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# PROFESSIONAL COMPETENCIES AND EDUCATIONAL INNOVATIONS IN THE KNOWLEDGE ECONOMY

Collective monograph

Veliko Tarnovo, 2020

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**ISBN 978-619-91511-0-5**

**Professional competencies and educational innovations in the knowledge economy**: collective monograph / Editors: Lyubomira Popova, Mariana Petrova. Veliko Tarnovo, Bulgaria: Publishing House ACCESS PRESS, 2020.552 p.

© Editors: Lyubomira Popova, Mariana Petrova, 2020
© Collective authors, 2020
© Publisher: Publishing House "ACCESS PRESS", 2020
Email: office@access-bg.org
http://www.access-bg.org

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# Chapter 1. EDUCATION, PEDAGOGY AND PHILOLOGY

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## THEORETICAL APPROACHES TO FORMATION OF PEDAGOGICAL CREATIVITY OF FUTURE TEACHER

**Abstract.***This article is dedicated to the problems of pedagogical creativity of a lecturer as a part of his professional activity. We have examined the concept of pedagogical creativity, analyzed levels of pedagogical creativity and the conditions of professional formation of a teacher. The high level of creative competence of the higher education teacher is an integral, basic component of the education of the modern specialist, the basis of his successful professional activity and, as a result, the high quality of the educational process and innovative activity. Creativity is a form of development; only creative personalities are capable of delivering innovative learning. It is the teacher's competence to have creative competence that is the key to successful professional self-realization.The analysis of the professional tasks of the teacher, as well as the requirements imposed on him by the society, shows that the facilitative competence is included in the structure of the professional competence of the teacher and allows to solve the key professional problems.*

### Introduction.

Modern Ukrainian society needs professionals, creative people, bright individuals able to set up goals and tasks, propose non-typical innovative solutions. That's why a conceptual reorientation takes place at the present stage of higher education reformation. In other words, at the foreground there comes task to form and develop the individuality of a teacher who has creative personality, deep scientific and theoretical knowledge and research experience since the development of creative personality of a student as a future professional depends on the teacher and his professionalism. There are different opinions on training teachers for pedagogical creativity in psychological and pedagogical literature and practice at higher education institutions.

Preparation to such activity is considered as a development of pedagogical thinking and social activity of future teachers (V. Sagarda) of pedagogical creativity (V. Lisovska), professional orientation of mentality, thinking, diagnostic culture, ability to predict, improvisation, innovation (E. Levchuk), formation of creative potential (N. Kychuk). The defining features of pedagogical creativity are innovation, originality, non-standard process and result of pedagogical activity, going beyond the well-known in pedagogical science and practice. An important precondition for the development of the creative personality of the future teacher is the personal and professional influence of university teachers. It is important for teachers to use interactive pedagogical technologies - those that synthesize the achievements of pedagogical science and practice. Particularly: activity-oriented (project technologies), personality-oriented (dialogical, training), cognitively-oriented, etc. Pedagogical creativity is an original and highly effective approach of the teacher to the educational tasks, enriching the theory and practice of teaching and upbringing. It is always a search and finding of a new one. Pedagogical creativity - is the creation of advanced pedagogical experience, an innovation that significantly changes the views on pedagogical phenomena and is associated with teacher's creative achievements, advanced levels of skills, teacher art.

## 1. Conceptal principles of studying pedagogical creativity.

Analysis of scientific literature on pedagogical creativity of a future teacher and scientific approaches to classification of pedagogical creativity levels. The research element is and will always remain an important element of a teacher pedagogical activity, because research activity is a type of creativity. In the recent years the concept of "creativity" has been the subject of analysis of many sciences. V. Zahvyazinskyy believes that creativity is always a creation of something new based on knowledge transformation: new results or original ways and methods to obtain them. S. Rubinstein defines creativity as an activity of creating something new, original, that is not only a part of the creator development history, but also a part of arts and science history, etc [1]. Based on different definitions of creative activity including the ones mentioned above, we can argue that "creativity" is considered as an activity that generates something qualitatively new and has characteristics of novelty, progressiveness, solution of contradictions and problems.

Creativity is a type of human activity directed on solving conflicts (solving of creative problem), and this activity requires objective conditions (knowledge, skills, creativity), and its result has novelty and originality, personal and social significance as well as progressiveness. There are some characteristics of creativity that reveal not as isolated but integrated, in their integral unity: a) the presence of contradictions in a problematic situation or in a creative task; b) social and personal significance and progressiveness that contributes into the development of society as well as individual; c) the presence of objective (social, material) prerequisites and conditions for creativity; d) knowledge, skills, especially positive motivation, creative abilities of an individual) prerequisites for creativity; e) novelty and originality of the process or result.

The decisive role in understanding of creativity plays creative thinking and creative activity of a future teacher. Mental activity that combines logical thinking and imagination is crucial in creativity. Creativity is an important form of a human practice, activation of a person's potential in the process of personal changes and creativity potential is expressed in various types of human activity: cognitive, ideological, labor, communicative and emotional. In different types of human activity is preserved its creative nature: search and transforming orientation. Creativity being an essential condition of educational process and the objective professional necessity in a teacher's activity, the researchers introduce the concept of pedagogical creativity.

Scientists identify it with the pedagogics of creativity. The Pedagogics of creativity is the science dealing with pedagogical system of two interrelated human activities: pedagogical education and self-education in various types of creative activity and communication for the purpose of comprehensive and harmonious development of creative skills of individuals as well as creative teams. Pedagogical creativity is seen as an active process of teacher's work that is aimed at finding the most efficient ways of educational work, effective solution of pedagogical problems. This is the state of pedagogical activity, when a teacher is not blind in his choice, but checks many times, investigates and designs, creates own experience being supported by already obtained scientific and practical results. We define pedagogical creativity of a teacher as a personality-oriented developmental cooperation of subjects of educational process caused by specifics of psycho-pedagogical relationship between them and directed on forming creative personality of a student and increasing the level of creative pedagogical activities of a teacher.

Thereby, we believe that activity of a teacher is investigative because the organization of creative practice of a teacher and getting education is always organically related to studying, scientific analyzing and implementation of pedagogical experience. A teacher, who works, creatively relies on the achievements of pedagogics, enriches the pedagogical theory, reveals regularities of pedagogical process, defines the ways of its improvement, and predicts the result of his/her activity. Pedagogical creativity can be represented as a two-level structure divided into pedagogical inventions and pedagogical research. Pedagogical research takes place in selection and composition of the content of information in educational and cognitive activity as well as due to new forms of education and training, and different ways of solving pedagogical problems. Pedagogical discovery can occur spontaneously, based on teacher's awareness of inconsistencies between set up goals and means, forms, methods that are currently available. Unlike pedagogical discovery, pedagogical research is a deliberate and task-oriented search of how to improve the educational process through the use of scientific apparatus that helps to make the search more successful. The content of pedagogical studies is to measure different aspects of educational process, check its efficiency using criteria and parameters according to the definition of the purpose of the educational institution activity that is being investigated.

The nature of pedagogical creativity is a pedagogical activity as a process directed on solving innumerable amount of pedagogical problems that are subordinated to a final aim of formation of an individual creative personality, their philosophy, beliefs, mentality and behavior, and in a professional educational institution – the basics of professional skills, readiness for creative work at the workplace. Creative approach to pedagogical activity should be taught to students while they are still at educational institution, preparing them to standard situations that can be resolved using principles and rules that are already approved by science and practice, and to non-standard situations where unusual approach is necessary to solve complex problems at absolutely new level when lecturer acts as a researcher and creator. Thus, the importance of investigative approach to educational activities is emphasized. In psychological and pedagogical research there are different ways to solve the problem how to classify levels of teacher's pedagogical creativity.

V. Zahvyazinskyy defines three levels of pedagogical creativity: insight, discoveries and improvements[1]. The most comprehensive and innovative pedagogical solution is insight. Insight is connected with the suggestion of new pedagogical ideas and their implementation in a specific system of educational work. The second level of pedagogical creativity is related to transformation, construction of individual elements of pedagogical systems, ways, methods and conditions of training and education – this is the level of pedagogical innovations. The third level is the improvement, modernization and adaptation to the specific conditions of already known methods and ways of training and education [1]. In our opinion, teachers can go through several levels in their professional development: pedagogical skills, pedagogical mastery; pedagogical creativity and pedagogical innovation. Teachers reach each level of professional development by first studying and then teaching at a university. Future teachers form pedagogical activities and the basics of pedagogical excellence in educational institutions

Scientists distinguish four levels of creative pedagogical activities of teachers: level 1 – reproductive; level 2 – rationalizing; level 3 – designing; level 4 – innovative. The reproductive level implies that teacher (using already developed methods, recommendations, and experience selects the ones that are the most appropriate for the specific conditions of his work and individual psychological characteristics of students. The rationalizing level implies that teacher (using own experience and specific conditions of his pedagogical activities) makes adjustments to his work improving and modernizing some elements of existing recommendations and methods according to knowledge of modern society. The designing level characterizes activity of teacher when teacher (based on his experience, self-analysis of his activity and knowledge of psychological and pedagogical features of students, using existing methods, recommendations and best practices) develops his/her own way of solving educational problems. The innovative level implies solution of educational problems using fundamentally new principles and differs from others due to its novelty, originality and high efficiency.

According to the classification of creativity levels we raise an interesting question whether the reproductive level can be considered a creative level. In scientific literature on the problem of creativity, reproduction and creative activities are opposites, but it is impossible to detect when reproductive activity transforms into creative. Elements of independent thinking of creative approach can already be observed in the process of learning, transition to convictions. Accumulation of creative activity experience takes place in educational process. Considering correlation between reproductive and creative aspects of cognitive and scientific practice, we can argue that reproductive activity is an essential part of any kind of creativity. Reproduction in a teacher work is necessary because the choice itself and correlation of the choice to real conditions and op-portunities make it a creative act, at the same time conditions and possibilities of its usage during a training session objectively compels a teacher to take non-standard decisions. The reproductive level is a step to personal mastery of a future teacher. Thus, future teacher, using in practice the experience of his instructor, maintains his individuality, creates his own style of pedagogical activity. The assimilation of "why" while using somebody's experience creates own "how" or style where there will not be and cannot be any mechanical reduplication, because the introduction of open "why" and "how" requires personal vision of a young professional. If young teacher feels the joy of "second" discovery of science – the discovery of its popular teaching method, if he searches for his own ways of teaching, he will soon understand what unites scientific and educational activities, great opportunities for creativity, significant role of structural prediction element and forecasting in a particular activity. Passion for science and complementary passion for its teaching – this is the beginning of a true teacher-creator. The reproductive element is a necessary component and condition of every creative research. In our opinion, it provides a transition to a higher level of creativity [2]. The creative process is a result of interaction between different levels of intellectual activity of a future teacher.

In the conditions of realization of the humanistic paradigm of higher education it is expedient and necessary to carry out the professional training of the future teacher as a researcher, which will ensure the orientation of the educational process to the creative development of the student's personality, satisfaction of their interests and educational needs. Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills. The developed pedagogical technology of formation of research skills in the future specialists includes pedagogical estimation.

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development of the student's personality, satisfaction of their interests and educational needs [2]. Pedagogical activity of the teacher in its essence is a scientific search, creative activity, has a pronounced research character. Therefore, professional training of future teachers as researchers is possible in the conditions of their formation in the process of studying educational disciplines, which involves theoretical substantiation and development of the structure and content of research skills, criteria for their formation; development of pedagogical skills.

## 2. Pedagogical facilitation in the professional activity of the future teacher.

The presence of highly skilled specialists is an important factor in the success of the development of society. Nowadays there are raised requirements for the process of professional training of students, strengthening the practical orientation of training, gaining profound knowledge on specialty, etc. It is important to develop such qualities of the student's personality as readiness for self-improvement, self-realization, adaptive abilities, flexibility, ability to independently acquire knowledge, communicative skills, mobility, etc.

That is why the study of the main trends in the use of facilitation in the context of the training of specialists in the field of education is an urgent and relevant research task.

In this section, we reveal the essence of facilitation, the role and competencies of the facilitator in teaching foreign scientists.

The issue of pedagogical facilitation has been given considerable attention in the works of the native scientists (A. Makarenko, S. Rusova, H. Skovoroda, V. Sukhomlynskyj, K. Ushynskyj, V. Shatalov) and foreign scientists (B. Bloom, D. Dewey, A. Combs, J. Komenskyj, C. Rogers etc.).

In the native scientific works, the phenomenon of facilitation is considered mainly from the point of view of psychology in the aspect of the eco-facilitation approach (P. Lushin) and in connection with the psychologist ability to exercise the facilitation impact on a person (G. Ball, O. Kondrashikhina).

It is worth noting that the term "pedagogical facilitation" is relatively new, it does not belong to the traditional categories of pedagogy and psychology. But modern psychological and pedagogical science contains a set of solid theoretical positions that we can use to explore the conception under consideration. To understand the theoretical foundations of the formation of pedagogical facilitation we need to turn to the scientific works of native and foreign scientists, in which the phenomenon under study has its origins, first of all, to the humanistic paradigm of the existence of humanity, which belongs to the number of fundamental ideas of world pedagogy.

The idea of humanism is also reflected in the writings of such foreign scholars as O. Dekroli, D. Dewey, R. Kouzine, S. Frené, R. Stayner. The realization of the humanistic approach in foreign countries is associated with the names of A. Maslow, J. Allport, C. Rogers, R. Mey, V. Frankl and others.

The basic approach to the interpretation of the essence of facilitation in teaching was made by C. Rogers, J. Heron and others. Reviewing the history of origin of the word “facilitation”, we should refer to the etymology of the verb “facilitate”, meaning “to make easier, to help bring about”. The first known use of “facilitate” in the meaning *was*defined*in* 1599 [5]. In English language the word facilitator in its turn derives in 1775 and associated with the someone who helps to bring about an outcome (such as learning, productivity, or communication) by providing indirect or unobtrusive assistance, guidance, or supervision. Studying the problem Josie Gregory notes that facilitation is found in many forms of experiential and practical learning such as role modelling, apprenticing and reflective, empirical experimentation [8]. In the twentieth century facilitation re-emerged within progressive or radical education and expandedt hrough the new psychotherapeutic fields such as Gestalt, Psychodrama,therapeutic art and dance and other humanistic personal development approaches. From here it permeated into the adult education field with experiential approaches to learning, particularly in personal and professional development [10].

Facilitation theory, sometimes also called facilitative teaching, is a humanist approach to learning, developed during 1980s by an influential American psychologist Carl Rogersand other contributors and is best described in his own words: “We know … that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audio-visual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner” [6]…”We cannot teach another person directly; we can only facilitate his learning” [7]. Facilitation literally means ‘easing’. Helping learners realise their capacity to learn is the hallmark of the facilitator, moving education from a delivery of static knowledge to a dialogical relationship where knowledge is co-created. Rogers stated: “We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learnt to learn: the man who has learned how to adapt and change, the man who has realised that no knowledge is secure,that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education” [6].

Carl Rogers in his works focuses on two types of learning, which were introduced by earlier scholars: rote learning, referring to inconsequential consciousness of facts, and experiential learning in dailybeing, which has meaning and personal importance,it is the result of a common interests, and a recognized relevance of the learned material, often acquired through doing, or at least facilitated by student's active participation in the learning process, and often self-initiated. Still, this kind of knowledge is difficult to communicate to another.

Rogers described the teacher as the key role in the process of learning, as the facilitator of learning. The facilitation here occurs through the teacher's attitudes in his personal relationship with the students. Rogers suggested three attitudinal qualities necessary for facilitative practice. They are: realness, what means that the teacher is being himself, not denying himself. The teacher has to be a real person aware of his feelings and able to communicate them appropriately, no matter how exactly does he feel. He should not be just a role in the play of education, "a faceless embodiment af a curricular requirement or a sterile tube through which knowledge is passed from one generation to the next"; prizing, acceptance, trust, that refers to teacher'scaring about the student and his acceptance of student's feelings (one that support learning as well as ones disturbing it). It is the trust and prizing of his capacity and abilities as a human being; empathy means that a teacher can understand student's perspective on the process on learning and his reactions from the inside. The accent here is on understanding, not judging or evaluating [7].

Hunter in his research stated that facilitators are people with the skills to create conditions within which other human beings can, so far as is possible, select and direct their own learning and development. A facilitator is a 'process guide who works with a group to assist it to achieve its self-defining purpose [4].

Josie Gregory mentioned that the ideological approaches to facilitation emerge out of a particular philosophical framework that espouses the self-directed nature of learning.These values guide and direct intentions that act as a blueprint for facilitator style and interventions as well as for learning outcomes [10]. Heron actually identifies participant qualities towards which the practitioner interventions are aimed, which underpin both facilitator practice and participant ideals. The facilitator works towards:1 self-direction and co-operation; 2 informed judgement and open communication; 3 self-development and social change; 4 emotional competence and interpersonal sensitivity; 5 self-awareness and social perception; 6 celebration of self and others [3]. Facilitators act as guides helping participants explore their own selfknowledge, self-development, self-realization, self-improvement, to promote his personal growth, the disclosure of abilities, cognitive capabilities, social knowledge.

Developing personal functional capacities, increased self-knowledge, charismatic training and grounding in and preparation of your subjectmatter; and development of a positive self-concept, self-esteem, self-presentational capacities, below some specific personal qualities, J. Heron concidered the facilitators need to have:authority, what means being able to hold and use authority (both positional and expert authority) without displacing your personal distress on toothers; confrontation, what means to confront supportively, work with projections and defence that emanates from the group; care, an ability to show compassion, are genuine and empathetic in your work; range of methods is ability effectively deal with deep regression, catharsis and transpersonal aspects of group life, and have a wide repertoire of techniques and exercises for personal and interpersonal

development; orientation, when you can provide clear conceptual maps as required; respect for persons, you respect the autonomy of the person and the rights of individuals to choose when to change/grow; flexibility of style, when you move deftly and flexibly as the situation demands, between interventions in one dimension, between dimensions and between modes so that the group dynamic and individual learning can flourish [3]. It seems than not all the above qualities are necessary for all facilitators nor for all facilitated events. It much depends on the type of facilitation required, but they are all listed above to demonstrate the breath and depth of facilitation skills.

Even the most innocent facilitation of personal development will touch on emotional, spiritual, and imaginal levels if one is working holistically. The skill of containment of emotional expression, containment of fear of getting it wrong, or being vulnerable in front of others all require a nurturing, yet respectful detachment from the group agenda [10]. J. Heron highlighted this point: “The enemy of presence is anxiety. Actors often have a lot of fear before going onto the stage. It usually goes once they are out front,with the secure content of rehearsed lines which they can fill with presence. But extempore speech in everyday life may often generate a lot of subtle anxiety. For some facilitators this hurdle can be overcome by rehearsal or by deep relaxation exercises but for others some significant personal development work may need to be done before presence in the face-to-face situation can be consistently achieved. Hence emotional competenceis one of the central planks on which facilitator presence sits alongside other attributes presented here”[3].

Other tasks of teachers include establishing a pleasant atmosphere in the classroom and thereby facilitating learning and acquisition of new ideas by reducing possible negative effects of external factors. A facilitative teacher should also be open to new ideas, listen to students, pay as much attention to his relationship with the students as he does to the content he is teaching, encouraging learners to take responsibility for their learning and actions and to take self-evaluation as the highest form of evaluation. He should also use class feedback for further improvements. Still, not all of the work during the educational process can be done by the teacher. Its effectiveness does depend on the learner as well. In order to contribute to their own learning, students should be:aware of the facilitative conditions implemented for their benefit, aware that the problem to be learned is realistic, relevant and meaningful motivated, since motivation is, according to Rogers, a tendency towards self-actualization present in all healthy individuals. If all the necessary conditions are satisfied, “learning becomes life, and a very vital life at that”. The student is on his way, sometimes excitedly, sometimes reluctantly, to becoming a learning, changing being. “Reported positive results of Rogers' theory in practice include: fewer disciplinary problems in the classroom, better knowledge and IQ test scores, usage of higher levels of thinking, fewer acts of vandalism, positive self-regard, increase in creativity and others [8].

Additional aspects of this approach consist of a knowledge that individuals have an essential ambition to learn. Facilitative teachers are less protective of their constructs and beliefs than other teachers; more able to listen to learners, specifically to their reactions;

tending to pay as much concetration to their communication with learners as to the subject of the course; inclined to accept feedback, two together positive and negative and to use it as useful understanding into themselves and their behaviour.Students are encouraged to take responsibility for their own learning; contribute much of the input for the learning which appears through their understanding and experiences; also learners are inspired to consider that the most valuable development is self-development and that learning needs to focus on factors that provide to resolving important disputes or achieving important outcomes.The facilitators` task is to support learners to do their best rationalazing. The facilitators organize an atmosphere where everyone is encouraged to participate, understand one another's point of view and share responsibility. A group facilitator helps learners to search for appropriate solutions and create sustainable agreements.

As they say training and facilitating are two different activities. They require some of the same skills, and some different skills. A trainer is often a content expert, while a facilitator is a process expert. A trainer uses lecture, conducts demonstrations, supervises skill practice, and corrects the learners' mistakes. A meeting facilitator leads discussions and helps participants learn from their own experiences and shared information. The trainer might lead a discussion about course content; a facilitator will focus more on the process of a discussion. Facilitation skills training often includes training skills [9].

Facilitator focus is on how the discussion progresses – to hold the group together and foster ownership; attention is on methods and process, participation of all, group dynamics; knowledge needed includes group dynamics expertise. Competencies of facilitator should include: plan meetings using an agenda; set a productive climate and begins a discussion; gets the group to focus on defining and reaching outcomes; helps group communicate effectively; supports and encourages participation; fosters self-discovery of alternatives and solutions; helps the group make decisions; helps select a team leader; handles disruptive participants effectively excluded from the group Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors [9].

## Conclusions.

Creative pedagogical activity of a lecturer is a complex, continuous process of his professional fulfillment. Therefore each lecturer, who wants to improve an educational process, should be in a permanent creative search. The lecturer should realize all the prospects of his professional development in a process of innovative pedagogical activities.

Analysis of foreign studies on the implementation of facilitation in the educational process showed that due to the specific principles and methods of the phenomenological model, the teacher receives the opportunity to most humanely construct his relation to the values of education, and through their understanding - to the student. In this regard, there is a new tool in pedagogical activity: the content search method of understanding and transforming pedagogical phenomena.

Implementation of facilitation in the training of specialists is carried out in the following main directions: work on the development of the faculty qualities of teachers, students and the creation of appropriate conditions for the faculty interaction in the educational process. The teacher's professional position reflects a valuable attitude to pedagogical activity and its results, participants in the educational process. Provides conditions for the implementation of professional functions during solving pedagogical tasks. The educational process imposes a certain framework on the use of facilitation, which should not be regarded as a restriction, but rather as a specific innovative form of education and education with a priority in choosing a person to realize his own potential.

The method proposed by us can be the basis for the work in institutions of higher education to create favorable conditions for the formation and development of a future specialist'research skills in the educational process and during the course of practice. At the same time, it was emphasized that taking into account the results of pedagogical evaluation is information only for university lecturers who should implement an individual and differential approach to learning in order to maximally contribute to the formation and development of research skills of students, knowledge of their level of formation in students and the entire academic group gives the teacher the opportunity to choose the most effective ways of developing research skills of students, and also makes it possible to make adjustments to the forms and methods of teaching that contribute development of the future teacher as a researcher.

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# INTEGRATION OF NATURAL SCIENTIFIC AND COMPUTER-INFORMATION KNOWLEDGE AT GEOGRAPHY LESSONS IN SENIOR PROFILE HIGH SCHOOL

***Abstract.*** *The article deals with the relevance of integration of social, natural, technical knowledge at geography lessons, which is determined by the current level of development of science and requirements for the education level of school graduates. Attention is focused on the importance of intersubjective connections in school education at current stage of education reform. An example of mini-notes of binary lesson on social-economic geography of the world and computer science in the 11-th grade of senior profile high school is presented.*

## Introduction.

Relevance of integration of natural, humanitarian knowledge in geography lessons; development of cross-curricular links in school education, which is conditioned by the current level of development of science and the requirements for the level of education of graduates of general secondary education.

The integration of scientific knowledge places new demands on teachers as professionals. That's why the role of human knowledge in the field, which is related to the specialty of sciences and the ability to comprehensively apply them in solving various educational and methodical problems, is increasing.

The modern teacher needs not so much to give a great deal of information about a topic, but to teach students to understand it, to find additional data through cross-curricular links, and even more to be able to use it and put it into practice.

Practically oriented, integrated approaches are used to make the teaching interesting, comprehensive, which allows the use of cross-curricular links, generalizations for the purpose of better learning of the educational material by the students.

On the basis of concretization and logical unity of philosophical and cultural, psychological and pedagogical factors, organizational, methodical aspects and pedagogical terms of studying geography of senior students of senior profile high school in the context of the requirements for the new Ukrainian school are substantiated.

Psychological and pedagogical terms of designing and implementing the content of training, principles of its design, the specificity of the formation of the system of educational knowledge and the structure of scientific and methodological knowledge in geography, taking into account age psychological characteristics of senior students, are presented.

The study theoretically developed and proposed a methodical teaching system, characterized its components, substantiated the geographic-center theoretical and methodological foundations of teaching geography at the profile level, determined and theoretically justified the methodical approaches and principles for selecting and designing the content of geography learning at the profile level.

## 1. Integration of natural scientific and computer-information knowledge at geography

Modern realities in the development of Ukrainian society have created new priorities for the educational sector.The speed of updating information and diversity of its transmission demands from teachers and pupils general mobility about its processing, geospatial world perception.The conducted researches and practical experience allow us to conclude that collective work gives effective results when organization is systematic, accessible, and continuous.The principles of systematicity and continuity are aimed at consistent expansion and deepening of knowledge, skills of students during their work, and provide the organization of appropriate forms of work throughout the school year, both at geography lessons and during extra-curricular activities.

*Analysis of recent research and publications.* The problem of o cross-curricular relations in their works was considered by: Komensky J.-A., Locke J., Ushinski K., emphasizing the necessity of interconnections between subjects in order to reflect the holistic picture of nature and to create a system of knowledge and correct understanding of the students. Komensky J.advocated interrelated study of grammar, philosophy and literature, Locke G. – history and geography [9].

The importance of cross-curricular relations in theirstudies was substantiated by Zverev I., Korotov V., Maksimova V., Skatkin M., asa necessary condition for unity of education and upbringing, as a means of a comprehensive approach to the subject system of learning [10].In particular, cross-curricular relations were considered by Zverev I. and Maksimov V. as a didactic tool, which envisages a comprehensive approach to the formation and assimilation of the content of education by the students, which makes it possible to communicate between subjects for in-depth, comprehensive consideration of different concepts, processes and phenomena [10].

The issues of classification of intersubjective links were considered by: Abbasova R., Kulagin P., Lerner M., Maksimova V., Recunenko V.Savchenko O., Skatkin M., Sorokina M., Tadyan S., Fedorov V., Cherkes- Zade N. and others [9].The components of cross-curricular relations were investigated by Antonov N., Loshkaryova N. etc. [4].

Thus, relying on a philosophical understanding of the structure of communication between subjects, Antonov N. identified in the concept of «intersubjective links» three features (composition, method, focus), analyzing types of communication. In particular, composition consists of objects, facts, concepts, theories, methods; logical, methodical techniques and forms of educational process through which the connections in the content

are realized; by orientation – the formation of general skills, the integrated use of knowledge in the process of solving educational problems [4].

In her turn, Loshkaryova N. identified the links between the subjects in terms of the content of the educational material, the formation of skills, the methods used, proposing the classification of intersubjective links with two «bases»: knowledge and activities [4].

VishnikinaL., DibrovaO., NadtokaO., TopuzovO., Samoilenko V.and others covered the didactic aspects of the formation of students' geographical competence in the process of learning geography by various means, including integrated direction, in their works [9].

*Formulating the purpose of the article.* The purpose of the article is to highlight the importance of integrating natural and humanities, including foreign philology, in the lessons of geography and cross-curricular relations in the education of students in general secondary schools, including specialization.

*Presenting main material.* The current realities in the development of Ukrainian society have led to new priorities for the education sector, which also include in Ukraine, rethinking approaches to the building of a pedagogical process as a whole and using integrated, cross-curricular learning in particular.

For the first time, a comprehensive approach to training was introduced in Ukraine in the early 1920s.However, the integrated programs «actually led to the abolition of independence and qualitative identity of the subjectlearningwas focused on a complex problem». Thereforme, this approach wasabandoned in education in the early 1930 s. They returned to the issue as early as the 1970 s. and 1980 s., using the concept of «integrated approach» instead of «cross-curricularcommunication» [10].

The newState Standard for basic and Complete General secondary education of Ukraine emphasizes the importance of cross-curricular links in the formation of students' knowledge systems, their perceptions of the historical development of society, the integrity of processes and phenomena in the world, the interaction of society and nature [7].

The role of cross-curricular relationships in the development of personality traits that are formed under the influence of the educational functions of cross-curricular communication and students' knowledge, under the influence of the educational function of cross-curricular relationships;creativity and independence, under the influence of a developing function; complex perception of information – a constructive function is important.

Integrated, binary lessons areone form of cross-curricular implement-tation [6].

Thus, under the binary lesson DavydenkoT., ZorinaL., RekunenkoV., ShamovT.mean the creation of a coherent unity of individual components, ensuring the process of interconnection of objects, which results in the appearance of certain changes, fundamentally new characteristics,internal connectionsetc. [4].

Hence, binary lessons are characterized by:

– integrating the content of several (usually two) subjects into one topic, problem;

– teaching one topic by a group (usually of two people) of teachers, according to a pre-synchronized common calendar-themed and lesson planning;

– application of methods, forms, techniques, technologies aimed at complex presentation and perception of educational material;

– realization of learning through the experience gained by students in another lesson and in daily life [6].

Using binarylessons of geography and history, jurisprudence, social studies, computer science, economics, Ukrainian and literature, foreign languages, etc., facilitates the formation of a holistic understanding of the phenomena of nature and the relationship between them; knowledge and skills that they can use when studying other subjects; opportunities to put the knowledge gained into practice in specific life situations.

In addition, this type of study material contributes to the complex worldview of the participants in the educational process and aims at the formation of competent graduates of educational institutions in general[6] and profile specialization in particular.

Conducting a binary lesson on the physical and economic geography of Ukraine and English in the 11th grades at the profile level of study is an example of such integration, the mini-synopsis of which is given below.

## 2. A fragment of a mini-summary of a binary lesson in geography and english (the 11-th grade, profile level)

*Topic.* Ukraine on the political map of Europe and the world. Geographical location of Ukraine.

*Objective:* To form students' ideas about the physical and geographical position of Ukraine, contributing to the development of the assessment of the geopolitical position of the country and its place in Europe, the world, by means of education of civic competence.

*Lesson Objectives:*

– to teach students to characterize the concept: «physical and geographical position of the state»;

– to study the main indicators by which the physical, geographical and geopolitical position of Ukraine is determined;

– to consider peculiarities of geographical and geopolitical position of Ukraine on the map of the world, Europe;

– to acquaint students with the main positive and negative features of the geopolitical position of Ukraine;

– to deepen students' skills in monologue, dialogic speech and listening;

– to develop geographical map skills and spatial logical thinking;

– to nurture the value attitude of the individual to the state and society, culture of communication, self-control, self-discipline.

*Methods:*

– explanatory and illustrative (story, conversation, explanation);

– instructive and reproductive (work with combined structural-information graphics, tables);

– research (working with a geographical map and finding independent solutions to the questions posed);

*Literature:*

– Topuzov, O. M., Nadtoka, A. F., Pokas, L. A. (2008). *Geography: Ukraine in the world: nature, population [textbook for grade 8 comprehensive educational institutions*]. Kyiv, Genesa, 288 [8];

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*Resources used:* textbooks, handouts, political map of Europe (world), map «Administrative and territorial structure», outline maps, slide presentation, thematic multimedia presentation.

*Type of lesson:* A lesson in forming new knowledge (learning new material).

*Structure of the lesson:*

*I. Introductory talk* (1 minutes).

*II. Updating basic knowledge and skills* (4 minutes).

*III. Motivation of educational and cognitive activity of students* (2 minutes).

*IV. Learning new material* (28 minutes).

*V. Fixing and correction of students' knowledge and skills* (6 minutes).

*VI. Summarizing* (2 minutes).

*VII. Homework* (2 minutes).

*Course of the lesson:*

*I. Introductory talk.*

*II. Updating basic knowledge and skills* (heuristic conversation).

– What features of the physic-geographical location of Ukraine are known to you?

– Why do we say that Ukraine is a European country?

– Which European countries are comparable in size to Ukraine?

– Compare the location on the geographical map of Kyiv, the capital of Ukraine, and London, the capital of the United Kingdom, which is more favorable?

– What are the features of the terrain, climate and soils of Ukraine?

– How did the physical and geographical position of Ukraine affect the natural processes?

– What are the natural areas located in Ukraine?

– Give examples of the impact of physical and geographical location of Ukraine on economic activity.

*III. Motivation of students' educational and cognitive activity.*

Since ancient times, people have always been interested in the areas where they lived mainly for pragmatic reasons. These representations can be called primary geographical knowledge, which gradually formed into a system of scientific knowledge.

The physical and geographical situation of a country is often called its fate, which cannot be changed. At the same time, the economic and geographical position is a historical concept, it changes over time and depends not only on physical and geographical factors (climate, topography, inland waters, soils), but also on economic (availability of necessary resources, peculiarities of relations with neighboring countries, their level of socio-economic development, provisions for international routes, etc.).

Warm-up activity (Brainstorming Interactive Exercise):

– Do you know from where the name «Ukraine» comes from?

The term «Ukraine» was first mentioned in the chronicles of ancient Slavs in the 12th century as a geographical name for the southern lands of the ancient Rus State.

In the process of the creation of the Ukrainian nationality the name «Ukraine» gradually began to be associated with south western Rus territories of Kyiv, Chernihiv, Volyn, Podillia, Eastern Halychyna, Transcarpathia, Northern Bukovyna and Zaporizka regions. Later people who lived on these lands had become to be called Ukrainians.

*IV. Learning new material* (game «Is it true that…», the questions put by the teacher begin with the words «Is it true that…», the students respond unambiguously («yes» or «no»):

– Ukraine is a large European country;

– The area of Ukraine is 607 000 square km.;

– About 7% of Europe's population resides in Ukraine;

– Ukraine occupies the first place in Europe by area;

– In terms of population, Ukraine ranks approximately the10th in the world;

– Ukraine has access only to the Black Sea;

– Ukraine borders on only three European countries.

Speaking Practice(working in pairs, making up a dialogue). Introducing theTopic. Work in pairs. Read, dramatize the dialogues, and make up your own one.

– Have you ever visited Ukraine?

No, I’ve not. But I want to see it in the future.

– I visited this beautiful land once. It was six years ago. There could be great changesnow.

No doubt.

– That's why I'd like to go there again.

We can do it this summer.

– When will you have your leave?

In August. It begins on the tenth of August.

– That's very good. Mine begins on the seventh of August.

We'll go to Kyiv by plane and then by bus throughout Ukraine.

– That's fine. I like travelling by bus. We can see more of the country. We'll see typicalUkrainian villages and large industrial and cultural centers.

If we travel by bus, we can stay at any place as long as we like. Next Sunday I'll comeand we'll draw the route.

The physical and geographical position of a country is the location of a territory in a system of geographical coordinates of relatively large natural objects and phenomena that determine the most important features of its nature (the exercise to determine the coordinates of the extreme points of Ukraine).

Ukraine has seven land neighbors – Poland, Slovakia, Hungary, Romania, Moldova, Belarus, Russia, as well as five maritime neighbors – Turkey, Bulgaria, Georgia, Romania, Russia (the exercise to mark on the contour map of neighboring countries with Ukraine).

The total length of the borders is 7 590 km, more than one fifth (1959 km) is marine.The considerable length of the borders and their natural accessibility create the preconditions for the development of comprehensive economic and political ties.The closest neighbors of Ukraine are Poland, Slovakia, Hungary, Romania, Belarus, Moldova, and Russia.All these countries, like Ukraine itself, have different economic indicators, but comprehensive cooperation with them gives the opportunity to jointly solve economic and political problems, especially in recent times.

It is suggested to review the «panorama of business cards of the neighboring countries» (overview of «business cards» (pre-emptive task), conversation:

- Where is Ukraine located?
- What's its territory?
- What countries does Ukraine border on?
- Do you agree that Ukraine is a country of remarkable beauty?
- What are the main rivers in our country? What do rivers provide Ukraine with?
- What can you tell about the mountains on the territory of Ukraine?
- What is the country washed by?
- Could you name some big ports in Ukraine? What are they?

Geopolitical position of the country is the place of the country on the political map of the world relative to the centers of economic and political influence (practical work: identification of positive and negative features of the economic-geographical and geopolitical position of Ukraine; drawing the border line of Ukraine on the contour map).

Exercise «practicing in listening»:

Ukraine’s territory is 603,7 thousand square kilometers. Two such countries as Italy can be placed on this territory. Ukraine occupies the 42nd place in the World as to its territory.

The country is situated in the south-eastern part of Central Europe. It borders on the Russian Federation, Belarus, Moldova, Poland, Slovakia, Hungary and Romania.

The territory of the country stretches for 893 kilometers from north to south. Most of Ukraine’s territory consists of plains (95 %) and mountains (5 %). You can see the Carpathians in the west and the Crimean in the south of Ukraine. The highest peak in our country is Mount Hoverla in the Carpathians which is 2 061 meters high.

Ukraine’s territory is washed by the Black Sea and the Azov Sea in the south. Close to 96 % of the river network pertains to this basin. The depth of the water area near the Ukrainian coast is no more than 100-120 meters. Great depths near the shore may be found only at the south coast of the Crimea – up to 102 kilometers. The Azov Sea is very shallow, its shores are low, with the length of marine border is 1 053 kilometers.

The Dnieper is the main river in Ukraine. It is one of the longest rivers in the Europe. Besides the Dnieper there are the Dniester, the Bug, the Donets, which provide Ukraine with water.

Ukraine has the following sea ports: Odessa, Mariupol, Kerch, and Kherson.

The task: read the text and fill in the blanks :

Ukraine’s area is 233,088 square miles . It’s slightly larger than France. Ukraine mainly a vast plain with no naturalexcept the Carpathian Mountains in the south-westthe Black Sea in the south.Centralsouthern Ukraine is primarily steppe, with fertile soils exceptionally suited for grain farming. Ineast there is the industrial heartland containingreserves of mineral deposits known as the Donbas or Donetsk Basin.Northern and westernare hilly, forested areas with many picturesque resorts. There are two mountain ranges, the on its western border where winter sportsverypopular; and the Crimean range, whichthe Crimean peninsula. The Crimea is adestination not only for Ukrainian tourists, butfor the people from eastern and wester.

The peculiarity of Ukraine is in using the transit possibilities of the territory. Historically, large trade routes have been passing through Ukraine from ancient times: «from the Varangians to the Greeks», «the Great Silk Road», «the Dnieper River, and the Danube River». Nowadays, the intensity of transit traffic through Ukraine is increasing («blitz survey», work with the map):

- Name international transit oil and gas pipelines in Ukraine.
- Please specify current international ferries of Ukraine.
- Name the largest river and seaports of Ukraine.

Ukraine is a member of several international organizations and associations: the Commonwealth of Independent States (CIS), the Organization for Democracy and Economic Development (GUAM), the Organization for the Black Sea Economic

Cooperation (BSEC). Ukraine is a full member of the United Nations (UN) and UNESCO. Further development of Ukraine's foreign economic relations is facilitated by its accession to the World Trade Organization (WTO) (the teacher names organizations; students translate their names into English).

*V. Fixing and correction of knowledge, skills of students* (working in pairs):

Ask your partner and tell him/her about the geographical location of Ukraine, name all rivers, seas, mountains, sea ports. What countries does Ukraine border on?

*VI. Summarizing.*

*VII. Homework:*

1. Read § 2 (Topuzov, O. M., Nadtoka, A. F., Pokas, L. A. (2008). *Geography: Ukraine in the world: nature, population [textbook for grade 8 comprehensive educational institutions*]. Kyiv, Genesa, 288 [8]and Pp. 125-127 (Karpiuk, O. D. (2008). *English language: [textbook for grade8 comprehensive educational institutions]*. Ternopil, Aston, 260 [2].Write 10-15 sentences about geographical position of Ukraine (about rivers, lakes, mountains, seas) what countries does Ukraine border on.
2. Describe Ukraine's position in relation to world cultural centers.
3. * Prepare a creative assignment: write an essay «Ukraine today».

## Conclusions.

Thus, as even this small example shows, the speed of updating information and diversifying its means of transmission requires the teacher-student mobility to process it, the geospatial worldview, the skills of working with different sources of knowledge, which in turn are aimed at developing and shaping the geographical, language competencies of participants in the educational process [1].

The conducted research and practical experience make it possible to conclude that the use of binary lessons is one of the effective ways to increase students' interest in learning.

Ability to work at a cross-curricular level develops general educational skills and skills of students, provides them with the formation of a holistic system of ideas about the dialectical-materialistic laws of knowledge of the world in their interconnection and interdependence, and promotes a broader view and range of ideas.

Our studies have confirmed that significant opportunities for the implementation of integrated learning are embedded in the content of teaching at school, subject to the mobility of teachers, the availability of appropriate work skills, motivation to increase the level of practically oriented education of students – future competent graduates of general secondary education.

In view of the above, the prospects of our further exploration are to study the features of the profile teaching of geography of high school students.

The specificity of the teacher andragogical interaction, which teaches in the profile classes, that directed to increasing the proper scientific-methodic level, are depictured.

The expediency of diversity the methodical forms of work in the postgraduate teacher's education in the context of paradigm requests to the new ukrainian school is analyzed.

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# QUALITY OF EDUCATIONAL ACTIVITY AND EDUCATION IN HIGHER MILITARY EDUCATIONAL INSTITUTION: SYSTEMIC-AND-TECHNOLOGIC APPROACH

**Abstract.** *The article deals with the issues of educational activity quality, as well as the quality of training of military specialists with higher education as the basic factors of military educational process in a military educational institution. Herein we prove the topicality of the problem under consideration. We emphasize that the conventional didactic basis in military specialists training, mostly inherited from the past times and used now, need the essential correction basing on systemic, technologic approach. We demonstrate that neglecting systematic approach to military specialist training system became the reason of a number of drawbacks, accumulating for many years; and in its essence it became the consequence of contradictions of different origin.It is defined the contradictions of external and internal influence, specific to military specialists training, their reasons and consequences. We substantiate the main didactic basis, directions and ways which should favor the improvement of educational activity quality and quality of training of military specialists with higher education for the Armed Forces of Ukraine. Quality of educational activity and training of military specialists with higher education are substantiated as the systemic categories, technologic approach to them is considered consisting of the following structural components: projective, process, control, monitoring and correcting components.*

## Introduction.

In modern conditions education acts like a potentially powerful factor, the main engine of a social and economic, scientific and technical, defence and cultural development of any state. Is is factually an integral constituent part of society, and it bears responsibility for education of a growing generation, human development, training of qualified specialists for all spheres of life of the country, provision of its safety and defensive potential.

