryviazhusia do shchohly i vukha voskom zalliu. / Rozumiiu, tse shchastia. Ale shchastia –vono ne dlia mene. / Ya boiusia Vas, Yevo. Ya vpershe v zhytti liubliu. / Moia Pisia Pisen! Zolote ptashenia moho sadu. / Korabel poplyve, ya ne vderzhu yoho v berehakh /.../ Bo do sertsia pidstupyt / vichnyi poshuk u vichnykh snihakh. / Tyzhden bude vse dobre. / Tsiluvatymu Vashe oblychchia. / Mozhe, navit ne tyzhden, a tsili roky mynut. / Budem duzhe shchaslyvi... / Ale potim vono poklyche. / Vy zumiiete, Yevo, prostyty tse i zbahnut? / Vy ne budete plakat? Ne postavyte dushu na yakir? ... / Ya bez Vas neshchaslyvyi. A bez noho budu niiakyi. / Ya bez Vas zbozhevoliiu. A bez noho pidu na dno. / Vashi teplu doloni i moi vidmorozeni ruky... / Yak vusta odirvu vid takoi sumnoi ruky? / Chy zumiiemo zhyty –vid rozluky i znov do rozluky? / A yakshcho dovedetsia chekaty mene roky? /... / – Ya liubliu Tebe, Nansen! I chekatymu vse zhyttia. / Vse, shcho ye naisviatishe, v meni nazyvaietsia – Nansen. / Khai spivaie syrena, vona pered namy v borhakh. / ... / Moia Pisia Pisen! Vichnyi sade mii bez lystopadu! [Vybrane, 1986: 251-252].*

Compare as well as a number of smaller mini-texts in which the state of being

in love is described with the help of word-images *nizhnist*, *shchaslyvist*, *sertse*, *ochi*, *huby*, *pechal*, *tryvoha*, *pamiat*, *shchastia*, *rai*, *zoria*: *tvoie imia / napovnyt dushu sontsem i pechalliu* [Vybrane, 1986: 291]; *Za hrikh **shchaslyvosti** v neslushnyi chas / nalezhytsia pokuta i pokara. / Roztane visk – ya v more upadu / i zakhlynusia morem, yak toboiu. / Tsii zhahy neklykanu bidu / lyshe tvoieiu **nizhnistiu** zahoju* [Kostenko, 2011: 17]; *I den, i nich, i myt, i vichnist, / i tysha, i deviaty val – / tvoikh **ochei** mahichna **nizhnist** / i **hub** rozplavlenyi metal* [Vybrane, 1986: 302]; *tsia tryvoha, tsia **nizhnist**, nezatmarenyi rai bez vyhnannia, / zavorozhene **shchastia**, – chy buvaie take navik?* [Vybrane, 1986: 316]; *My z toboiu taki bezboronni odne pered odnym /.../ Shcho teper? Moie sertse naviky sterpne. / Na pozhezhakh pechali ya pamiat svoiu obpaliu* [Vybrane, 1986: 314]; *I ya pishov, bo ya ishov do tebe, / bo ty meni **svityla, yak zoria*** [Kostenko: Marusia Churai].

Emotionally comprehensive are the author's descriptions of love in the constructions of contextual antithesis: *Ya khochu znaty, **liubys** ty mene, / chy tse vzhe son, yakyi uzhe ne snytsia? / Moiei doli peklo potaine, / moia sama vid sebe taitemnytsia! / **Chy ty za mene dushu viddasy, / chy rozminiaiesh suietno i dribno?*** [Vybrane, 1986: 296]; *Ya v **liubovi** yak v **emihratsii**. / Vidpusty mene v **ridnyi krai*** [Vybrane, 1986: 313]; *tsia **liubov** – iak nytko **zolota**, / shcho **chorni** dni zhyttia moho proshyla* [Kostenko, 2011: 19]; *spyny mene spyny i skhameny / shche poky mozhu dumaty vostannie / shche poky mozhu ale vzhe ne mozhu / nastala cherha y na moiu zoriu / **chy bilia tebe dushu vidmorozhu / chy bilia tebe polumiam zghoriu*** [Vybrane, 1986: 301].

The author's associative-semantic field *liubov* is significantly enriched by epithets: *Stohne zaviiia do rannia, / zlamavshy ob lis krylo... / Ty – moie **pershekokhannia**. / **Ostannie** uzhe bulo* [Vybrane, 1986: 127]; *Koly ya yshov, Marusiu, u povstannia, / ya tverdo znay, shcho ty uzhe moia, / shcho **tse liubov i persha, i ostannia**, / shcho ne znese niiaaka techiia / mene ubik* [Kostenko: Marusia Churai]; *Bulo **kokhannia fatalne**, / maizhe z dramy Rostana. / Ya tilky snih pamiataiu, / otoi, shcho davno roztanuv* [Vybrane, 1986: 126].

Lina Vasylivna Kostenko belongs to those unique authors who live in their time, but create for the future. S. Yermolenko claims that «through the words of Lina Kostenko, we try to understand not only our time and ourselves in it, but also to realize the level of development of the Ukrainian literary language, which is the highest cultivated form of the national language and national culture» [Yermolenko, 2010: 16]. The recognition of the features of the author's individual

language thinking which leads us into a broader context of understanding the traditions of our ethnoculture is facilitated, in particular, by tracing the contextual development of the word-image kohannia which is the key to her worldview and her poetry.

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