At the same time, education should become the important factor of creation of an investment system of government on the basis of knowledge, innovation technologies, critical changes in people’s psychological and moral qualities, their educatedness and culture, without which social progress is impossible and the very existence of world civilization is endangered.

In the development of higher military education there have established a tendency that educational activity quality and specialists’ training quality is a key dominant in assessment of higher military educational institution (hereinafter HMEI) functioning and is a necessary constituent part of its innovative development.

The necessity and topicality of the study of issue of educational activity quality and quality of military specialists training in modern conditions is defined by the need of systemic and technologic approach application, as well as a range of critical factors: first, the level of state defensive potential, readiness for combat readiness and military efficiency of the Armed Forces (hereinafter – AF) of Ukraine depends on the quality of military specialists training; second, education quality defines the development of military science and technology,military hardware, their application and in fact it is an important resource of investment into the statesafety and defence sector;third, the quality of officers trainingfavours the formation of importance and prestige of military service; fourth, military education quality helps to form the military top, general culture of military environment and defines their positive influence on the society and military officers social status;fifth, the quality of specialists’ training in HMEI becomes more and more meaningful for provision of competitive ability of military educationof our country among other states preparing military specialists; sixth, the quality of competence, knowledge and skills got by military specialists in HMEIdefines their ability to perform effectively the tasks arising inpeace-support operations,in cooperation withNATO structures, effectively favours theconsolidationof our state and its AF’sprestige on the global stage.

**1. Analysis of relevant research.**

Documents of European Association for Quality Assurance in Higher Education state: “Educational institutions should define the policy and related procedures, which would provide the quality and standards of their educational programs and diplomas. They also should openly declare on their intentions to create such an atmosphere and practice, which would acknowledge the importance of quality and its provision. For the sake of such goal, educational institutions should develop and realize the strategy of continuous quality improvement... Educational institutions shall guarantee that the actual resources providing the educational process are sufficient and comply the context of the programs offered by the institution” (Standarty i rekomendatsii shchodo zabezpechennia yakosti v Yevropeiskomu prostori vyshchoi osvity. 2006, p. 14-16).

The basis of the state policy in educational sphere and educational activity principles are defined by the Law of Ukraine “On Education”: Anthropocentrism; supremacy of law; provision of education quality and quality of educational activity etc., education quality – is the conformity of education results to requirements, established by the legislation, by a

correspondent education standard and/or agreement on providing educational services; quality of educational activity – is the level of organisation, provision and realization of educational process that provides getting a high-quality education and corresponds to requirements established by the legislation, and/or agreement on providing educational services (Zakon Ukrainy "Pro osvitu" , 2017). In the standard DSTU ISO 9000–2007 the quality is defined as the level to which the amount of own characteristics satisfy the requirements (Systemy upravlinnia yakistiu. Osnovni polozhennia ta slovnyk terminiv (ISO 9000:2005, IDT): DSTU ISO 9000:2007, 2008).

The requirements concerning the increase of protection of national interests, territorial integrity of Ukraine, force performances, quality of training of military specialists of all higher education stages, levels of military management, main strategic directions of education development contain in a number of basic regulatory acts (Strategy of National Safety of Ukraine, Military Doctrine of Ukraine, Strategic Defence Bulletin of Ukraine, National Strategy of Education in Ukraine for the period before 2021). Namely, the operational target realization 5.2 of Strategic Defence Bulletin of Ukraine (Ukaz Prezydenta Ukrainy vid 6 chervnia 2016 roku № 240/2016: "Pro Stratehichnyi oboronnyi biuleten Ukrainy", 2016) provides: gaining by the military education system of practical direction of studying, introduction into education of the leading methods of armed forces training of NATO-members countries, as well as of distance learning technology, provision of military educational institutions with the military hardware samples, simulators and studying-and-training complexes

In the foregoing context HMEI should provide training of specialists with the high level of proficiency, competency, intellectual development, general and military and professional culture, and the first thing favouring all these is the systemic, technologic approach in the organization and methods of military educational process in the framework of training military specialists of all higher education stages and command levels.

The concept of quality is a philosophical category, which "expresses the inner distinctness of the subject, which gives the specificity distinguishing it from all the others" (Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy, 2001, p. 1423). At the same time, quality is an objective and rather complete characteristic of objects, which manifests itself as the amount of their properties (Sovetskiy entsiklopedicheskiy slovar, 1981. p. 567).

Issue of the quality of educational activity and specialists training quality was reflected in publications of national and foreign scientists, namely: didactic basis of specialists training (V. Okon, V. Yahupov); essence of the quality category and its measurement (K. Korsak, A. Subetto); technologization, projecting of educational process (H. Bukhzrova, A. Vitchenko, T. Yesenkova, N. Myronenko, V. Osodlo, P. Pidkasystyi, V. Slastenin, S. Sysoieva); innovation direction of education (S. Nikolaienko); main basis of education quality assessment (P. Oderii), quality management (Y. Kondo, S. Nikolaienko).

According to P. Oderii, "quality" concept "contains a complex of features: mastering of knowledge and skills system and ability to use them in professional activity" (Oderii,

1995. p. 17). As K. Korsak states, using this term concerning education is “relatively new thing, caused by the life itself, by the search of its common definition as well as formation of its measurement means” (Korsak, 1999, p. 121). As to O. Subetto opinion, specialists training quality is the “integral index of the condition of studying and students’ knowledge level” (Subetto ,1989), p. 71). It includes a complex of features characterising the mastering of knowledge system and skills in using them. Y. Kondo characterises by “quality” concept the result of the process, i.e. according to his statement, “quality relates to the consequence in the cause-and-effect dependence” (Kondo.2007, p. 3). V. Okon states, that an integral index of quality reflects from the one side the “results of assessment of different graduates’ features, and from the other side – the effect of their payoff in the field” (Okon, 1990).

The necessity of system approach to education quality is mentioned by S. Nikolaienko. “Quality system provides the realisation of planning, managing, provision and improvement functions (quality optimisation)” (Nikolaienko, 2007, p. 17).

Analysing educational programs for specialists training in the context of their technical realisation in educational activity, T. Yesenkova came to an opinion that they should meet such andragogic principles: self-reliance, reflectivity, educational needs development, actualization of studying results. The scientist thinks that such programs should be realized basing on person-oriented technologies of specialists training; the leading goal of the mentioned technologies is the “formation within the education process of an active personality able to build and correct his/her professional and educational activity independently. Developing the technology we are oriented to the development of subject’s activity regarding his/her competence improvement” (Esenkova,2015, p. 1484-1487).

Studying the innovative pedagogic technologies, N. Myronenko understands them at a positively new amount of forms, methods and meant of studying, education and management, which brings essential changes into the pedagogical process. As the scientist states, the important problem of innovative pedagogical technology is provision of an integral pedagogic influence, oriented towards the personality structure in general, but not separate qualities of a person. Herewith, to her opinion, pedagogical technology transforms into the project system of education organization (Myronenko, 2012, p. 255-256). Project and technology approach in educational activity organization in higher education institutions is shown in works of SSysoieva (Sysoieva, 2001), V. Strelnikov, I. Britchenko (Strelnikov, Britchenko, 2013).

## 2. Aim of the Study.

The aim of the study is to substantiate the systemic and technological approach regarding the educational activity quality and military specialists training quality in higher military educational institution.

## 3. Research methods.

The research results were received thanks to application of the following methods: analysis, synthesis, deduction, induction when defining the topicality of the study of educational activity, quality of military specialists training, their definitions and essence, necessity of systemic approach use herewith; system method – when substantiating the

methods of studied issue as a complex approach oriented towards constant increase of quality and losses minimisation, definition of generalized structural components of educational activity quality and military education quality; projecting modelling – when substantiating technological approach to educational activity and quality of training of military professionals with such structural components: projective, process, control, monitoring and correcting.

## 4. Results and Discussion.

Educational activity quality, quality of specialists training are the essential features of educational process management, they are the systemic categories and are defined by the stage of justification and capability of such constituent parts: teaching aim (why to teach), administerial procedures (how to manage teaching), essence of teaching (what to teach), means of teaching and principles of studying process organization (how to teach), and also should meet the requirements of the following standards: DSTU ISO 9000–2007 (Quality management systems. Main provisions and vocabulary), DSTU ISO 9001–2000. Requirements, DSTU ISO 9004–2001 (Quality management systems. Instructions for activity improvement) (Systemy upravlinnia yakistiu. Osnovni polozhennia ta slovnyk terminiv (ISO 9000:2005, IDT): DSTU ISO 9000:2007,2008; Systemy upravlinnia yakistiu. Vymohy (ISO 9001:2000, IDT): DSTU ISO 9001:2001,2001; Systemy upravlinnia yakistiu. Nastanovy shchodo polipshennia diialnosti (ISO 9004:2000, IDT): DSTU ISO 9004:2001, 2001).

In the context of the above-mentioned the educational activity quality and higher military education quality should be characterized by the following components: stage to which the real education results correspond to the defined goals and forces demands; indexes of education administration optimality; exemplarity of context, technologies and competences assessment systems; material and technical and financial security of educational process; effectiveness and prestige of education; investment attractiveness of education; qualification of scientific and pedagogic employees.

Theoretical basis of systematic approach concerning justification of educational activity quality and higher education quality made the study in general systems theory, system analysis, pedagogical systems, education systems management theory, pedagogical management.

Systemic approach is the concept that emphasises the importance of integrity, wide covering and vivid organisation in the research, projecting and planning. “In systematic researches (within the single systematic approach) there is formed a far-reaching network of systems models considering different commonness, different types, organisational classes and subjective spheres of phenomena” (Yudin. 1978. p. 236)]. Systemic approach, as to W. Eshby, gives us prospects for creation of effective methods for studying of extreme internal complexity and their management (Eshbi. 1959, p. 19).

Systemic studies give the central position to “system” category (from Greek the one, made out of parts, united). L. Bertalanffy understands system as an assembly (complex) of

interacting elements (Bertalanfi,1969,p. 23-24). A. Averianov thinks that system is a separated aggregation of interacting elements (Averyanov, 1985, p. 43). Such definitions contain no directed and clear functional component. T. Saaty emphasizes, that the system concept may be defined in terms of its structure, functions and goals incorporated in its structure (Saati, 1993, p. 16).

E. Yudin conceives that the main system’s features are “connections between elements and appearance of new qualities in an integral system, not specific to individual elements. Connection, integrity and fixed structure conditioned by the latter – these are the specific features of any system” (Yudin, 1978, p. 180). The generalized approach to “system” concept is found in the textbook-dictionary “Professional education”: order, caused by correct placement of parts; complex of principles basic for a certain studies; organization form; formation way; complex of parts connected by a common function etc (Profesiina osvita: clovnyk, p. 314).

Generalizing and amending the thoughts of the scientists at to definition of concepts “quality” and “system” we would mention, that the quality of educational activity and higher military education as system-related categories in the context of systems transformation theory (Prykhodko, 2016, p. 186) may be represented as full as possible in such a way: 1) a system necessarily contains a range of elements; 2) system elements are in a certain way interrelated; 3) related system elements create a specific integrity; 4) system elements constantly interact by energy exchange; 5) system functioning has certain consistency, principles and contradictions; 6) system properties differ from properties of individual elements of total; 7) system is affected by external and internal factors; 8) depending on conditions, circumstances and influence may get the state of development, destruction, chaos and so on.

In the view of the foregoing, we will discuss the quality of educational activity and higher military education quality as a system-related category. For this purpose, we will use TQM (Total Quality Management) method as a complex system oriented towards the constant quality increase and losses minimisation (Kondo, 2007). The main TQM philosophy bases on the fundamental principle – improvement has no limits and is characterised by a special term – “constant quality improvement”. We will mention that TQM method is developed and recognized in the system of general quality management in the production sphere. The task of our study is to adjust the previously mentioned method to managerial aspects of military specialists training quality as a system-related category. Within the context of TQM method, the quality of educational activity and quality of military specialists training as system-related categories should base on the principles (Kondo, 2007).

We will give the generalized structural components of quality systems of educational activity and military specialists training quality, which correlate with the above-mentioned principles:

the mission and the aim of military specialists training;

candidates motivation, formed on the basis of their personal qualities and social

warranties;

candidates qualification;

organisational and informational provision of candidates selection;

HMEI activity in entrance examination, educational process organization and its all-round provision;

stage of military specialists training system management on all hierarchical levels;

normative, contextual, scientific and methodical, technological, financial and informational provision;

qualification level of scientific and pedagogic employees;

formed positive moral and psychological state in studying collectives;

condition of scientific, technological and innovation activity;

correspondence of material-and-technical resources to goals and tasks of military specialists training;

connection with combat and daily forces activity;

effective activity motivation and stimulation system;

effectiveness of control and monitoring procedures.

Neglecting systematic approach to military specialist training system became the reason of a number of drawbacks, accumulating for many years; and in its essence it became the consequence of contradictions of different origin. To define and distribute clearly the powers, it is relevant to consider the assessment of effectiveness of actions and responsibility in two influence aspects, namely external and internal.

Contradictions of external influence are between:

the actual conceptual opinions on military education development and the modern tendencies common to functioning of world civil and military educational systems;

modern condition of military education system management, measures and results of control and correcting actions and scientific views concerning constituent parts and essence of management process;

existing network of HMEI, educational centres and systemic approach to formation of state order for military specialists training for AF of Ukraine (optimisation of the specialities (specialization) list, diversification of replacement sources);

normative foundation of military education integration with civil education and requirements concerning the quality of theoretic and practical competence of military specialists;

intended financial, material and technological, informational provision, HMEI and educational centres weaponizing, providing them with military hardware, simulators, imitation modelling means, integrated educational complexes etc. and modern requirements and needs concerning the training quality of officers able to perform the set tasks in dynamic conditions of modern weapon types and systems use.

Discrepancies of internal influence are connected with managerial and procedural factors of HMEI functioning. In general, they reflect the condition of incomplete

correspondence of components of military specialists training with the need of meeting requirements to graduates, proper acquiring of educational and professional programs by the HMEI graduates.

Systemic approach provides the transformation of didactic structure of military educational process, which would be resistant to possible challenges, would minimize the contradictions of various nature and naturally include the measures of normative, informational, managerial, organizational, procedural, control and diagnosing, correcting nature with corresponding responsibility stages at each stage provided by the projects. Topicality of such an approach is caused by the following factors:

introduction of new normative legal acts in security and defence policy of the state, aimed to operative and technical compatibility with the armed forces of NATO governments, Anti-terrorism operation, joint forces operations in the East of the country;

change in forms and types of armed struggle;

informatization, computerization and automation of all military activity spheres;

change of approaches to integration with civil education;

topicality of changing information-and-knowledge training model into competence one;

introduction of information, innovation educational technologies and means, integrated educational environments adequate to education context, aimed to formation and development of military specialists’ competences system;

revision of views of structure, terms and stages if theoretical and practical training of military specialists in HMEI and educational centres;

necessity to improve the control and diagnosing procedures and material and technical provision of military specialists training.

Transition to new didactic foundations in military specialists training shall provide: correcting of objectives (priority of general purposes over the ones realising by HMEI in correspondent specialities, taking into consideration national interests and national security; officers need to have conscious approach to all political, military-and-economic, diplomatic and other state decisions, which should be projected and introduced in the educational process); optimisation of integration processes of military and civil education towards the revision of correlation of normative and elective components of standards of higher military education and military and professional direction of specialists training in HMEI; Let us consider the main system-forming didactic aspects of military educational process of HMEI, which should favour the improvement of military specialists training quality.

1. Taking complex steps in improvement of candidates’ selection for education in HMEI and of competition indexes. The both mentioned factors are distressing, however we should mention, that there is a tendency and hope for their improvement. Military schools and schools with advanced military training should have the leading role here. It is obvious that we cannot solve the issue of highly qualified military specialists for AF of Ukraine without the proper quality and quantity composition of applicants of HMEI.

2. Revision of approaches and principles of military and civil education integration. Integration processes of higher military and civil education are mainly realized on the basis of standardization with quite essential priority of normative component of educational content above the elective one – it is a professional-oriented, special military education, which lead to worsening of professional military direction of military educational process, to reduction of hours for tactical, special tactical, military and technological training of future HMEI graduates, reduction of their proficiency level in performing functions according to the defined requirements and educational and professional programs. Herewith, to our mind, in the course of military educational process the main attention should be paid to development in future officers of active position, leader qualities, creative approach, mental flexibility, critical analysis skills, skills in information generalization, moral and psychical endurance in critical situations, readiness to bear responsibility for the taken decision and to provide it's realization.

3. Change of views on the formation of the military specialist model, of the structure, content, terms of education, theoretical and practical proficiency. Specialist's model is the description of what the specialist should be able to, what functions he/she should be trained to realize, which competences he/she possesses. It comes out of the foregoing that, first, the competence is a system-forming factor of specialist, second - the specialist model is a system-forming factor of formation of education content, of forms and technologies of its realization in military specialists training. In a competence model of specialist, the goals of education are related with both objects and subjects of military service, realization of certain functions, and with inter-discipline integrated requirements to the result of military and pedagogical process. Herewith the goal of education lies not only in provision of future specialist with knowledge and skills and giving the professional qualification, but also in getting by him/her integrated competences, potential opportunities to act creatively and effectively in any non-standard and high-risk conditions and situations. Let us mention, that it is a quite difficult task without simple decisions. It is difficult first of all because of competences blocks, their number, complex formation nature under the conditions of mainly subject studying, absence of effective technologies of system realization of content of specialists training for correspondent diagnostic instruments.

To the main directions of educational activity and training of military specialists with higher education as am integral process we designate the following ones:

compliance with the normative and standardized requirements to system-oriented approach to military educational process quality provision;

constant coordination of works and actions in realization of state policy in the sphere of education quality management;

clarity f goals setting orienting towards achievement of final positive result;

considering theoretical and practical basis of modern management systems functioning;

holding researches in issues of scientific and methodical provision of educational activity quality and quality of training military specialists with higher education;

sufficient financial and material-and-technical resources for all-round provision of military educational process quality.

Educational activity and training of military specialists with higher education are realized within the military educational process with help of pedagogical technologies conventional for HMEI.

Technological approach allows presenting the quality of educational activity and quality of training of military specialists with higher education by such components: projective; procedural; monitoring (assessment, analysis); correcting. Let us consider the essence of these components within the context of military education process quality improvement.

*Projecting component:*

1. Updating the list of specialities and specializations of military specialists training in the direction of optimal compatibility with organization and establishment of military units, headquarters, scientific-and-research and other institutions of the AF of Ukraine.

2. Formation of new generation of:

standards of higher military education basing on the list of specialities and specializations for military specialists training, psychograms, military occupational specialities (position passports);

educational and professional programs for training military specialists of correspondent stages of higher education and defined specialities (specializations);

programs for training military specialists of correspondent stages of higher education and defined specialities (specializations).

3. Optimisation of the content of humanitarian, social-and-economic, natural scientific, professional and practical training of military specialists with the following aims:

make it closed to the tasks and functions of the AF of Ukraine;

fundamentalization of military specialists training basing on the integral knowledge, integration unity of natural, humanitarian and professional components of military education;

bringing to conformity with psychological and physiological capabilities of those who study and didactic principles;

choosing and substantiating of didactic model of military specialists training components; practical direction accents; organization of practical training in military educational institutions and educational centres; natural combination of practical and theoretical training.

4. Creation of an effective system of intellectual, professional-and-psychologic and medical-and-physiologic competitive admission of talented youth to HMEI.

5. Improvement of system of training, retraining and postgradual studies of scientific and pedagogical employees.

6. Unification of studying and scientific activity, raising of science role in HMEI as one of the main factors of improvement of scientific and pedagogical employees' qualification, of high quality of military specialists training, non-stop updating of military education content; supporting the main scientific schools.

7. Taking effective measures for increase of innovation direction of military educational process.

*Procedural component:*

1. Technologization of military educational process, orientation for creating new effective integrated pedagogic technologies concerning projecting, realization, control and correction of military specialists training process basing on computer, informational and communicative technologies.

2. Active usage of scientifically justified methods and means of studying and education that provide the combination of fundamental theoretical training of military specialists with their practical training system oriented to military and professional activity of specialist according to speciality and specialization; transition from extensive-and-information and extensive-and-reproductive studying to intensive-fundamental and productive one.

3. Introduction of person-oriented studying technologies, creation of proper conditions for individual educational course and leader qualities of military specialists, their independent mastering of knowledge, self-education, further professional, career and personal growth; improvement of organizational and methodical foundation for cadets' independent work.

4. Direction of military and educational process and psychological training of military specialists for establishing in them of such personal spheres: motivation one – in the conditions of studying, daily activity, modern combat; regulatory – value-based attitude to subjects, groups, subdivisions during professional interaction, tasks performance, determination, commitment and responsibility; reflexive – personal and mutual production, reproduction and usage of information flows in the process of military professional activity; evaluative – self-assessment of personal professional competence, activity results and relations in military society; corrective – self-correction of personal professional competence, internal and external behaviour with the aim to increase the activity effectiveness under various conditions.

5. Transformation of the role of pedagogue as an organizer, leader and consultant, who skilfully creates the conditions for fruitful, creative, independent mental work of those who study, their self-development and self-improvement; optimization of educational load of scientific-and-pedagogic employees and cadets.

6. Provision of qualitative changes in the system of military specialists training management, all-round provision of educational military process, transition in education to the basis of cooperation pedagogics, dialogue-based cooperation, subject-subjective relations, rating assessment of educational activity of military specialists.

7. Provision of military specialists training system informatization, aimed to satisfaction of educational information and communication needs of military educational process participants; development of the wide range of traditional and e-textbooks, didactic materials, subject-oriented environments of education and development purpose, individual module educational programs of different complexity levels depending on the certain needs.

8. Development and improvement of material-and-technical resources:

providing the priority provision of HMEI and educational centres with the new samples of arming and military hardware, educational and training complexes, modern computer hardware and communications equipment;

creation of industry of educational means which correspond to modern scientific and technological level and are the important condition for realization of effective educational goals achievement strategies, complete provision of HMEI with the latter;

development of typical educational and laboratory equipment in correspondent HMEI educational subjects;

introducing educational demonstration equipment connected to computer systems for independent studying of educational material by military specialists;

creation of modern scientific and experimental base in military educational institutions of certain scientific research directions;

provision of HMEI, retraining courses and postgradual education of scientific-and-educational employees with the licensed program products; creation of e-catalogues and availability of scientific libraries’ informational base of the leading higher educational institutions, as well as of the e-fund of educational materials in the Internet;

provision of editorial-and-publishing subdivisions of HMEI with the modern printing equipment and the necessary expandable materials.

9. Improvement of HMEI financing system by way of defining such budget sources: state budget; provision of additional educational and other services; state-regulated economic activity; studies on contractual research and developmental works performed by military educational institutions scientists; training of contracted students and reserve officers; foreign military specialists training; grants.

*Monitoring component:*

1. Control of acquiring of education syllabus (current, modular, final):

adequacy of educational goals and tasks – correspondence of the content and forms of control with the military specialists’ appointment, with the content and forms of their activity;

objectivity – competence (knowledge, skills) quality assessment, exclusion of subjective factors herewith;

individuality – revealing of the studying content acquiring level of each cadet;

all-sidedness – control directed to knowledge of theoretical provisions, their understanding, ability to creatively use the knowledge on practice, logical thinking ability;

systemacity – control of acquiring of all studying content, but not of its individual fragments.

2. Analysis of the results of military specialists training quality assessment:
forming of monitoring groups at different hierarchical levels;
scientific and methodical provision of groups' operation;
generalizing the feedbacks on graduates from the armed forces;
following and analysing of graduates' service career;
analytical and prognosticating activity.

*Correcting component:*

1. Development of means for correction of military educational process.

2. Making changes in projecting, procedural and monitoring components of educational activity quality structure and military specialists training quality.

**Conclusions.**

The issue of study of the directions and ways of improvement of educational activity quality and quality of training of military specialists with higher education is the central one in the military education system. In this context the theoretical inventions in systemic approach to the structure and content of military professional training of specialists in higher military educational institutions, formation of state standards of military education, using adequate technologies, realization of monitoring and diagnostic procedures gain a special meaning.

The main didactic aspects of military educational process set in the research provide the solution of the range of difficult complex normative legal, managerial, structure-and-organizational, psychology-and-pedagogical, theoretic-and-methodological, financial-and-economic, material-and-technical tasks etc. in the system of military education.

The quality of educational activity and higher military education are the systemic and technologic categories and should contain: the clear goal setting aimed to the final result; procedural actions: planning (projecting); introduction of innovative information and communication technologies; should provide: all-sided staff, material-and-technical, financial, didactic, informational, psychological, sanitary-hygienic provision; performing of: control, monitoring, correcting procedures.

Considering the systemic and technologic approach in military educational process of the higher military educational institution should provide the innovative development of military education, its dynamic movement, prestige, investing attractiveness in a future informational society, military sphere and an essential contribution to the task of reliable strengthening of defensive potential of the state and its Armed Forces.

Among the promising directions of the further research, we emphasise the following ones: justification of the ways and mechanisms of practical realisation of systemic principles concerning educational activity, quality of training of military specialists with higher education, introduction of technological constituent parts herewith.

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# THEORETIC AND METHODOLOGICAL FOUNDATIONS OF PROFESSIONAL TRAINING OF TOURIST ACCOMPANIMENT PROFESSIONALS (TOUR GUIDES)

**Abstract.** *This paper examines the theoretic and methodological foundations of professional training of tourist accompaniment (support) professionals (tour guides, excursion guides), namely the problem of methods and methodologies in modern theory of excursion (excursion studies), peculiarities of using excursion methods in training of tour guides as in selected countries of post-Soviet area, as well as current demands to training of tour guides. As a result we conclude that taking into consideration all the specifics of methods of excursion is a prerequisite for training highly qualified professionals, who will be competitive and in demand in the job market at present.*

## Introduction.

The development and improvement of tourism industry in Ukraine and neighboring countries is one of the priority areas. Every year more and more tourists come to Ukraine and other countries of Eastern Europe to see with their eyes the UNESCO World Heritage Sites, to get acquainted with the culture and traditions of peoples, to feel the unique national flavor. Due to this fact, there is a growing need for professional tour guides.

In recent years, the number of incoming tourists in some Eastern European countries has almost tripled. The main area of tourism and its main aspect is undoubtedly cultural and educational tourism. According to the tourist information centers, the vast majority of tourists who visit these countries have come for recreational purposes. That is why the training of highly-qualified tour guides is currently particularly needed in the countries covered in this study.

The analysis of recent research and publications has shown that excursion, on the one hand, is the oldest form of learning, on the other hand it is one of the most active forms of learning, educating and harmonizing an individual by immersion in a natural traditional environment of a given culture, or in another environment that requires development. The attention of such great educatorsV. Zuiev, Ia. Kamenskyi, A. Makarenko, V. Sukhomlynsky, K. Ushinsky and many others. Modern researchers dealing with the issues of excursion-museum pedagogy (I. Kolesnikov, M Potapov, O. Raev, and others), excursion local history (N Gavrilova, S. Galasiuk, V. Zakharov, etc.), excursion theory (V. Babaritskaya, G. Dolzhenko, P. Dyakova, B. Yemelianovand others) pay great attention to the excursion methods.

Studies of the use of excursion methods and methodology in the modern educational area show that most excursions are conducted unsystematically. The excursion method, developed in its time as the basis of the pedagogical process and extracurricular work, is used in isolated cases, only for certain categories of students or learners while in the system of continuous education it provides plentiful opportunities for consistent application. Thus, there is a contradiction between the number in educational institutions and the systematic (quality) of their use, as well as between the tasks of education and training, which are expressed in the dominance of the latter when using excursions. Research of the history of formation and development of the excursion method in the national pedagogy, theoretical substantiation of its importance, necessity and peculiarities of its application under modern conditions determine the relevance of this work.

**1. Questions of methods and methodology in the field of excursion.**

The emergence of organized excursions in Ukraine is associated with the beginning of the 19th century, when the visual methods of training became more important. Due to this fact mass field trips for students of colleges and higher education institutions have been introduced. The result of such activities was the increase in interest of young people to the history and local history of their homeland. At the same time, the "fashion" for cycling began. Combining both of these facts, the reason for the emergence of the Society of Cyclists-Tourists in the 90s of the 19th century, as well as a number of similar organizations, is clear. These unions were solely for enthusiasts [1].The Soviet government began to use excursion as a method of ideological education, which made excursion activities widespread, including the territory of modern Ukraine.

Widespread and thematic diversity and differentiation of approaches led to emergence of the theory, methodology and methods of excursion activities. Excursion theory laid the foundation for excursion as a scientific discipline, methodology formed classifications, and the methods formulated specific recommendations for application in practice.Excursion theory is the sum of theoretical provisions that serve as the basis of excursion, determine the main directions of development and improvement. Excursion methodology is the science of methods and ways of studying excursion. Excursion methods are a set of requirements and rules for the excursion, as well as the sum of methodical techniques for the preparation and conduct of excursions of different types, on different topics and for different groups of people [2].

A detailed study of the features of excursion theory, methodology and methods increases the skill level of the guide, helps to understand the goals and patterns of their activities. In addition, the development of excursion methodology allows us to improve the methods and methodology, which is a prerequisite in the environment of continuous development and change in the world around us. It is solely due to their flexibility and quick reaction to changes in environment that methods and methodology will be relevant for a specific time-to-place dimension, and excursions, in turn, will be better perceived by excursionists.

These principles were adhered to when compiling one of the first methodologies by Boris E. Raykin. In his book “Methods and Techniques of Excursions” he refers to the discoveries made by his foreign colleagues in the same period (30-ies of XX century.), the author uses professional vocabulary and explains the concepts that were not widespread at the time. The whole book is based on the principle of learning and explanation, because at that moment the excursion technique was only emerging [3].

In the postwar period the excursion method did not undergo major changes, but new forms of work with excursionists appeared, different tourist excursion stations were organized in the country. At the same time, until 1951 our state was not considered a promising country for tourism development.

After the creation of the Ukrturist enterprise in the early 50's of the twentieth century the excursion business began to develop. Subsequently, regions of touristic value were created.

Excursions required qualified specialists familiar with the nuances of this activity. As a result, a wide network of tour guide schools was established, and furthermore, specialties were opened in higher education institutions where highly qualified specialists were trained.

It is worth noting that the methods and methodology for our state, in general, duplicated the general excursion methodology of the USSR member countries, as it developed according to the general state plan. That is why no significant changes or features were introduced in those years.

However, in the late 1980s - early 1990s, a crisis of political, economic, social and other spheres of society began, and the excursion business came to the sidelines. By the mid-1990s, a great deal of knowledge in the field of methods and methodology had already been lost, experts in the field of excursion were not trained, and those operating in the 1980s were retrained. Due to all these factors, the excursion business in our country has declined. It literally had to be revived from the ashes.

In the process of reviving the excursion, several authors have created their own handbooks on the excursion methods. The most common is Boris Emelianov's textbook “Excursion Studies”. Based on this textbook, most modern programs for training of specialists in the field of excursion are created. The author gives an accurate classification of different methods and methodologies of conducting excursions [2].

Emelianov explores the excursion technique as a basis for the professional skills of the guides in detail; as a mechanism that improves presentation of the material; as a process of streamlining the guide's activities. Excursion technique plays the role of a lever that helps a guide to transmit large amounts of knowledge to the excursionists within limited timeframes. Also, the technique allows to regulate the conduct of the guide, his/her compliance with the rules and norms of the excursion. The technique helps excursionists to see, memorize and understand much more than lectures on the same topic.

In addition, the author explains that the main excursion techniques are: the techniques of display, stories and methods of organizing the excursion process.

B. Emelianov's textbook explains that each of the methods is a part of an excursion and all of them are interrelated. The author notes that not all methods are mandatory and important, the guide must constantly improve and modernize the existing methods of conducting excursions, and the success of conducting excursions depends on the chosen methods of display and story [2].

Despite all the advantages of the techniques offered by B. Emelianov, they are not perfect, and may be somewhat outdated for modern realities.

In our opinion, one of the drawbacks of this methodology is that it offers common approaches. It describes the basic methods that can be used to make excursions and ways of their application. However, different types of excursions require the use of different storytelling and presentation techniques, but there are no practical guidelines in this area.

The disadvantages of this textbook can also be attributed to the lack of consideration of psychological characteristics of different gender-age groups. In general, this methodology is based on the principles and techniques of pedagogy. The author himself writes: "An integral part of the skill of the guide is pedagogical mastery" [2].

The following are the components of this technique: language skills, facial expressions and emotional state, knowledge of the basics of acting. But, as noted, these are very general ways to get in touch with a group.

Also B. Emelianov supports the idea that the authors of excursions and methodologists should develop the technique of conducting the excursion and not the guides themselves. That is, first, it is assumed that the development of practical recommendations should be left to people not involved in their practical application, and, secondly, the guide will not be able to change the various methods of display and story, depending on the composition of the group [2].

In the section "Elements of Psychology in the Excursion" of the textbook the author describes the methods of interaction with the group on the basis of elements of pedagogical techniques, but he does not give even the minimum characteristics of differences in the excursions for different gender-age groups.

In addition, beginner guides do not have a thorough knowledge of psychology, cannot always learn some of the proposed methods and techniques. We consider it advisable to create a new methodology and methods of excursion based on the synthesis of psychological and excursion theory, using the experience of Western colleagues.

The development of a new methodology should be linked to a differentiated approach to groups, depending on their gender and age composition. The results of the work can become a practical manual for guides, the use of which will increase the attractiveness of excursions as a method of learning for different social and age groups, for both locals and foreign guests.

## 2. The use of excursion methods in training of specialists of tourist accompaniment (tour guides) in some countries of the former Soviet Union.

The guide is a professional in tourist and excursion accompaniment. As a rule, the duty of such a specialist is to accompany tourists along a certain route, to familiarize them with local monuments, prominent people, as well as cult objects of architecture, culture or art, and so on.

Today, almost all over Europe, the requirements for tourist accompaniment specialist (tour guides) are almost the same: higher education (preferably humanitarian); additional specialty training; knowledge of one or more foreign languages; eloquence and clear diction; sociability, openness, friendliness; artistry and a broad outlook.

If the students have decided to choose the profession of tour guide, at present, practically all over the world it is customary to divide it into two separate categories, namely: guide as a person who organizes excursions and transfers of travelers, accompanies them on the itinerary, informs about its features and deals with filling in relevant documentation; guide as a specialist responsible for the cultural component of any excursion, usually a staff member of a museum, gallery or other similar organization [4].

Let’s return to the questions of methodology in excursion studies. As noted by researcher B. Emelianov, excursion methodology is a set of methodical techniques used on excursions. In a broad sense, it is a complex method, it has several features: the choice of the most important and essential among the observed objects; the combination of new material with the excursion experience and knowledge previously obtained, etc. [2].

The excursion method is characterized by the account of such features of excursion as objectivity, physical evidence (clarity). In most excursions (except literary), the provisions put forward in the guide’s story are substantiated by visual demonstration. Often the story is just a commentary on the visual characteristics of the sightseeing objects. The excursion method is aimed at studying the main topic. It allows the individual parties to study more deeply, to divide them individually into separate parts but with a close connection between them. The reason for calling the excursion method complex is that it organically combines teaching and training methods [2].

If we look into to the first attempt to address the issues of excursion theory, methodology and practice in the territories of the countries we are exploring, it emerges in the early 1920s. At the same time, W. Gerd’s monograph “Excursion business” is published, which has made a significant contribution to the development of the theory and methodology of excursion. In this monograph a scientific definition of the term “excursion” was given for the first time in soviet countries. During this period, a well-known specialist in the excursion studies N. Heinike pointed out that “there is no complete agreement among methodologists in defining what a field trip method is” [3]. Many researchers differently define the nature and content of the methods of excursion work. Some of the researchers considered motor (movement of excursionists) activity as the main feature of the excursion method, while others believed excursion method was a type of active-motor learning [3].

Analyzing the approaches presented, it can be established that the excursion method is a set of methods and techniques of the knowledge transfer and it is the main component of the excursion process. The set of mechanisms of communication of knowledge by the guide and assimilation of this knowledge by the excursionists construct the complex nature of the excursion method.Subsequently, in the former USSR publications were issued examining the theory, methodology and organization of excursion. These publications summarized the practice of specialized organizations (travel and excursion bureaus, excursion agencies). However, it was not until 1986 that the first edition of "The Basics of Excursion Studies" appeared by author Boris Emelianov, in which the concept of excursion methodology appeared. This publication was recommended by the Ministry of Education as a textbook for students of the faculties of public professions of pedagogical institutes. In it the author reveals the peculiarities of methodological techniques of conducting the excursion [4].

This handbook was recommended for students of the system of training and professional development of excursion workers and specialists of tourism and excursion industry. Subsequently, B. Emelianov repeatedly reissued his handbook, supplementing it with new sections and chapters, thus making it the classic academic textbook on excursion. It is in Section 2.1 that the definition is given: "excursion methodology is a singular technique because it is linked to the process of disseminating knowledge through one form of work. The excursion technique is a set of requirements and rules for the excursion, as well as the sum of methodological techniques of preparing and conducting excursions of different kinds, on different topics and for different groups of people." It is also considered in several aspects, such as "a mechanism that improves the "flow" of material, in the process of structuring by the guide" [2]. But the methodology itself changed throughout the Soviet and post-Soviet periods in Moldova, Belarus, Ukraine and other countries.

In the early years of existence of the Soviet state, excursions were seen as a significant factor in the implementation of the program of cultural revolution in regards to elimination of illiteracy of the people. In the 20ies two major centers for the development of theory, methodological and practical support for excursion studies formed in the country: Moscow and St. Petersburg. There were differences in understanding of the goals and nature of excursion work between the two centers: the Moscow Center considered educational aspect of excursion the most important, while St. Petersburg center emphasized its cognitive aspect. The theory and methodology of excursion studies were widely discussed at conferences in Petrograd in 1921 and 1923. A special feature of the excursions at that time was a close connection with the propaganda of the socialist system and socialist construction. Ideological stereotypes contributed to proclaiming of a number of monuments alien to the new culture, which led to massive destruction of architectural and sculptural monuments. In March 1930, a single All-Union Voluntary Society for Proletarian Tourism and Excursions (SPTE) was created by a resolution of the Council of People's Commissars.

Its appearance among other things, established training of staff for tourism and excursion activities and publication of literature. At this stage of development, the excursion activity was closely related to expanding the knowledge of local history among the public. During this period, the theory and methodology of excursion studies continued to develop [1].

After the 30ies there is a significant expansion of geography of tourist routes and topics of excursions. A special role is given to industrial excursions, which were used as a method of socio-political and labor education. This period is characterized by a differentiated approach to organization of excursions, taking into account the educational level, age composition, cultural inquiries and professions of excursionists.In the post Second World War years, military-historical subjects play a significant role in the excursion programs. The sites of interest are memorial complexes, monuments of military glory and more. Along with the above mentioned changes, the first methodological innovations appear, namely the use of professional guides when ordering a bus tour, when the employee acts only as an organizer.

The next historical stage is defined in the middle of 20th century. Some excursion organizations at that time were subordinate to the Ministry of Culture, and the guides’ training courses were only provided by museums.In 1971 the regulation on the excursion activity was adopted: “On Measures to Further Improve the Excursion Work”, which defined the measures to increase cognitive value of excursions, qualitative improvement of the methodological work of the tour guides, training of staff for excursion work. During the 70ies of the 20th century excursion was included in the curricula of the largest higher education institutions of the Soviet republics. At the geographical faculties of Kyiv, Simferopol, Byelorussian and Chisinau state universities specializations “Methodology and Organization of Tourist Excursion Business” were opened. Excursion departments were established at the social sciences faculties of pedagogical institutes [1].

At the end of the 20th century, the research work in the field of theory and practice of excursion was intensified. During this period monographs, instructions on organization of excursion work are widely published: “Preparing and Conducting Excursions”, “Organization of Excursion Work”, “Requirements for Methodological Design of Excursions”, “Methodical Recommendations for Preparation of New excursion”, “To Help the Teachers of Tour Guides Training Courses”, “City Sightseeing Tour” and many others [3].

After 1991, the excursion work in the post-Soviet countries was in a deep crisis. This was due to, firstly, dissipation of the union tourism system, and secondly, because the excursion ceased to be a means of promoting the ideals of totalitarianism, and because the historical-revolutionary and Soviet focussed subjects of the excursions came to the sidelines. Thirdly, the previously created system of training excursion staff and methodological support for excursion work was virtually destroyed. There have been significant changes in training of the guides: people who had no special training and education began to act in this role. Finally, the population of excursionists has undergone changes: the number of adult excursionists has decreased, and school children came to their place.

Some stabilization of excursion activity began only in the beginning of the 21st century. Today, there is an increasing interest in urban and suburban excursions among the adult population, but this tendency is typical only for large cities. Positive shifts in the development of country excursions are hindered by rising prices for services, mainly transportation, which in turn indicates that the development of excursion in the countries considered in this study requires the creation of new forms of excursion services, the development of excursion work at the regional level, as well as standardization of training of specialists of tourist support (guides).

Currently, the situation in the excursion services market in some countries of Eastern Europe, namely in Moldova, Belarus and Ukraine, is such that graduates of specialized educational institutions do not fully meet the professional requirements and international standards. Today's experts in tourist support (tour guides) have a low professional level, so tourism firms and other leisure and recreation institutions that have their own corporate training programs, have to re-train their employees. Emerging guides lack the competence and adaptation skills that they need to have in a developed competitive environment. Graduates of the programs, which prepare tour guides lack practical experience, knowledge of the history and culture, traditions and customs of peoples, including multicultural education.To date, only in Ukraine there are several dozen courses train tour guides and offer professional development opportunities, in many cases they are organized by tourist companies or institutes of advanced training. Only a few large higher education institutions train specialists at vocational courses, but such training is always available on a fee-paying basis and is carried out at the postgraduate and further education centers working at universities.

The programs of training of tourist accompaniment specialists in these establishments are various, but they all consider the following basic provisions: the foundation of any excursion is based on one excursion method of communication of knowledge; display and story are the components of excursion and its main elements; movement (motor activity) is one of the features of an excursion; excursion methodology is a singular technique and it consists of two parts: methods preparing and methods of conducting excursions; excursion method is a set of methodological techniques of displaying excursion objects, stories about them and events related to them.

### 3. Current requirements for vocational training tour guides

In modern conditions the quality of training of a professional tour guide plays a special role. The effectiveness of the use of a diverse arsenal of pedagogical technologies aimed at improving the quality of psychological and pedagogical training of guides is reduced due to the lack of clear, scientifically substantiated pedagogical and other requirements to the guide's personality. These circumstances with particular acuteness pose the problem of pedagogical design, modeling of the guide's personality, stimulates additional scientific search of ways of studying the level of guides' readiness for excursion activity.

A. Makarenko also remarked that no pedagogical phenomenon is considered, no educational activity is possible without a stated detailed goal. This goal should be expressed in the projected personality traits [4].

Training of modern specialists in the field of tourism requires prompt response to the needs of the educational market, which implies continuous improvement of both curricula and programs, as well as a radical restructuring of the content of the guides training in the system of tourist education, aimed primarily at: study of global, fundamental educational topics; integration of topics and problems related to different fields of knowledge (humanities, economic, technical and other); use of the principle of interdisciplinarity; the principle of content saturation of specialized courses.

However, pedagogical science does not adequately respond to the needs of practice. Thus, there are no studies aimed at developing a functional model of readiness of the specialist to be a guide. To date, there are no special studies in tourism pedagogy that reveal the natural links and dependencies between the formation of a pedagogically-projected personality of a guide and the processes of his/her professional training, and identification of the conditions for effective functioning of the tourist education system. The lack of conceptual schemes and scientific and methodological developments significantly reduces the effectiveness of educational institutions in the tourism sector, adversely affects the quality of training of industry professionals [3].

In order to overcome the stereotypes in higher vocational education, it is necessary to change the process of teaching and training of guides. For this purpose it is necessary to build an educational process taking into account the cultural creativity of professional tourist activity, to envisage self-realization of pedagogical aspirations, to individually form the students’ skills.

A tour guide is a special type of professional activity that a particular personality model must meet. One of the tasks of training guides is the formation of individual-personal, psychological, moral and ethical qualities [2].

It is worth noting that the effectiveness of any excursion is determined not only by the choice of the object, the development of the route, knowledge of the guide, but also by their good knowledge of the technique of conducting an excursion. Many factors depend on it, namely ensuring a clear excursion order, creating favorable conditions for perception of the material. The excursion technique is an integral part of the guide’s professional skills, a practical manifestation of his/her qualities as a leader of the excursion group.

There are a number of requirements to the excursion technique. These include: acquaintance of the tour guide with the group, exit of the excursionists from the bus, movement from the bus to the object, location of the group, returning to the bus, adherence to the excursion plan, answers to the questions of excursionists, use of individual text during the excursion, work with the microphone and so on.

With the correct organization of excursion work preparation for it should take place in advance. Tour operators or travel agents do this.

The excursion subject should be known in advance by the tour guide. It is extremely important that the promotional activities and the purchase of the excursion tour be separated from the excursion by one or two days. This is significant in the sense that within this period of time there will be a certain psychological attitude of the excursionists. They has time to delve into the subject of the excursion [2].The guide should also be careful not only in their language but also in their gestures, which are the language of non-verbal communication, on which the effectiveness of the guide's communication with the group largely depends. The rules of conscious, expressive use of gestures are similar to the rules of good tone: they are not innate, they should be continuously improved until they become the norm.

Thus, these principles of educational and professional activity of the guide should be the key to the success and need of this specialist in the modern labor market.

Today, the impetus for development of the profession of tour guide is the development of domestic and international tourism, people began to travel more not only within one state, but from country to country for business purposes, as well as to get acquainted with the culture, customs and traditions of other places. Tourists are increasingly traveling in organized groups. And the leader of such a group is a professional tourist guide, who is always with the tourist group. This person checks the availability of transport, the availability of rooms at the hotel, arranges for meals before the arrival of tourists. After a group of visiting tourists is placed at a hotel, a sightseeing tour of the city is usually arranged, and the guide becomes a link between the tourists and all that tourists will have to familiarize themselves with. He also accompanies a group for dinner and evening entertaining or cultural events.

The Law of Ukraine "On Tourism" has only general definitions that guides-interpreters, tour guides, sports instructors, guides and other specialists of tourist support are individuals who carry out activities related to tourist support, except for persons who work in the relevant positions of the enterprises, institutions, organizations which the visitor facilities belong to or serve. According to the Law, the list of positions of specialists of tourist support and qualification requirements for them are determined by the central executive body, which ensures the formation of state policy in the field of tourism and resorts, in agreement with the central body of the executive power, which ensures the formation of state policy in the field of labor relations [4-5].

The guide is first and foremost an organizer and leader of the tourist route, which is a pre-planned and paid tourist trip to one or more places with a complex of necessary services, such as: flights, meals, lodging etc.The tour guide is a representative of their tourist organization. Responsible for the order and discipline in the group. He/she must strictly follow the rules of travel, be sociable, open, create a favorable psychological climate in the group. When communicating with tourists, the tour guide should be able to answer any questions that tourists have, not only the bastions related to the objects of the excursion.

During the first meeting with tourists, the tour guide should explain the future route, tell about the main attractions, sightseeing and more. Throughout the itinerary, he or she must be with the group, organize and promote both scheduled and unplanned events. The tourist support specialist is obliged to know everything about the itinerary, program of tourist services, reservation of places, rules of travel, accommodation, food, cost of tourist services, maintenance and the form of preparing of the required documents [2].

Ukraine is a country with a rich history and cultural heritage, it covers a large territory on the map of Europe and has unique natural resources. All this attracts millions of tourists every year, many of whom choose cities such as Kiev, Lviv, Kharkiv. That is why the demand for guides with foreign language skills is increasing, so there is an acute issue of their qualification.

The problem of shortage of people who speak different foreign languages poses another problem, namely the attraction of low-skilled professionals who have a poor knowledge of the city or region and who cannot find common ground with tourists, have indirect knowledge of the country and its cultural values, do not possess at least the basics knowledge of the specifics of psychological support for tourists.

Psychological support for foreign tourists includes assistance in adapting to conditions of a new environment (country’s rules and regulations, its laws and traditions). The purpose of this activity is for tourists to get extremely positive impressions of the country of visit, and therefore travel in general. A tour guide who does not have the specific professional skills acquired at various training courses cannot adequately provide the necessary tourist services, such as assistance in emergency situations, conflict resolution between tourists themselves as well as misunderstandings with a local population.

Moreover, the inexperience of a tour guide with knowledge of a foreign language can provoke conflict. Tourism professionals are trained in specialized courses, according to the current legislation, namely the Law of Ukraine “On Tourism”, which states in Article 26 that professional training, retraining and advanced training of personnel in tourism are carried out by state, municipal and private educational institutions in accordance with the procedure established by the legislation. Preparation of certain categories of specialists of tourist accompaniment (guides-translators, tour guides, sports instructors, excursion guides, etc.) which do not require citizens to obtain a vocational or higher education degree to achieve a certain educational qualification level can be carried out in accordance with the set regulations by legal or physical entities [1].

Each course begins with the discipline “Methodology of Excursion Service for Foreign Tourists”, which includes methodological courses on psychological features of working with foreigners.

In order to successfully work with tourists, the guide must have a large amount of knowledge and be prepared for any unexpected circumstances and extreme situations. To be ready to act appropriately in any situation, as well as to be able to interest the group, to provide information in a creative and interesting form.

## Conclusions.

Therefore, summarizing all of the above, we can conclude that excursion method is the basis of the excursion process, which in addition is a set of tools and techniques for transferring knowledge, skills and abilities. Almost all the theory of excursion is a deep analysis of the executing of the excursion method aimed at teaching (knowledge transfer) and educating (formation of a comprehensively developed personality). The excursion method, as one of the most active means of interaction between the tour guide and excursionists, is also one of the conditions for their fruitful communication. Based on the excursion practices, it can be stated that only the excursions which are built taking into account the requirements and features of the excursion method reach the set goals. And in the process of training specialists in tourist accompaniment (tour guides), taking into account all the features of the excursion methodology is the key to the formation of highly qualified specialists who will be competitive and in demand in the labor market because at present almost all over Europe the requirements for tourist accompaniment specialists (tour guides) are identical: higher education (preferably in humanities); additional specialty training; knowledge of one or more foreign languages; eloquence and clear diction; sociability, openness, friendliness; artistry and a broad outlook.

Also, nowadays there is a real need for qualified guides who are fluent in foreign languages, due to the increased flow of tourists from around the world. It is also important to emphasize the need to train specialists in tourist accompaniment (guides) in psychological education, is they will create a comfortable climate for tourists, since changing habitual environment is a stressful factor for many people, and helping tourists in any situation is a direct duty of a tour guide.

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## MEDIA EDUCATION AS A STUDENTS’ SOCIALIZATION MEANSIN MODERN MEDIA SCENE

**Abstract.** *Taking into account the rapid development of the modern world of information and communication technologies and the media system, there is an urgent need for an individual’s focused preparation to use this space skilfully and consciously. The article reveals methods, types, techniques and forms of using media education elements in the educational process in order to socialize students in the modern communication environment. The purpose of the research is to consider media education as a means of forming students’ media culture in order to develop a creative personality that is ready for life in modern information environment. Media education is a pedagogical direction, representatives of which emphasize the necessity to study the laws of mass communication (press, television, radio, cinema, etc.). Media education should be an integral part of the educational process of children and young people, as media sources and media scene affect them differently. Thus, a focused process of teaching effective and secure interaction with the media as well as education of a conscious personality would ensure the formation of students’ media immunity and lead to significant progress in their self-education, self-improvement and self-actualization. The urgency of this process is explained by the fact that in the context of globalization and information society, mass media often have a decisive influence on the way people perceive the world. Teachers of general secondary, vocational, technical and higher education institutions should be involved in the implementation of this process. In the future, further studies will allow us to identify and substantiate the trends and directions of teacher training who will contribute to the development of media literate professionals.*

## Introduction.

The rapid development in the modern world of information and communication technologies and the mass media system urgently requires an individual's focused preparation to use this space skilfully and consciously. Since interaction with various media sources (press, radio, cinema, television, and Internet) takes much free time of modern youth, media has a powerful and controversial impact on the education of the younger generation, often becoming a leading factor in its socialization, spontaneous social learning. Therefore, there is an urgent need for the development of media education, one of the main tasks of which is to prevent human vulnerability to media violence and to provide productive socialization in today's information space. Particularly the defined problem concerns children and adolescents. The foregoing leads to the search for ways and directions of the teacher's activity in order to the student's successful socialization in the modern communication environment.

The purpose of our research is to consider media education as a means of forming students' media culture in order to develop a creative personality that is ready for life in modern information environment. Further studies will allow us to identify and substantiate the trends and directions of teacher training who will contribute to the development of media literate professionals.

The objectives of the research are:

- to define scientific approaches to understanding the concepts of "information environment", "media literacy", "media culture", "media education", "media text", "socialization";

- to consider effective methods, types, techniques and forms of using media education elements in the educational process in order to socialize students in the modern communication environment;

- to outline the ways of effective use of media education during the classes of the Ukrainian language and literature and to find out the advantages of using media education.

## 1. A formative stage of media education as a direction of modern pedagogy

International concepts related to a formative stage of media education are being implemented to some extent in Ukraine. Let us pay attention to S. Honcharenko's research [1, p. 203], who defined the notion of "media education" as "a direction of pedagogy, which representatives think it is useful for students to study the laws of mass communication (press, television, radio, cinema)". The same definition is given in the sociological-pedagogical dictionary edited by V. Radul [2, p. 131].

According to the pedagogical dictionary edited by M. Yarmachenko, "Media education is a direction of modern pedagogy which involves studying the laws of mass communication (press, radio, television, cinema, video) by students, preparing them for life in the modern information world, mastering the skills of learning and processing various information, especially with the help of technical means" [3, p. 311].

The problem of media education has recently attracted attention of Ukrainian scientists and become the subject of their research works. Thus, A. Lytvyn believes that “media education is a study on the base and with the help of media, the overall goal of which is developing media literacy, the ability to critically perceive media messages” [4, p. 131]. At the same time, he focuses on S. Honcharenko’s thesis that “the main task of media education is to prepare a new generation for life in modern information conditions, to perceive and understand different information, to realize the consequences of its impact on the psyche” [1, p. 200]. B. Potiatynnyk has devoted his research to the concept of “media education” and defines media education as “a scientific and educational sphere of activity, which aims to help an individual to form a psychological protection against manipulation or exploitation by the media, as well as to develop / instill information”. According to the scientist, media education is “aimed at mass mastering of basic journalistic skills and the latest technologies, as well as on the protection of individuals from excessive aggressive information environment” [5, p. 8].

The Modern Encyclopaedia of Education states that “media education is a technical means of creating, recording, copying, duplicating, storing, distributing, perceiving information and exchanging it between a subject (an author of media texts) and an object (mass audience), and namely: print, photography, radio, cinematography, television, video, multimedia computer systems, including the Internet” [6, p. 17].

If we turn to the “Ukrainian Pedagogical Dictionary”, then we learn that “media education is a direction in pedagogy; the representatives of this direction advocate the study of the laws of mass communication (press, television, radio, movies, etc.) by all students”.

We also refer to the tutorial “Visual Media Culture of Students” by N. Cherepivsky, which presents cognitive methodological and practical material on media education, media creation, media hygiene and media perception. One of useful guides is supposed to be “"Media education and media literacy”, which discusses the general information about media education and media literacy as educational categories, describes the main theories of media education, factors that influence the formation of media culture of personality [7].

The Oxford Encyclopaedia defines media education as a subject connected with the knowledge of how media texts are created and disseminated, and the development of analytical skills for interpreting and evaluating their content. A media literate (media-competent) person has a developed ability to perceive, analyse, evaluate and create media texts, to understand the social, cultural and political context of media functioning in the modern world, the code and representation systems used by the media. Media literacy acquired in the process of media education helps a person to actively use the possibilities of the information field of television, radio, video, cinematography, press, Internet, helps him to better understand the language of media culture.

Satellite and digital TV, video recording of various texts, cinema, computer and cellular communications, Internet, radio, newspapers, magazines influence the formation of values and personal outlook. The realities of modern world and the future depend to

a large extent on professionals who fully perceive and are able to select secure and personally meaningful media information: critically reflect, analyse and evaluate it, express their own independent stance on any media texts, create their own media texts, professional-pedagogical activity, learn different forms of communication through technical means. These traits relate to media competence and media culture of the individual; D. Alverman, J. Moon and M. Hagood [8, p. 164] admit it ensures realizing how media texts help to understand the world in different social, economic and political situations [13].

Thus, to form social consciousness and outlook of media users, we need scientific and methodological integration of theorists, practitioners, and state structures as well as defining the main directions of development of media pedagogy, its coordination with journalism, cultural studies, and sociology.

In our opinion, the main tasks of media education are preparing a new generation for life in modern information conditions, "perception and understanding of different information, awareness of the consequences of its impact on the psyche, etc." [8, p.131].

**2. The current stage and prospects of media education development in Ukraine**

The National Academy of Pedagogical Sciences of Ukraine constantly initiates introducing media education into the educational process of educational institutions. On April 3, 2013 there was a methodological seminar of the National Academy of Pedagogical Sciences of Ukraine "Media Education in Ukraine: Scientific Reflection of Challenges, Practices, Prospects", devoted to considering a wide range of issues related to the formation of media education in Ukraine, preparation of children for effective interaction with the modern information space. In general, throughout the course of the methodological seminar, its participants were focused on solving strategic problems of media education in Ukraine, emphasizing the need of including disciplines of media education (Media Culture, Media Education / Media Literacy, Media Psychology, etc.) elements into curriculum of professional training of students from different specialities within communicative elements of industry standards of educational and qualification characteristics of a specialist (organization of personal activity as a part of team work, choice of communication strategy, etc.) and educational and professional programs of specialist training (blocks of content modules of humanitarian and socio-economic training); purposeful introduction of media education innovations, in particular those that have been tested by scientists of the National Academy of Pedagogical Sciences of Ukraine, as well as support of active participation of pupils of secondary schools and students while carrying joint search of forms and means of media education that meet the needs of the younger generation.

A person becomes a subject of social relations since his/her birth, develops under the influence of the environment, and acquires relevant social experience. Therefore, each community faces the problem of creating conditions for social education and social development of children and young people [14].

Despite the fact that the socialization of the individual is considered to be psychological (B. Ananiev, O. Asmolov, I. Bekh, D. Elkonin, R. Nemov), sociological (I. Kon, Y. Shchepansky), and pedagogical (A. Mudryk, V. Sukhomlynsky) problem, the common idea reveals the interpretation of this phenomenon as a process of adaptation to the environment through the assimilation of norms and rules of behaviour set by society.

Based on the research of A. Mudryk, who takes the process of socialization as “the process of an individual’s integration into society, into various types of social communities (group, social institute, and social organization) by assimilating elements of culture, social norms and values which are the basis of forming socially significant traits of personality” [9, p. 36–59], we agree that modern society is informational and that the functioning of educational systems is impossible without the means of information and communication technologies. As young people (since pre-school age) are involved in the information and communication environment, there is an objective problem to effectively continue their integration into it. They have not got a significant life experience yet; they are still prone to blind imitation of attractive images. There is a big problem connected with virtual interactive games. All over the world, children and teenagers are often identified themselves with images (avatars) in these games, turning real success and fighting for a worthy place in their social group for ghostly titles and gains. But, of course, this does not mean that you need to hide in a shell and isolate yourself from information flows. Now this is not possible. “Surfing the Internet, students are immersed in a special, virtual world. To find necessary information, young people turn to virtual sources (the Internet, computer guides and encyclopaedias) more often than to ordinary books and manuals. The computer world, including the gaming world, opens up opportunities for today’s young generation [6, p. 59]”. It is an important source of information: a pupil or a student can find and read virtually any book he/she needs, written in any language, or search for keywords on an exciting topic.

Computer is a form of fun and relaxation. Playing computer games, listening to CDs, watching movies are all accessible to any pupil or student.

One of the advantages is that computer technology can be used as a learning tool. It includes distance learning, studying scientific data, directories, maps, and “downloading” essays which is so familiar to almost every participant in the educational process. The availability of any information, novelty, great entertainment, virtual reality closeness to emotional and aesthetic canons, etc., explains the continuing popularity of the computer world. It is known that in order to develop motivation to the learning process, it is necessary to activate learning and cognitive activity, expand the range of cognitive interests. Cognitive activity at school age is quite high, it includes the curiosity of a child, who asks many questions, seeks to learn new things about familiar objects and phenomena of the world around, but at the same time, a large amount of new information can cause fatigue, pupils’ and students’ loss of interest and the desire to switch over to a different kind of activity.

Thus, media education has a great influence on forming cognitive activity and media culture during the educational process. Experts consider integration of media literacy in other subjects to be the most effective direction. This is widespread in countries with advanced media education, particularly in Sweden, the United States. The easiest way is to integrate media education into computer science and computer literacy classes. That is, more attention can be paid to cyber security, students can be told about the modern programs through which they can create media products. The second option is to combine it with literature classes, involving the topic of cinema and theatre [6, p. 200].

Taking into consideration all above, we agree with the Ukrainian researcher I. Dychkivska, who noted that "the main tasks of media education are to prepare students for life in the information society, to develop the ability to use information in any form, to realize communication and to understand media influence on the human" [10, p. 341]. A. Lytvyn's opinion is almost similar: the researcher thinks "the task of media education while forming a critically thinking, socially active, communicative personality, who easily and consciously operates in the media space. Firstly, media education must protect against the potentially harmful effects of the media, and, secondly, grow such a media consumer who can effectively satisfy his/her interests by using mass media" [4, p. 59]. A person should be able to handle information.

There are enough theories worked out. Even the real mechanisms of realization of the conceived are thought out. But is this enough in practice? Although the development and adoption of the Media Education Implementation Concept in Ukraine is an important component of the modernization of education, unfortunately today the results are not very comforting today. There are some theoretical developments in the field of media education in Ukraine.

But it should be noted that, firstly, in Western countries there is a stable media education practice that can and should be guided, secondly, the theoretical developments of the majority of Ukrainian scientists are aimed, in most cases, not at the critical thinking formation and autonomous media personality (as in many Western countries), but at mastering the media equipment and using the media in the educational process. Media education remains fragmented and is usually chaotic.

### 3. System of media education activities

Regarding the development of modern word, future societies will increasingly rely on information and communication technologies: web technologies, cloud-based computing and big data, smart phones and the Internet of "smart things", artificial intelligence and other gadgets. Interaction with various media sources takes an increasing share of Ukrainian citizens' free time, which causes a significant impact of the media on the population, especially on children and young people.

Media has a powerful and controversial impact on the education of the younger generation, often becoming the leading factor in its socialization, spontaneous social learning, becoming a means of distance education and a source of non-formal education.

The implementation of media education activities in the educational institution is entrusted to the teacher, concerns his/her preventive, consulting and social-transformative functions. The first one will ensure forming of a healthy student lifestyle, the prevention of negative phenomena in the student environment, which includes computer addiction.

In order to form a student’s value orientations in the media space, it is necessary for a teacher to have *a system of work tools* that would form the norms and culture of communication (including in the process of Internet communication), cultivate a body culture and culture of behaviour [11, p. 36].

*Media education can include:*

1) media didactic material in the form of visual media texts (photographs, advertising and music videos, documentaries and feature films of patriotic content);

2) methods of organizing classes in an integrated format of trainings and media clubs (joint watching a video, reflective and analytical work during the perception or discussion of the revised);

3) applying special methods and techniques of developing reflection of emotions, feelings and analytical or critical comprehension of the perceived [12, p. 36].

Therefore, to form harmonious relations with the surrounding world, it is advisable to organize extra-curricular activities with the use of media education: competitions, exhibitions, projects; “research and creative work on studying history, culture, customs, and historical values of the native land using computer technologies. Adults’ attention, educators’ systematic and purposeful work in the outlined field will help to realize the modern students’ potential, form balance in emotional and intellectual development of the world, personal and public position” [6, p. 36].

The decisive priorities for practical work should be based on a person-centred approach, individualization and differentiation of learning. Orientation to a particular student, his/her potential as a partner who consciously acquires knowledge, develops abilities, gains experience of communication in dialogue, reasonably defends his/her opinion [15, p. 40].

Studying language and literature, students have the opportunity to learn: “to analyse, critically reflect and create media texts; identify sources of media texts, their political, social, commercial, cultural interests and context; interpret media texts and values that the media bring; select the appropriate media to create and disseminate their own media texts and to attract the interested audience; allow free access to media for consumption and production of own media products” [6, p. 39−59]. The more positive experience a student will have while the learning process, the easier it will be for him / her to adapt in the modern world. Students are co-authors of educational process.

They are involved in it as active participants; they create a media product based on the results of their research activities in the content of a literary work, while developing the characteristics of a hero or the biography of a writer. This effective form helps us to generalize, refine, repeat, systematize and create new things grounded on what you have learned.Media education can be implemented at certain stages of the lesson by performing various creative tasks. J. A. Comenius (Czech: Jan Amos Komenský) stated in his work "Didactica Magna" ("The Great Didactic"): "All that is possible should be given for the perception by the senses, namely: visible – for perception by sight, audible – by hearing, odours – by smell, accessible by touch – by touch. If any objects can be perceived by several senses, let them be perceived immediately by several senses".

At the present stage, the change in priorities, teaching methods and knowledge control are dominant in education. All these ideas are impossible without the use of interactive technologies that are used at the lessons and non-school hours, without the use of computers and multimedia projectors. Such work requires careful training of both teachers and students, but it increases the interest in learning and as a result improves the quality of knowledge on the subject. Nowadays it is impossible to imagine television, radio, Internet without advertising.In the Ukrainian Internet space, book trailers (videos that create a visual image of a book) are becoming increasingly popular. Book trailer is a "short video based on the book, a clip for the book".

A book trailer is usually created to promote a book, get across an idea, and leave a mark in his mind. At the same time, it should intrigue and prompt the desire to read the book. Its peculiarity is that the story of the book is presented in a figurative, intriguing form. For the vast majority, the duration of a book trailer should not exceed three minutes. A book trailer solves several problems: draws attention to a book and creates a readership [7, p. 36].

A book trailer is a new genre of advertising and an illustrative character that combines literature, visual art as well as electronic and Internet technologies. It motivates young people not only to play games and communicate via the Internet, bu to study computer science more deeply and apply their knowledge and skills in practice. Therefore, it is advisable to use the method of "advertising" when studying certain topics in order to motivate learning activities. Students can advertise whether it is a work of fiction, or even a certain section of linguistic science [13, p. 12].

Videos about famous Ukrainian figures, especially created by students, make a big impression on the audience. They discuss together not only the content of the video, but also the technical aspects. This is how cross-curricular integration takes place.

Systematic use of *computer videos and demonstration presentations* develops imagination, abstract thinking, and increases interest in the study material and the subject as a whole. The use of audio and video accompaniment makes literature classes vivid and meaningful.

Therefore, to form and practically implement effective concepts of media education, it is important not only to take into account the current state of information society, but also the philosophical and pedagogical views of theorists and practitioners of educational models of the past, including the use of media in the educational process.

A student, having the ability to solve problems creatively, using computer capabilities, learns to be a competitive member of modern society: creative, intellectually educated, responsible, sociable, and able to solve problems autonomously, independently and effectively apply knowledge in everyday life practice. In such circumstances, the Internet allows us to organize a space where we can not only retrieve information, but also solve many other communicative tasks, that is, to promote the individual’s development, not his/her degradation.

## Conclusions

Therefore, media education should be an integral part of the educational process of children and young people, as media sources and media space affect them differently. A focused process of teaching effective and secure interaction with the media as well as educating a conscious personality would ensure the formation of students’ media immunity and lead to significant progress in their self-education, self-improvement and self-actualization.

Media education contributes to the formation of students’ media culture and their socialization in the modern information space. The urgency of this process is explained by the fact that in the context of globalization and information society, mass media often has a decisive influence on the way people perceive the world. Media education is designed to empower the individual through self-critical media communication training. Systematic use of *computer videos and demonstration presentations* develops imagination, abstract thinking, and increases interest in the study material and the subject as a whole. The use of audio and video accompaniment makes literary classes vivid and meaningful.

The decisive priorities for practical work should be based on a person-centred approach, individualization and differentiation of learning. Orientation to a particular student, his/her potential as a partner who consciously acquires knowledge, develops abilities, gains experience of communication in dialogue, reasonably defends his/her opinion.

We think the main tasks of media education are to prepare the next generation for life in modern information conditions, to perceive and understand various information, to realize the consequences of its impact.

Prospects for further research are considered to be the identification and substantiation of vectors in teachers’ training that will contribute to the formation of media literate professionals. Teachers of general secondary, vocational, technical and higher education institutions should be involved in the implementation of this process.

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# EDUCATIONAL POTENTIAL OF FOREIGN LANGUAGE COURSE IN MODERN HIGHER SCHOOL

**Abstract.** *Modern realities change demands to the future specialist in the field of foreign language training. Nowadays it should be a person able not only to read and translate foreign scientific and technical literature, but above all to establish contacts with foreign colleagues, to communicate without intermediaries in a professional environment. That is why the demand for a foreign language in the society enhances its status as a discipline that is capable of realizing a cognitive, developmental and educational goal in the higher vocational education system. The peculiarities of education of students in the educational space of higher education institution have been analyzed in the article; modern demands to specialists that will function in new socio-political and socio-economic realities have been determined. The peculiarities of a foreign language as a means of education have been characterized and its educational potential has been determined. It has been proved that one can realize moral, patriotic, mental, labor, aesthetic, ecological and economic education by means of a foreign language. Foreign language lessons possess a considerable potential of multicultural education etc. It has been determined that the educational potential of foreign language lessons is realized through the content of education, especially the lexical material that corresponds to the curriculum, presented by textbooks and manuals, additional sources of cognitive content, including works of fiction in foreign languages, stories of the teacher, as well as the experiences of students, embodied in the facts and events of their lives. Realizing the educational potential of foreign language lessons is also done through pedagogical tools used by the teacher, active methods of teaching in particular. The educational power of the project method, the game method, the method of discussion have been characterized. It has been stated that an important factor affecting the educational potential of foreign language lessons is the personality of the teacher, whose educational value is determined by the level of his professionalism, general culture, personal traits, and ability to establish interpersonal contacts, ability to earn authority and to capture student's youth by the tasks of learning foreign languages.*

## Introduction.

In the current conditions of globalization, the integration of different cultures the knowledge of foreign languages is a prerequisite for involvement of a specialist in the global information space. Using the state-of-the-art techniques and technologies, new achievements of science and technology is impossible without the ability to navigate in foreign scientific and didactic discourse.

Therefore, fluency in foreign languages has become a pre-condition for successful professional activity of an individual.

However, the modern higher school does not always satisfy the needs of the society and the state, since education researchers are increasingly stating the decline in the quality of training of university graduates, conservatism in the choice of pedagogical tools by teachers, a slow implementation of the integrative approach in the educational process, etc. The higher education is still being built around a cumulative model of knowledge that generates the ability to solve problematic situations only under standard conditions, which is obviously insufficient in the contemporary changing world. While training specialists, ab insignificant amount of credits is allotted to foreign language learning, and the purpose of learning a foreign language sometimes does not go beyond the ability to understand specialized texts with the dictionary which does not fully meet the requirements of the modern society. Obviously, in such circumstances, a graduate of a university will not be competitive in the labour market and his career growth will be hampered.

In view of this, the requirements to the future specialist in terms of his foreign language proficiency are changing. It should be a person able not only to read and translate foreign scientific and technical literature, but above all to establish contacts with foreign colleagues, to communicate without intermediaries in a professional environment.

That is why the demand for a foreign language in the society enhances its status as a discipline that is capable of realizing a cognitive, developmental and educational goal in the higher vocational education system.

The problem of students' education has been the subject of research by E. Barbina & O. Zubrova [2], O. Durmanenko [7], I. Krasnoshchok [11] and others. The scholars investigate the theoretical foundations of this process, substantiate its pedagogical tools, emphasize the need for the implementation of educational tasks during the classroom and extra-curricular activities, etc. In particular, I. Krasnoshchok [11, p. 85] states that the system of educational work in higher education institutions is "a way of life of pedagogical and student collectives… the content and organizational forms of which purposefully stimulate the personal and professional development of a future specialist in accordance with the social requirements and individual interests, abilities and capabilities of a student." The subsystems of the educational work system are the educational process, extra-curricular work and the educational process management system. Describing the educational process as a subsystem of the system of educational work, the scholar singles out such components as the content of educational disciplines, as well as the teacher's ability to realize the educational function of teaching.

All learning subjects have a certain educational capacity. As the role of foreign language learning in today's context is increasing, the views of scholars are focused on the educational potential of the respective discipline [4; 8; 16]. Their works emphasize the importance of a foreign language in attracting young people to the best models of global and

national culture; the main ways of realization of the educational potential of foreign language lessons are analyzed. In particular, T. Solopova [16, pp. 249–250] states that a foreign language as a discipline is open to using content from different fields of knowledge. The students have the opportunity to discuss and reflect on the problems of tolerance, the modern family, philanthropy, the environment, drug combatting, materialism and the national culture, poverty, etc. At foreign language lessons, the future professionals have the opportunity to get acquainted with the history and traditions of the country whose language is taught, to acquire a different culture, and to project their life through acquaintance with another life.

Nowadays, the problem of the educational potential of foreign language lessons is considered in the context of the cultural approach. The content of foreign language education is the culture. In this regard, the principle of cultural conformity should be the basis of foreign language learning. This is emphasized by both domestic and foreign scientists [5; 6; 9; 10; 13; 17].Thus, Claire Kramsch [10] criticizes the approach to teaching foreign languages when language continues to be taught as a fixed system of formal structures and universal language functions and is a neutral channel for the transmission of cultural knowledge. The scholar stresses the need to change the approach to foreign language teaching, stating the importance of teaching a language as a culture.

Instead, Terry Mughan [13] argues that teaching foreign languages in higher school should be based on intercultural approaches and should prepare students for an objective perception of multiple cultures, understanding of the people who represent them, etc.

Acquiring the culture, the student enters into the world of its values, which is actually education. According to E. Passov, the knowledge of a foreign language does not enrich a person by itself, since it is not so much the practical effect of teaching that is important but what that knowledge adds to the formation of a person as a personality [18, p. 87].

The purpose of the article is to systematize the theoretical ideas about the educational potential of foreign language lessons in a modern institution of higher education in the context of socio-political and socio-economic challenges of today.

## 1. Teaching students in the educational environment of a modern institution of higher education.

The education of a specialist who will live and develop professionally in the new socio-cultural context is an object of attention of the state and the society. The socio-cultural challenges of the 21st century, the rise of the information society, the reform of the education system, the development of human sciences, the influence of the world educational community – all that actualizes the problem of finding ways to improve the process of educating student youth. The development of their ideological orientations, high moral qualities, professional and general culture, civicism, aesthetic culture, etc. becomes crucial in the training of modern specialists.

The civil society is directing the higher education towards the formation of a professionally and socially competent, competitive personality, capable of creativity and self-determination in a changing world.With this in mind, modern higher education should not only provide the necessary knowledge, but above all develop an individual capable of living in a situation of social uncertainty, make decisions and be responsible for them, engage in dialogue and cooperation. Therefore, the main task of the institution of higher education is to prepare the individual for self-realization in different spheres of life: professional, family, socio-political, etc.

The Ukrainian society needs competent, enterprising, moral young people who have an active life position, leadership skills, flexible thinking and are ready for international cooperation. Therefore, it is necessary to fully promote their education and upbringing in the conditions of a clearly established system of education of a higher education institution.

Among the basic principles of the organization of education in the institution of higher education V. Kudin, M. Solovey and E. Spitsyn [12, p. 81] name the following:

1) education is the core of the educational process;

2) the educational process should be organized taking into account the needs of the society, the needs and interests of students, the specifics of the institution of higher education;

3) education must create the conditions for professional, creative, scientific, physical development of an individual;

4) the education process is a dynamic system of educational interaction of subjects, aimed at forming the personality of a citizen of Ukraine;

5) the process of education is the creation of conditions for diverse subject-subject interaction, aimed at developmemt of the personality of a student on the basis of his/her self-development, self-education and self-realization;

6) education is a system of life activity of young students, which finds expression in the classroom and extracurricular work.

Therefore, the educational process should be considered as the main educational resource, since each of the components of the educational program has a significant educational potential.

## 2. Foreign language as a means of education.

Intercultural interaction is an instrument of personality development that shapes the ability to participate in intercultural communication, the willingness to communicate, collaborate and make friends. As the role of intercultural interaction is increasing today, so does the role of foreign languages, the need for mastering them, as it creates opportunities for combining different worldviews and assessing the world from different perspectives.

A foreign language is an integral part of the higher education process. It is a means of communication, cognition, comprehension and interpretation of facts of another culture, awareness of one's own culture and familiarization of representatives of other communities with it.

A foreign language enhances not only the practical effect of learning, which is expressed through the acquisition of new knowledge, but it makes a significant contribution to the integral development of personality.

Every lesson in a foreign language is a crossroads of cultures, a practice of intercultural communication, because every foreign word reflects a foreign world and a foreign culture: each word has a national consciousness of the world. Learning a foreign language based on familiarization with the culture of other countries is one of the main tasks and principles of the whole process of learning a foreign language in higher education institutions. It means acquaintance with the existing political, business, moral, religious, aesthetic ideas of representatives of other ethnic cultures, with psychology, history, literature of other nations. This creates a basis for high intellectual and socio-cultural level of young people, because the study of a foreign language is important for the formation of the outlook, the development of self-awareness and students' values [4, p. 326].

Learning a foreign language contributes to the development of inclinations, culture, feelings, and abilities. At all stages of learning a foreign language, opportunities are created for the development of curiosity, initiative, independence, the adoption of socio-cultural rules and moral norms adopted in society.

Learning a foreign language contributes to creating conditions for integration into the cultures of other peoples, which contributes to the formation of universal values, education in the spirit of peace, tolerance, humane inter-ethnic communication, the development of culture of communication and communicative competence, acquiring a new scientific and technical information, formation of professionally significant personal skills, etc.

E. Passov and N. Kuzovleva [17, p. 30] argue that foreign language lessons have the potential for the development of:

– patriotism as a need and ability for active love for their Motherland, which involves active and creative participation in the life of their native country, promotion of everything that promotes its prosperity;

– a humanistic outlook as the ability and need to solve problems related to survival, charity, overcoming the crises of civilization, preserving the natural environment;

– a tolerant attitude to other cultures, the need to become involved in the world culture;

– legal awareness, self-esteem and respect for human dignity;

– the need and ability to accept someone else's point of view on social and humanitarian issues, to cooperate in the face of differences of opinion and beliefs, etc.

L. Alekseeva [1] sees the educational component of foreign language lessons in:

1) students' respect and interest in the culture and people of the country whose language is taught;

2) formation of the culture of communication;

3) maintaining interest in learning and forming cognitive activity;

4) raising the need for practical use of a foreign language in various fields of activity.

Therefore, it is obvious that the means of foreign language can realize the tasks of moral, patriotic, mental, labor, aesthetic, environmental, economic education. Foreign language lessons have considerable potential for multicultural education and the like.

## 3. The ways to realize the educational potential of foreign language classes in higher education

The educational potential of foreign language lessons is realized through the content of education, especially the lexical material that corresponds to the curriculum, presented by textbooks and manuals, additional sources of cognitive content, including works of fiction in foreign languages, stories of the teacher, as well as the experiences of students, embodied in the facts and events of their lives. After all, in the course of studying this discipline, students are offered topics that touch on different aspects of human life. Much attention is paid to the culturally appropriate nature of the content of education, which presents the values of spiritual and material culture, cognitive culture in the field of sciences, art, economic culture and culture of work, political, legal and civic culture, culture of family relationships, physical and valeological culture, information and culture. At the same time, the education of a cultural person should begin with the cultivation of respect for the traditions of one's own country, as well as the country of the language being learned, which will create opportunities for preserving one's own culture and mentality, while remaining a competent person, able to communicate with native speakers.

The selection of topics for discussion should be based on the specifics of the profession the students are preparing for, taking into account their interests, level of knowledge and complexity. It is also necessary to consider the value of the material to form a correct understanding of world history and culture; its potential in terms of motivation to become acquainted with the culture of other nations; the danger of possible manipulation of cultural stereotypes in the minds of students [14, p. 19]. Under such conditions, the discussion of the subjects offered to students will involve an exchange of opinions, an expression of their own attitude to the subject of communication. Thus, along with the development of communicative abilities, future specialists will form a valuable attitude to facts, events, phenomena, which will form the basis of education.

Inclusion in the content of education of human values gives you the opportunity to cultivate conviction in their importance and priority, contributes to the formation of a humanistic worldview, the ability to solve problems related to charity, overcome civilizational crises.

Consideration of the problems of liberty, rights and obligations of the individual as a value enables one to form the need and ability to make informed social choices, to cultivate legal awareness, self-esteem and respect for the dignity of others.

It is obvious that the content of the material offered to students can contribute to the formation of tolerance as a value, which enables them to understand and respect another point of view, constructively interact with people and groups of people regardless of their national, social, religious affiliation, views, beliefs, ways of thinking, and more.

Given the complex environmental situation, the need to properly address environmental issues is important to include in the content of foreign language teaching topics that would contribute to the formation of values such as a responsible attitude to nature, the rational use of its wealth, humane treatment of all living things, etc.

In the study of foreign languages, opportunities are created for the formation of artistic personality culture as a combination of knowledge, values, tastes, ideals, development of perception and understanding of the beautiful in the art of the country being taught, the development of aesthetic views, feelings, tastes, needs to create beautiful the development of a caring and responsible attitude towards culture, etc.

Realizing the educational potential of foreign language lessons is also done through pedagogical tools used by the teacher. The methodological content of the modern process of learning foreign languages is its communicative nature. Communicative learning of foreign languages is active, because the act of communication and interaction is carried out. The participants of the interaction try to solve both imaginary and real tasks of joint activity using a foreign language [15, p. 100]. At the same time, the fundamental point is I. Bim's [3, p. 40] assertion that communicativeness cannot be reduced only to the establishment of social contacts through speech. Communicativeness is the attraction of people to the spiritual values of other nations.

Therefore, modern foreign language teaching is a process of students' creative collaboration, communication, and exchange of thoughts. Speech communication provides an educational impact. After all, the student finds himself in the position of a subject who expresses his own point of view, shows activity, creativity, independence, and therefore self-perfects, self-develops, self-educates. The active position of the subjects of the educational process contributes to the intensification of the cognitive and educational components.

Active educational methods of foreign languages have significant educational potential, the essential features of which are problems, orientation to the future professional activity, communicativeness, creativity, individualization, competence orientation. The use of these methods in foreign language classes can effectively shape not only cognitive but also professional motivation, give an idea of the future profession, form the ability to work together in a team and resolve simulated professional situations, to cultivate a sense of responsibility for the profession and social work values and guidance, etc.

Active methods of teaching foreign languages include, in particular, the project method, the game method, the method of discussion and so on. All of them are characterized by considerable educational capacity.

The method of projects aims at developing the ability to independently construct knowledge, navigate the information space, develop critical and creative thinking, and so

on. When applying this method, it is necessary to focus on the development of important research problems that require integrated knowledge, are of practical importance for future professional activity and form the value guidance of the individual. For example, a project on environmental issues will not only promote awareness of future environmental issues and their implications for human life, but also stimulate their activity in solving these problems by participating in environmental campaigns, saving energy resources and promoting environmental information.

The use of the game method, in particular business games, makes it possible to simulate the activity of real socio-economic systems. Taking on a role, the game participants gain social experience of communicating and making responsible business decisions. Together with the acquisition of professional knowledge, students develop skills of professional interaction, collegiality, the ability to manage and obey, develop a culture of decision-making, cultivate restraint in words and actions. For example, a business game on "The situation of children with disabilities in Ukraine" can be conducted in the form of a scientific-practical conference, attended by experts: educators, psychologists, sociologists, doctors, etc. Experts prepare speeches in advance, based on real statistics. Sociologists prepare information on the number of children with disabilities living in Ukraine. Doctors inform about their health status and activities aimed at improving the health of children with disabilities. "Psychologists" and "educators" focus on education for children with disabilities, public education policy priorities, and more. Such a business game enables students to form their own views on the problem of persons with disabilities, creates opportunities for the cultivation of moral qualities (kindness, charity, compassion, empathy, etc.), forming perceptions of health as a value, and so on.

Discussion is often used in foreign language classes to develop the ability to speak a foreign language. However, a well-chosen topic of discussion can ensure the realization of an educational goal. If the problem proposed for discussion is painful or important for students, it will make them think and take it seriously. Future experts will be able to compare their own point of view with the views of friends, critically take their own ideas, learn to tolerate diametrically opposite views, form the ability to view the problem from different perspectives, etc. For example, a discussion on "My free time - for me or for others?" creates opportunities for students to raise altruistic traits, desire to participate in charitable activities, and causes the need to promote the idea of volunteering among peers and so on.

An important factor affecting the educational potential of foreign language lessons is the personality of the teacher. It is on him that the psychological climate in the classroom, which affects the quality of communication, depends on it. It is important for the teacher to be methodically literate, able to carry out an individual approach to students, possess organizational and communication skills, pedagogical intuition and pedagogical tact, to be able to respond flexibly to the situation in the audience.

Undoubtedly, it is important to realize that the teacher, his personal traits, professional orientation are an example for students. The educational value of the teacher's personality is determined by the level of his professionalism, general culture, personal traits, and ability to establish interpersonal contacts, ability to earn authority and to capture student's youth by the tasks of learning foreign languages.

## Conclusions.

Therefore, foreign language, as a discipline in the current conditions of globalization and integration of different cultures, has considerable educational potential. Foreign language learning contributes to the formation of students' outlook, the development of value orientations, stimulates the development of curiosity, initiative, independence. An important task of foreign language classes is to cultivate tolerance, a culture of ethnic communication, and patriotism. In the process of foreign language education opportunities are created for the realization of the tasks of moral, patriotic, mental, labour, aesthetic, ecological, economic, etc. education.

The educational potential of foreign language lessons is realized through the content of education, pedagogical tools, and the personality of the teacher. Each of these components is an independent and sufficient component of the implementation of educational tasks. Simultaneously, their combination creates conditions for enhancing the educational influence of a foreign language.

The level of command of foreign languages is an indicator of the civilization level of the modern society and the professional level of a specialist, because it opens access to the values of world culture. A complete foreign language competence opens the possibility of international cooperation, access to the achievements of world science, which, in turn, create opportunities for self-improvement, self-development and self-education.

Prospects for the next research is the development of innovative ways of realizing the educational potential of a foreign language, the selection of modern content of vocationally oriented foreign language learning that would have significant educational potential, as well as the formation of future specialists of motivation to learn for.

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# COMPETENCY-BASED APPROACH WITHIN THE FRAMEWORK OF PROFESSIONAL DEVELOPMENT OF TEACHERS OF PHILOLOGICAL DISCIPLINES

**Abstract.** *The development of modern knowledge society requires teachers constantly improving and increasing their knowledge, skills and abilities. Extremely relevant to education today is the competency-based approach, which is aimed at the creative and effective development of the teacher's personality within the framework of professional development. The individual trajectory of competence development becomes important for teachers. It depends on their field of activity, their own preferences and modern innovations. The article presents and analyzes the system of competence of teachers of philological disciplines that contribute to the effective construction of the educational process in the school and the acquisition of relevant experience by students. Innovative forms of teacher competence development during advanced training courses are also considered. It is found that today students of courses prefer active forms of training, such as interactive lectures, master classes, training, webinars, etc. This is due to the fact that during these sessions, teachers have the opportunity to practice their skills, which then can be applied while working with participants in the educational process.*

## Introduction.

One of the main trends in the development of education in the XXI century is the formation of knowledge society, for which the acquisition and processing of new information, the growth of professional skills and social integration is the path to economic, social, cultural and democratic growth. The key task of education in this society is to teach the person to learn, and not only for a certain period, but continuously, throughout life. The term "completed education" is not relevant to the knowledge society, since a modern specialist should constantly acquire new and improve existing professional skills, take various courses and training that are aimed to increase competencies. We support the opinion of O. Vladyslavlev, who states that "the higher the educational level of people, the more actively they seek to continue their education. At the same time, education not only satisfies and develops the professional and spiritual needs of a specialist, but also stimulates the development of new ones.

Thus, the law of increasing educational needs is manifested in the field of education, which proves to be a powerful mechanism of development of the postgraduate education system in general and advanced training in particular "[1, p. 26]. Such a specialist is highly valued in the labor market because he is open to innovations and is able to effectively implement them in life.

According to the world educational processes of reforming the educational sector in Ukraine, which is aimed to implement a competence-based approach that makes it possible to determine indicators of readiness of the future specialist (student) for independent life, further professional development and active participation in society. The conceptual idea of this approach is to replace "traditional reproductive education with a creative one that will contribute to the acquisition of knowledge, skills, personal development of students, the formation of a system of socio-cultural needs, self-actualization and self-improvement of the individual" [2, p. 84]. By competence we mean “the ability to integrate and mobilize adequately and quickly the necessary knowledge, skills, attitudes and values in order to manage a problem effectively (that is, with ease, precision and adaptability) in a complex situation that is typical of the teachers’ professional practice, in a specific context” [3]. Mastering certain competencies helps to eliminate contradictions between theoretical knowledge and practical activities Taking this into account, mastering the correct combination of them, choosing your own development trajectory allows the individual to achieve professional and social realization.

Updating the content of education and developing new state standards is inextricably linked to the competence approach in improving the skills of teachers. To be competent, in our opinion, means to mobilize simultaneously, in an integrated and holistic way, knowledge, skills, and motivations in a specific situation in accordance with the context. Taking this into account, it is necessary to outline the range of competencies that a modern teachers of philological disciplines should possess.

A significant number of scientists have studied various problems of improving the skills of teachers: L. Bezghlasna I. Tytarenko V. Demydenko V. Perepylytsia paid attention to the content characteristics of the core teacher competencies; A. Bodalov, H. Danilova, L. Danylenko, V. Oliinyk, I. Lerner, A. Markova, M. Skatkin, A. Shcherbakov devoted their works to the analysis of the development of professional teacher competencies in the system of methodological work. It is important to note that the problem of developing the competence of teachers of philology in the system of professional development is not developed enough, which led to the choice of the topic of the proposed study.

The purpose of this article is to develop a model for improving the skills of teachers of philological disciplines on the basis of a competence-based approach. The goal implies a number of tasks, namely: outline the core competencies for teachers of philological disciplines and reveal the ways of their training.

## 1. Core Competencies for Teachers of Philological Disciplines

Professional development plan for teachers of language and literary involves identifying core components of the model of the teacher's personality. It refers to the general and professional competence of teachers (Figure 1). We consider them from the perspective of the activities of the modern teacher and the area of their implementation.

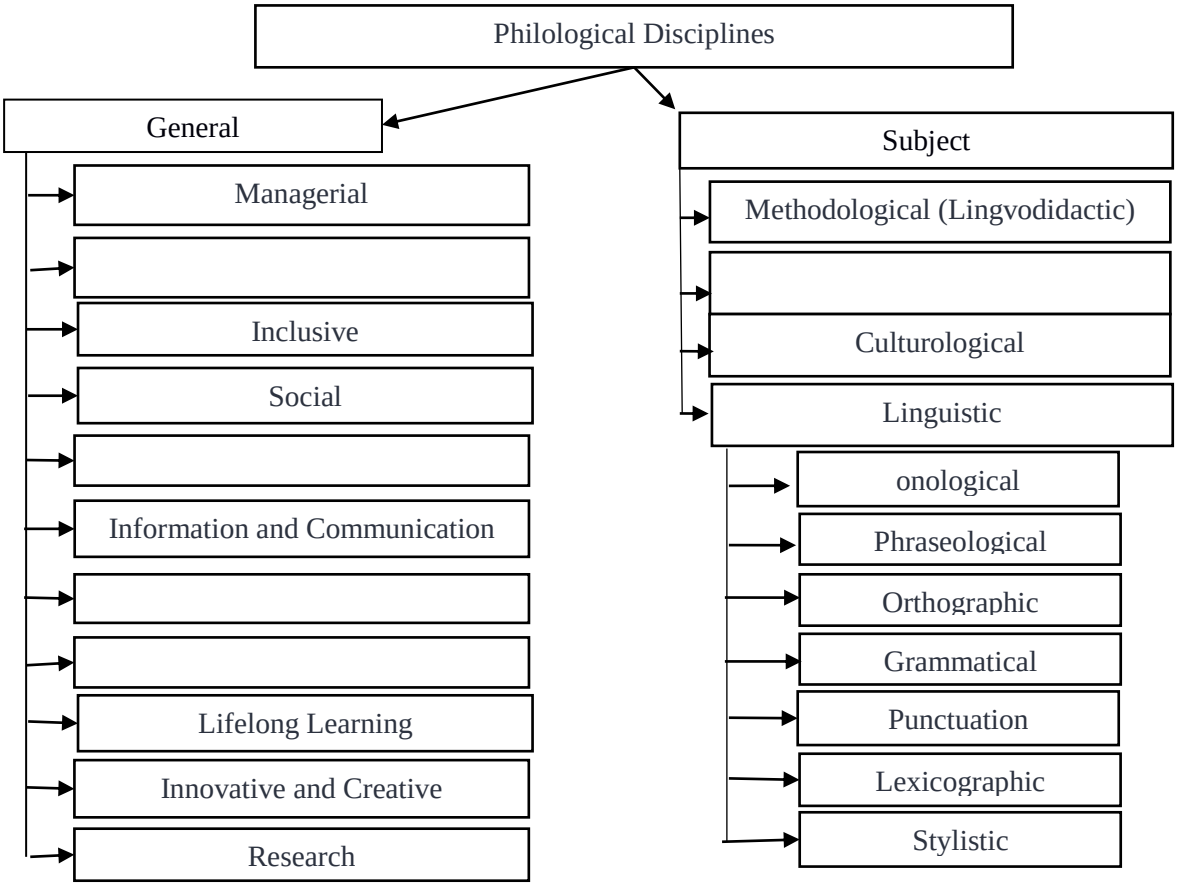



**Fig.1. Core competencies for teachers of philological disciplines**

The general competencies include those that relate to each teacher. Subject or professional competencies include exclusively professional competencies in a particular field. In our opinion, there is a combination of teacher competencies shown in Fig. 1, will contribute to the formation of appropriate competencies in the participants of the educational process. It should be noted that the existing system of competences should be updated in accordance with the personality of each teacher of philological disciplines, since it depends on the teacher professional interests.Let us start with an analysis of the core competencies for teachers of philological disciplines. They include:

– Methodological (lingvodidactic) competence is the ability to plan, organize innovative educational process, the ability to plan and evaluate its implementation. This competence is used by the teacher during: development of educational programs and teaching strategies that contribute to the effective flow of the educational process, creative problem solving; selection of innovative forms of training and teaching methods; using of didactic materials that help to teach and knowledge that contribute to gaining learners' experience that helps them understand specific concepts of the subject, explore, collaborate and discuss, etc.

– Managerial competence is the ability to use a wide range of strategies for organizing the student audience, to contribute to their training and education. The classroom management aims to build relationships with students on the basis of trust; dynamic teacher management of a group or micro-groups of participants in the educational process, which helps to overcome conflicts in an optimal way; adaptation of the teacher's practice the peculiarities of class, educational situations in order to create opportunities for learning and internal motivation of the student; organization of space, time and class team for successful learning, interaction and communication; analysis of the choice of the optimal organizational and didactic system.

– Monitoring competence is the ability to evaluate the results of students learning activities in accordance with regulatory requirements for the purpose of improving the educational process and their own teaching activities. Competence is realized by using various evaluation methods, strategies and tools to improve the ways of obtaining knowledge; adapting the evaluation methods according to the individual characteristics of each of the students; informing parents about the results and progress of students learning activities, and the difficulties they face in the learning process.

– Inclusive competence is the ability to pay attention to the special needs of students who have difficulties in physical and mental development, to ensure the equality of students during the educational process. It focused on the use of various educational and socio-logical strategies to prevent students from exclusion and discrimination, provide equal opportunities for all students; the regulation of educational actions aims to overcome the barriers to learning and promote self-education; the identification and support of the students who have behavioral, emotional or social and economic difficulties, cooperate with government services and professionals to support specific educational needs.

– Social competence is the ability to establish effective relationships with parents, collaborate with colleagues and other public institutions. Social openness of the teacher helps to establish a partnership between the teacher and parents when making decisions about the progress and well-being of their children; to develop professional cooperation with colleagues (exchange of knowledge and teaching experience), the ability to work in a team and, if necessary, seek professional support; to cooperate with public organizations for the educational purpose of students, etc.

– Reflexive competence is to be capable of professional self-reflection and continuous professional development during pedagogical activities. This competence focused on analysis, self-assessment and colleague feedback of the teacher professionalism, its improvement and development. During the work, the teacher performs self-reflection, discovers his own needs in training, analyzes, assesses and plans his own career, self-regulates the constant deepening of pedagogical and professional knowledge, skills and conducts innovative scientific research, develops projects related to educational activities.

– Information and communication competence is the ability to use information and communication technologies and social networks in order to form skills for proper communication and exchange of information (knowledge). Teachers implement this competence by selecting the necessary ICC tools in accordance with educational goals (evaluation, support, communication and exchange of knowledge with students, colleagues, parents and administrative staff, etc.), using social media in the ethical and safe way in educational activities as a managed system for receiving and transmitting information, popularizing the acquisition of knowledge among students using information and communication technologies.

– Ethical competence is the ability to be ethically committed and professionally responsible for teaching students and improving the quality of presentation material. Competence is aimed at raising students’ positive attitude and commitment to learning, professing the moral values of the country in which the teacher teaches children, and developing the ability to be a critical and self-critical person who understands ethical professional aspects and uses them in practice.

– Language competence is the ability to apply knowledge about the language (morphology, syntax, text style and speech culture) and its norms, the ability to operate with linguistic knowledge in professional activities, analyze the main language processes, etc.

– Literary competence is the knowledge of history and regularities of the development of the literary process, "the ability to understand both implicit and explicit meaning of words in a text, the ability to demonstrate knowledge by citing and summarizing, the ability to distinguish values and attitudes, and views expressed in a work of art, the ability to relate the text to an external paradigm such as history or society, to develop linguistic abilities, the creativity of students' perception, the ability to recognize the leitmotifs of the text, the plot, etc." [4, c.8]

– Communicative competence is the ability to apply knowledge of phonetics, vocabulary, grammar, stylistics, culture of speech, mastering the mechanisms of speech (speaking, listening, reading and writing) in the framework of social, professional, cultural needs of the person; the ability to communicate constructively with students, parents, colleagues and other members of the educational process. The competence is aimed at developing the teacher's ability to adequately perceive the speech of others, to choose the optimal style of communication, to respond emotionally to the thoughts of the interlocutor, to take into account his psychological state. Mastering it indicates the level of cultural development of a person who builds successful communication based on rules and norms of behavior, is able to instantly analyze the situation and the topic of communication, be tolerant, socially bold and flexible, respectively, to the recipient. Mastering this competence also provides for the transmission and discussion of information, ideas, and problems related to learning, and the development of proposals for their effective solution; adaptation of verbal and non-verbal communication according to the situation; rapid search and use of information.

– Cultural competence is the ability to mobilize intercultural interaction in the course of one's own pedagogical activities, to distinguish and critically assess another linguistic culture, to demonstrate tolerance in an intercultural professional environment. This competence helps to form a humanistic picture of the world, orientation in national traditions, realities, customs, spiritual values; to develop the ability to communicate effectively, to enter into discussions.

– Research competence is "the integrated personal and professional quality of a specialist, reflecting the motivation for scientific search, the level of knowledge of the methodology of pedagogical research, personal qualities of the researcher, in particular, such as innovative thinking, ability to creative and innovative activity" [5, p. 10]. I. Popovich [6], investigating this competence, notes that the teacher individually builds the research trajectory in accordance with the professional demands of the teacher, his psychophysiological and cognitive characteristics, etc.

– Lifelong learning is the competence associated with the self-organization of learning, motivation for constant acquisition of new knowledge and implementation of innovative methods in practice, the ability to independently seek and evaluate the educational and scientific importance of information, etc.

– Innovative and creative competence is the ability to generate original ideas, to quickly solve learning situations, to think flexibly, to move away from patterns in professional activity.

Thus, the competences analyzed above form a peculiar system of knowledge, skills and abilities, which a modern teacher of philological disciplines should possess. The development of the teacher competences in the process of professional development contributes to the mastery of new information in the field of subject teaching methods, to the development of models for solving learning situations and to the effective involvement of students in the acquisition of knowledge, their independent search and the formation of their own relevant competencies.

## 2. Forms of organization of development of competencies of teachers of philological disciplines within their professional's framework

Today there are three types of professional development for teachers in Ukraine: long-term (72-216 hours) short-term (72 hours) professional development and internships. In accordance with this, various forms of training organization are practiced: daytime, part-time, individual and distance training.

The acquisition of new information is facilitated by the diversity of forms of training, which should not be aimed at passive information acquisition, but at active interaction and practical development of professional skills of the teacher. The most popular today are interactive lectures, seminars, independent work, master classes, training, conferences, webinars and round tables. Let us analyze the expediency of using these forms of training courses for advanced training.

Lectures are a consistently popular form of learning in formal education. As part of adult education, students are taught an interactive lecture, not a traditional one, which is only informational in nature. "A positive aspect of such a lecture is that it allows to attract collective knowledge and experience, to expand the range of views of the parties, to understand the depth and importance of the problem, to determine the content and pace of presentation of educational material, taking into account the specifics of the audience" [7].

The preparation of this type of lecture is quite painstaking. On its basis, the teacher chooses a problem topic with which listeners are to some extent familiar, reveals new ways of its solution and forecasts the discussion that may arise during the acquisition of new knowledge. An interactive lecture should be as close to the students' needs as possible, be saturated not only with new information, but also with examples, promote the exchange of experience, development of analytical thinking and own approaches and assessments of professional situations.The main features of professional communication between the teacher and students of professional development courses in an interactive lecture: the teacher acts as an interlocutor who aims to share his knowledge and experience; is interested in building judgments for the students; the lecture is based on a comparison of different points of view on solving educational problems, revealing the essence of conflict resolution; in the process of presenting the material, asks questions, gives answers, encourages teachers to reflect and find possible solutions etc.

A popular form of training today also remains the seminar, which aims to delve into important and typical problems of professional activity. The effectiveness of seminar sessions is as follows: focusing only on individual, main problems of the topic; creating an atmosphere of free expression of thoughts, overcoming the fear of making mistakes when discussing a particular issue; developing the ability to prove a point of view argumentatively by supporting it with facts; applying theory in practice in solving problems-situations.

There is a significant number of types of workshop sessions that should be used during teacher training courses. The most effective, in our opinion, are: seminar-discussion, seminar-action-play, research seminar, case seminar, etc.Seminar-discussion is aimed at discussion of acute educational issues that are of concern to teachers, and contributes to the development of a common direction for the implementation of new principles of educational reforms. Through this type of seminar, it is possible to identify gaps in the understanding of the functioning of the educational process at school between scientists and teachers-practitioners, who are due to their experience can warn against problems that may arise as a result of the introduction of theoretical developments, and advise on how to avoid them.

The workshop-action game is to reproduce any pedagogical situation proposed by the teacher through psychological reorientation (roles). This allows intensifying the mental activity of teachers, practicing non-standard educational situations, overcoming communication barriers that arise in a group of little-known people and developing creative abilities.

The case-study method is very popular today, which "presupposes a comprehensive analysis of the presented situation of professional and pedagogical activity, is discussed during an open discussion and contributes to the development of decision-making skills of the case-study participants" [8]. The positive aspects of this method include full approximation to the realities of the teacher's practical activity, development of the ability to independently, nonstandardly solve situations and the ability to analyze and test one's own views and actions. Cases differ from a seminar and practical exercises primarily in the many alternative ways of solving the problem and a number of skills developed.

The basic requirements for the content of a case are availability: information and a clear description of events, allows a comprehensive assessment of the teacher's and students' (students') behavior in circumstances close to reality; a problem situation that provides several solutions and makes even experienced practitioners think about it; objectives that are implemented through teacher-led discussion and debate of the proposed situation.

According to European Case Clearing House classification, cases are divided into

- cases that describe only one situation. They are small, do not require special training of listeners and are usually used during the first acquaintance with this method;

- auxiliary cases are the basis for working on other cases. They are designed to transmit and easily assimilate the necessary information.

- cases-exercises are used to apply contractual techniques and ways of solving the problem in practice;

- cases-examples are a kind of reverse analysis of the situation. Course participants analyze the available information, break it down into components and show the error made, will make possible steps to avoid it;

- complex cases are taught to separate essential information from secondary information;

- cases-solution are a structured plan of action under the circumstances.

An example case for teachers. Olenka is the 8th grade student, for good reason missed a difficult topic in Ukrainian "Compound sentence". When she came to class, she faced the fact that she could not answer the theoretical questions asked by the teacher Stanislav Petrovych. He felt sorry to give to Olenka a bad mark because she seemed very capable. Stanislav Petrovych was still dissatisfied with the fact that the student showed irresponsibility and did not learn the topic, did not ask her classmates about the homework. Develop your teacher's algorithm for the lesson, which will be aimed at discovering the student's existing knowledge. Independent work remains an integral form of professional development of teachers, which "successfully strengthens knowledge, effectively raises the educational level of the subject of training, develops cognitive abilities" [9]. Today, postgraduate education institutes are creating innovative learning environments aimed at distance independent study of information and development of necessary skills by teachers.

At the same time, the student can always get qualified advice from the curator of the study group through various means of communication (forums, e-mail chats, etc.).

With the help of cloud technologies, the student of the training courses has the opportunity to get acquainted with individual topics of the professional direction, to perform individual tasks of the practical direction, to perform the graduating work and pass the current control. In European countries, considerable attention is paid to project technologies as part of independent work. In our opinion, this type of activity allows developing creativity and creativity of a teacher. It is advisable to use different types of projects, namely: research - have a structure of scientific research aimed at the analysis of a certain pedagogical problem; information - collection and processing of information on an actual topic and presentation of the results obtained; creative - writing different genres of written work, developing films or a trailer, shooting a lesson, etc.; role-playing - demonstration of written performance, etc.The basis for successful implementation is the orientation of the educational institution to the interests and needs of the teacher, who is able to create an original educational product, can be used in professional activities. Public orientation and the use of the final product become the driving force of creative work through problem-search and research.Thus, independent work is aimed at deepening the knowledge and improving the skills of experienced teachers. A systematic combination of theoretical material, research work and evaluation of results contributes to the renewal of the content and forms of education and training of young people, critical analysis of the innovation courses offered by the teacher.

Another trend in the development of professional development of teachers is the creation and use of online platforms for education anywhere in Ukraine. Vastly today there are such Ukrainian platforms as Prometheus, Educational Era (EdEra) and world EdX, Coursera, Khan Academy and others. Upon completion of the chosen module on one of the platforms, the teacher can get a certificate with the number of hours allocated to it. Online education is very popular nowadays, as everyone is able to download applications on his gadget and in a free minute watch video lectures, presentations, be tested and use materials during professional activity.Master classes are a short-term form of professional development for teachers. It is a form of effective growth of professional skill of the teacher by means of exchange of experience, author's methods and creative experience.

The advantages of the master-classes include as follows: practical orientation; interactive interaction between participants; active independent work of teachers; the center is a tested idea. The master class consists of four stages: obtaining new information, its assimilation, practical application and reflection. At the first stage, the teacher presents his or her pedagogical experience with the chosen topic. At the second stage, the participants act as students, assimilating the information they have received. At the next stage, the teachers unite in groups and develop their own lessons or their elements related to the topic.

The last stage is aimed at reflection, analysis of the acquired knowledge and the possibility of applying it to one's own professional activity.

Examples of master-class topics for teachers may be, "Training of Reading Competence in Literature Lessons in High School", "The Role of Electronic Educational Resources in the Work of a Language Teacher," "Pedagogy of partnership" etc. Another active form of knowledge acquisition is training. By training we mean a form of interactive learning, the purpose of which is professional self-improvement, "reprogramming the model of management of a person's behavior and activity" [10].

Discussion and playful learning methods are usually chosen for training. The effectiveness of this form of training is explained by the fact that: "the viewpoint and knowledge of each participant is valued; it is possible to share and analyze one's experiences in a comfortable, noncoercive environment; it's possible to learn by doing; there must be no mistake, no punishment, and no negative consequences; no other "punitive" means of assessing new knowledge "[11].During the training there is a correction of ineffective models of teachers behavior, development of new skills and abilities, replenishment of knowledge in a certain area.The choice of the form of teacher's professional development is very important for easy and effective mastering of new, necessary for the development of professional abilities and information.

## Conclusions.

The continuous progress of science has recently confirmed that more and more new discoveries, technologies and progressive ideas depend on human intellectual potential. The continuous progress of science in recent years confirms that more and more new discoveries, technologies and progressive ideas depend on the intellectual potential of man. The development and enrichment of human capital is a priority task for any developed country that seeks to take a leading place in the world, to build a civil society that can solve the global problems of humanity related to pollution, combating incurable diseases, reducing the resources necessary for life, and so on with its intellectual baggage, creativity, and perseverance.

Undoubtedly, lifelong learning is the driving force that can contribute to a nation's economic growth and development. New requirements to the education system, to the construction of personalized learning and educational environment affect the teacher’s pedagogical training. Teacher plays a leading role in the formation of personality. He is able to unleash the student’s creative potential and organize interactive learning, to increase his students’ interest in a subject, to show the practical application of the acquired knowledge and develop students’ skills. Taking into account the new social requirements to the profession of a teacher, the teacher training courses are important, which are built today on the basis of a competency-based approach. We have determined that the core competencies for teachers of philological disciplines that should be developed include general (management, monitoring, inclusive, social, reflexive, information and communication, ethical, communication, creative and creative, research, learning during life) and subject matter (methodological, literary, cultural, philological, and so on).

The semantic content of training programs contributes to the development of these competencies, which, in our opinion, should cover not only issues relating to innovative methodology for teaching the subject, but also the latest technology to make the educational process modern, interesting and diverse. In our opinion, the most productive forms of the organization of courses for teachers of philological disciplines are interactive lecture, seminar-discussion, seminar-educational role-playing game, seminar research, case-seminar, master classes, training, etc.

Thus, the variety of forms of organization and acquisition of knowledge, the ability of teachers to choose relevant educational modules and institutions for qualification-all this allows us to develop professional skills, master innovative technologies and apply them in their practical activities, that is, to teach and educate intellectually rich human capital.

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# METHODICAL SYSTEM OF PRACTICAL AND TECHNICAL TRAINING FOR FUTURE IT TEACHERS IN THE CONTEXT OF BLENDED LEARNING

**Abstract.** *The given research analyzes the basic scientific ideas, concepts and theoretical and methodological approaches to the introduction of blended learning in higher education institutions, outlines the basic tendencies of scientific exploration concerning the problems of research and possible ways of its solution. In particular, the methodical system of practical and technical training of future IT teachers is proved, which is based on the ideas to provide blended learning, competence approach, formation of information and technical competencies of a specialist. A model of methodical system of practical and technical training for future IT teachers in the context of blended learning has been developed for the realization of the main tasks set out in the research. The implementation of methodical system involves creation of information and educational environment that provides high-quality practical and technical training of future IT teachers and promotes their information and technical competencies. The basis for the formation of information and educational environment is the learning management system that combines educational and methodological provision of disciplines, e-learning courses, external online services and resources, cloud-oriented environment and other means of providing the educational process.*

## Introduction.

Active development of information technologies and rapid change from one innovation to another confirm the fact that technological skills become insufficient every 2-3 years.

Stability of traditional education system leads to the fact that graduates of higher education institutions have outdated knowledge and skills that do not correspond with the realities of professional activity. Especially it concerns IT teachers, who are specialists in information and communication technologies and computer technicians, as well as any person who should quickly respond to the changes in IT industry.

A modern IT teacher should have competencies that enable him to use information processing technologies, tools and devices for manipulation of text, graphics, video and audio data, integrated development environments, local and global networks, modern means of communication of all kinds, educational software, implemented on the basis of multimedia, hypertext, hypermedia, communications, etc.

Thus, the technologization and informatization of society generate new ideas about educational results of future IT teachers, which cannot be achieved in the context of traditional education. The implementation of modern information and communication technologies, the construction of information and educational environment, the use of methods of active learning, project and distance learning technologies open new perspectives for improving the efficiency of educational process and contribute to solving this problem.

At the same time, the disadvantages that occur while using these technologies, especially distance learning technologies, reduce the productivity of learning due to their artificiality. Real communication, emotional contact of the participants of educational process, use of material objects and devices is an important condition for practical and technical training of future IT teachers and formation of their information and technical competencies. In addition, the technical knowledge and practical skills that a future teacher must possess may not always be acquired in the context of distance learning. Significant complexity in the organization of online learning lies in the implementation of operations related to practical and technical activities in the learning process of computer’s structure, the range of components of computer engineering, troubleshooting and modernization of computer systems, setting up the network and other practice-oriented tasks.You can overcome these disadvantages and increase the efficiency of educational process by implementation of blended learning that gives possibility to combine the benefits of traditional and distance learning, to use learning time rationally, to improve practical and technical training through the optimal combination of the lessons online and in the classroom.

The analysis of scientific works confirms the relevance of issues related to the improvement of practical and technical training of future teachers [9, 21, 22] (I. S. Voitovych, V. M. Demianenko, M. P. Malezhyk, V. P. Serhiienko, S. M. Yashanov) and implementation of blended learning in higher education institutions [ 3, 8, 14, 15, 18, 20] (V. Y. Bykov, S. O. Semerikov, O. M. Spirin, Yu. V. Tryus, V. M. Kukharenko, A. M. Struk). A considerable number of scientific and methodological approaches to the project of blended learning are embodied in the works of foreign scientists [2, 4, 6, 7, 10, 13, 17] (K. Bonk, C. Graham, A. Norberg, H. Staker, B. Khan, M. Horn).

Pointing out the considerable potential of previous works in the field of training of future teachers and implementation of blended learning, we denote that the issue of developing a comprehensive methodological system of practical and technical training of future IT teachers in blended learning remains out of researchers' attention.

## 1. Theoretical and methodological means of practical and technical training in the context of blended learning

Nowadays, most higher education institutions (HEIs) keep to traditional models of learning organization, but the processes of computerization and prevailing computerization of educational institutions are irreversible and involve significant changes in organizational forms. At the same time, the level of development of ICT means and active implementation of computer-based learning indicate that digital education is becoming a traditional way of gaining knowledge among most countries in the world [11]. Both educational institutions and corporate organizations are increasingly turning to e-learning technologies and recognizing them as an effective means of building their own educational trajectory.

Pedagogical potential of information and communication technologies (ICT), the active implementation of e-learning and distance learning, the availability to use the Internet and mobile communication tools have contributed to the appearance of a new form of educational process organization - blended learning.

Blended learning can be defined as a purposeful process of transferring and assimilating knowledge, abilities, experience, skills and methods of cognitive activity based on the combination of traditional, computer-based, distance learning and mobile-oriented learning technologies. Blended learning involves the rational use of learning time, the adaptation of educational process to the students' individual needs, the diversification of knowledge sources, the usage of flexible means to diagnose and monitor academic achievement, the feedback organization and, as a result, it improves the productivity of students' learning activities. Therefore, blended learning is a qualitatively new approach that transforms the structure and content of learning, changes the traditional roles of a teacher and a student in order to achieve high educational results.

The widespread expansion of the concept of blended learning and its realization in practice have influenced the appearance of a large number of blended learning models that have found their implementation in foreign practice and are being implemented in domestic educational institutions [19]. Among a large number of blended learning models, the biggest development reached the following: rotational model, flexible model, self-blending model, virtual-enriched model. As a result of the analysis of different models of organization of blended learning and their peculiarities of implementation into the educational process, it is revealed that in the practice of training of future IT teachers it is appropriate to consider rotational models of organization of educational activity (model of change of stations, model of change of laboratories, model of inverted learning). The choice of rotational model of blended learning organization in the process of practical and technical training of future

IT teachers is due to the fact that the implementation of this model is not burdened by such long-term processes as revision of specialist training curriculum plans, change and correction of standards at the highest level, which require considerable effort not only from teachers but also from the authorities. In addition, this process can take a long time, and modern educational technologies are very quickly upgraded and improved. Instead, the introduction of rotational models requires changes to the training curricula, which is much faster, easier and more efficient.

According to the methodological concept of our research, the effectiveness of a future IT teacher is influenced by the implementation of competence approach in the educational process.

The competence approach is based on the change of the higher education paradigm, which has led to the transition from knowledge to competence model of specialists’ training [16]. In the process of practical and technical training of future IT teachers, an important structural component of professional competencies is its information and technical competencies, which provide for the formation of relevant technical knowledge, abilities, skills and experience of performing professional tasks. Such competencies are revealed in the desire and willingness for effective usage of modern technical means and information and communication technologies to solve problems in professional activity, daily life, realizing the importance of the subject and the result of the activity at the same time.

The analysis of scientific literature on the implementation of competence approach in the process of practical and technical training of future IT teachers, curriculum plans and programs for specialists’ training, the content of special technical and informational disciplines made it possible to determine the structure of information and technical competencies of an IT teacher (Fig. 1).

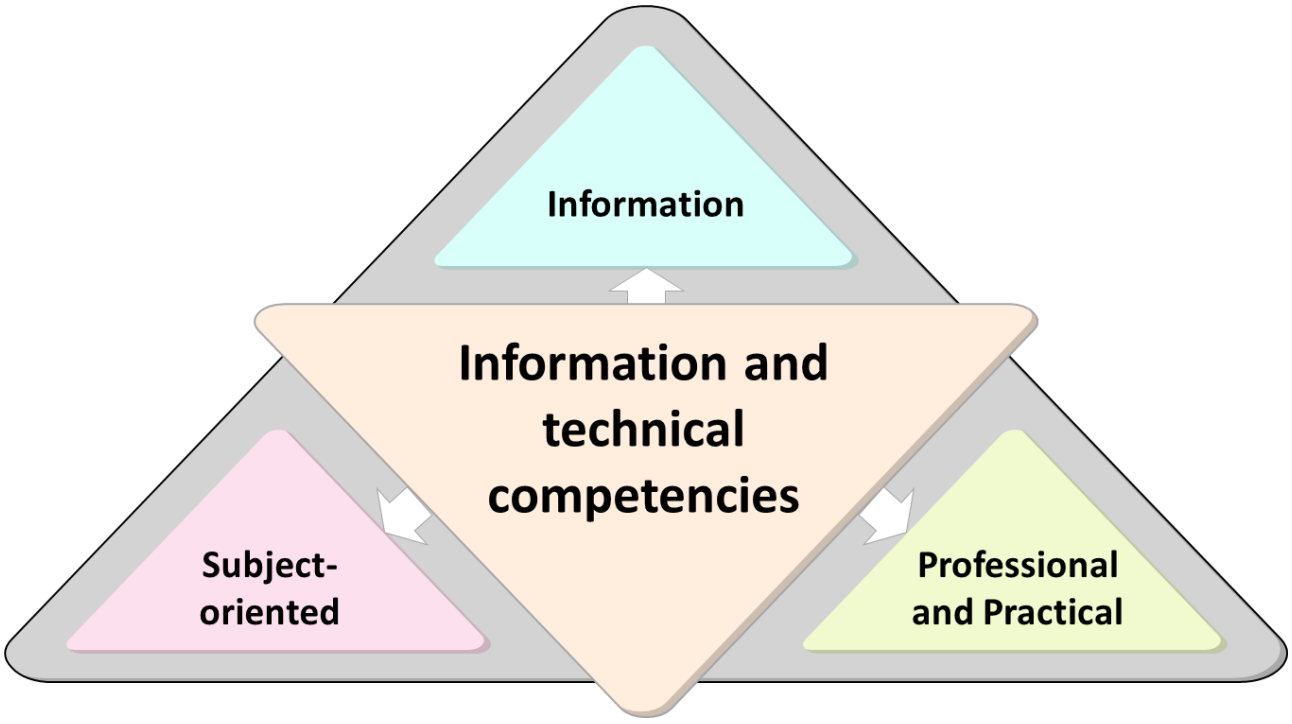



**Fig. 1. The structure of information and technical competencies of a future IT teacher**

Each group of competencies, in turn, is revealed at the level of such criteria as motivational-axiological, content and operational-activity.Information competencies include the teacher's knowledge, skills, abilities and experience to use a computer as a primary tool for the realization of information technologies, pedagogical software, different teaching methods that involve using information and communication technologies.We have outlined the following criteria for the formation of information competencies of an IT teacher:

– motivational-axiological criterion implies the availability of motives for the usage of ICT in professional activity, readiness and interest for work with ICT tools, setting and awareness of the purpose of information activities;

– content criterion implies knowledge in the sphere of information support for educational process, modern approaches to the usage of computer engineering during IT lessons; ability to analyze, classify and systematize hardware components of computer engineering;

– operational-activity criterion implies the availability of skills to use ICT in practice; demonstrates the effectiveness and efficiency of future IT teacher activities.

Professional and practical competencies characterize the ability of a specialist to solve a certain range of professional problems, which within the information and technical competency of an IT teacher are related to practical and technical issues.

The following criteria meet professional and practical competencies:

– motivational-axiological criterion implies availability of motives for improvement of information and technical component of educational institution, readiness to carry out transformational processes by implementation of the newest means of computer engineering, interest in working capacity of computer engineering tools, etc.;

– content criterion implies knowledge in the sphere of technical support of educational institution, which involves the deployment of computerization and informatization processes; knowledge of the functions, duties, rights, responsibilities of an IT teacher; it also involves defining relationships with the authorities of educational institution;

– operational-activity criterion implies the ability to carry out professional and practical activity within the limits of their competence. In particular, this activity concerns coordination of informatization and computerization processes in educational institution, consulting in the field of implementation of modern ICTs in the educational process, organization of the information educational environment (IEE) in the institution, ability to modernize and maintain computer engineering, etc.

Subject-oriented competencies reflect the fundamental knowledge and skills of the subject field and, accordingly, of the subject - IT. The theoretical knowledge and practical skills of an IT teacher should be at a much higher level than those required to master an IT school course. In addition, it is necessary to know methodological means how to acquire new knowledge and skills quickly due to the rapid technologization of society and computer engineering.

Subject-oriented competencies have the following criteria:

– motivational-axiological criterion implies the availability of motives for mastering technical knowledge, skills and abilities;

– content criterion implies the availability of technical knowledge: the structure and principles of operation of modern computer hardware; technical parameters of the functional units of computer hardware; basics of organization of hardware computing processes; operating system (OS) hardware support; modes of functioning and diagnosis of computer hardware; principles of construction and operation of computer networks of different range; organization of client-server work in a network.

– operational-activity involves the availability of technical skills: analysis of technical parameters of functional units of computer hardware; work in different modes of computer hardware operation; OS adjustment according to the hardware parameters; carrying out diagnostics and maintenance of computer hardware; implementation of the hardware configuration; installation, setup and maintenance of computer engineering; study of types and parameters of computer hardware.

Thus, information and technical competencies integrate knowledge (about the principles of construction and operation of specific technical devices), ability (to use existing knowledge to solve technical problems at the level of their professional qualifications), skills (usage, maintenance, repair, component sets of technical equipment), experience (to teach educational material in the technical field easily) and are revealed in the desire and willingness to use modern technical equipment and computer technologies effectively in order to solve problems in professional activity and daily life, thus realizing the importance of the subject and performance result.

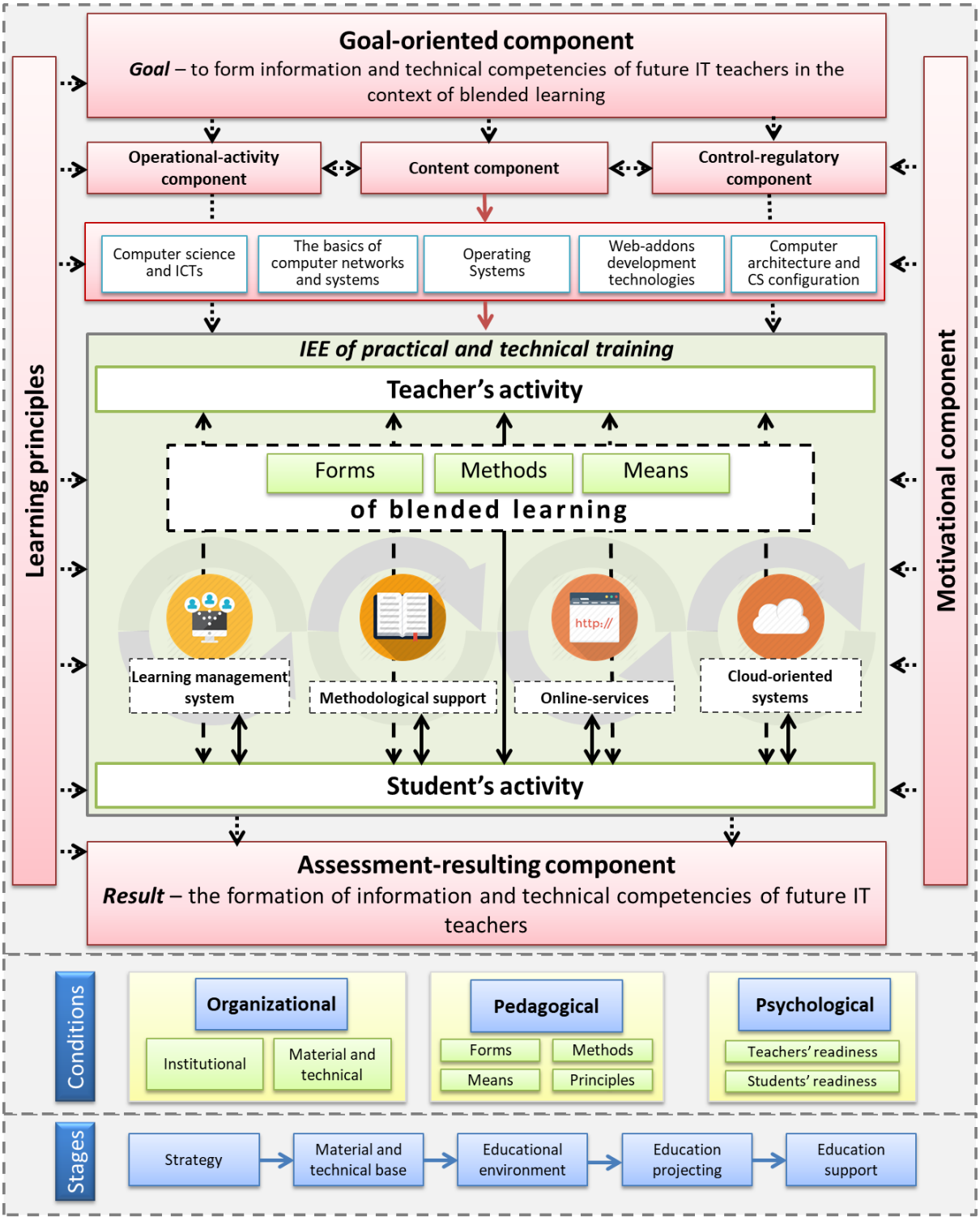
Determination of the basic theoretical statements of our research allowed us to design a model of methodical system of practical and technical training of future IT teachers in the context of blended learning (Fig. 2).

The model is based on the following components: *goal-oriented, motivational, content, operational-activity, control-regulatory and assessment-resulting.*

The goal-oriented component provides the realization of the main goal of methodological system - improvement of practical and technical training and formation of information and technical competencies of future IT teachers in blended learning.

The motivational component ensures support of constant interest in practical and technical training, the study of disciplines of information and special-technical direction, necessity for the formation of information and technical competencies.

Learning principles are the basic requirements for blended learning organization. Apart from generally accepted principles of traditional education, we have highlighted methodological principles that are inherent in blended learning and are oriented on the practical and technical training of an IT teacher: the priority of self-study, cooperation between a teacher and students, individualization, flexibility, interactivity, relevance, actualization of learning outcomes, consciousness, professional orientation.




– – – → intermediated communication using ICT;

——→ immediate communication at the traditional intramural (classroom) education;

·····→ interconnection of model components.

**Fig. 2. Model of methodical system of practical and technical training of future IT teachers in the context of blended learning**

The content component contains a curriculum plan, curriculum programs for the subjects of practical and technical training of a future IT teacher, educational-methodological complexes, which can be reflected in electronic training courses of blended learning and integrated with online services Internet networks, etc. The content component of practical and technical training involves learning the disciplines of general professional training of future IT teacher “Informatics and Information and Communication Technologies”, “Database Organization”, “Web-addons Development Technologies”, “Operating Systems”, as well as special and technical disciplines – “Computer Architecture and Computer System Configuration’, “The Basics of Computer Networks and Systems”, etc.

The operational-activity component involves the formation of skills and abilities of practical and technical activity of a future specialist and reflects the procedural essence of the academic disciplines learning.

The control-regulatory component is aimed at the constant control over the students’ educational and cognitive activities in the process of academic disciplines learning. For this purpose, specially designed questionnaires, quizzes, tests are used.

The assessment-resulting component provides for determining the level of information and technical competencies of the future IT teacher. This component also contains indicators of the formation of information and technical competencies and methods of their assessment.

A key component of the model is the information and educational environment (IEE) as a set of information resources – means, tools, technologies, forms, methods, services that contribute to the achievement of educational goals - the formation of information and technical competencies and improving the quality of practical and technical training of future IT teachers.

The structure and model of the methodical system of practical and technical training of future IT teachers also defines the conditions and stages of implementation of blended learning in higher education institutions.

Organizational and pedagogical conditions combine such groups of conditions as organizational, pedagogical and psychological.

To follow the organization conditions, a systematic approach is important, which ensures the solution of problems with technical, curricular, methodological, staff, legislative and regulatory framework support, as well as with the management of educational process and improvement of electronic, distance, mobile means of learning (Fig. 3).

Pedagogical conditions determine the content of education in blended learning, forms of organization, methods, principles and means of blended learning. At the same time, an

important role belongs to psychological and pedagogical factors of learning, which imply the willingness of both pedagogical staff and students to blended learning.

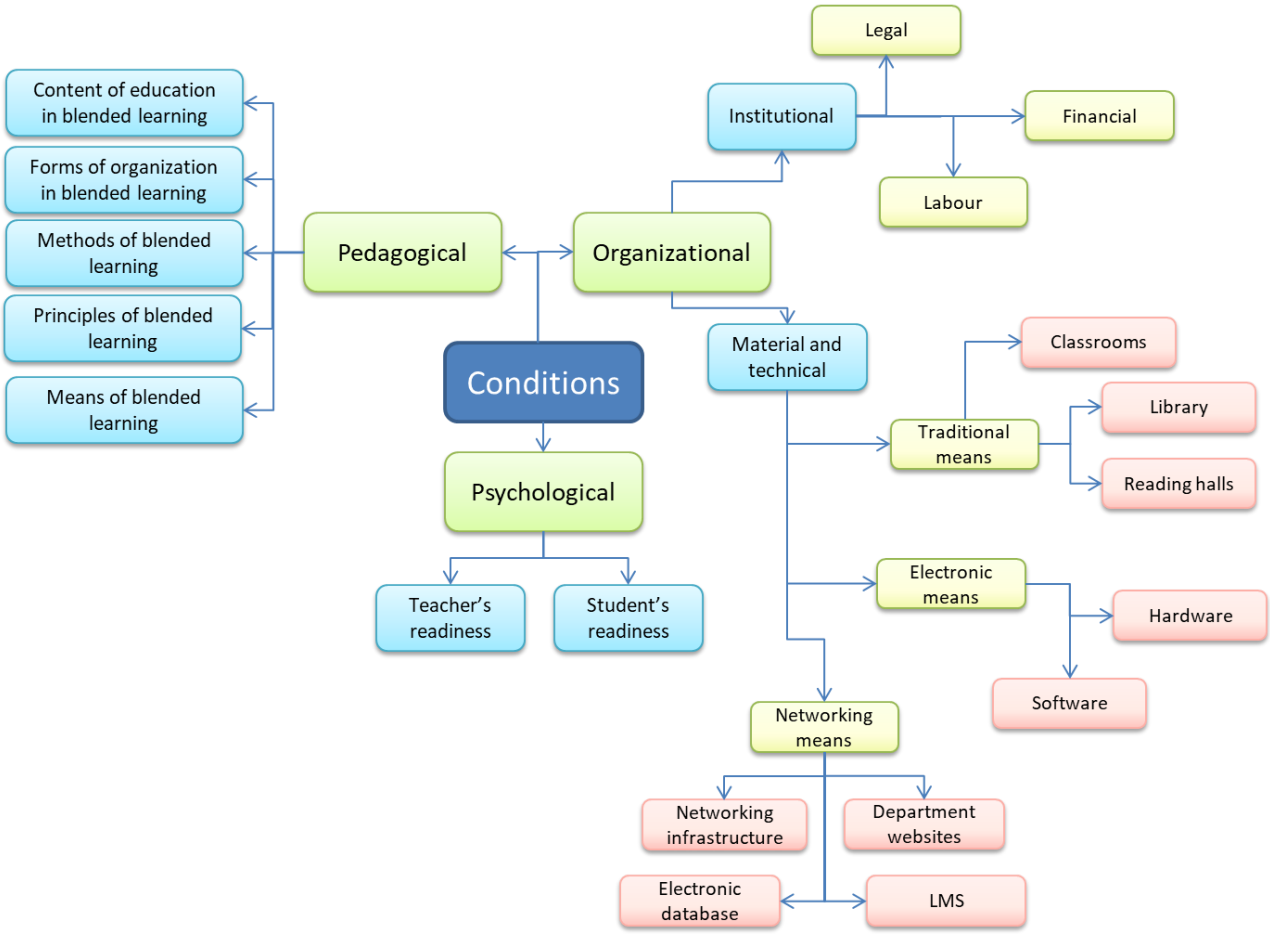



**Fig. 3. Organizational and pedagogical conditions for the implementation of blended learning in higher education institution**

Implementation of new technology or education methodology has stages – process stages, that indicate its dynamism and development. We have identified and substantiated the following stages of implementation of blended learning in the HEI: defining strategy for the implementation of blended learning; improvement of the material and technical bases of HEI; creation of information and educational environment; project of education; support of educational process (Fig. 4).

Defined organizational and pedagogical conditions and stages of implementation of blended learning make it possible to organize educational activities in the HEI effectively and achieve high quality training of specialists. Important stages are the following: appointment of the managerial body for implementation of blended learning and outlining the overall strategy for the organization of educational process, improving the material and technical bases, construction of information and educational environment, project of the content of education oriented on the competency model of specialist and means of blended learning, and constant monitoring and control of educational activities.

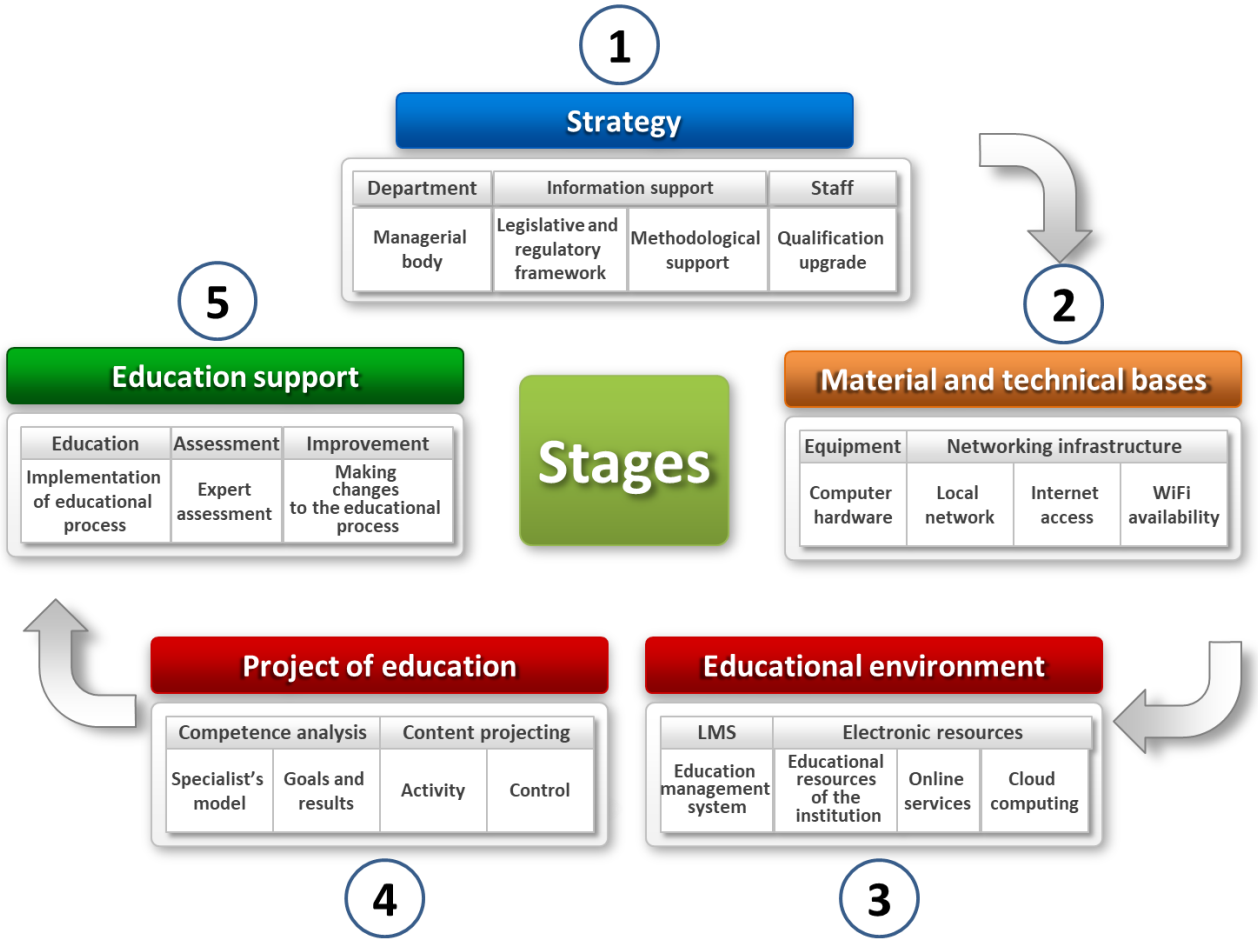



**Fig. 4. Stages of implementation of blended learning in higher education institution**

The designed model is the basis for the development of methodical system of practical and technical training of future IT teachers in the context of blended learning.

## 2. Information and educational environment for practical and technical training of future IT teachers

An important component in the model of methodical system of practical and technical training of future IT teachers in the context of blended learning is information and educational environment (IEE), which meets the requirements of information society, the state of development of modern ICTs, world educational standards and contributes to the improvement of professional training of future teachers. The development of networking technologies and the appearance of new educational means for the development of educational resources make it possible to solve the problem of organization of higher education institutions effectively.

The basis for the formation of IEE of practical and technical training of future IT teachers in the context of blended learning, is the system of learning management, which integrates educational and methodological support of disciplines, electronic educational courses, external online services and resources, cloud-oriented environment and other means of educational process support (Fig. 5).

The IEE may also include: HEI website, departments websites, library, electronic library, electronic repository, file database (with electronic manuals, compendiums of lectures, instructor's manuals, curricular programs, tests), other educational resources (teachers' personal sites, blogs).Analyzing the process of designing IEE, world famous speaker in the field of e-learning and educational technologies B. Khan mentions [7] that creation of educational resources involves activities in which the main components are people, process, product. People are the administration, teachers, support staff; process - creation of educational resource; final product - ready-to-use, certified educational resource. In this case, teachers play a key role because they provide educational process and create learning resources.

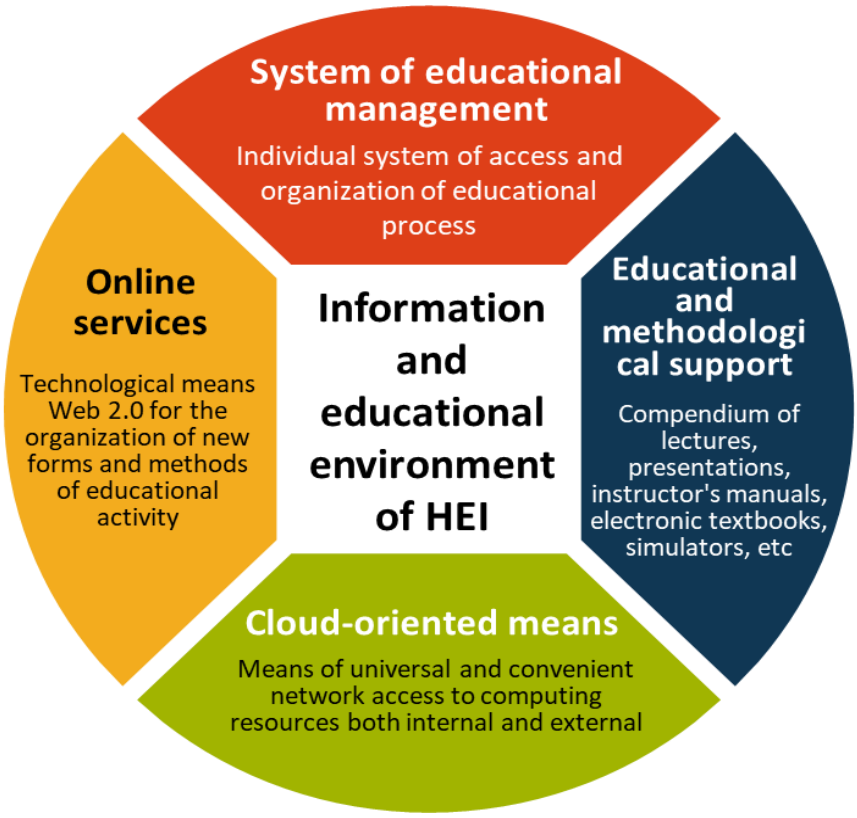



**Fig. 5. Possible structure of information and educational environment of HEI**

To support the educational process, pedagogical staff create educational resources that are publicly available in the IEE. Such resources include electronic educational courses (EECs), educational materials from individual modules or disciplines, tutorials, programs, simulators, video resources, etc. Creation of a network of educational resources on the basis of IEE allows to reduce the cost of access to educational materials, increases the activity of participants of educational process, develops competencies not only of students, but also of teachers in the process of development of educational resources and organization of educational process with their usage [8, p. 22].The main educational resource in the process of practical and technical training of future IT teachers in the context of blended learning is e-learning course, which allows to organize the process of individual and group online learning and to combine different types of resources on one platform.

According to the Distance Learning Regulations, e-learning course can be understood as “the systematic collection of information and educational and methodological material necessary to acquire academic disciplines (curriculum programs) accessible via the Internet (local network) through a web browser and / or other software tools accessible for the users” [12].

E-learning course in blended learning provides not only a structured representation of educational resources, the creation and organization of laboratory work, self-work, controlling activities, but also the integration of distance, cloud-oriented and mobile-oriented technologies. The usage of e-learning courses together with online services helps to consolidate and complement the IT teacher training program, diversify the educational process, and enhance the level of IT competencies.

The implementation of e-learning course implies the following requirements:

*1. Basic requirements for the e-learning course:*

- the possibility of effective management of students’ educational activity in the study of discipline;
- availability of motivation for educational and cognitive activity;
- rational combination of technologies to present educational material;
- organization of different forms of educational activity on the basis of communication technologies.

*2. The content of the e-learning course:*

- compliance with educational standards, adequacy of volume, relevance and novelty of educational material;
- systematicity, integrity of educational material presentation, clarity and logic of task setting;
- the usage of different methods and means of activization of cognitive activity.

*3. Structure of the e-learning course:*

- *information and content group:* information component may contain information about the course (topic), terms, lessons schedule, reporting, consultations; content - curriculum, program, educational textbooks, plans for seminars, topics of creative work, instructor's manuals;
- *controlling and communicative group:* may contain feedback tests, questions for control and self-control, preparation for tests and exams, information about assessment criteria;
- *correction and summary group:* contains the results of students’ educational work.

*4. Technical systematization of the e-learning course.* It involves considering the parameters of working ability (sufficient memory to store the resources of students’ answers, the correct display of pages and settings of automatic installation), ergonomic (clarity, convenience, structure) and artistic (adequacy of usage and combination of multimedia tools) features.

An essential characteristic of modern electronic educational resources in IEE is their multimedia, which allows to combine visual (images, figures, diagrams, slides of presentation, etc.) and audio educational material (educational radio programs, podcasts). Multimedia tools can be used at all educational stages, in particular, in the course of: self-preparation for classes; explanation of new material, consolidation, revision, diagnosis and control of educational achievements. It should be noted, that multimedia tools should not replace the teacher completely, but can only supplement, make the learning process more productive. Among a wide variety of pedagogical means that allow to combine multimedia resources effectively, multimedia presentations and videos should be distinguished.

Analysis of multimedia development software shows that there is now a wide selection of tools for creating presentation material, but in the widespread usage of the Internet and cloud services, it is advisable to take into account software that deviate from traditional slideshow technology and use integrated, cloud-oriented, mobile and nonlinear methods of material visualization. One of such software is Prezi cloud service [1], which is designed to create presentations of a nonlinear structure with effects of scaling and moving in space.One of the main and important differences from PowerPoint is the ability to work not with individual slides, but on a single workspace, where the necessary elements are placed with the effects of moving, zooming in or out of the imaginary camera. Thanks to this, the viewer intuitively understands what level of generalization and detail he is at a particular moment. Such forms of submission are very well suited for demonstrating technical processes and relationships that are important in the process of practical and technical training of future IT teachers.

Therefore, the dynamics and visual way of presentation of educational material are important in the study of computer science disciplines. However, the usage of presentation material in which the text is combined with the graphics is not sufficient. Completely different emotional, psychological and pedagogical load is the educational resources in the form of video materials.Precisely because of the material presentation in the form of video, such video service as Youtube has gained its popularity, which has millions of video lessons, reviews, video tutorials in different languages. However, it is not always appropriate to use this service when studying a particular discipline. Firstly, along with a lot of quality material, there are some poor quality videos; secondly, the material is downloaded by any user of the network and does not always contain the subjects or sections of the discipline required for the study; thirdly, the teaching style of the material almost always goes against the teaching style in the classroom; fourthly, there is a small amount of material, including Ukrainian language and technical content [5, p. 195]. That is why, it is necessary to explore the issue of creating effective video materials and uploading them for free access in IEE.

The issue of usage of multimedia tools in the form of video materials to learn special and technical and computer science disciplines requires a thorough and deep study, since the practice of preparing such resources is practically absent.

The process of creation of video materials can be divided into three main stages: planning (scenario stage); collection of materials (shooting stage); editing (assembling and editing of filmed fragments). Creating and using video materials in the educational process involves not only the use of technical and software tools to create video resources, but also adhering to the didactic features of their design and ability to use these tools depending on the purpose of education. In general, the use of video materials in the organization of distance learning (video lectures, video workshops, video seminars, virtual excursions, video explanations and other video materials) makes it possible to improve the practical and technical training of future IT teachers and increase their level of information and technical competencies.

With the development of mobile technologies, mobile-oriented tools are becoming increasingly important among educational resources. Modern mobile devices make it possible to create such types of resources as mobile application, mobile site, adapted electronic educational tools, social networks and user resources, unique mobile resource (augmented reality), individual types of resources prepared by the teacher. Augmented reality technology has a great potential in the process of preparation and formation of information and technical competencies, because virtual visualization enables the transfer of external parameters of a technical object without the use of real devices. This is especially important to understand the principle of operation of the device, its components and interconnection features, the algorithm of connection of technical tools, the collection of individual components, etc. Augmented reality technologies allow you to display, in real time, tips for installing, configuring, connecting or positioning your device, and performing other activities. This is achieved by imposing software and hardware on a real virtual data object.

The usage of multimedia materials and mobile-oriented resources in the process of practical and technical training of future IT teachers requires the continuous development of IEEs and existing hardware and software that would comply with the current level of information technology. This involves spending additional money and attracting human resources, including technical specialists to upgrade the material and technical bases. In this case, the effective solution to this problem is implementation of cloud technologies in educational process and transfer of computing and data processing from personal computers and HEI servers to the Internet servers. This significantly reduces the load on internal resources and expenditures for purchasing the new ones, and thus saves the costs and resources of HEI.An important aspect of IEE functioning is the organization of pedagogical interaction of participants in educational process. Education is a communication between teacher and students, in the process of which new knowledge is being reproduced and assimilated, there is a reflection and understanding of scientific theories, concepts, judgments. The organization of education can take different forms: paired (communication between two participants of educational process, where one speaks, the other listens); group (each participant may share certain information with other members of the group); collective (communication in dynamic pairs (with variable participants) of different participants in turn with each other, mainly in pairs); individual (mediated communication caused by the ability to communicate without direct contact).

Communication of educational activity entities could be held by means of different software and hardware tools. In the conditions of conducting online classes a webinar can become such a type of communication, a mobile messenger can be used for organization of consultations, a forum can be used for discussion, etc. Each tool has its own advantages, disadvantages and shortages, but its effectiveness depends on the purpose of its usage.

Webinar technology provides powerful functionality for organizing online tutorials and has significant didactic capabilities. Almost all types of classroom lessons in traditional education can be implemented through webinars. It has been found that this form of education organization cannot replace traditional education completely, but its usage improves and advances the educational process greatly.With the help of mobile messengers, it is possible to organize various types of educational activities, which allow to form not only the communicative but also the information and technical competencies of future specialist. An important aspect of using mobile messengers in educational activities is their availability, free access, convenience, fast messaging at any time, at any place. The model of interaction between the teacher and the student becomes a prototype of the relationship that will occur in the course of future professional activity.

**Conclusions.**

Summarizing the results of our research of practical and technical training of future IT teachers in the context of blended learning we can draw the following conclusions:

– Blended learning remains the leading trend in the sphere of education, which transforms the structure and content of education, changes the traditional roles of teacher and student, enables to obtain high educational outcomes due to combination of different educational technologies.

– Organization of practical and technical training of a future IT teacher in the context of blended learning should be carried out on the basis of implementation of the competence approach as the dominant paradigm of education and activity approach to the formation of information and technical competencies of future IT teachers.

– A model of methodic system of practical and technical training of future IT teachers in the context of blended learning implies the presence of such compulsory components as: goal-oriented, motivational, content, operational-activity, control-regulatory and assessment-resulting.

– In order to ensure the effective implementation of methodical system of practical and technical training of future IT teachers in the context of blended learning, it is advisable to keep to the relevant organizational and pedagogical conditions and stages.

– An important component of practical and technical training of a future IT teacher is information and educational environment containing information resources (means, tools, technologies, methods, services) that are used by educational entities (students) with the purpose of gaining knowledge, development of personal abilities, finding and processing educational material, communication and collaboration.

– The basic principles of development of information and educational environment of practical and technical training of future IT teachers in the context of blended learning are the development of electronic learning courses, integration of online services in the system of educational management of higher education institutions, development of multimedia materials, implementation of cloud-oriented environment, the usage of mobile-oriented resources, organization of pedagogical interaction between teacher and students.

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# THE FEATURES OF THE DISTANCE EDUCATION PROCESS IN FOREIGN LANGUAGE LEARNING

**Abstract.** *It is established that providing a distance learning process with the introduction of new technologies is considered one of the main components that change the style of teaching a foreign language, the level of acquisition and control of knowledge. The methodological aspects of the introduction of technical training tools are analyzed: improvement and enlarging of variety of forms, methods, techniques, promotion of students' interest in foreign language, ability to think in linguistic and artistic images, and it is also indicated that the use of new technical training means makes it possible to concentrate a large amount of information, the availability and ease of reproduction of which enables the need for independent learning. Attention is drawn to e-learning distance courses that are developed on distance learning platforms, have a unified structure, meet certain criteria, and require the teacher, students to be fluent in multimedia information means when teaching and learning a foreign language. Scientists' views on the perspective introduction of distance learning technologies into the education process of foreign language learning are analyzed. The conclusions about the features of the distance education process of foreign language learning are made.*

## Introduction.

New technologies, the development of globalization and information technology, the use of global information resources and network technology put new demands on teachers for a fundamentally new organization of teaching a foreign language. At the present stage, the effectiveness and quality of teaching a foreign language depends on many factors that should be taken into account. The main feature of them is the constant professional development of teachers, which is characterized by a variety of forms, methods, approaches to its realization. New technologies have created conditions for fundamental changes in teaching methods, in relationships between teachers and students. The implementation of these technologies into the educational process creates social and pedagogical conditions for increasing the effectiveness of further formation of the features of teachers' professional competence, promotion of innovations, and emergence of new approaches to the development of students' learning skills(Borzenko, 2018, p. 24).

In the educational process of learning a foreign language, there are many problems that are solved in the scientific field. In this regard, the search for productive and promising forms, methods and means of education is being intensified. A promising area for the foreign language acquisition is distance learning.

Domestic and foreign specialists study different aspects of distance learning: the nature and didactic features; constituent characteristics; advantages of distance education over its traditional form; conceptual and term vocabulary; specifics of the organization of distance education in different countries of the world.

Many domestic and foreign scientists studied the issues of general aspects of distance learning (V. Andriushchenko, V. Bykov, T. Desiatov, O. Dovhiallo, B. Holmberg, H. Kozlakova, V. Kukharenko, O. Mukoviz, S. Nikolaieva, H. Onkovych, T. O'Shea, B. Shunevych, E. Williams, I. Ziaziun, etc.). The results of these studies show the presence of considerable potential and promising introduction of new distance technologies in the educational process of the higher education institution (HEI) in order to improve the efficiency and quality of educational and cognitive activity.The professional training of foreign language teachers in the distance learning system is reflected in the scientific works of D. Daniel, B. Holmberg, D. Kihan, V. Kukharenko and others.

Representatives of the audio-visual method (M. Briuno, G. Guggenheim, P. Huberyn, N. Tverezovska, T. Yakhniuk, etc.) attach great importance to the topics of everyday communication, that is, all educational material is organized into dialogues spoken by native speakers. The authors emphasize the importance of listening comprehension of the language material.Many publications are devoted to the use of computer technologies in teaching a foreign language (O. Dovhiallo, O. Mukoviz, O. Oliinyk, H. Onkovych, I. Pidlasii, I. Sekret, O. Zubenko etc.). Scientists emphasize that these technologies make it possible to simulate a real communication environment. The computer is an effective high-capacity didactic tool that provides the perception and analysis of information in both visual and audio forms, and much more material is acquired than during the same time under traditional conditions.

V. Kukharenko, R. Meizon, V. Oliinyk, P. Stefanenko and others studied the issues of obtaining professional education in distance learning.

Studying and generalizing scientific and pedagogical sources shows that distance education is a new form of organization of educational environment, which removes restrictions related to the place and time of gaining the education by adaptation to unified national educational traditions using modern communications and computer technology. The leading factors in the development of distance learning, in the context of the development of post-industrial societies, are globalization, integration processes and the development of information and communication technologies, which determine the need to build an information and educational environment that would provide opportunities for continuing education, "lifelong education".

## 1. Distance learning – a modern universal form of education

In today's context, education must meet the demands placed on it by society. Education acts as a mechanism capable of responding to social transformations and changes. Demand from many countries in the world has shown that only the development of education forms and provides a technological breakthrough.

From the rethinking tasks of education, a new concept, the concept of open education, has emerged. Open learning is a term that has become particularly popular in the United Kingdom, in accordance with the provisions on the open learning system of Council for Educational Technology (CET). Initially, this term was associated with forms of learning that were aimed at overcoming problems arising from the inability of students to participate directly in the learning process for naming the individual independent learning activity.

Open education builds a policy of an educational institution in such a way that allows learning process in a more flexible way, taking into account individual geographical distance, social and time constraints of particular students. It is an individualized approach to learning, focused on each student’s study according to an individual plan. Open learning can include distance learning or other forms of learning where there is no dependency between students, as well as the ability to combine elements of traditional and self-directed learning with an appropriate form of control (Shunevych, 2005).

As for the terms “open” and “distance learning”, according to the point of view of the French scientist B. Blandin, these are different things, because the term “open” originally meant “open, accessible, which did not require a diploma”. “These concepts have only one common point: they destroy the three unities of classical tragedy, which are also true for traditional education. If there is a space unity gap, then we are talking about distance learning, if we have a time and action unity gap, even without changing the place, we are talking about open learning. When there is a gap between the two, we are talking about open distance learning” (Blandin, 2004, p. 71). And the American theorist of extramural form of study B. Holmberg (Holmberg, 1989, p. 2) said about open education that it was not so much a form of study but a way of conducting, bearing in mind that universities offering such a form of study were open to all comers, even those who did not have basic training, and also granted the right to choose the subjects from different courses. Many open universities, extramural by their nature, are now increasingly paying attention to distance learning.

Although open and distance learning are different, it is increasingly difficult to distinguish between them as new learning methods emerge that combine the basic characteristics of both. Distance learning, as it stands for the present, is an organic part of the modern world.

“With the development of new technologies, an opportunity to provide communications in national and international scale was implemented. In this sense, distance learning is at the forefront of globalization processes, as it is a way and a means of getting education in a place and time that is determined not only by the educational institution but also by the learner itself” (Evans & Nation, 1996, p. 4, 5). “Each student can access a variety of multimedia educational material. At any time, he is released from fixed schedule restrictions, physical restrictions and enters the world of information” (Benjamin, 1994, p. 49). Thus, distance learning takes into account the needs of the student and is fully focused on him/her. This is the humanistic essence of distance learning.

Scientists emphasize that distance learning, and especially its form, which underpins Internet technology, is at the intersection of all problems of modern education. New information and communication technologies are a catalyst for the transition to personal-oriented learning based on new pedagogical and information technologies.

All existing distance-learning technologies can be roughly divided into three categories: non-interactive – printed materials, audio and video media; interactive computer learning technologies – electronic textbooks, test methods of knowledge control, multimedia tools; video conferencing – modern means of telecommunication through audio, video channels and computer networks. Using video is one of the unique ways of distance learning, most often as a set of educational materials that can replace traditional lectures. The relatively low cost of replicating training videos and the extensive viewing capabilities make this learning mode quite popular. Email is the most efficient way of distance learning economically and technologically. It is used to convey the content of the training courses in the form of creative tasks or consultations, providing student and teacher feedback. However, its pedagogical effect is limited by the inability of their direct dialogue (Strelnikov & Britchenko, 2013, p. 69).

Videoconferences using computer networks, as opposed to those transmitted via satellite channels, are cheaper, so they can be used for seminars, individual consultations, discussing fundamental problems of the course of study.

Today, distance learning in Ukraine is developing quite dynamically, which is facilitated by a number of factors, above all, the equipping of educational institutions with computer hardware and the development of the Internet.

The Internet includes many professional networks, local networks of individual universities, institutes, companies, schools, and even standalone computers of individual users. The Internet is a whole computer world, of course, with its own laws. The Internet contains the richest repositories of information: libraries of illustrations, game programs, archives, collections of scientific reports, computer programs and more. Use of the Internet in the educational and bringing-up process of educational institutions is carried out in the following areas: educational – distance learning, participation in competitions, conferences, seminars, etc.; bringing-up; developmental and cognitive. The uniqueness of the Internet lies in its openness, accessibility. This opens up unlimited access to any kind of information. Computer communications allow to access unlimited arrays of information stored in centralized databases. This enables foreign language teachers to make full use of their knowledge base, as well as to respond promptly to the modern achievements of advanced pedagogical science (Fedkovych, 2010, p. 33, 34).

One of the mechanisms for forming a distance education process of learning a foreign language is the link between theory and methods of educational material. A decisive role in the organization of distance learning is information and subject support. But it should be noted that in the educational process, the use of information technologies themselves is

not so important than the way of ensuring their relevance to the achievement of educational goals, i.e. the choice of specific means of communication should be determined by the content of teaching, the level of teacher’s training and offered distance courses, theoretical level of course, degree of disclosure the essence of linguistic phenomena, another system of concepts, features of comparing phenomena of a foreign language (Borzenko, 2015, p. 15).

The professionalism of a foreign language teacher requires qualities that ensure his/her mobility, personal responsibility for his/her continuous professional development, creative character of practical activity, which promotes the level of his/her culture of foreign language communication and requires taking into account the ethno-cultural experience, as well as knowledge and understanding of the processes of interaction of cultures and peoples (Borzenko, 2018, p. 24).

Therefore, it is important for every teacher to decide on priorities in pedagogical technologies, taking into account the goal of education, in order to form and develop a personality with a high level of culture and language. The modern foreign language teacher performs not only educational, informational, advisory, developmental functions, but also influences the moral and spiritual development of student youth. The foreign language teacher of a higher education institution has to deal with the creation of lectures, educational and methodological complexes, writing scientific articles, educational textbooks, manuals and distance courses (Borzenko, 2018, p. 151).

Interaction is not the only function of a teacher who is called a tutor in distance learning. The physical absence of a teacher in distance learning gives more autonomy and independence to the learner than to one who involved in traditional learning. The teacher, according to J. Bruner, gives the student the opportunity to learn new and to construct own world, which is fully realized in the conditions of distance learning. It is the teacher who develops the learning environment, plans the most optimal types of learning activities, proposes projects and consults on them, aims all pedagogical efforts at creation of a community that wants to learn, organizes discussions, proposes topical issues for discussion, checks and monitors students’ performance, evaluates their successes, indicates weaknesses.

Tutor, as any teacher, performs managerial, diagnostic, motivational, planning, communicative, methodical functions. In the distance learning system, the tutor performs the roles of consultant, mentor, manager, teacher, andragogue (educator for adults). In foreign distance learning pedagogy, tutor is called “facilitator” (from English to facilitate “to assist, to promote, to ease”).

The distance education process of learning a foreign language has borrowed a lot from the traditional intramural form of learning a foreign language. In the conditions of use of information and communication technologies, changes are made only in accordance with the specifics of online learning in the information virtual learning environment, in order to take advantage of this environment: access to information and the possibility of remote communication of students – to improve the efficiency and quality of language learning.

One of the main components of the educational process in learning foreign language is a learning tool that significantly affect the quality of knowledge form the educational interests, develop creative skills, abilities, skills, improve learning and solving practical problems intensify independent work of students and control knowledge, but also play an important role in the function of the teacher. Means of instruction must implement the methods and techniques used in the study; meet modern methods of teaching foreign languages; introduction of new technologies to provide foreign language teaching(Borzenko, 2017, p.132).Among the technical means of foreign language teaching, a computer is an important component of the teaching process. The process of professional development of the teacher is carried out by computer training programs, translation programs, test environments, expert systems, information systems, electronic information sources. The result of the use of a computer is the providing of a creative atmosphere of communication and the change the very process of teaching a foreign language: overcoming outdated, inefficient forms, methods, techniques, teaching aids (Borzenko, 2018, p. 156).

The teacher must have skills in working with pedagogical sites, be able to navigate English-language pedagogical sources, read scientific papers in a professional direction, find new sets of methods and practices of foreign language teaching. Today it is impossible to imagine the work of the foreign language teacher without the use of modern computer technologies, which became one of the new means of teaching, control and management of the educational process. Internet resources are the convenient way to get acquainted with the culture of other countries and peoples, communication, information, inexhaustible source of educational process (Borzenko, 2018, p. 156).

Through the Global Network, it is possible to access authentic information, the advantage of which is the ability to combine information of a linguistic and sociocultural nature, which is very important when learning a foreign language. This information can be presented in a multimedia format (graphically, in color; in audio-visual format using animation, etc.), which contributes to its optimal perception and acquisition.

Audio-visual method, or as it is otherwise called the high-speed or structural-global one, originated in France in the 1950s. Its creation is connected with the names of such prominent linguists and psychologists as P. Huberyn (former Yugoslavia), G. Guggenheim, R. Myshea, P. Ryvan, A. Sovazho (France). It has become widespread in England, Canada, France, Poland and many other countries. Audio-visual method – that is, all new material is perceived by students for a long time only by ear (“audio”), and its meaning is revealed by non-verbal visualization aids – transparencies, slide films, movies (“visual”). This method is also called structural and global, since language learning is based on specially selected structures that are perceived holistically (globally) (Nikolaieva, 2002, p. 298).

The possibility of remote communication in distance learning provides a natural communicative approach to learning a foreign language, when it is possible to learn communication through direct communication with a remote teacher and other participants of the virtual classroom, with native speakers.

It is through voice communication that students are able to acquire communication skills in the closest to a real communicative situation, learn to choose linguistic behavior in different situations and the nature of communication, as well as to produce the right linguistic response. Students who work online acquire the skills of collecting, analyzing, and processing foreign language information.

A qualitative distance education process of a foreign language learning necessarily involves asynchronous (mail, forum) and synchronous (chat, skype) communication.

## 2. Webinar as an interactive method of a new methodological culture of foreign language communication

Since 2009, the active distribution of a new means of communication, the webinar, has begun. Webinar (web + seminar = webinar) is a group work on the Internet using modern means of communication – video, flash and chat. As a rule, webinar software enables to display documents in the most common formats; to broadcast voice and video of the presenter and several participants; to chat; to show videos; to draw graphic objects and to type text; to capture the computer screen; to place files for sharing; to interview the listeners. Webinars can be used for carrying out the lectures with feedback, thematic seminars, protection of completed work, group work, conducting surveys, demonstration of computer operation technique, trainings (Kukharenko, 2012, p. 15).

The webinar has all the benefits of a traditional seminar, creating opportunities for personal communication between listeners and live communication between listeners and the speaker. Consequently, webinars have the following advantages: high accessibility for “attendance” by listeners; significant savings on organization time; convenience for “attendants” – perception of information and knowledge in the usual environment; interactive communication between the speaker and the listeners, as well as among the listeners. When conducting webinars, the following group teaching tools are distinguished: Whiteboard (white board, electronic analogue of the chalkboard) – an electronic panel that performs the functions of a board for collaborative work. Whiteboard is an evolution of the chalkboard that is used specifically for distance learning. It allows the teacher and the student to share a part of the screen where one can place slides or pictures, draw, correct notes, etc.; web tours are the shared web surfing, a tool that allows to “travel” on websites together; teamwork with a tool for presentation creation – collaborative group work with multimedia presentations. Webinars refer to technology that is compatible with many organizational forms and teaching methods. However, webinar participants need time to develop the special skills required to work in webinar mode (Luchaninova, 2019).

Thus, computer programs open up great opportunities when learning a foreign language. They perform new didactic functions with great opportunities to increase the efficiency of the language learning process, which cannot be implemented in other learning methods, provide the perception of information through audio and visual channels, and improve the methodology of control. The computer also opened new perspectives for learning a foreign language from the standpoint of socio-cognitive theory, allowed to teach communication directly and in the process of interactive communication (Borzenko, 2017).

The computer makes it possible to communicate virtually. Virtual reality forms new needs, desires, and opportunities. Therefore, a person in virtual reality is dealing with an illusion. A person, being in such a reality, finds a new image, it gives him/her the impression that he/she participates in certain events directly (Borzenko, 2017, p. 133).

However, the use of a computer also has its drawbacks. Scientists believe that virtual communication raises a number of ethical problems. Thus, the rules of ethics are violated by users and specialists: attempts of unauthorized access to closed information systems are made, virus programs are distributed, unlicensed software is used, etc. (Borzenko, 2017).

## 3. Distance course and its practical implementation into the educational process when learning a foreign language

If we consider distance learning as a new form of learning, it should be noted that in this system, apart from the teacher and the students, there should be a textbook, manuals, that is, the means of learning as components of this system. This implies the need for a serious scientific approach to the development of special distance courses (textbooks) for the distance learning system. Of course, in this case it is mainly about electronic learning tools, especially network ones (Strelnikov & Britchenko, 2013, p. 72).

Creating the distance courses for learning a foreign language requires from the teacher not only the fluency in the subject, but also the special knowledge in the field of modern information technologies. Various specialists are involved in the development of such a course: teacher, programmer, specialists in modern educational technologies and computer graphics, video recording, etc. (Borzenko, 2015, p. 15).

Network distance courses are created and implemented on platforms that are a modular, object-oriented, dynamic learning environment called a learning management system and a virtual learning environment.For example, a distance learning foreign language course for students involves mastering the language according to the specialty program being studied. The objective of the remote course is the development of students' communication skills in the context of everyday topics, preparation for working with scientific literature in foreign language (translation, various types of reading, professional communication), as well as acquaintance with linguistic and cultural information on topics related to their specialty, according to the foreign language teaching program.

The purpose of learning a foreign language in a HEI is to have a practical command of a foreign language, i.e. the ability to communicate in a foreign language at the household and professional levels, as well as mastering the skills and abilities that allow to use the text as a source of information and various types of reading as a means of retrieving information contained in the text.Therefore, the distance course involves the refreshing of the grammar material of the foreign language course at the level of generalization and its further study, the systematic refresh of times in comparison and practice of their use, communicative focusing of exercises, using the conversational formulas in speech, focusing on professional communication, skills in obtaining, processing, transmission of scientific and technical information.

Such a course includes material for everyday communication, which contains an intensive foreign language course on topics of professional and everyday communication.

The course consists of several units. These units are based only on authentic material and are a foreign language course for the development of reading, translation, abstracting, annotating, professional communication skills provided by the program.Each distance course lesson is structured in the following way: a foreign language course; a list of active unit vocabulary; pretext vocabulary and grammatical exercises and tasks for text A, after text tasks; text B with tasks; materials for listening comprehension.The course contains lexical and grammatical material. Each type of activity is supported by lexical, grammatical and practical exercises. The course includes audio files to develop listening comprehension skills. Each audio file contains exercises to check the understanding of the listened monologue or dialogue. The course also includes a chat and a forum, which students can take part in to discuss various questions on the units of the course. The course provides module tests that contain lexical, grammatical materials of the studied topic, as well as relevant material of professional and everyday communication.It should be noted that distance courses are the property of the universities where these courses are concluded, and access to them is protected and open only to students and teachers who work with these courses.

Thus, the didactic concept of the course and its practical realization serve to implement a competent approach in learning a foreign language. The course performs a number of educational functions: cognitive, developmental, and bringing-up; it demonstrates one of the possibilities of successful realization of didactic potential of information and communication technologies in the distance study of a foreign language.

## Conclusions

Therefore, the features of organizing a distance education process of learning a foreign language are the use of a combination of traditional and new methods and modern technical teaching means, which allows the increasing of learning intensity, as well as the use of unlimited information resources. At this, an important role is played by information and subject support. The key element of success of the distance learning process of a foreign language is in the choice of communication means, which should be determined by the learning content; capabilities of a foreign language teaching program; offered distance courses in foreign language, their theoretical level and the degree of disclosure of the essence of language phenomena; provision of foreign language learning at the level of intramural study. The analysis of scientific works proves that the use of distance learning technologies in learning a foreign language improves and updates the organization of the educational process.

The areas of further research are the following aspects: prospects for the development of a distance education process of a foreign language learning; development of new distance courses; determination of the nature and possibilities of using computer and media technologies in remote programs; preparation of foreign language teachers in the distance learning system; analysis of views of scientists and teachers; carrying out the comparative analysis of distance courses in foreign languages, etc.

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# METHODOLOGICAL AND EDUCATIONAL STRATEGIES OF A YOUNG PERSON’S FORMATION OF THE MODERN AND FUTURE CENTURY

**Abstract.** *It is shown that now there are fundamental changes in the life of society, especially the younger generation, under the influence of information and high–tech progress, natural and civilizational changes that occur at the present stage of civilization development and acquire planetary and space significance. As a result, the relevance of the theoretical understanding of modern knowledge about man has increased immeasurably, as well as the integral and methodological functions of the philosophy of education and pedagogy in establishing mutual understanding and cooperation between various branches of human scientific research. It is proved that the problems of the viability of modern humanity are not unreasonably called global-crisis, catastrophic and fundamentally unsolvable, that is, which can not be solved at all for the current and future social and civilizational conditions, unless humanity will carry out space expansion to the exoplanets of our galaxy. Toward this end, the existing education system should be turned into a noosphere–space system, at least until the middle of the twenty–first century, using noosphere–space–orientedpedagogy. Therefore, a new set of philosophical, scientific and pedagogical priorities of educational strategies have been proposed, which are action plans for the future, namely: 1) the formation of an ideal image of the future young man by upbringingspace consciousness; 2) the formation of new spirituality: celestial (according to M. Berdyaev) with noosphere thinking (according to V. Vernadsky) and space at the same time (according to K. Tsiolkovsky); 3) the formation of the youth eco–climatic philosophy and progressive mentality. Thus, the creation of an educational strategy using noosphere space–oriented pedagogy in the context of the development of both information and high-tech progress and civilizational challenges should become an intellectual basis for modern and future generations.*

## Introduction.

The current fundamental changes in the society life, especially the younger generation, under the influence of information and high-tech (IHT) progress, which was developing from the end of the twentieth century and in the early twenty–first century, is based on nano-, bio-, infoindustry, cognitive and socio-humanitarian sciences and technologies, space, electronic and hypercomputer technology, robotics, artificial intelligence and genetic engineering, etc., natural and civilizational changes occurring at the present stage of civilization development and acquiring planetary and space significance. The problems of the viability of modern humanity are not unreasonably called global-crisis, catastrophic and fundamentally unsolvable. Because they can not be solved according to the present and future social and civilizational terms, if the humanity will not make the space expansion to exoplanets of the space, which there are one billion only in our galaxy, the

Milky Way, from which 2500 exoplanet candidates are very similar to the Earth where there are oceans of water and, therefore, the natural conditions are similar to the Earth [1]. That is, to create a qualitatively new noosphere– space civilization on these exoplanets is possible if they are mastered by representatives of mankind. [2]. We have such a real and specific meaning of the current historical stage with the uniqueness and complexity of nature global-crisis at the end of the twentieth century, and now, in the early twenty-first century, catastrophic problems (educational, spiritual and mental, eco–climatic, anthropological and demographic, energy resource, supply and fresh, political and military etc.). The successful solution of these problems and ensuring the existence of mankind is possible only under the condition of its space expansion. Thus, the current stage of human existence is conditioned by the extreme limitation of the time allotted for solving these problems, so the urgent task is to create upward favorable messages in the twenty–first century, which should become crucial for the current human civilization. Humanity today suffers not so much from a lack of scientific, technical or cultural means which are necessary to solve global crisis problems, but from a lack of education, spirituality, wisdom and the will to use the available powerful means to create a noosphere-space civilization for the benefit of the individual and the entire society, because, despite all its shortcomings, man still possesses the necessary creative and spiritual power to create a safe and almost eternal noosphere-space world of their existence. Mark Tehmark one of the most authoritative researchers of artificial intelligence and the founder of the Institute of future life, confirms these words, – "Since 14 years old I have heard about the nuclear arms race, I'm afraid that the power of our technology is growing faster than the wisdom with which we manage them" [3]. Therefore, the new achievements of humanity, first of all, IHT, should update the defining and vital aspects of the existence of humanity, in particular, education and upbringing and accordingly the formation of fundamental spiritual values among young people.

However, modernization in the educational system encounters difficulties and often does not keep up with changes in the economy, science, technology, culture, social relations and public consciousness. None of the given problems can be solved without fundamental qualitative changes in the education, spirituality and meaning of life of every young person. Only this will ensure that the young person meets the new conditions of life, education and upbringing in the XXI and subsequent centuries [4].

**1. Educational strategies in the era of modern civilizational progress.**

The National strategy for the development of education in Ukraine for 2012-2021 states: "Education is a strategic resource for socio-economic, cultural and spiritual development of society, improving the well-being of people, ensuring national interests, strengthening international authority and forming a positive image of our state, creating conditions for self-realization of each individual. Looking at certain priorities the most important thing for the state is the education of an innovative type of thinking and culture, the creation of an acmeological educational space taking into account the innovative development of education, the needs of the individual, the needs of society and the state" [5].

The current classical model of education is almost exhausted, because it does not meet the requirements of innovative development of neither the education nor the demands of the individual, neither the needs of society nor the state which face before educational institutions that modern society and production push them, not to mention the coming of the noosphere–space development of mankind in the process of deploying of IHT progress. Therefore, there is already an urgent need to find a new set of philosophical, scientific and pedagogical priorities of educational strategies that will be action plans for the future, namely:

1) forming an ideal image of a young man of the future [6] by educating him of cosmic consciousness. After all, according to E. Kuznetsov, the direction of modern educational policy of the state should be the formation of a cosmic worldview among the population and, first of all, among the young generation [7];

2) forming of new spirituality [4]: divine (G. Berdyaev), as M. Berdyaev believes that the personality is a spiritual and divine category; with noospheric thinking (according to V. Vernadsky), because, according to Vernadsky, noosphere is a reasonable creative power of thought and of human activity in which there is harmony in the interaction of man and nature; however space (K. Tsiolkovsky). K. Tsiolkovsky writes: "Humanity will not remain forever on the Earth, but in the pursuit of light and space, firstly it will penetrate beyond the atmosphere, and then conquer all the near-solar space»;

3) formation of ecological and climatic outlook, progressive mentality [8];

4) creating an educational strategy in the context of the development of both technological progress and civilizational and space challenges, which will become an intellectual basis for modern and future generations [9].

Therefore, you need to change the paradigm of education, which would contribute to the removal of civilization from the global crisis and, consequently, preserve from omnicide and would provide a noosphere-civilizational space development of mankind. In this direction, domestic scientists are actively working, emphasizing the importance of the philosophy of education for teachers, in particular: V. Andrushchenko, O. Bazaluk, G. Beregova, V. Bekh, S. Klepko, K. Korsak, V. Kremen, M. Kultaeva, V. Lutay, I. Predborskaya and many others, both domestic and foreign scientists [6-9].

Noosphere space–oriented pedagogy [10] should be based on the processes of training, education and development of younger generations in the era of IHT progress in the spirit of anthropocosmism, the formation of their noosphere space-oriented consciousness and worldview, high spirituality, progressive mentality, responsibility for the ecological and climatic fate of mankind, and so on, which will be aimed at solving global crises of our time and avoiding possible consequences of planetary and space disasters, in particular, the possible destruction of the Earth by the asteroid “Apophis” in the near future (2029, 2036), according to Michio Kaiku, a world–known scientist in the field of theoretical physics [11].

In this regard, A. Ursul and T. Ursul express their belief that education should become an intellectual and innovative process and one of the main civilizational factors for creating a new society that will help humanity survive, because the inevitable approach of global cataclysms and the most threatening of them – the ecological and climatic one. It is necessary to transform education in accordance with the requirements of modernity, in this aspect it is necessary to transit up to its noospherization and cosmization, in order to solve the global needs of modern, and even more of future generations [12].

**2. Methodological and educational strategies for the future of humanity.**

Modern man is a magnificent result of the development of intelligence, the processes of organic evolution on the Earth. Its uprising marked the emergence of a new social form of intelligence. Only a person has a unique ability to self–knowledge, cognition and transformation of the surrounding world and save his genotype [13, p. 3]. According to M. Tegmark, " it is not the universe that gives meaning to conscious beings – but conscious beings that give meaning to our Universe. Therefore, the first goal in our wish list for the future should be to preserve (and, hopefully, also spread) biological and / or artificial consciousness in space, rather than bringing it to extinction" [3].

Therefore, man has opened a new era in the knowledge of the Universe by making the flights to the space – it is the transfer of life in the future to the space, first to orbital residential complexes such as O'neill cylinders, as well as to the moon and Mars, as the most habitable solid-state planets within the Solar system, and subsequently to the exoplanets of our Galaxy and other galaxies. According to the world-famous scientist, Professor Stephen Hawking, the Moon and Mars would be the best places to establish the first colonies, with a lunar base that could be created within 30 years, and a Martian outpost within 50 years. He also suggested not to stay in the Solar system, because it is not eternal, and to take part in a space trip to the nearest star system Alpha Centauri, where astronomers have shown there is an exoplanet known as Proxima B, which is suitable for life [14].

So, it is possible to assume that various forms of life on the Earth and, in particular, human life are priceless and unique phenomena in the Universe. The human genetic pool, which was created in Africa 100 thousand years ago, was the biological basis of huge social progress in the past and does not put any restrictions on the development of civilization in the future [13, c. 3], if only the current global crisis and catastrophic problems are solved.

The development of space technology has expanded human presence in the space, now that space is not viewed only as an object of study and use, but in the context of a long-term place of residence, in particular, the head of Tesla Motors and SpaceX Elon Musk, who claims that his space company will be able to send people to Mars in 2024, and coverage by several planets life can serve as protection from the threat of extinction of mankind [15]. The same opinion is expressed By S. Hawking, who noted that the Earth will eventually be destroyed by the destructive action of asteroids and comets. And this is not science fiction, it is guaranteed by the laws of physics and probability theory.

In order to reduce the risk of destroying humanity, it is necessary to expand into the space, which will completely change the future of humanity. Without this cosmic act, humanity has no future at all. Wherever we move, we will have to create a new civilization, we will have to take practical means to create a new ecosystem, we must learn to survive in an environment about which we know little [14]. Reducing the cost of space flights opens up more and more opportunities for space tourism, and the development of technologies for the extraction of space resources increases the realism of ideas for the deployment of space colonies [16].

So, humanity will either solve the problem of developing exoplanets of space, thereby ensuring its future, creating a noosphere-space civilization based on philosophical, educational, scientific, technical and space achievements already in the XXI century, or it will perish – such a verdict of the historical development of human society that is not subject to doubt! Therefore, the scientific and philosophical problem of cognition of modern man as a spiritual and creative force of society and nature has arisen with all acuteness in our time.

According to Michio Kaiku, from all the tools that mankind has mastered during its entire existence, the most powerful and most effective is science. The incredible wealth that we see around us is due to science [1]. Therefore, in the context of our era wehave to raise the following question: does the person think to show the necessary social activity in order to prevent dangerous actions of the reactionary, militaristic forces which most threaten humanity with omnicide and even the destruction of the Earth or to try and limp surrender to the power of uncontrolled processes of modern social crisis-disastrous life?

According to I. Nadolny, V. Andrushchenko, I. Boychenko, V. Rozumnyi, L. Hubersky and others, there is nothing more relevant than the preservation of the earth lifeon the verge of millennia, preventing a global catastrophe of our mankind. Modern philosophy can not abstract from the possible apocalypse, it must be a philosophy of life, because global problems have become so acute that without their solution it is impossible now to make a realistic representation of modern, and even more the future trends of social development in the civilizational form of the noosphere-space future of mankind [17, p. 574].

In the process of developing scientific, technical and technological progress, intellectual and spiritual development of people becomes a leading factor in the growth of material production. Therefore, science should be focused on the development of intellectual, spiritual and creative potential of a person, because from a sociological point of view, science is a branch of spiritual production and a social institution and performs predicted functions. It is the basis of knowledge and transformation of the world in order to create a noosphere-space civilization. The system of its objective knowledge can act as one of the forms of social consciousness and scientific worldview [17, p. 21, 541-546].

According to Michio Kaiku, the culmination of all these changes will be the formation of a planetary-space civilization, which physicists call the first type of civilization, which we will have reached approximately by 2100. This will be the final product of the powerful, relentless forces of history and technology that are not the subject to anyone's power [11]. In the meantime, humanity is a closed system, since it does not communicate with other space civilizations, and therefore does not exchange any matter, energy, or information with any of them. In such a material system, according to the laws of synergetics, entropy, and, consequently, chaos, eventually a maximum is reached and the system degrades in the direction of destruction. Only the mentioned substances introduced from the outside, including the formation of a noosphere-space civilization with its divine space-oriented spirituality, and deployed within the system through education can ensure not only the preservation of human civilization in changing conditions of functioning, but also the further growth of its order, complexity, and organization of a certain number of appropriate actions [17, p. 207, 209].

### 3. The philosophical and educational aspect of the formation of a new spiritual world of a human and the search for alternative ways of civilization progress.

In an era of global problems aggravation the philosophy of education is designed to analyze the formation of a new spiritual world of a human and the search for alternative ways of civilization progress. Now it has been updated from the point of view of the problem of human existence in general. To have a future, a person must survive as a species already Homo comicos [18].

Charles Darwin, Karl Marks and Friedrich Engels gave almost an exhaustive answer about the origin of Homo sapiens at the time. Nowadays, more and more attention of philosophers, sociologists, scientists, teachers, psychologists, theists and atheists is attracted by the problem of the evolution of Homo sapiens in Homo cosmisos, which will be transformed in long space travel, and what changes will occur in its consciousness [18].

M. Tegmark uses a broad definition of consciousness = subjective experience, which avoidsanthropocentrism, regarding the understanding of consciousness. And since there can be no meaning without consciousness, it is not our universe that gives meaning to conscious beings, but conscious beings that give meaning to our universe. It follows that if people are left behind much smarter than machines, we can take comfort in the fact that we are Homo sentiens, not Homo sapiens [3].

Human consciousness, according to MichioKaiku's definition, is a special form of consciousness that creates a model of the world and then predicts its development over time, evaluating the past to model the future. This requires matching and evaluating a huge number of multiple feedback loops in order to make a decision and achieve some goal. Accordingly, our brain differs from the brain of other animals–especially the enlarged prefrontal cortex, which gives a person the opportunity to "look" into the future [1].

The nature has discovered only 2.5% of the total volume of the brain for mental activity [19, p. 105], with which it is too difficult for us to know even our own part of the General universe, which is now called, probably incorrectly, the Universe, not to mention other parts of the General universe–other universes. So, if the mind is interpreted as the ability to think, reflect and learn objective reality, the level of thinking [20], and the intellect - as the ability to rational knowledge, thinking, especially in its higher theoretical levels [21], then the mental activity of a person has a place to expand, attract the remaining, blocked yet, parts of the brain, this will increase the intelligence of a person.

Scientists have already focused on several genes that have served as the driving force of the evolution of the human brain and they cataloge all the genetic changes that led to the emergence of Homo sapiens and improve its intelligence [1] and will be able to influence these genes, increasing the intelligence, and, consequently, the cosmic consciousness of a person with the goal of turning Homo sapiens into Homo cosmicos. As you know, genetic engineering is a way to penetrate the innermost secrets of human biology, actively interfering with natural processes in the brain in order to change them in practice.

So, now scientists are able to modify not only the body, but also the consciousness and spirituality of modern people, not to mention cyborgs, which will use the capabilities of artificial intelligence and robotics, which have already surpassed any imagination, destroy stereotypes, compete with the human brain, can replace people and live their own lives [22]. According to JamesBarratt"...the unspiritual qualities of an artificial superintelligence turn into the main issue that needs to be solved in the first place. Before developing technologies that will sooner or later lead to the creation of an artificial superintelect, it is necessary to raise the question of the relation of an artificial superintelect to man and humanity "[23].

Yuval Noah Harari argues that geneticists can not only improve the familiar organisms that live now, but also revive creatures that have long been extinct. Disputes are conducted around genetic engineering, which causes ethical, spiritual, moral, and ideological disputes. It is opposed by both monotheists, who argue that man should not usurp the role of God, and atheists, who are not satisfied that scientists are substituting nature for themselves. Human rights campaigners fear that genetic engineering could be used to create supermen-cyborgs that will make other people slaves. That is, the ability of scientists to modify genes too quickly outstrips the ability of mankind to use this skill wisely and far-sighted [24]. We must also take into account the fact that thanks to biological science, the world's bacteriological weapons also have the potential to destroy humanity.

So, now there is a serious danger of unwise interference in natural and human processes, to make mistakes that can have irreversible catastrophic consequences for the humanity. And this is in the conditions of modern social and uncontrolled scientific, technical and IVT development, when humanity is basically deprived of the right to make mistakes, to experiment, with new threatening opportunities for its existence.

In other words, there is an acute problem of social and spiritual and moral control over the processes of scientific and technical IHT development.

The researchesregard to the existence of spiritual intelligence and inner spirituality in adolescents, they areconducted by CharmayneKilcup from the University of Sofia, University of PaloAlto (California, the USA) [25]. Theyhave had a positive result, and some have demonstrated a high level of spiritual intelligence, which is manifested as spiritual values (for example, altruism, compassion, and openness), spiritual experiences and practices related to the divine. In studies by CherylDelgado (Cleveland state university, Cleveland, Ohio) [26] spirituality transcends religious or cultural boundaries, it is characterized by faith, a search for meaning and purpose in life, a sense of connection with others, and the transcendence of I, which leads to a sense of inner peace and well-being.

That is why it becomes relevant to use the "Concept of the ideal image of a young man of the future" in educational activities [2], as a person with a noosphere, divine space–oriented spirituality [4] of the future noosphere-space civilization [2]. The education of such ahuman isa great task of the future system of noosphere–space: philosophy and pedagogy, education, intelligence, and mentality in schools or centres accordingly: the space of spiritually–moral, physically perfect and mentally–emotional hardening with teaching of basic knowledge and skills of long range space flight at a speed close to the speed of light, in conditions of slower flow of time and the respective deceleration of the flow of biological processes, including the process of aging. At the same time, the organisms of space travelers will experience a cosmic evolution, that is the transformation of Homo sapiens into Homo cosmisos [18]. The last one will be much more intellectual than the earth man not only morphologically, but also mentally and will become a perfect noosphere–space personality.

After all, according to V. Sheik, if it is not possible to turn the biosphere (and now it is the IHT biocosmosphere–*the author*) into the noosphere in the XXI century, then the existence of a general planetary civilization will be called into question. That is why the study of historical and philosophical aspects of global scientific and technical problems of civilization is of priority interest for modern society and determines its future. The factors for solving these issues are philosophy, culture, science and education [27, p. 3].

In connection with the consequences of IHT progress, education as a system of knowledge, ideas and beliefs of a young person requires urgent changes that should be directed to the noospherization and anthropocosmization of educational subjects from secondary to higher school on the process of formation and development of the noosphere space–oriented future of mankind. In this aspect, it is necessary to develop some measures for noosphere space –orientededucation of young people.

Based on the above, it is the teacher who should become the central figure of the modern IHT era in the formation of noosphere space–oriented consciousness and worldview among young people. In our opinion, *the ideal of a teacher* (ideal–educator) is an image of a fully developed person who is able to join the process of IHT revolution, social and professional transformations; a professional who is capable of multi-variant pedagogical

action, predicting possible social results, has methods of analysis and self-control, skills of philosophical and pedagogical understanding of new socio-economic and spiritual and moral conditions of education, adequately assesses new scientific, technical and high-tech beliefs from the standpoint of philosophical and pedagogical vision. And the main directions of the formation of personal characteristics of a modern teacher should be: deepening and expanding the scientific and philosophical outlook; increasing the general culture-spiritual, moral, ethical, aesthetic; constant updating of noosphere-space, scientific-technical and humanitarian knowledge, space and cosmological components of the personality; crystallization of strong-willed qualities; improving pedagogical skills; deepening the organic connection of the teacher with the life of a multinational society, social practice; being wise, believing in good and creating it; using progressive Christian values and the instructions of the Bible.

**Conclusions.**

Therefore, the problems of the viability of modern humanity are not unreasonably called global-crisis, catastrophic and fundamentally unsolvable, that is, which can not be solved at all under the current social and civilizational conditions, unless humanity will carry out space expansion to the exoplanets of our galaxy the Milky way in order to create a qualitatively new noosphere-space civilization. To this end, the existing education system should be turned into a noosphere-space system at least until the middle of the XXI century, using noosphere-space-oriented pedagogy. In this regard, the relevance of the theoretical understanding of modern knowledge about man has increased immeasurably, as well as the integral and methodological functions of philosophy in establishing mutual understanding and cooperation between various branches of human scientific research.

The current classical model of education has almost exhausted itself, because it does not meet the requirements that modern schools and education face, that are raised by modern society and production, not to mention the upcoming noosphere-space development of mankind in the process of IHT progress deploying. Therefore, we propose a set of philosophical, scientific and pedagogical priorities of educational strategies that will be action plans for the future, namely: 1) the formation of an ideal image of a young person of the future by educating them of cosmic consciousness; 2) the formation of a renewed spirituality: divine (according to M. Berdyaev); with a noosphere type of thinking (according to V. Vernadsky); and at the same time cosmic (according to K. Tsiolkovsky); 3) the formation of an ecological and climatic worldview and a progressive mentality.

Thus, we need to change the paradigm of education, which would contribute to the withdrawal of civilization from global crises, and, accordingly, would protect from omnicide, and would ensure the noosphere-space civilizational development of mankind. So, the creation of an educational strategy at a qualitatively new spiritual level in the context of the development of both IHT progress and global civilizational challenges should become an intellectual basis for modern and future generations.

Educational strategies in the field of forming a young person of the future should be based on the fact that it is the ideal teacher who should become the central figure and its main driving force in the formation of noosphere space-oriented youth: spirituality and morality, worldview and consciousness, wisdom and mentality, which will ensure success in the formation of noosphere-space civilization and the future of mankind.

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# THE ONOMASTIC SPACE OF JOHN KEATS'S ODES

**Abstract.** *John Keats (1795 – 1821), one of the brightest and unique representatives of English Romanticism of the XIX century, widely used the onym vocabulary in his romantic writings, mainly of mythological nature, but also referred to the proper names of the starry heaven. The subject matter of the article is functional and stylistic specific onym character in the analyzed poetical works. The task is to analyze the onomastic poetry content. The objective of the study is to describe and to determine the position and function of mythological and cosmic onymia in the lyrics of John Keats. The conducted analysis proves that use of one or another onym first of all depends on each author's work contents and theme which further stipulate functioning of certain onym lexis, and arrangement of the onym space peculiarities.*

## Introduction.

In the system of general theory of artistic speech**,** which is characterized by versatility, a variety of creative approaches to the literary texts and idiostyles of their authors, from the second half of the twentieth century was actively developed one of its important branches – the theory of literary onomastics, which was initiated bysignificantworks of the scientists Yu. O. Karpenko, V. M. Mikhailov, O. V. Superanskaya, etc. The onomastic researches will always have scientific relevance, novelty and perspective, since the studying of proper names is inexhaustible in the illimitable ocean of the world literature.Proper names and literary work are the links of one lexical system created by its author to realize his conception. Therefore, the studying of the onym space of a specific literary work, the analysis of onym functions which are striking, powerful features of the author's penmanship, are very important to understand the unique linguistic view of an author's creative imagination.

In his work "About the Language of Fiction" (1959), V. V. Vinogradov emphasized: "The language of the playwriter, the language of the lyricist, the language of the novelist – are different in their semantic structure, stylistic tasks, in their constructive principles. These differences are largely dependent on the specific properties of different genres of verbal-artistic creativity and different types of artistic language" [6]. In the article "Some Problems of Literary Onomastics" (1988), T. V. Nemirovskaya proposed a scheme of division of literary onymia by genres of a literary work: 1) onymia of poetry, or poetic onomastics, – lyrics, poems, ballads; 2) onymia of prose, or artistic onomastics, – stories, novels; 3) onymia of dramaturgy, or dramatic onomastics, – comedies, dramas, tragedies [21, p.112].

With regard to the typology of poetic onymia, Yu. O. Karpenko in his work “The typology of poetic onymia: M. Bazhan, B. Pasternak, P. Tychyna” (1992) emphasizes the lyrical principle (the figurativenessof proper names, their phonetic instrumentation), the epic principle (the significance of proper names, their direct, not figurative use), the humorous principle (the combination of not combining, the focusing on laugh), as well as the lyrical (changeable and colorful like a rainbow) or epic (powerful and monumental like a tower) principles of choice and use of proper names[16, p. 19].

O. I. Fonyakova considers poetic creativity as one that represents the maximum freedom of search, the principles of the name usage and the ways of its transformation: the freedom of associative approximation and comparison, the creation of a new form and meaning in context, the searching for new ways of incorporation into the context, the creation of semantic versatilityand diffusenessof artistic semantics of proper name. In the poetic text, onym always undergoes a certain transformation, depending on the author’s purpose, capable of focusing the reader’s attention like no other means of lexical nomination, because the range of his connotations is unusually wide [27, p. 81].

The dynamic nature of the semantics of the onyms, their ability to accumulate all forms of information refers to the named objects, made them extremely attractive, especially in poetry, a means of figurativeness[12], creating brief metaphorical contexts [27]. The great importance of proper names in the creation of artistic time-space, inherent in one form or another to all literary works, is well known. In poetry, it is especially growing: both laconic and more precise [16].The onomastic investigations include the method of description and its main techniques: observation, interpretation, generalization; a basic functional and stylistic method for studying literary onomastics is applied, which involves a broad involvement of contextual analysis. The use of the statistical method helps to generalize the data obtained during in the systematic analysis, and to confirm reliability thereof.

The main purpose of the onomastic research on literary onomastics is to analyze the onymic content of a literary work, that is, the functional loading of proper names, their participation in the creation of an artistic whole, the peculiarities of usage of onyms in literary works.

The studying in the field of literary onomastics includes the following tasks:

1) identificationand systematization of proper names of all onomastic classes used in writer's works;
2) establishing the frequency and variability of each proper name in the works;
3) identification of onymic changes and variations recorded in different editions of the studied works;
4) interpretation of the functional loading of proper names and consideration of each onym in particular;
5) defining the specific features of proper names in the context of works, their expressive and stylistic role, the relationship between the genre of the work and proper names;
6) comparison of features of onyms’ usage in the novels of a writer or a poet.

The study of the functioning of onomastic vocabulary in the language of a literary work is a voluminous and complex topic, because in the symbolization of the text the essential role belongs precisely to proper names, because here "proper name should always be the object of careful attention, we might say, it is the king of signifiers: it's social and symbolic connotations are very rich" [2, p. 432]. As it is known, textual analysis aims to explore ways of creation of the text, to penetrate into the semantic volume of a work of art [2, p. 425]. Thus, proper name is as an accurate and subtle tool of artistic writing, which becomes an artistic detail in a work of exceptional weight [22, p. 23]. As a rule, the object of close attention of the researchers is the onomastic space, the onomastic paradigm of the text and in general the creativity of the writer or poet, as well as the semantic and functional specificity of proper names in the text [24, p. 5]. The modern linguistic and onomastic studies based on classical fundamental works by V. V. Vinogradov [6], V. N. Mikhailov [20], V. A. Nikonov [23], A. V. Superanskaya [25], Y. O. Karpenko [13, 14, 15], V. A. Kukharenko [18, 19], L. A. Beley [3, 4], V. M. Kalinkin [12]. The study of the onomastic space of works of writers and poets of different linguistic and cultural literary periods reveals unlimited possibilities for the scholars-onomasticians.

The purpose of this article is to outline onomastic space and identify the artistic and stylistic functions, peculiarities of usage of proper names in lyrical verses by John Keats's – "Ode on a Nightingale" (1819), "Ode to Psyche", "Ode on Grecian Urn", "Ode on Melancholy", "Ode on Indolence", "To Autumn".Consequently, the object of our study is onyms of John Keats's odes. The subjectmatter is functional and stylistic specific onym character in the analyzed poetical works. The task is to analyze the onomastic poetry content.

In the study, the method of description and its main techniques were applied, such as: observation, interpretation and generalization. We also applied a basic functional and stylistic method of studying the belles-lettres onomastics supposing a wide use of the contextual analysis. The statistical method helped to generalize the data obtained in the systematic analysis, and to confirm reliability thereof.

John Keats (1795-1821) – a brilliant representative of the blossoming era of English Romanticism of XIX century, known for his innovative creative searches in a variety of poetic forms (poems, sonnets, odes), top talent is considered by many literary critics, is his odes – "Ode to Psyche", "Ode on Grecian Urn", "Ode on a Nightingale", "Ode on Melancholy", "Ode on Indolence", "To Autumn". As noted by the poet's creative heritage researcher, Peter Harness: "Keats's literary legacy is extremely wide-ranging, and touches a great variety of moods, methods and subjects. He ranges over themes of beauty, art, melancholy, nature and poesy, viewing them from many different angles and in many different poetical forms. But it's not for nothing that his late Odes, particularly "Ode to a Nightingale", "Ode to Grecian Urn", and "Ode to Melancholy", have proved his most famous and popular pieces. They have a maturity and confidence which gives a tantalising glimpse of the direction his next works might have taken, had he lived to 'glean' his 'teeming brain' further" [28, p. 11].

Aesthetic ideal of poetry by John Keats is in search of beauty and harmony existing in nature and for the poet connected with reality and inalienable from the truth: “Beauty is truth, truth is beauty – that is all you know on earth and all you need to know” [1, p. 255]or “A thing of beauty is a joy for ever: // Its loveliness increases; it will never // Pass into nothingness; but still will keep // A bower quiet for us, and a sleep // Full of sweet dreams, and health, and quiet breathing ” [29, p. 58]. (Endymion, 1817).

## 1. The Proper Names in “Ode to a Nightingale”

The verse “Ode to a Nightingale” accumulates the concept of sadness: not in theaccumulation of sorrow should find sadness – there it disappears – but joy, because in a joy we can find sadness of Melancholy, we just must understand it [7, p. 654]. If in the other odes John Keats addresses to the reader, in this poetry the poet turns to the nightingale, telling him “you”. In the very word *nightingale* incorporated the word *night*, so English-speaking readers more than Ukrainian-speaking or Russian-speaking readers understand that this ode is nocturne [7, p. 653], which is a little literary, mainly lyrical work characterized by night dreamed moods [9, p. 511]. By the way, the title of the famous novel by American writer Francis Scott Fitzgerald (1896–1940) – “Tender is the Night” (1934) is a line of analyzed poetry “Ode to a Nightingale”, as the epigraph to the novel that characterizes the author’s thinking style and reveals the essence of this novel: under the guise of outwardwell-being of the main characters’ life the mysteries hide:

Already with thee! *tender is the night* **…**
… But here is no light,
Save what from heaven is with the breezes blown
Through verdurous glooms
and winding mossy ways [30, p. 3].

It is known that the title is actively involved in the creation of the subtextual information, works on a theme, an idea and an artistic concept, has several semantic levels that indicate different sides of the work, different opinions and evaluations of the writer [11, p. 3]. John Keats was one of the most beloved poet of F. C. Fitzgerald. In a letter to his daughter dated August 3, 1940, he advised Scottie to read “Ode to a Nightingale” stating: “When I read these lines, I always have tears in my eyes” [10, p. 647].

So onomastic space the poetry “Ode to a Nightingale” has five mythonyms and one biblical name. The use of onymic vocabulary of mythological character took a prominent place in the literature of the XVIII century – the first half of XIX century (between classicism and romanticism), where mythological proper names played a special role with theirs conventionally allegorical images and symbols: they were full of various mythological allusions, images of ancient gods and heroes featured in the description of the depicted events and in presenting abstract concepts [8, p. 121]. John Keats operates the most famous mythonyms such as *Lethe, Dryad,Flora, Hippocrene, Bacchus***,** which in the context of “Ode to a Nightingale” become one of the main factors of artistic figurativeness, because after the name of each of them – “a long traceof certain semantic nuances” [11].

In the analyzed poetry, John Keats uses two mythotoponyms – the hydronyms *Lethe* and *Hippocrene*, respectively the river Lethe and the source of Hippocrene.

In ancient Greek mythology*Lethe* is a river in the reign of the dead, after drinking the water of which the souls of the dead forget about their former life on earth [26, vol. 2, p. 51] in literature and art has a well-set symbolism – it is an indicator of oblivion, in the same set sense the poet uses this mythonym, emphasizing his emotional mood of sadness and sorrow:

My heart aches, and a drowsy numbness pains
My sense, as though of hemlock I had drunk,
Or emptied some dull opiate to the drains
One minute past, and *Lethe-wards* had sunk [29, p. 160].

The hydronym *Hippocrene* is a source on Mount of Muse – Helicon, in Boeotia, which had the magical property of inspiring poets. According to legend, this source appeared from the kick of the horse's hoof Pegasus. In a figurative sense, Hippocrene is a source of inspiration [5, p. 49]. In this case, John Keats uses this mythonym allegorically, meaning – "*a wine cup*":

O for a beaker full of the warm South,
Full of the true, the blushful *Hippocrene*
That I might drink, and leave the world unseen [29, p. 160].

The mythonym *Dryad*(in Greek mythology, this nymph is the patron saint of trees [5, p. 59]) is used by the poet in the composition of the paraphrase – *the light-winged Dryad*. Thus, Keats names the main character of the ode – a nightingale:

That thou, light-winged *Dryad* of the trees,
In some melodious plot
Of beechen green, and shadows numberless,
Singest of summer in full-throated ease. [29, p. 160].

Mythonym *Flora*(in Roman mythology, the goddess of flowers, orchards, youth and pleasure [26, vol. 2, p. 569]) in the context of poetry is the embodiment of nature and merriment:

O, for a draught of vinetage! that hath been
Cooled a long age in the deep-delved earth,
Tasting of *Flora*and the country green,
Dance, and Provençal song, and sunburnt mirth! [29, p. 161].

In the poetry "Ode to a Nightingale" the mythonym *Bacchus* is the god of vegetation, the patron of viticulture and winemaking [5, p. 57]. John Keats uses this set meaning – wine and cheerfulness associated with it the poet transforms into coziness and silence, embodying Poesy:

Away! away! For I will fly to thee,
Not charioted by *Bacchus* and his pards,
But on the viewless wings of Poesy,

Through the dull brain perplexes and retards. [29, p. 162].

The Biblical reminiscence name of Ruth is mentioned by the poet in the context of the Old Testament plot, which tells of the Moabite Ruth, who became so attached to mother’s husband that she left her native land after his death and moved with her to Bethlehem sharing all the difficulties of life, every day working in the field, collecting ears [26, v. 2, p. 391]:

Perhaps the self-same song that found a path
Through the sad heart of Ruth, when, sick for home,
She stood in tears amid the alien corn [29, p. 163].

Thus, organically interwoven with the lyrical and philosophical tonality of the lyrical verse “Ode to a Nightingale”, the mythonyms *Lethe*, *Dryad*, *Flora*, *Hippocrene*, *Bacchus* create a vivid metaphorical context, perform text-forming function and enhanceemotional-expressive influence on the readerand radiate a unique onomastic beaming of antiquity in the romantic sense of this thoughtful and masterfully written poetry by John Keats.

**2. The Proper names in “Ode to Psyche” and “Ode on Melancholy”**

Unsurpassed example of John Keats’s poetry is his poetic works – “Ode on Grecian Urn”, “Ode to Psyche”, “Ode on Melancholy”, “Ode on Indolence”, “To Autumn”. In these lyrical works, John Keats’s peculiar perception of nature, the boundless power of imagination, the extraordinary ability to inspirethe whole surrounding world, as well as to elevate to the degree of truly beautiful phenomena and objects of real life, were manifested [1, p. 255]. The aesthetic ideal of John Keats's poetry is to find the beauty and harmony that exist in nature and for the poet connected with reality and inalienable from the truth. As it is known, there are two varieties of odes: praise odes, which have a traditional meaning – the genre of lyrics, a poem that expresses the sublime feelings caused by important historical events, the activities of historical persons and “gentle” – anacreonic – the genre of lyricism, which is cheerful, light-hearted, imbued with the motives of earthly happiness, hedonism, love [9, p. 515]. Thus, in the creative heritage of John Keats, the second kind of this lyrical genre prevails – anacreonic odes, in which the poet was especially able to convey the beauty, harmony and grandeur of nature, appealing to ancient culture and art, to ancient Greek myths, and therefore to mythonyms.

The poetry “Ode to Psyche” (1820) has 5 mythonyms, including mythonym *Psyche* and *Olympus,Phoebe*, *Vesper* and mythonyms in plural form *Dryads* and *Olympians.*

Psyche is known to be one of the Late Antique deities, the embodiment of the soul and the breath associated with the wind blowing, the whirlwind, the winging [26, v. 2: 344]. It is known mainly because of Apuleius’ novel “The Golden Donkey”, in which the writer united various myths about Psyche and created a poetic tale about the wanderings of the human soul, which desires to merge with love. According to the work of Apuleius, Psyche (Soul) is mortal since birth, but has become immortal due to remaining faithful to her husband Amur (Love). Canonically, Psyche was not included in the classical pantheon and became widely known only during the Renaissance, where this story gained great popularity

and served as the topic of many significant works of literature and works of art in different countries of Europe. As John Keats noted in his letter to George and Georgiana Keats of April 30, 1819: "You certainly remember that Psyche was not depicted as a goddess until the time of Apuleius Platonic, who lived after the time of Augustus, and it means that this goddess they never worshiped or worshiped her with all the fervor of antiquity – and maybe never thought of her in ancient religion; I am more orthodox and cannot afford a pagan goddess to remain in such negligence" [7, p. 651]. So, it is clear from where Keats's remarks: "*in the family of the immortal she is younger*", "*she has no temple*":

O latest born and loveliest vision far
Of all *Olympus'* faded hierarchy!
Fairer than *Phoebe's* sapphire-regioned star,
Or *Vesper,* amorous glow-worm of the sky;
Fairer than these, though temple thou hast none,
Nor altar heaped with flowers [29, p. 153].

Singing out the unique beauty and soulfulness of Psyche, John Keats places this mythonym above the entire pantheon of Olympic gods.

It is well known that mythotoponym *the Olympus* is the sacred mountain of the ancient Greeks in northern Thessaly, considered to be the dwelling place of the gods, which has setmeaning in the literature – the assembly, the Olympic gods' pantheon [5, p. 99] in the context of the ode acquires the connotation of the "discolored pantheon of gods" in comparison with the emotional and external brightness of Psyche according to the artist.

Apollo is known to be the god of art and artistic inspiration [26, v. 1: 95], as well as the deity of sunlight and stars. In this regard, there is already widespread in epic poetry another name – *Phoebe* – from Greek – *shining, sparkling* [5, p. 19] as John Keats represented, noting that Psyche brighter and more beautiful "dark-blue (sapphire) star Phoebe" (*"Phoebe's sapphire – regioned star"* [29, p.153]) and keeping in mindthe second by brightness (after Arcturus, in the constellation of Bootes) star in the northern hemisphere of the sky – blue Vega in the constellation Lyra [17, pp. 18–19 ]. The astronym *Lyra* (in the starry sky this constellation is the perfect parallelogram) – in ancient Greek myths is the eternal attribute of Apollo (Phoebe), a musical instrument that he made by pulling strings on the shell of a turtle [17, p. 19]. So here we have a poetic paraphrase for the denotation of the astronym Vega with the onymic component *Phoebe*, which has a set meaning in poetry – the poetic symbolof the Sun and stars. As for the other mythonym *Vesper* (Greek variant – *Hesper*) – the deity of the evening star, is one of the names of the planet Venus as the evening star, hence the epithet "love", and therefore also is an astronym: "Or *Vesper*, amorous glow-worm of the sky" [29, p. 153]. The ancient Greeks for a long time did not know that the morning and evening star is planet Venus [5, p. 46]. In English poetry, there is a widespread story about a worm or a firefly who cherishes a flower in love with it. It is interesting to note that in the subtext of the ode there is a contradiction between the

heartiness of spiritual world and the hardships and thorns of life, then in any case, antiquity is not an ideal here, since it has neglected the Soul (Psyche) along with modernity. So, John Keats in a metaphorical context personifying Psyche:

Surely I dreamt to-day, or did I see
The winged Psyche with awakened eyes? [29, p. 152].

As well as poetizing in the image of Psyche not only the general spiritual world of man, but also the special tenderness, spirituality of this world, which embodies this myth:

But who wast thou, O happy, happy dove?
His Psyche true! [29, p. 152].

In these lines, John Keats identifies Psyche with a dove, which, as it is known, in the religious tradition symbolizes the soul that leaves the person at the moment of death. But there is another traditional interpretation of the visual look of Psyche – a butterfly or a young girl with butterfly wings, formed in the V – IV centuries BC. [5, p. 125].

Mythonym *Olympians* expressive form which also means the carriers of similar characteristic properties, namely indicates the inhabitants of Mount Olympus, that is, Greek gods, which the artist gives the epithet “unclear” (faint) as opposed to Psyche, which has “*bright-transparent wings, fluttering among the obscure Olympians*”:

O brightest! ... Yet even in these days so far retired
From happy pieties, thy lucent fans,
Fluttering among the faint *Olympians*,
I see, and sing, by my own eyes inspired.
So let me be thy choir, and make a moan
Upon the midnight hours [29, p. 153].

The plural mythonym *Dryad*, which embodies the spirits of trees in Greek mythology [5, p. 59], in poetry, appear as beautiful girls to emphasize the romantic and mysterious atmosphere associated with nature in the work:

Yes, I will be thy priest, and build a fane
In some untrodden region of my mind, ...
And there by zephyrs, streams, and birds, and bees,
The moss-lain Dryads shall be lulled to sleep [29, p. 154].

In the following work “The Ode to Melancholy” (1819), John Keats emphasizes that a man may be miserable, but life is always beautiful, and if a man is able to feel, then even in his own grief he will find an element of beauty [1, p. 255]. So, in this ode the poet used three mythonyms: *Lethe*, *Proserpine* and also *Psyche*.

The mythonym *Lethe*(a river in the kingdom of the dead, drinking the water of which the souls of the dead forget about their former life on earth [26, v. 2, p. 51]) has a well-established symbolism in literature and art – an indicator of oblivion, the lever of Life and Death. A similar connotation – “the *river of forgetfulness, which should not be approached, not to lose the memory of the earth*” can see in this ode by John Keats:

No, no, go not to *Lethe*, neither twist

Wolf's-bane, tight-rooted, for its poisonous wine:
Nor suffer thy pale forehead to be kissed
By nightshade, ruby grape of *Proserpine* [29, p. 164].

The mythonym *Proserpine* (in Greek mythology corresponds to Persephone) – the goddess of the kingdom of the dead, as well as of vegetation. According to the myth, Hadesfell in love and stole Proserpine from her mother, the goddess of the land Ceres (from Greek Demetra), who sent drought and crop failure to the earth from her grief. Hades had to return Proserpine to her mother, but gave her a taste of the pomegranate grain so that she would not forget the kingdom of death and return to it again [26, v. 2, p. 305].

The mythonym *Psyche* is personified by John Keats, as in the previous ode, with the human soul, but here the poet already speaks of a separate soul of each person, who should not be sad and melancholy:

Make not your rosary of yew-berries,
Nor let the beetle, nor the death-moth be
Your mournful *Psyche*, nor the downy owl
A partner in your sorrow's mysteries [29, p. 164].

So mythonyms in lyrical works "Ode to Psyche" (1820) (*Psyche, Olympus, Phoebe, Vesper, Dryads, Olympians* ) and "Ode on Melancholy" (1819) (*Lethe, Proserpine, Psyche*) create vivid metaphorical and figurative context of its unique multicolored shimmer senses, concentrate a substantial part of the contents odes, and therefore fulfill expressive and aesthetic function. Created by John Keats symbolic speech using mythonym nominations in the context of his romantic works, unique, despite the wide cultural connections, analogies and associations of mythological onyms.

**Conclusions.**

The exploration of the odes by John Keats carried out testifies to the great powerful prospects of further studying of the onomastic space of John Keats's works, which is very deep and functionally rich, and which certainly needs a deep and detailed study.

The investigation has studied the artistic functions, frequency and the peculiarities of usage of such class of onomastic vocabulary as mythonyms. Creating bright, figurative context, mythological proper names convey the necessary plot lines which correspond to a certain creative poets' intention in each given verse. Being additional source of emotionality and expressiveness mythonyms become peculiar capacious and laconic linguistic-stylistic device which realizes artistic-aesthetical substantiality of John Keats's poetical works.

So literary onomastics investigates the role and problems, mechanisms, stages of studying proper names in the work, analyzes the role of proper names in creating a unique artistic world of the literary work and in revealing the creative idea of the author. Among the unresolvedproblems in literary onomastics is the definition of the boundaries of onomastic vocabulary in the literary work, since they have been very blurred in the individual-author's speech. There are also differences in the description of onyms' semantics and functions.

Thus, the study of the functioning of onomastic vocabulary in the language of fiction (novels, verses, stories) is a voluminous and complex subject. It is stated that without the analysis of proper names, these central knots of artistic work, a real understanding of the text, its deep, subtext content layers is simply impossible. As it is known, the poetonymosphere (system of proper names) of an artistic work is the only solid cemented by the author's component of a work, which in the finished work of changes does not undergo. Each one is in its place, harmonizes with other onyms, working together for an artistic whole. But from the work to the work, depending on the literary direction, the depicted events, philosophical and outlook guides of the writer the poetonymosphere is definitely changing. There are no two identical works of one writer which would have the same system of proper names. Each work has its own system of proper names, which is unique and peculiar, as the literary work itself. The more skillful a writer, the more brightly he inserts onyms into his artistic canvas.

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# DIALOGUE WITH THE BIBLE IN THOMSON’S WORLD OF ARTS
## *(lyrical addressee in “The City of Terrible Night” by J. Thomson)*

**Abstract.** *The deepest reflection and longing for paradise lost have appeared in the English literature since Shakespeare and Milton. In the era of romanticism, it resulted in "cemetery poetry", a gothic horror novel, and ArtNuovo creates a true artistic tonatology, the most prominent representative of which was J. Thomson. The outcast poet, who lived his life under the oppression of misery and alcoholism, reached the limits of despair in “The City of Terrible Night”, severing communication not only with somewhat non-existing God, but also with surroundings and communications of the world of the living. The ghosts of former inhabitants of the earth are his lyrical characters; the landscape is dematerialized; only the "dead" is aesthetized here. And the antithesis to the biblical New Jerusalem was justly regarded here. However, the "stopped moment" of perpetual despair does not go beyond the boundaries of the Christian cosmos. Thomson was in the orbit of Calvinism, believing that God arbitrarily chose only a few people, doomed others to infernal torment, clearly ranking himself among the latter. But his denial of God ultimately sounds like an appeal to Him. The author's consciousness remains within the limits, set by the biblical paradigm, which is characteristic of Modernism as a whole. Finally, we note, that it’s just human indifference to humans’ own salvation, which the same Calvinism considers the sign of renunciation, it makes us look more closely at the author's lyrical dialogue with the Creator.*

## Introduction.

The phenomenon called decadence, appeared by no means in the bosom of Art Nuovo at the end of the 19th – beginning of the 20th century: both the word itself and what it outlined were born in a precision era. A French abbot gave life to this term, indignant at the frivolity of the Rococo art and, in general, the complex of hedonistic ideas, that gave rise, for example, to the Marquis de Sade. In the Enlightenment epoch, a renaissance credulity to life was raised by the prominences of a dying bonfire; the growing new scientific consciousness destroyed the spiritualistic ideals of the Middle Ages, leaving no hope for life after death.

The great impulse of the Baroque to balance life and death within the framework of the harmony of the Christian spiritual cosmos, with the loss of faith, was reduced to the feeling, that this earthly life, perhaps, may be the only thing we have without question. But being hypnotized by the inevitability of death, it poisoned major-materialistic aspirations to live the time allotted to a person in a funny and comfortable way. The revolt of the romanticists against classicism, with its cult of life-building, is largely due to the growing loss of faith in Christian axiology and burgher nature of Modernity. No matter, how endeavored both artistic positivism and naturalism to affirm the idea, that the value of life is in life itself, in the last quarter of the 19th century a gigantic emptiness, unfolding before a thought freed from Christian dogmata, became an expression of general existential anxiety. In anticipation of the disasters of the 20th century, especially the most sensitive natures, felt more acutely subterranean hums of coming total destruction, and− whether in agreement, whether in controversy with the Bible, tried again to understand its warning about general inevitability of death.

Literary and artistic consciousness of the 19th and 20th centuries' turn creates true *artistic thanatology.* It has compensated somehow art's shift in the direction of chanting sensual shine of things and reconstruction of antique- pagan cult of Nature for several past centuries. With a new acuteness, the torment of a person obsessed with the horror of complete disappearance, the "loss" of Eternity, is experienced. At the same time, Modern and Postmodern eras, as the contemporary French philosopher O. Bulnua has definitely noted, only vary and shuffle the questions of existence, that were posed by the Middle Ages [1]. Added to the above mentioned: particularly the early Middle Ages, having yet not brought up the building of scholastic philosophy, are permeated with the light of faith and hope. In decadence, an ancient gnostic doubt sounded with renewed vigor: yes, God created the world, but was it the true God? Isn't there too much impenetrable, inexplicable darkness in his creation? And when the Renaissance raised the previously carefully tabooed "devil problem" onto the shield, a waterfall of atheism poured into the gap formed in the Christian picture of the world. English writers of the New Age actively pick up the Dantean motive of descending into hell and the central theme of Milton's "Paradise Lost" − the theme of the original sin of man's disobedience to the Creator.

All this has formed the whole artistic W. Blake's paradigm, in which the author's interpretation of Christian doctrine and symbolism is combined with peering into the secret depths of evil. But, the beginning of the open disobedience to God, was laid by Byron, who finally released the energy of negativism, implicitly condensed earlier in the Gothic novel. Byron's excuse for Cain, who rebelled against the "tyranny of the Creator," finds the widest resonance − among the Shelley spouses, Heine, Pushkin and Lermontov, Shevchenko and Eminescu, E. Poe. The symbolists, who succeeded them, were especially eager to breathe in the aroma of the "flowers of evil"; Baudelaire, Rimbaud or Bryusov, like the hero of "The Karamazov Brothers", as it were, would return the ticket for the train of life to the Creator: *I*

*did not ask to be created!* This may be combined with moments of Christian religious exaltation, as in Verlaine’s casus, but in general in literature there is an expanded image of the world created by collective efforts, as a fatal abyss of despair, once designated in the symbolism of the biblical Flood. The concurrent immersion of a number of philosophers in the bowels of the unconscious further strengthened the general feeling of the fragility of life and cultural construction, the alarming foreboding of an imminent catastrophe.

However, it was precisely George Thomson, who reached the truly Herculean pillars here, an outcast poet in the bosom of Victorian England alien to him, who lived his age under the yoke of misfortunes and failures, the end of whose earthly path was overshadowed by hopeless melancholy and unbridled drunkenness. His “The City of Terrible Night” (1873) is the confession of a soul that truly feels itself in hell. "Never before has English poetry seen such a gloomy work, riddled with such bleak despair. Even in the dullest writings of his predecessor and idol Shelley, the latter always shows through something similar to divine hope. Nothing like this can be found in Thomson`s poem. Consistently and relentlessly, he denies any possible hope to assist from above. This is the poetry of absolute, all-consuming, inevitable despair, a passionate, violent preaching of unbelief, a call to lose all illusions and voluntarily accept the only truth of life: God does not exist, the immortality of the soul is a fiction, nature is ruled be necessity only. With jealousy of the prophet Thomson affirms his dark postulates throughout twenty two chapters of the poem” [2].

## 1. Literature review.

One cannot say, that the work has been left beyond the literary world. It became a common place to note pessimistic character of Thomson’s poem [4, p. 294; 5, p. 145 etc.,] however, as his life position in general. The title of one of the most well-known monographs, dedicated to his life and creativity by B. Dobell says for itself − «The Laureate of pessimism» [6]. And K. H. Byron does not only make pessimism a sense-creating problem in Thomson’s world (The pessimism of James Thomson (D. V.) in relation to his times»), but studies its manifestations in different aspects − religious, philosophical, life aspect, moreover the famous poem plays here a key role, and it is placed in a special section of the monograph [7, p. 139-159]. Other concepts, which repeatedly attracted the attention of researchers, also have clearly expressed negative connotations: hell [8], insomnia [9], etc.W. Sharpe, analyzing Thomson's famous poem, not only determines its place and specificity among other works of the Victorian era, but draws interesting parallels with Marxism and the philosophy of stoicism [10, p. 69-70], emphasizing, at the same time, that Thomson did not set before himself political tasks in any way, for he was interested in humanity as a whole, and not in the problems of a particular class. The same thing is noted by W. D. Schaefer: “He believed <...> if problems of humanity were ever to the solved, for not through social or political reform, but through reform of human nature” [11, p. 83]. In general, in his work W. D. Schaefer pays great attention to worldview issues, considering Thomson’s problems of theism and atheism on the basis of his life path and artistic creativity [11, p. 37-82] as well as his way from optimism to pessimism [11].

He is also interested in the fact, how the concept of the city changed while working on a poem. He was the first to point out the different ideological pathos between the parts written in 1870 and in 1873 [12]. Residents of the city of the first part are lonely victims of their own misfortunes, isolated from each other. In the second part of the poem, they make up a certain community based on atheistic ideas, for which suicide is a perfectly acceptable way of avoiding an indifferent world.

However, the shocking originality of Thomson's lyrical experiences, the author's subjective concept of reality, still remain actually outside of the researchers' attention.

**2.Destruction of communication in "The City of Terrible Night"**

In the poem communication is broken not only with a seemingly non-existent God, but also with real, living people. Ghostly, ethereal creatures, shells of the former inhabitants of the earth are lyrical characters of the background; the landscape is dematerialized; everything human has lost its warmth and attractiveness, turning into a mysterious simulacrum with current, fluctuating outlines.

Thomson's text is a lyric poem without a plot, consisting of rushes of vague, like a dream, images in the spirit of "black gothic", that flicker like unsteady light reflection in a piece of impenetrable black anthracite. The author's position borders on solipsism, and he does not accept any movement and development − not only in the field of filiation of ideas, but also in the sphere of matter, nature − death is conceived as the peremptory end of everything:

For life is but a dream whose shapes return,
Some frequently, some seldom, some by night
And some by day, some night and day: we learn,
The while all change and many vanish quite,
In their recurrence with recurrent changes
A certain seeming order; where this ranges
We count things real; such is memory's might.

[3, p. 4]

This "stopped moment", if not beautiful, is deeply aesthetized, because the material itself, chosen by the author, is "dead" and not "living", using the categories of E. Fromm. All this makes us recall today's attempts by postmodernists, to force us to admire D. Hirst's famous series of dead animals in formalinor G. von Hagens' "The universe of the body", undoubted manifestations of necrophilia. Therefore, we are attracted by the task of considering the specific structure of lyrical characterization in this work, which is the purpose of our study.

This isolation of man in an alien urban world, and in fact in the world as such, is one of the key ideas of the poem. At the same time, any text is still a communication. According to Y. Lotman, every lyric text is not just a monologue, as they usually think, it has

a dialogical component. We are talking about the *addressee* to whom this author’s monologue is *addressed*. In civil poetry, this is an appeal to fellow citizens, rulers, warriors, or even to enemies of the fatherland; in lyrics of nature − the search for certain parallels to one's own psychological state in a landscape, in autumn foliage or moonlight; in meditative lyrics, those are melancholy conversations with oneself, reflectioning [13]. Finally, in prayer texts, the type of psalms that are not subject to the laws of Aristotle's poetics, is the desire to restore the lost connection with the Divine, to gain His attention and protection, to find support in anxieties. Who is the addressee of the lyrical dialogue in this strange poem?

It is not the inner talk of the soul before us, it is not a speculative philosophical reflection, but the image system, built mainly on mimesis, rather than on the diegesis; eventuality here is reduced to zero. Before us is a hopeless and dense abyss of despair, in which all will to action is quenched, and the ideas that have been inspiring humanity for centuries have decayed, like the flesh of those who professed them.

Yes, here and there some weary wanderer
In that same city of tremendous night,
Will understand the speech and feel a stir
Of fellowship in all−disastrous fight;
"I suffer mute and lonely, yet another
Uplifts his voice to let me know a brother
Travels the same wild paths though out of sight."

[3, p. 3]

J. Thomson does not just estimate the city (but also human life in general) deeply pessimistic, he does not see any future ahead in principle. The 19th century - the era of urbanization, rapidly gaining momentum, in the world of art resulted in the city being often portrayed as a monster, which sucked the juices from those who came there. The atomization of personality (which E. Durkheim defines as an *anomie*) was also (and remains) one of the defining characteristics of a city dweller. The emphasis on alienation as a characteristic feature of urban life, which we find in Thomson's poem, was not new in literature. Many writers have already noted it at the end of the 18th century. “What is new in Thomson's remarkable poem is its sense of the city as fit image of a purposeless universe” [4, p. 294].

If a typical Victorian England representative’s life could be frightening, terrible, but still he cherished the hope of progress and improving it in the future, the city of Thomson leaves no hope for the future. " <...> the poem negates Victorian optimism and faith in human progress, offering instead a vision of spiritual bankruptcy amidst dehumanizing urban growth and urban consciousness" [14, p. 341].

K. H. Byron discusses the choice between optimism and pessimism, that the 19th century has provided, noting that the alternative was not so simplistically antagonistic. "One might venture into any one of four classes of belief: there were those who held that life was good, and hoped that it may become still better; those who held that life was good, but

feared its deterioration; those who held that life was evil, but hoped for its improvement; and those who held that life was evil, and likely to get worse. Thomson during his lifetime placed himself in the fourth category" [7, p. 89-90]. There were obvious reasons for this in the poet's life circumstances (as we have already mentioned), and, from our point of view, the atheism of the poet was one of the key reasons for such a Macabrist attitude.

### 3. Christian doctrine as an implicit foundation of Thomson's artistic conception

The city of Thomson, correctly noted, is a clear antithesis of New Jerusalem Christian poetic cosmos [2], the crown of aspirations for all the humiliated and offended in the history on mankind, a symbol of eternal life and the kingdom to come.

They leave all hope behind who enter there:
One certitude while sane they cannot leave,
One anodyne for torture and despair;
The certitude of Death, which no reprieve
Can put off long; and which, divinely tender,
But waits the outstretched hand to promptly render
That draught whose slumber nothing can bereave
[3, p. 7]

Although Thomson did not read St. Augustine, however, the picture of the city is inherently St. Augustine's City of Man in modern interpretation [15, p. 169]. This is the Castle of the earth, which leaves no hope for the attainment of the Castle of Heaven, it is not simply unattainable, but of which virtually there's no memory. The city of Thomson is a city of people with their wretched dreams and desires, a meaningless whirlwind of life. D. L. Jeffrey defines it as follows: "<...> the severest and most uncompromisingly negative picture of the worldly city is James Thomson's infernal vision" [5, p. 145].

The eternal archetype of life − Woman − in this context appears as an innocent killed victim. In Thomson's work she reminds Shakespeare's Ophelia; at the same time, there can be seen deliberately accentuated similarity of famous shroud of Holbein, so much confusing the hero of Dostoyevsky: well, in the end, can not remain Christ only a dead body, without resurrection! Otherwise, after all, as the apostle exclaimed, "and faith our vain!' (1 Cor. 14–16):

The Lady of the images: supine,
Deathstill, lifesweet, with folded palms she lay:
And kneeling there as at a sacred shrine
A young man wan and worn who seemed to pray:
A crucifix of dim and ghostly white
Surmounted the large altar left in night: −
The chambers of the mansion of my heart,

In every one whereof thine image dwells,
Are black with grief eternal for thy sake.

The inmost oratory of my soul,
Wherein thou ever dwellest quick or dead,
Is black with grief eternal for thy sake.

I kneel beside thee and I clasp the cross,
With eyes forever fixed upon that face,
So beautiful and dreadful in its calm.

I kneel here patient as thou liest there;
As patient as a statue carved in stone,
Of adoration and eternal grief.

While thou dost not awake I cannot move;
And something tells me thou wilt never wake,
And I alive feel turning into stone.

[3, pp. 27-28]

This blatant cruelty of the Universe, the death inevitability of all, that is sweet to human heart, generate a logical outcome − challenge to the Creator, which is conceived as a complete analogue of the gnostic Yaldabaoth.

"Who is most wretched in this dolorous place?
I think myself; yet I would rather be
My miserable self than He, than He
Who formed such creatures to His own disgrace.

"The vilest thing must be less vile than Thou
From whom it had its being, God and Lord!
Creator of all woe and sin! abhorred
Malignant and implacable! I vow

"That not for all Thy power furled and unfurled,
For all the temples to Thy glory built,
Would I assume the ignominious guilt
Of having made such men in such a world."

[3, p. 23]

Hatred to the Creator with such a fury will be expressed, perhaps, by the avant-gardists of the XXth century (remember Mayakovsky's: *I'll expose you, grey-bearded, from here and to Alaska!*). And, it is hard not to agree with W. D. Schaefer, who calls Thomson "mature pessimist and a confident atheist" [11, p. 77].

Here we meet, among other things, a unique phenomenon. Atheistic consciousness usually demonstrates not entirely rational algorithm: it fights with the numinous passionately, violently, seriously, though denying the very existence of it. In this way, Jacob, sweltering in the predawn darkness, collided and began to fight with someone powerful, having no idea about him: in the end, the hero became limp and, from that moment, got a new name, Israel.Thomson, however, seems to nihilistically deny the very possibility of happiness for man. And faith in his axiological system does not at all give salvation and even peace. D. Seed clearly notes it, saying, that "faith as an agency of darkness and death. The first Gothic image of The City ironically expresses the revival of faith as a morbid act of exhumation, an anachronistic appeal to the "spectres of black night"" [8].

**Conclusions.**

The city is transformed from the beginning to the end of the poem, but it remains the same hopeless and gloomy. W. Sharpe, noting the difference in the interpretation of the city and people in it at the beginning and at the end of the poem, writes that here the contradiction isn't of great importance, but "it may be seen rather as a dialectic which teaches one to deal with life in the City. The earlier sections do concentrate on individual despair, but in the completed poem they function more strongly as demonstrations of weak or misguided responses to the City. The later portions reject these responses in favor or a more courageous communal action of self-conscious defiance, exemplifies by the Melancholia of the final section" [10, p. 70].

So, the existential rebellion of the author, who did not find a place either within the framework of ordinary philistine life, or in the world of poetic sublimation of his dreams, was generated by a sense of hopeless despair. Despair is, according to the postulate of Christian theology, the greatest, unforgiving sin, in fact, it is a blasphemy to the Holy Spirit, inspiring existence.

St. Augustine spoke of Evil as the shadow of Good, which did not have its own nature. Without presence of Good in the world, Evil is an absolute phantom. In order to deny, you need to have something to deny. Therefore, all attempts to subvert the Bible's axiology, remain fatally imprisoned within the limits of its representations, in its own orbit.

Besides, Thomson was spiritually tied with Calvinism, relying on Augustine's teachings about salvation: according to him, God personally selects only a few people for eternal life, casting away others into the darkness of eternal curse. Thomson clearly attributed himself to the latter. And the addressee of the poem is not so much the reader, as the Creator himself, whom the author desperately reproaches for the lack of love to His creation.

I.e., before us is not an indifferent, but a very personal, although negative, interpretation of the Bible, a dialogue with it, testifying human tragedy, the destructiveness of ruining the ties with God. This, in fact, is a yell, addressed to the Creator from the depths of hell: *De profundis clamat Tibi, Domine*! It is worth noting, that the same Calvinism considers precisely complete indifference of a person to this problem to be the main sign of renunciation, and this leaves Thomson’s “atheism” question not completely closed.

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# COMPETENTLY ORIENTED TASKS OF ELECTRICAL ENGINEERING AS A MEANS OF FORMATION OF ELECTRICAL ENGINEERING COMPETENCE IN FUTURE TEACHERS OF LABOR TRAINING AND TECHNOLOGIES

**Abstract.** *In the article there are updated the problems, associated with the introduction of competently oriented education in the system of higher pedagogical education. In particular, work is underway on the development and scientific substantiation of a fund of competently oriented tools, the use of which will allow to form the educational results of the students in pedagogical institutions of higher education. The relevance and necessity of introducing competently oriented tasks in the organization of the educational process in the preparation of future teachers of labor training and technology are emphasized. A theoretical analysis of the views of scientists on the problem of competently oriented learning is given, the classification and types of competently oriented tasks are considered. An analysis of the pedagogical experiment on the introduction of competently oriented tasks in the preparation of future teachers of labor training and technology is presented in detail. It has been found that the use of their own ideas for the development of competences in electrical engineering requires a revision of the learning content, especially subjects such as "General Electrical Engineering" and "Energy Saving and Nanotechnology".The article determines that the formation of competences is carried out during the educational process through the development of knowledge, the acquisition of skills and the development of personal qualities necessary to perform a certain type of activity.The study does not conclude all aspects of competently oriented learning in the preparation of future teachers of labor training and technology, but directs the successful functioning of the teacher in all spheres of life.*

## Introduction.

Among the goals and objectives in the field of education, the priority is education and harmonious development of the individual, improvement of his intellectual, spiritual, moral and physical potential. To achieve such goals and objectives, a teacher who is not only proficient in subject knowledge, but also able to constantly develop the skills, improve knowledge, innovate in the educational process is needed. In addition, the priority today is the ability to quickly make decisions and act in situations that arise in professional activity. One of the conditions that will provide teacher training is the updating of the quality of student's vocational training in higher education institutions.

In the State National Program "Education" ("Ukraine XXI Century") there is such a way of reforming education, as the preparation of a new generation of teaching staff, improving their professional and general cultural level, the relevance of which is undeniable today.

It is also important to ensure the high quality of higher education and the professional mobility of university graduates in the labor market through the integration of higher education institutions at different levels of accreditation, scientific institutions and enterprises, the introduction of flexible educational programs and information technology training [2]. Requirements for the introduction of a competence approach in pedagogical education and a set of competences of pedagogical staff are also given in the “Concept of development of pedagogical education”, concerning the modernization of educational programs: “introduction of a competent, personally oriented approach in pedagogical education, ensuring the formation of general (universal, key, etc.) competences:

– acquisition of skills and experience of forming competences in students by pedagogical staff;

– mastering pedagogical technologies, enhancing the practical pedagogical component of pedagogical education preparation for the conditions of practical professional activity;

– introduction of the principle of child-centrism and pedagogy of partnership,based on the collaboration of the student, teacher, parents and the public, taking into account the principles of inclusive education; acquisition of research skills in a future position;

– gaining the necessary competencies and experience in working with children with special educational needs in the context of inclusive and special education; development of managerial skills for effective activity in the conditions of real autonomy of educational institutions;

– providing practical training through continuous pedagogical practice of students on the basis of pre-school, general education, extracurricular, professional (vocational-technical) educational institutions;

– promoting the formation of a socially mature personality of a pedagogical worker, acceptance of the values of civil (open democratic) society, respect for the state and its legal system, awareness of the duty to protect Ukraine, national identity and tolerance of multiculturalism, readiness to broadcast these qualities to students;

– innovation inculcating as a way of thinking and a key tool of leadership in public-public partnerships, the perception of globalization of educational processes and competitiveness as a prerequisite for the development of a pedagogical education system” [3].

Competence-oriented training is aimed at the complex development of knowledge and methods of practical activity that ensure the successful functioning of a person in the key areas of life in the interests of the society and the state. In this case, knowledge is characterized not so much by the known facts, but by the ability to apply them in the professional field, in related fields, and sometimes in situations in which the connection of the problem and subject knowledge clearly does not be traced. Therefore, the modern educational process should consist not only in transferring the subject knowledge that has a long-term perspective of their use, but in demonstrating the use of this knowledge to solve current professional and quasi-professional problems, as well as creating conditions for students to independently solve such problems in the learning process.

As noted, competence always occurs in the activity. Therefore, the formation of competences is carried out in the course of the educational process through the development of knowledge, the acquisition of skills and the development of personal qualities necessary to perform a certain type of activity.

Competence-oriented tasks perform not so much controlling, but formulating function. Indeed, according to the basic provisions of psychology and pedagogy, tasks that model a particular activity require the actualization of certain knowledge, skills, abilities, personal qualities, competencies to perform this activity. And in the process of this update, these categories are not only manifested but also potentially evolved. Many of these tasks involve searching for information on their own: a person must evaluate how incomplete the information he has and be able to "get" it. This is one of the common competences: to be able to understand what you do not have enough to solve the task, to find and use some additional materials.

*Aim***:** To explore the possibility of using competently oriented electrical engineering tasks as a way of generating electrical engineering competencies in the preparation of future teachers of labor training and technology.

According to the Law of Ukraine "On Higher Education" competence is considered as a dynamic combination of knowledge, proficiency and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully pursue professional and further educational activity and is the result of learning at a certain level of higher education [4].

It should be noted that the concept of competence approach in student education requires a qualitative review and transformation of the components of the education system: educational programs, content, methods of teaching, qualification of pedagogical staff, learning conditions, self-study and self-development of students, educational outcomes. In particular, for the process of competence formation in electrical engineering, it is necessary to review the content of training, especially subjects such as "General Electrical Engineering", "Energy Saving and Nanotechnology". However, in the current context, this is not enough to shape the competencies in electrical engineering for future teachers of labor training and technology. Thus, the analysis shows that since 2012 the project "Energy Efficient Schools: new generation", which involves educating students with a conscious and responsible attitude towards consumers of heat and electricity, understanding the problems of energy supply companies and supporting them with their actions: storage and rational use of heat and electricity, timely payment for services received. After all, the implementation of such projects for high school students testifies to the importance of developing competence in electrical engineering for future teachers of labor training and technology.

Therefore, in the process of education of future teachers of labor training and technology, it is necessary to harmonize specially designed tasks, which in particular will contribute to the formation of competence in electrical engineering.

These tasks should provoke the student's use of a complex of knowledge, abilities, methods of activity, mastered in the process of teaching different disciplines (higher mathematics, general physics, life safety and labor protection, technological practice, etc.).

Competently oriented tasks have the greatest potential in this direction, which allow the subject of educational activity of future teachers of labor training and technology to do tasks on the one hand, research type, and on the other – simulate actual problems of their future professional activity. Competently oriented tasks and their substantive and technological aspects are sufficiently reflected in the works of A.Sh. Bagautdinova, M.B Budko, I.V Klishchovyi, L.A. Nadtochii, L.V. Pavlova, O.V. Kharytonova, A.A Shekhonin, M.V. Shynharova, I.B Shmihrilova and others.Following the opinion og I.B Shmihrilova, we consider competently oriented tasks aimed at the formation of professionally significant knowledge, skills, abilities to perform independent educational and cognitive activity, as well as qualities that determine the readiness for such activity.

**1. Formulation and justification of the problem relevance.**

An integral part of the educational process in electrical engineering is the solution of competently oriented tasks used to solve a wide range of problems (creating problem situations, developing interest, creativity and motivation to study, the formation of new knowledge, practical skills, checking the level of mastering knowledge, repetition and consolidation of educational material). It is established that in the laboratory and practical classes it is necessary to focus the attention of future teachers on problem tasks for activating their search activity. Under such conditions, a situation arises when choosing the knowledge that enables the task to be properly resolved. Creative tasks encourage students to independently search for different ways of solving problems of educational and production character, assumptions, formulating hypotheses, implementing purposeful attempts to confirm them, rejecting some unsuccessful hypotheses, and replacing others with consistent considerations [5].There has been insufficient research on the involvement of students in solving competently oriented tasks in preparing future teachers of labor training and technology. After all, competently oriented tasks are close to the real conditions of human life, which encourage the use of electrical engineering knowledge in life situations.

However, the problem of using competently oriented tasks in the preparation of future teachers of labor training and technology has not been sufficiently investigated.Consider the classification of competently oriented tasks by O Kharytonova and A. Shekhonin [6,7]:

1. Subject-specific. The condition of such a task is a subject situation. To solve this problem, it is necessary to analyze, formulate a solution, based on the establishment and use of subject content, which is studied within different sections of the same discipline.

2. Intersubject. This task describes the situation in a language of one subject area with explicit or implicit use of the language of another subject area. Accordingly, to solve this problem you need to use multiple disciplines knowledge.

3. Practical. The condition contains a practical situation, which requires the application of knowledge from different subject areas, as well as the knowledge acquired by students in practice, in everyday experience [7-10].

Although A.A. Verbytskyi believes that competently oriented tasks should be classified into three types: subject, quasiprofessional and educational-vocational [1].

Subject-specific tasks include tasks such as “to know and be able to solve”, and allow you to identify knowledge of mathematical facts and the ability of students to apply them in solving mathematical problems (including research).Quasiprofessional tasks are tasks with a professional context, for which the elements of future professional activity should be fulfilled in the conditions of simulated professional situations. Such tasks include “to know, be able, apply”, and are methodical. They allow, on the one hand, evaluating the knowledge and skills of students to independently solve problems of a research character. On the other hand, they allow evaluating the knowledge and ability to design and implement students' research activities in the learning process.Educational and vocational task is a task in the sphere of future professional activity of the teacher of labor training and technology, which is solved in the conditions close to the professional ones. It integrates the results of theoretical and practical training of students in the context of vocational training. It is a task of “know, be able, possess” type, the solution of which requires involvement of a complex of knowledge and skills in different disciplines, as well as the experience gained during the implementation of pedagogical activity.

Competently oriented training is aimed at the complex development of knowledge and methods of practical activity. Therefore, the educational process should not consist in the transfer of ready knowledge, but in the demonstration and application of this knowledge to solve professional problems.As noted, competence is always evident in the activity. Therefore, the formation of competences is carried out in the course of the educational process through the development of knowledge, the acquisition of skills and the development of personal qualities necessary to perform a certain type of activity.Competently oriented tasks are the main means of competence formation. As the main ones, A.A. Verbytskyi distinguishes the following types of competently oriented tasks [1]:

1. Subject-specific competency-oriented tasks: the condition describes the subject-matter situation, which requires the establishment and use of a wide range of subject-matter links, studied in different sections of the discipline; during the analysis of the condition it is necessary to make sense of the information presented in different forms; construct a solution (by combining already known methods). The result provides cognitive significance of the solution and can be used in solving other problems.

2. Intersubject competence oriented task: in the requirement there is described the situation in one of the subject areas with explicit or implicit use of the language of the other subject area. Knowledge from the relevant fields is required for the decision, research of the condition from the point of view of the selected subject areas is required, as well as the search for missing data, and the decision and answer may depend on the initial data of the selected (found) students.

3. Practical competence-oriented tasks: the condition describes a practical situation, which requires the use not only of knowledge from different subject areas, but also the knowledge acquired by students in practice, in everyday experience.

The structure of competently oriented tasks includes knowledge, understanding, analysis, synthesis, assessment and repeated application in the classroom, which in turn helps to create an algorithm for the student to solve problems that arise in real life.

The performance of any competently oriented task involves the solution of a certain set of competence knowledge, the typology of which is possible on various grounds.

We will describe each type of competency oriented task in more detail.

1. Task-interpretation (text, graphic, symbolic information) is focused on the use of interpretation, ie, the recognition of the study object among other objects (the disclosure of meanings), or the consideration of the object in terms of different concepts (disclosure of content) in the course “deployment” of information about the object under study, connections and relationships with other objects when new connections and relationships are discovered.

2. Task-comparison (qualitative and quantitative) involves the use of the method of comparison – the selection of similar and different properties in the considered objects.

3. The task-analogy is aimed at obtaining new information about an object on the basis of establishing the similarity (analogy) of some little-studied object with a well-known object in the form of a hypothesis.

4. The model task (sign-oriented, symbolic, imaginative) implies the use of modeling techniques to further obtain information about the object under study.

5. The prototype task-search involves searching for a real object or phenomenon that illustrates some property or relationship with other objects.

6. The structuring task (linear, hierarchical, table) is focused on transforming information on the structure in order to obtain new information about the object of study, to open new connections between the elements of the object.

7. The task-opportunity is to evaluate the validity of information – to establish the truth or false statements and whether or not the existence of objects.

8. The redundancy task involves using compression techniques to evaluate information for completeness.

9. The task of insufficiency is related to the use of the data addition in assessing the completeness of the information.

**Table 1.Task 1: Recommend Petrov to make the right choice of lamp according to the following specifications**:

| *Lamp 1* | *Lamp 2* |
|---|---|
| *High-voltage, V 220* | *High-voltage, V 220* |
| *Power, W 12* | *Power, W 12* |
| *Luminous flux, lm 741* | *Luminous flux, lm 1100* |

| | |
|---|---|
| *Color temperature, K 2700* | *Color temperature, K 2700* |
| *Service life, hrs. 8000* | *Service life, hrs. 30000* |
| *Price, UAH 35* | *Price, UAH 45* |

*Argument your answer with the proviso that lamps are with different power.*

Therefore, an electrotechnical task can be considered to be competently oriented, if its content is closely related to real life situations of different nature, objects of wild and inanimate nature, technology, etc.; provides practical application of knowledge and skills in electrical engineering to solve personal or socially significant problems; has an interdisciplinary connection; interests students; is a personally valuable argument for the student.

***Task 2.*** *Ivanov decided to replace the electrical wiring in the country house. One lamp failed and the lights went out in all three rooms. Probably the electric wire was not installed correctly. Sketch the wiring diagram and tell Ivanov how to mount the wire properly.*

Based on the above, a pedagogical experiment was conducted to increase the efficiency of the use of competently oriented tasks in electrical engineering and their influence on the quality of the learned material.60 students of electrical engineering direction (4 first- and second-year academic groups) were recruited for the study. The students were divided into three groups of 20 people.At the preparatory stage, the entrance level of the acquired knowledge in electrical engineering was inspected, especially the awareness in solving problems.At the initial stage, *the first (control) group* conducted practical training according to methodical development without the use of competently oriented tasks. Work on the solution of tasks was carried out according to the classic model.

*In the second group,* the educational process was also carried out according to methodical development, but involving purely technical problems. Students were asked to solve technical tasks on the cards. The control of initial knowledge is carried out according to the classical model of verification of calculation correctness.

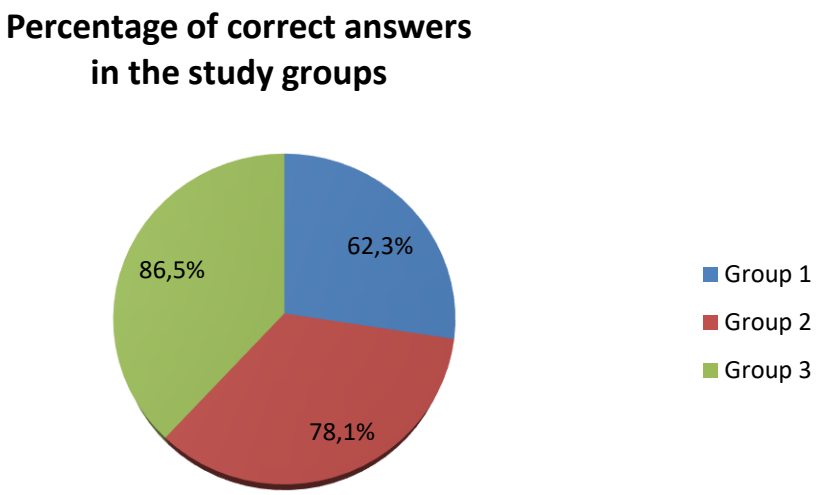



**Fig. 1 Percentage of correct answers in the study groups**

The educational process *in the third group* was based on the newest technique of competently oriented electrotechnical tasks, the methodology of which is completely connected with life situations.The analysis of the level of mastering of knowledge in the electric power is carried out when solving different types of tasks. The achievement of students in the process of mastering the competence in electrical engineering in solving competently oriented tasks gave the following results in percentage ratio (Fig. 1).

In the first stage, the students of the second group were found to have given 78.1 % correct answers, the third group – 86.5 % correct answers, and the control group only 62.3 % correct answers.

**Conclusions.**

1. The use of competently oriented tasks increases the quality of the acquired knowledge and forms the main component of competence in electrical engineering.

2. It can be argued that it is appropriate to introduce competently oriented tasks with changes to the curricula in the fields of General Electrical Engineering, Energy Saving and Nanotechnology.

3. Competently oriented learning involves the practical application of electrical engineering knowledge and skills through the connection with real life situations, enhancing the ability to achieve personal and professional success.

The completed research does not solve all aspects of solving the problem of competence formation in electrical engineering in future teachers of labor training and technology.

Further development requires research that combines existing techniques and the design of methodological tools with the use of innovative technologies in order to improve the results already obtained and to guarantee success in the development of competencies in electrical engineering.

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# PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF THE SELF-CONFIDENCE DEVELOPMENT

**Abstract.** *The relevance of the problem of productive life-sustaining activity in the modern world involves the study of the self-confidence role. Self-confidence defines person's optimistic attitude towards the future, mobility and success in solving difficult life problems. It is an integrative personality structure that is determined by the features of its ontogenetic development process. Self-confidence is manifested in a positive self-attitude, in the realization of the desires correlated with individual's capabilities and the wanted outcome, in the initiative and proactive attitude towards the world. Education is a significant socio-genetic mechanism of productive development of the confident personality. The development of active and confident personality is possible only under the conditions of purposeful education and upbringing. This article on the psychological and pedagogical problem of personality's self-confidence development presents substantiation of the education system principles, focused on recognition the value and uniqueness of each participant of educational interaction. Implementation of the reflection, holism, cordos-mediation, trust, dignity principles into education provides productive conditions for the personality's holistic development, creative potential fulfilment, productive life-sustaining activity.*

## Introduction.

Constant personal development is a requirement of modern life. Global challenges of progressive complexity require prompt and adequate interaction based on a coherent productive personal life activity. The realization of the creative potential in every new unpredictable situation, optimistic attitude towards the future, adaptation flexibility and mobility while solving difficult life problems determines personal confidence. Confidence is an integrative personal structure that is expressed as a positive self-attitude and the desires realization through the correlation of individual's capabilities with the desired result, adequate self-esteem during the activity performance, initiative and active attitude towards the world.

The prerequisites for personal development are established before birth. Recently discovered facts in the spheres of embryology, histology, psychology, clinical and experimental studies of the prenatal period are convincing evidence that emotional, psychological and intellectual development of the individual begins in the prenatal period. Interdisciplinary studies of early personality development testify the importance of the role of close and significant adults in the child's character formation.

The formation of an active, confident personality of the child is possible if the conditions of education are aimed at the development of their values, ethical orientation, emotional openness, sociability, intuition, etc. Education is the leading socio-genetic mechanism of productive personal development. It can be considered as a complex of functions of different social institutions that influence the formation and development of personality in all the diversity of life senses.

Based on the analysis of the factors of the outside world, the interaction with which influences the personal development, we consider the educational environment as anonlinear, unlimited by time and territoty, dynamic and holistic, transformative process of intersubjective interaction in the information network of global communication.

In a functional sense, educational environment becomes a semantic stream where the individual forms their worldview and reveal their unique personality with inexhaustible creative abilities and skills. Fundamental principles of education oriented to development, mastering new knowledge and its confident application in life are reflection, holistic, cordos-mediation, trust, dignity principles.

**1.The concept and functional manifestations of the personality self-confidence.**

Development of an active, confident personality of the preschooler is possible only in the conditions education aimed at the development of their values, ethical orientation, emotional openness, sociability, intuition, etc.The scientific-theoretical analysis of the studies containing the interpretation of the "self-confidence" concept shows no common vision of the essence of this category. Thus, in the short psychological dictionary, "self-confidence" is interpreted as "the willingness to solve difficult tasks, with the level of aspiration remaining stable despite the fear of failure. If the ability level is lower than required for the intended action, self-confidence or self-doubt appear"[1]. The dictionary presents the meaning of the "self-confidence" concept as a belief in something, a sense of trust to self and the environment; the feeling of the own capabilities being adequate to the life tasks and tasks set by themselves [2]. The dictionary definition states that self-confidence can be manifested in certain activities, the individual's attitude to reality, and can become a stable quality of personality. Formation of self-confidence is based on development adequate aims, inclinations and self-esteem corresponding to the person's capabilities.

In the studies by E. Eidman [3], the problem of self-confidence is associated with volitional qualities of the person, it is stated "… self-confidence is expressed in the person's reasoning about the correctness of actions and judgments, about their own ability to figure out any situation and handle any task.

Consequently, a high assessment of person’s own abilities and a high aspiration level are manifested in persistence and other volitional qualities regardless of their real situation”

Researchers point out that self-confidence develops over the life of a subject and finds expression in the ability to handle difficult life situations, self-awareness, etc Self-confidence is a special volitional state formed under the influence of educational influences.

Based on the analysis of scientific sources, it is concluded that the problem of self-confidence is connected with the volitional and cognitive sphere of the personality. Scientific views of E. Ilyin [4], M. Levitov [5] and others are significant in the context of this research as they stress that confidence should be considered along with self-doubt. Personal states of volitional activity and passivity, determination and hesitation are closely connected and singling out of any of them invalidate a holistic approach to the problem of personality. Self-confidence is considered as a complex volitional feature, “itusually involves a clear, objective view of the state of affairs, a clear understanding of the task, sometimes the means of its achievement and the prediction of success manifested as intuition” [4, p. 169]. So self-confidence is not a separate element, but is included in a coherent personality structure. Therefore, this phenomenon should be studied in relation to other components of personality.

E. Ilyin [4] also states that the categories of “confidence” or “uncertainty” should be interpreted in complex with the individual’s intellectual activity and the prediction of success or failure. According to the researcher, "uncertainty is doubt and certainty is the absence of doubt about the occurrence of any event or when it is necessary to carry out any activity". "Confidence is a probabilistic feature connected with the person’s assessment activity. It can cause certain states of the person when the desired result is important (anxiety, determination, hesitation, anticipation, etc.), but it is not a state itself” [5, p. 124].

In pedagogy and psychology self-doubt at the level of external behavior is described as unsociability, shyness, prudence, hypoactivity. If at the deep personal level, it can be interpreted as person’s appropriatenessfor society, conflict of individual and social, it can be manifested as hyperactivity through disobedience and aggressiveness. Both hyperactivity and hypoactivity are common forms of inadequate defence mechanisms of socially unconfident children.

Based on generalization of scientific views on this issue, the following features of social self-doubt of the child at verbal and non-verbal levels have been distinguished:

- speech is very quiet, indistinct, with long pauses, often with the repetition of the same word or, by contrast – loud, fast, confused, incoherent;
- the children are reluctant to talk;
- they are often not able to determine their emotional state;
- find it difficult to tell their name, especially its gentle form;

At a non-verbal level, self-doubt can manifest itself as follows:

- reduced motor activity, children behave quietly, try not to attract attention;
- they are often tearful and apathetic;

- facial expressions can range in conflicting emotions, be inexpressive or often show embarrassment;
- cannot make eye contact, do not look at the partner, look away.

At the level of social contacts self-doubt has the following features:

- unwillingness to join a group of children to play;
- various forms of refusal to contact with strangers;
- unwillingness to be away from parents or other close adults;
- unwillingness to leave home, communicate with friends;
- inability to assert themselves - to make specific demands to the surrounding people, to say “no”, to express their opinion, to criticize, to compromise;
- helplessness, panic in some situations.

It should be noted that self-doubt in the scientific works is defined as the fear of the person to present themselves as they are. According to F. Zimbardo [6] the self-doubt manifestations of the preschooler include the following: difficulties in getting to know people, in forming new relationships; negative emotional states (anxiety, depression, loneliness); lack of persistence, difficulty in expressing their own opinion; excessive restraint; inability to present themselves; difficulties in communication and reasoning when other people are around; excessive reflectivity, self-focus. Thus, self-doubt is connected with fear to express own thoughts, feelings, initiative.

B. Vysotskyi [7] defines self-confidence as accepting their own self, actions and decisions. He distinguishes the following components of self-confidence: certainty in a particular task solving or decision and self-confidence per se. Certainty of the decision comes from the self-confidence and does not depend on the actual achievement of the person.The results of the theoretical analysis of the scientific works makes it possible to prove that self-confidence can be manifested in the indicators of social maturity, including identity, harmony, predictability, etc. Thus, V. Romek [8] justifies the idea that "self-confidence" is manifested in social adulthood, maturity, as evidenced by a positive attitude towards the self and the world around. According to V. Romek, self-confidence is a “normalized repertoire of behavior that ensures self-realization of a person in the appropriate social environment” [8, p. 98]. Consequently, self-confidence provides the individual's ability to put their goals, aspirations, interests and feelings into life.

R. Alberti and M. Emmons [9] state that self-confidence is the manifestation of the person’s social maturity, while self-doubt is the manifestation of their maladaptation, inner immaturity. So, according to scientists, self-confidence is manifested in verbal and non-verbal forms: in the ability to express and accept demands, praise, criticism, as well as to start a conversation, establish contacts, openly express feelings, be capable of spontaneity. The formal component of confidence includes appropriate facial expressions, gesture, eye contact, posture, intonation. Consequently, self-confidence is also presented at the behavioral level, which is a leading aspect of human adaptation to social life.

D. Wolpe [10] notes that self-doubt accompanied by fear at a certain social situation is based on social immaturity. The author believes that it reduces the chances of success, and failure increases fear. Self-confidence, as emphasized by L. Krappmann [11], is the basis of social competence that is expressed in the social maturity of the individual. Therefore, it can be argued that self-esteem is defined as a manifestation of the individual's adaptive capacity, and can be considered the basis of social competence, represented at verbal and non-verbal levels. Its development can enhance feelings of self-esteem, inner strength and harmony.

The research by M. Mishechkina [12] substantiates that self-confidence of preschool and primary school children is manifested in the ability to adequately assess and realize their own capabilities for solving age-appropriate tasks; take into consideration their own experience, rely on themselves in difficult situations, be sure in achieving success. The components of self-confidence include: the ability to consider oneself, an optimistic attitude to difficulties, adequate self-esteem. The author notes that “age determines the range of a child's capabilities, qualitative characteristics while their individual experience influences the stability and intensity of manifestations of their confident behavior. At preschool age, self-confidence is naive, unconscious, and dependent on the opinions and assessment of significant adults”. The sex of the child effects the level of self-confidence: boys have more independence and determination, while girls look for social approval and comply with requirements of adults, etc.According to V. Sukhomlynskyi, self-confidence is formed during the childhood under the influence of family education: “… when the child is satisfied with the fact that they have managed to overcome their weaknesses, they become critical of themselves. Self-confidence comes from their own successes in the activity where he can reveal their own identity and spiritual power” [13, p. 208].

O. Serebriakova also emphasizes the importance of education influence in childhood as a leading factor of self-confidence development [14]. According to the researcher, such confidence contributes to the successful life problems solving. Being fully formed as a quality, confidence is actualized in those activities where the person has not had experience before and provides maximum use of their capabilities.

The basis of self-confidence is the ability to properly assess own strengths and capabilities in accordance with specific requirements. O. Serebriakova introduces the category of "adequate confidence". It is formed by means of high external assessment based on the results of the specific activities of the child. Thus, the concept of “adequate confidence” as a feature of the successful, active personality is considered important in the context of our research.According to V. Zinchenko [15] parents can develop self-confidence of the child forming child’s attitude to the world. In his opinion, under certain conditions of upbringing self-confidence or self-doubt can turn into stable personality qualities (either positive or negative) and be manifested attitudes to reality or in certain activities including those which the child is not experienced at. Thus, it is stated that life experience is the basis for determining child's certain qualities, skills and opportunities or their lack. It can be destructive because of miseducation.

E. Erikson [16], C. Rogers [17]) associate confidence with the individual's life experience. In particular, C. Rogers [17] describes self-confidence as a trust in the own life experience, which is formed in childhood by means of adults' love and support. The researcher notes that the self-confident personality is aware of their capabilities, desires, interests; has a high level of self-organization and is able to match needs with opportunities, to act independently and maintain an adequate critical position towards themselves.

According to E. Erikson, self-confidence [16] is formed when the individual's self-awareness and people's impression of them coincide. Due to the self-confidence the person perceives the world as gloomy and threatening or favorable and promising. As E. Erikson [16] notes, it is developed at an early age, when parents make the child realize that acting independently is possible without their help. A child with developed self-confidence understands that they are able to perform some activity, knows how to do it, and does it independently. Therefore, self-confidence depends on the person's life experience, including his relationships with his parents and significant others in the process of educational interaction.

The analysis of the scientific views made it possible to systematize the signs of self-confidence based on the conditional distribution according to the display signs to the self-attitude, to the world around and physiological displays (Table 1).

**Table 1.Signs of Self-Confidence and Self-Doubt**

| **Self-Confidence** | **Self-Doubt** |
|---|---|
| Displayed in Self-Attitude | |
| Identity, harmony, inner stability, realism, vitality, optimism about the self, openness in expression of feelings, acceptance of the real self, lack of aggression, feeling of life perspective. | Difficulties in expressing feelings, self- rejection, feeling of being humiliated, inferiority, lack of life perspective, disappointment, apathy, skeptical attitude towards the future. |
| Displayed in the Attitude towards the World Around | |
| Determination, courage, initiative, persistence, objectivity, positive attitude to life, ability to spontaneity, ability to properly assess the conformity of own strengths to specific requirements, clear understanding of means to achieve a goal, ability to compromise, to predict success, to express and accept demands, praise, criticism, to contact with the environment; accuracy in expressing own thoughts and desires, clear self-image, high level of self-esteem. | Indecisiveness, lack of initiative, inability to evaluate own strength, to relate the purpose and means of achieving it, to express love for the loved one; problems in relations with others, jealousy, envy, hatred, discrediting of others' advantages, conservatism and lack of self-esteem. |
| Physiological Displays | |
| Confident posture and manner of walking, bold movements, open gestures, positive wide-range facial expressions, confident looking ahead, clear manner of speaking. | Unsteady posture, shakywalking and constrained movements, timid gestures, the prevalence of negative facial expressions with poor repertoire, unclear manner of speaking. |

Thus, self-confidence is a personal quality which is based on the unconditional acceptance of oneself as a self-sufficient person with inner freedom, which allows to adequately relate own goals to capabilities.

**2. Development of personal self-confidence in the educational environment.**

Personal potential for development can be realized in various forms of interaction: conscious and unconscious, latent and explicit, formal and informal, etc. On the basis of scientific reflection, modern educational practice and leading pedagogical experience, the principles of self-confidence development in the life creativity realization are determined.

Taking into consideration the potential of personal development andeducational environment, the fundamental basis of educational interaction focused on self-confidence development must be integrated by the principle of dignity.

In the context of our study, dignity is defined as an integral personal structure that results from the person’s development and is an indicator of the consciousness being quality. Conscious recognition of the own uniqueness and value of the potential opportunities enable productive personal realization.

Dignity is understood as a certain dimension belonging to both the object and the subject [18]. Traditionally, human dignity is defined through the parameters of self-respect, awareness of their own rights and importance. In most interpretations, the concept of "dignity" refers to the "value" of the phenomenon of being, and most often is referred to a person. The nature of this value is manifested both in its content and in certain qualities. The person’s moral qualities are mostly used to determine, consider and evaluate dignity. Self-dignity is viewed as a subjective reflection of the person's own potential significance, which implies the behavior being appropriate to the awareness level e. i. self-regulation of behavior.

The philosophical reflection of the content of the "dignity" concept allows to state that researchers associate dignity with freedom, however it cannot provide deep interpretation of the concept. Traditionally, intellect is considered the basis of dignity, while the emotional sphere must be also taken into account. Dignity is connected with will and choice that are organic to the individual and do not contradict their nature. Dignity is a feature of the spiritual person and, at the same time, an essential aspect of physicality, because underestimating of body decreases self-dignity. Dignity involves self-accepting, constant internal dialogue with the self, awareness of the own value, and therefore – person’s functioning. Dignity is about the value of a particular personality, their significance that correlates with the dignity of others, community, generation, nation, country, people, etc., revealing the image of the collective and individual [18].

The principle of dignity in the educational environment implies respect for the individual, recognition of their rights along with demand. Due to the life freedom, the person shows a high level of confidence in the free life creativity on the basis of dignity.

The person's responsible life creativity, based on the confident life-sustaining activity, specify the level of their social development and growing into a set of certain social roles, social relations, development of attitudes towards social values, obligations, as well as attitudes of social morality. The internalization of rules and the emergence of the basic conscience elements, differentiated self-criticism and a sense of responsibility in the person's ontogeny, take place at the conscience stage along with the experience of social interaction. The person who has reached this stage does not have a dominant sense of guilt for breaking the rules, however discomfort is typical if they do harm to another person, even within the existing rules. A person's sense of responsibility is generalized to others, the concepts of obligations to them, privileges, rights and justice are formed. The desire for achievement is formed based on personal standards and criteria, acceptance of the importance of work.The development of responsibility in the educational environment is based on:

- recognition of the person's dignity (it refers to every participant in educational interaction, regardless of age, status, role, etc.);
- lack of total control in educational interaction (interaction implies mutual trust);
- partnerships (lack of repression in the form of authoritarianism and manipulating);
- levels of freedom for personality development (restrictions and prohibitions provoke protests, resistance, block personality development).

Responsibility is the person's ability to adjust the interaction of external conditions and requirements toperson's needs and ability to realize their creative potential on a continuum of "safety - productivity". The security of individual creative activity is based on the de-actualization of the potential psyche destructiveness, the orientation to biophilic values, the preservation and protection of self, others and the world. Due to responsibility,the person is able to predict and reasonably realize life-sustaining activity usingown resources. The individually typological nature of responsibility is worked out in the process of educational interaction. Developing personality becomes the "author" of the own life and the key factor of preserving mankind and the world [18]

The main principle of personality-oriented educationin the context of solving the problem of individual's holistic development, their confidence development in creative potential disclosure, is cordos-mediation [19]. It should be noted that mediation is regarded as one of the basic principles of modern science, in particular, an important component of semiotics in the analysis of communication characteristics. Mediation contributes to the efficient study of the cognitive activity structures formed by the complex connections between subject and object, empirical and theoretical knowledge."Medium" as a mediator between different dimensions of being, realities, acquires its functional significance due to its simultaneous involvement in them. The heart is actually the universal mediatorthat provides mediation of the world (it is objectified and disobjectified) that is mastered by the person. At the same time, due to heart conduction, internal subjective content is embodied in the outside world.

The philosophical tradition of reflecting the heart phenomenon is based on the its recognition as the center of love: love is not about the mind or cognition, but about the heart [20, p. 193]. "Loss of heart culture is a loss of vitality. Our existence turns into constant dying, drying up, a kind of heart sclerosis... ”[20].I. Ilyin considers the heart as the freest of the human spirit forces that follows neither orders nor prohibitions [4].

I. Ilyin believes that the main defect of modern culture and the modern person is "splitting": the opposition "mind – heart", "mind – feeling" [4, p. 381]. To improve the situation "the mental split should be overcome, the importance of experience as intuition and cordial contemplation should be restored" [4]. In religious and philosophical sources, the heart defines the "range" of spiritual and moral freedom that helps the person to feel own boundaries and to correlate the possibilities of the chosen path for the purpose of life and the world harmony laws. The heart is a kind of "barometer" of human spirituality reflectingperson’s ability to manage their freedom and to be a free personality. Thus, the heart becomes the regulator of the individual life strategy development. On this basis, the principle of cordos-mediation is of particular importance in the cognitive activity of the individual. The information that is perceived by the heart and passes through the heart is learned by the individual.

The current level of information interaction provides the possibility of high-speed results. The sensory organs of the nervous system enable the personto get information about the closest environment necessary for their daily life.This way the person is adapted to the world to realize basic needs for nutrition, the arrangement of the life space, comfort. However, the qualitative parameters of adaptation, which is the basis for a confident and successful life realization, are determined by the functional capacity of the heart. If the functional capacity of the heart is ignored or suppressed, adaptation to the world goes beyond the proper interaction with it and acquires the features of subordination, exploitation or manipulation. Natural coherence is lost, an "insensitive" civilization emerges where harmony, compassion, empathy, and "reverence for life" disappear. Focusing on the values of purely material and physiological needs, the phenomena of consumption, selfishness, indifference, cruelty cause lack of heart conduction in the ontogenetic experience of the individual.

The contradiction, inconsistency of the brain-produced rational and the heart-created mental leads to the functional activity of the defense mechanisms. They determine the selectivity, fragmentation, blocking and distortion of social-perceptual information and add uncertainty to the person’s life creativity process. The restoration of the dynamic balance of individual’s rational and mental potentials is possible in the system of educational interaction on the basis of the cordos-mediation principle. Cordos-mediation as "heart-conduction" is based on emotionality, sincerity, responsiveness,mercifulness providing a productive interaction of the person with the world. The metaphor "think with the heart" contains the sense of restoring the beingintegrity, matching personal potencies with the simultaneous transgressive transition of the rational to the sensual, and of the sensual to the rational.

The principle of cordos- mediation in the educational environment is closely connected with the principle of trust, because the conductivity of the information flow implies the mind openness.

In the modern world, the main cause of the threat to the world security and its development due to fears, human hatred, aggression and cruelty is the lack of trust. Trust is now recognized as one of the topics of interest in philosophy, social and economic sciences, as it ensures sustainable development and social cohesion. It is a necessary condition for social communication facilitating agreement, dialogue, understanding and cooperation. Community-based trust is the basis for building a network of productive collaborative activity, congruence and interpersonal understanding. The principle of trust in the education system is a condition for the effectiveness of individual's productive development, confidencein realization of their unique needs and abilities [20].

Human trust as an independent phenomenon was identified by the American social psychotherapist E. Erikson. He consideredhuman confidence in the world as the basic social attitude of the personality which is formed on the basis of the childhood experience gained during the first year of life. It is transformed into an mindset in relation to their attitude to themselves and to the world [21,22]. E. Erikson believes that one of the main conditions of person's "mental health" is the accepted image of the self in relations with the world – "identity." When changing the relationship with the surrounding, the person has to change the image of the self, their behaviors, which is typical for " identity crisis". E. Erikson considers basic trust to be "a cornerstone of a vital personality" [21, p. 113].

Trust and mistrust are fundamental feelings that determine the further development of personal attitude to the world, to themselves and to others. They appear at early ontogeny stages and depend on the quality of the mother's care that person experiences [21]. It should be emphasized that a sense of trust does not depend on the amount of food or manifestations of parental tenderness; rather, it is related to the mother's ability to convey to her child a sense of identification, constancy and likeness of experience. The balance between the child's need to receive and the mother's need to give is important.

Studying age-related human development, E. Erikson acknowledges that the most important, nuclearconflict of the first stage is the conflict "basic trust versus basic mistrust" [21, p. 106–107]. The author studies basic trust as the first and fundamental integrity formed by the experience of kindness. We believe that this "unmistakable internal connection language" determines cordos-mediation in interpersonal interaction.Self-confidence and trust in the world are interdependent and mutually affecting. The feeling of trust comes from contact with the mother in response to her love. One of the ideas of E. Erikson's concept is that trust and mistrust can change in the process of personal development. The researcher notes that the predominance of basic trust over mistrust is the first step in the process of psychosocial adaptation. If basic mistrust develops in childhood, in adulthood it is manifestated in the psychological alienation,escapism in problematic situations.

We share E. Erikson's view about the influence of the primary experience of personal relationships on the life situations solving. Moreover, basic mistrust of the world defines a peculiar continuum of individual actions: from escaping to the unconscious provocation of the reactions inappropriate to the consciousness of a mature personality.The basic trust, established in the early stages of individual’s socialization, is the most important pre-reflective personal quality defining the ability of productive cognition and development. This socio-psychological and socio-cultural mechanism adjusts all actions of the individual and activates decision-making in different life areas. Lack of trust is the cause of self-doubt, which leads to maladaptation, increasing levels of dissatisfaction, conflict, anxiety, depression. Lack of trust distorts the perception of reality, creates alienation of contacts and information, complicates interaction.The principle of trust characterizes the originality of the outlook, the system of life priorities and values, and specificity of the spiritual atmosphere existing in society. Trust itself is a basic element of human ontogeny, defined by early childhood experience of the relationship with the immediate surrounding. On the basis of trust, the basic existential need for security is transformed into a value-moral principle that regulates relationships between people and supports self-confidencewhile performing activities together.

The reflection principle provides complex transversal processes of living through the experience content from the moment of sensory feelings based on anatomical and physiological indicators to the integration of cognitive and emotional information and awareness of the cognition and development content. Reflection provides unique combination of displays of the individual’s creative potential along with its productive restructuring. The reflective nature of cognition provides the process of self-organization of the individual creative potential in the educational process.Historical and philosophical analysis testifies that reflection is recognized as a universal way of analyzing consciousness, a source of adequate self-knowledge, enrichment and conscious control of cognitive activity. Reflection has become a condition for the development and sovereignty of philosophical knowledge, the justification of its special status confirming its developmental potential.

Researchers see the essence of reflection in thinking directed at awareness and comprehension of its own forms, preconditions, attitudes [24]. Reflection as an aspect of thinking is intrinsically linked to the person’s ability to resolve their own contradictions and is traditionally recognized as one of the essential indicators of a high intelligence level. Reflection provides the transition from one cognitive level of personality to another. Thus, its main characteristic is transgressiveness. Adopting a new level of worldview involves relating it to the previous one, which is the object of reflection. Reflection is both the result and the means of transcending the conceptual system. Reflection of the individual’s creative potential in the process of cognition is inextricably linked to its development. In the process of reflection, display and reproduction of individual creative potential are uniquely combined with its productive restructuring. The personality’s emotional experiencing of their own creative content, the reflexive consciousness of this experience are inseparable from the development of self-confidence, which is fully manifested in relationships with other people.

## Conclusions.

In philosophical, psychological, pedagogical scientific sources, "self-confidence" is interpreted as an integrative structure of the person that is manifested in a positive attitude towards the self and realization of their own desires by correlating their capabilities with the desired result, in adequate self-esteem while performing certain activities, initiative and proactive attitude towards the world. Formation of self- confidence in educational environment is based on the principles of responsibility, dignity, cordos-mediation, trust, reflection.Responsibility provides the reconciliation of external conditions and requirements to the individual with their own needs and the possibility of confident activity, in accordance with the principle of safety. The development of responsibility in the educational environment is supported by the freedom of choice, partnership interaction, lack of total control, recognition of personal dignity.

Dignity development of the person involves an atmosphere of morality, wisdom, responsibility, will, courage, self-determination, and self-development. Awareness of own dignity generates person's confidence in the ability to realize their unique potential in free life creativity.The principle of cordos-mediation implies the development of the heart intelligence. It combines "emotional intelligence", feelings and spiritual intuition, integrated with the functions of the brain cortex centers which generate feelings, emotions, intuition, and determines the productive dynamic balance of mental structures.

The principle of trust in the system of educational environment is a condition for the educational process effectiveness. Trusting relationships in the community are the basis for creating a network of productive collaborative activities, well-organized teamwork, interpersonal understanding, and confident self-realization of the individual.

The principle of reflection provides complex transversal processes of going through the experience from the moment of sensory feelings development to the integration of emotional and cognitive information and getting aware of the cognition and development meaning. Reflection is fundamental for the combination of the personality's potential and its restructuring displays. In the educational process, the reflective nature of cognition provides the personal self-organization process along with permanent development of the personality.

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# Chapter 2. MANAGEMENT, ECONOMICS AND SERVICE

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## INTEGRATION OF INNOVATION AND INVESTMENT STRATEGIES OF INDUSTRIAL ENTERPRISE

**Abstract.** *Integration of the innovative and investment strategies of the industrial enterprise based on the intensity of innovative and investment strategies is ensured. In the process of research used: methods of theoretical synthesis and comparison, analysis and synthesis (to determine the content of the concept of "innovation and investment strategy"), statistical (for analysis of innovation and investment indicators of industrial enterprises), matrix (for the formation of a map of integration of innovation and investment strategies of industrial enterprises and the modified GE/McKinsey matrix for the definition of the innovation-investment strategy of the industrial enterprise). Innovation-investment strategy is an integrated system of interrelated directions of methods and instruments for achieving strategic goals by balancing the scientific, technical, market and investment policies in the direction of capacity development at a newer, qualitative level in accordance with the requirements of the environment. At the same time, an investment strategy can be developed not depending on the innovation strategy, but the implementation of an innovation strategy is impossible without the use of investment resources. Based on the study, a map of the integration of innovative and investment strategies of an industrial enterprise is proposed, which contains the information on the conformity of a particular type of innovation strategy to a particular type of investment strategy; on the basis of these data, innovation-investment strategies for the industrial enterprise with the help of the modified GE/McKinsey matrix are proposed. Ensuring the integration of innovative and investment strategies will allow for an effective management decision on innovation and investment activities in an industrial enterprise. The integration of innovative and investment strategies of an industrial enterprise is proposed, which, in contrast to the existing methods, should provide the definition of the innovation-investment strategy of the industrial enterprise on the basis of the intensity of the investment strategy and the intensity of the innovation strategy. The results are aimed at improving the strategic management of innovation and investment activities of the industrial enterprise.*

## Introduction.

Underthe conditions of gradual integration of Ukraine into European market structures, the questions of investment support of innovative development of domestic enterprises, which require increase of competitiveness, quality and innovative level of products, are extremely pressing. One of the ways to solve this problem is to develop an effective investment and innovation strategy that takes into account the specifics of the operation and development of the enterprise and its claim to a role in the external environment. In this regard, the practical need of domestic enterprises in developing effective strategies, projects and programs of investment and innovation development [1].

The investment-innovation strategy is one of the alternative options for achieving the strategic goals of the enterprise, based on attracting and directing investment in innovative developmental areas. In today's conditions, it is this way that gives the opportunity to form competitive advantages and create conditions for effective activity in the long run [1, p.186].Development of an investment strategy plays a significant role in ensuring the effective development of the enterprise, including innovation.The investment strategy for industrial enterprises is proposed to be positioned in the strategic set according to the functional principle [2, p.365].According to the opinion of L.A. Nekrasova and O.V. Monich, investments and innovations become the main element of management in the enterprise. New ideas, advanced technologies and organizational decisions determine the success of entrepreneurial activity, and ensure the survival and financial stability of enterprises. Therefore, the system of management of innovation and investment activity of the enterprise, which is oriented on the long-term perspective and strategic success, becomes important [3, p.204].Thus, the problem of identifying and agreeing innovation and investment strategies today is an integral part of the strategic development of the enterprise.

## 1. Theoretical analysis of innovation and investment strategies

Recently, a lot of attention has been paid by domestic scientists to the study of the problems of identifying innovation and investment strategies of the enterprise. In particular, a number of scientists are engaged in the study of investment strategies. Thus, K.V. Orekhova studied the modern approaches to the definition of the “investment strategy”; it is determined that the investment strategy of the enterprise is a system concept that fully reflects the features of investment activity and aims at its development both in the short and long-term prospects; the main features and types of investment strategies of the enterprise are found [4, p.14]. The work of B.B. Loyko and I.B. Bordyuk is dedicated to another issue of the essence of the concept of the “investment strategy” and the definition of the role of this strategy for industrial enterprises, also these authors analyzed the place of the investment strategy in the “strategic set of enterprise” and indicated its interconnection with other types of strategies [2].B.V. Pogritschuk, I.T. Kishchak, I.Yu. Rud dedicated their research to the issue of forming a strategy for investment activities at enterprises; study of the stages of development of the investment strategy at enterprises; to identify certain aspects of the process of forming an investment portfolio of enterprises [5] A.V. Peshko and

A.V. Nazarenko devoted his studies to the definition of investment strategies, depending on the risk level. The authors I.O. Vidomenko and K.O. Kalugina examines the relationship between the creation of competitive advantages and investment strategy; study the process of forming an investment strategy for winemaking enterprises; offer a logical scheme for implementing the process of the enterprise investment strategy formation [6]. According to the opinion of O.M. Trydid: "The development and implementation of an investment strategy as a long-term action plan for mobilizing investment resources can become an effective tool for enterprise development". A number of scientists have focused on researching innovative strategies. So, the author of G.S. Chernoivanova believes that the possibility of developing an innovation strategy is determined by the presence of the potential of the enterprise (innovative potential) to its implementation and a set of conditions that promote or, on the contrary, hinder the implementation of innovations. According to the opinion of O.I. the strategy of innovations - as a certain strategic set (portfolio) of solutions for ensuring the innovation process at the enterprise at all its levels and for all components of business processes - is a guarantee of long-term success of any enterprise and a means of ensuring its competitiveness [7, p.44].

The author N.V. Redko reviewed the topical issues of formation of the enterprise innovative strategies; the most significant problems of formation of effective innovative strategies of enterprise development are given; the stages of the algorithm of formation of innovation strategy are analyzed; the directions of improvement of mechanisms of formation of innovative strategies are proposed [8]. In the work of T.I. Kopniets the stages of forming the innovation strategy of the enterprise have been substantiated and proposed a methodology that will enable managers to select the innovation strategy that will ensure the optimal long-term development of the enterprise [9]. O.M. Semenyuk believes that improving the choice of innovation strategy will enable industrial companies to adequately assess the innovative projects and more boldly implement them; in general, will promote optimization of innovation activity in industry and improvement of the economic situation in the country. It should be noted that some authors pay attention to the definition of innovation and investment strategy in the enterprise. Thus, K.A. Prib, believes that the investment strategy is closely interconnected with all of the enterprise strategies, but this strong linkage is especially strong for an innovation strategy, since separate issues in these strategies are mutually agreed upon, because innovative strategies highlight the forms and directions of the introduction of the latest technology and technology, the use of know -how, progressive information, management and communication systems and the whole set of innovations, while the investment strategy reflects the total volume of resources, necessary for these purposes of the resources, concretize the sources of their involvement, cost, expected efficiency, etc. [10].

The author K.M. Khaustova, gives an overview of the scientific approaches to the definition and classification of investment and innovation strategies offers an approach to their classification [1].

The studies of L. Nekrasova and O. Monich are devoted to innovation and investment process in the system of the modern social reproduction; formation of innovation and investment strategy of the enterprise; to substantiate the key areas that should be provided by this strategy [3]. Consequently, the analysis of the theoretical studies has shown that the issue of identifying innovation and investment strategies are of interest to modern scientists and are guided by the effective development of the enterprise.

**2. Analysis of innovative activity of industrial enterprises.**

The industrial enterprises in Ukraine are the basis of the national economy, the result of their activities predetermines the development of the economy of the region and the country.Thus, in December 2016 compared to November 2016 the index of the industrial output was 101.9% (seasonally adjusted - 102.4%) and December 2015 - 104.5%. In 2016 compared to 2015 this indicator was 102.4%, including in mining and quarrying - 99.7%, processing industry - 103.5%, electric power, gas, steam and air conditioning supply 102.6% [11].Innovation in industrial enterprises is a prerequisite for success, therefore, under the modern terms and conditions, requires considerable attention.

In 2015 824 enterprises engaged in innovation activity in industry, or 17.3% of surveyed industrial enterprises.Among the regions above the average in Ukraine, the share of innovatively active enterprises was in Mykolaiv, Kharkiv, Kirovograd, Ivano-Frankivsk, Zaporizhzhia, Kherson, Sumy, Odessa, Lviv and Ternopil regions.In terms of types of economic activity, it is necessary to distinguish enterprises producing basic pharmaceuticals and pharmaceuticals (47.5%), motor vehicles, trailers and semitrailers (38.2%), computers, electronic and optical products (37.5%), other vehicles (36.1%), coke and refined products (28.6%), and electrical equipment (28.2%).Own funds of enterprises remain the main source of financing of the innovative expenses – UAH 13,427.0 million (or 97.2% of the total amount of expenses for innovations). The state budget funds were received by 11 enterprises, local budgets - 15, totaling UAH 589.8 million (0.7%); domestic investors received 9 enterprises, foreign ones - 6; in general, their volume amounted to 132.9 million UAH (1.9%); 11 enterprises benefited from loans, amounting to UAH 113.7 million (0.8%)

In 2015 the industrial enterprises implemented 3136 innovative products, of which 548 - new exclusively for the market, 2588 - new only for the enterprise of the total number of products introduced 966 - new types of machines, tuning, devices, devices, etc. The largest number of innovative types of products was introduced at the enterprises of Ternopil (27.2% of the total number of introduced types of innovation products), Zaporizhzhia (12.7%), Lviv (8.0%), Kharkiv (6.6%) and Kyiv (14.4%); by types of economic activity - in enterprises producing machinery and equipment, not included in other groups (22.9%), paper and paper products (16.2%), food products (11.3%), metallurgical production (5, 5%).

The number of implemented innovative technological processes (new or improved methods of processing and production) was 1217, the largest of which were enterprises of Kharkov (17.4%), Sumy (15.2%), Zaporizhzhia (9.4%), Dnipropetrovsk (6 , 3%) and Kyiv (12.5%); by types of economic activity - in enterprises producing machinery and equipment,

not referred to other groups (25.3%), other vehicles (12.3%) and food products (7.8%) of the total number of implemented innovative technological processes, 458 are low-waste and resource-saving.In 2015, 570 enterprises implemented the innovative products at UAH 23.1 billion. Among such enterprises, 37.4% sold products outside Ukraine, amounting to UAH 10.8 billion. Every fourth company sold products that were new to the market. The volume of such products amounted to 7.3 billion, almost two thirds of the enterprises put up for export. A significant number of enterprises (86.0%) sold products that were new exclusively for the enterprise. Its volume amounted to UAH 15.8 billion. One in three enterprises sold 40.1% of such products outside Ukraine.In order to implement innovations, 181 enterprises acquired 1131 new technologies, of which 66 are outside Ukraine. Of the total number of technologies, 439 were purchased with tuning, of which 43 - outside of Ukraine; 393 - as a result of research and development (12); 120 - under contracts for the acquisition of rights to patents, licenses for the use of inventions, industrial designs, utility models (8); 37 - for contracts for the acquisition of technology and know-how (3); 129 - together with the purposeful recruitment of qualified specialists.As a result of innovation activity, 9 enterprises have created new technologies, of which 98 were transferred to other enterprises, in particular, 20 out of Ukraine [11].Thus, the given statistical data do not leave doubt about necessity of application of innovative-investment strategies at industrial enterprises.

## 3.Findings

We consider that for an industrial enterprise it is necessary to propose to define an innovative strategy depending on “managerial behavior” (classification K. Firman): traditional, opportunistic, imitative, offensive and defensive: traditional strategy - improving the quality of the existing products on the existing technological base; opportunistic strategy - product orientation - a leader in the market, which does not require high R&D expenses; simulation strategy - purchase of licenses with minimal expenses for own R&D; defensive strategy - not to lag behind others without pretending to dominate; offensive strategy - to be the first in the market due to the high level of innovation process, skilled personnel, opportunities for distribution of risk and other advantages. As we see, the enterprise efforts in the innovation activity increase with each proposed strategy from traditional to offensive, that is, there is a growing intensity of innovation strategies.Each of the proposed innovation strategies requires a decision on investments, therefore we propose to the industrial enterprise to determine the investment strategy: conservation strategy - inherent, for the most part, for investors who are unsure of their investment activity, the terms of investment, and also do not want to risk capital; the accumulation strategy is aimed at increasing the investments, investors do not want to risk, the stable financial and investment activity of the organization prevails, which leads to gradual accumulation of capital; moderate growth strategy - focusing on high income organizations with minimal risk of investment activity, continuous monitoring of the market of competitors' activities, use of their mistakes as indicators of improving their own activities; strategy of aggressive growth - involves maximizing income in a relatively

short period of time, the existence of high risks in the implementation of investment activities, a high propensity to bankruptcy and the collapse of the organization [12].

Thus, the proposed investment strategies differ in terms of funding, risk, and volume of revenue, that is, the intensity of these strategies grows from conservation strategy to aggressive growth strategy.Thus, build a map of the integration of innovation and investment strategies of the industrial enterprise (Figure 1).The proposed map of the integration of innovative and investment strategies of the industrial enterprise contain information on the conformity of a particular type of innovation strategy to a particular type of investment strategy.

| | | Investment strategies | | | |
|---|---|---|---|---|---|
| | | Storage | Accumulation | Moderate growth | Aggressive growth |
| Innovation strategies | Traditional | TS | TA | TM | TAg |
| | Opportunistic | OS | OA | OM | OAg |
| | Imitation | IS | IA | IM | IAg |
| | Defensive | DS | DA | DM | DAg |
| | Offensive | OS | OA | OM | OAg |

**Fig. 1. Map of the integration of innovative and investment strategies of the industrial enterprise**

We offer the following innovation-investment strategies for industrial enterprises.

“Innovation Pit” is characterized by the traditional innovation strategy and investment strategies for saving or accumulation, hence innovative strategic actions are not intense and investments are insufficient and high risk, this strategy is inherent in industrial enterprises that have the purpose of leaving the market or eliminating a business entity.

“Innovation Contour (1)’ is characterized by the traditional and opportunistic innovation strategies and investment strategies of accumulation and moderate growth, i.e.

“Innovation Springboard” is characterized by opportunistic and simulation innovative strategies and investment strategies for accumulation and moderate growth, that is, this strategy is a “springboard” for the successful implementation of innovation and investment development of the enterprise and can provide implementation of the strategy of modification and focus on the industrial enterprise.

“Investment Platform” is characterized by opportunistic traditional and innovative strategies and aggressive investment strategy, i.e. the intensity of innovative implementations are insufficient, but the intensity of investment is quite strong, that is a condition for the effective development and innovation within existing investments, so through this innovation -investment strategy is appropriate to implement a strategy of modernization of the enterprise.

“Innovation Platform” is characterized by defensive and offensive strategies and innovative investment strategy of accumulation, i.e. the degree of change is high innovation and investment strategy characterized by stability and the absence of risk, and there are conditions for successful innovations at this innovative investment strategy it is possible to implement commercialization of the developed innovations not only in their own enterprise,

but also in the market of innovations, therefore it is expedient to create venture structures that will provide result from the commercialization of innovations.

"Innovation Breakthrough (1)" is characterized by innovative simulation and defensive strategies and aggressive investment strategy, therefore, the presence of innovative component and the investment component sufficiency make it possible to provide "innovative breakthrough" in the enterprise, if compliance with this innovative investment strategy should ensure industrial enterprises The implementation of moderate growth and growth strategies, and access to new markets.

"Innovative Breakthrough (2)" is characterized by defensive and offensive innovation. The innovative component of the operation of the enterprise is at the initial level, and investment strategies are dynamically developing, this strategy can take place at enterprises that implement a general strategy of reduction or diversification.

"Innovative Contour (2)" is characterized by opportunistic, simulation, defense, offensive innovation strategies and investment strategy of conservation, this strategy is typical for companies that implement various innovative strategies, but do not have sufficient investment opportunities, as this strategy should be used in industrial, which operate within diversification or differentiation.

Strategies and investment strategy of the moderate growth, that is, the sufficiency and availability of innovative component of investment component make it possible to provide "innovative breakthrough" in the enterprise, while this strategy might talk about the transfer of innovations outside of the industrial enterprises and the creation of innovative niche;

"Innovation Pole" is characterized by the most intense offensive innovation strategy and the most intense aggressive investment strategy, that is, the enterprise has the maximum intensity of the strategic introduction of innovation and investment activities, this strategy is ideal from the perspective of innovation and investment in an industrial plant, because it is inherent in companies that are leaders in the market and want to provide intense and integration growth both within the framework of the existing markets and within developing markets.In the existing rapidly changing and highly competitive conditions, the ideas of an integrated approach [13] are the most suitable and suitable for successful implementation of the strategies of innovative development of domestic enterprises [13], that is, the process of formation of innovation and investment strategy of industrial enterprises should be determined by coordinated innovative and investment strategic directions of development.

## Conclusions.

Our study made it possible to make the following conclusions:the investment strategy is closely interlinked with the innovation strategy, because separate issues in these strategies are mutually agreed, because innovative strategies highlight the forms and directions of the introduction of the latest technology and technology, application of know-how, progressive information, management and communication systems and, in general, the whole set of innovations, while the investment strategy reflects the total volume of resources needed for these purposes, specifies sources the and conditions of their attraction, cost, expected

effectiveness; ensuring the integration of innovation and investment strategies of the industrial enterprise, taking into account the intensity of innovation and investment strategies and identifying the most innovation-investment strategies will make it effective managerial decision on innovation-investment activity at the industrial enterprise.

Prospects for further research in this area are the agreeing upon the innovative and investment strategies with functional strategies and business strategies of the industrial enterprises, as well as their economic justification.

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# THE ESSENCE OF HYBRID WARS IN THE XXI CENTURY

**Abstract.***The results of the study of the nature of hybrid wars are presented, taking into account existing developments in world science. The most important components of information and trade wars are analyzed. It is determined that, against the background of the modern information revolution, the leading states of the world are actively implementing the task of creating and improving non-lethal systems of defeating their enemies with the use of special forces and means of informational and psychological influence on countries. It is concluded that the dominance of the information component in the 21st century caused a shift of conflict logic from militaristic to information and business and commerce. The problems of increasing trade confrontation in the world economy are analyzed. On the example of interactions between the USA and the PRC, the main tendencies of development of the world economy are highlighted: protectionism, regionalism, transregionalism. Trade wars in the 21st century have been proven to be of hybrid nature, i.e. not always implemented through trade policy mechanisms and instruments.*

## Introduction.

Following the global financial and economic crisis of 2008-2009, the world's leading economies have moved to protect domestic markets from external competition. This change in the development policy was implemented in an unconventional monetary policy and active state support of private business. Appropriate measures taken by emerging markets have led to increased mistrust, destabilization of established trade links, increased speculative activity, and reduced effectiveness of the multilateral trading system. In the world economy, the refusal of its participants to abide by the established "rules of the game", the rise of populism and nationalism, the rejection of globalization, open markets, immigration, and failure to fulfill international commitments have become widespread. Increasingly, this gives new characteristics to the geostrategic confrontation between the leading powers of the world aimed at achieving supremacy in the global space.Such deterioration of relations leads, in the first place, to the intensification of trade conflicts, disputes, information wars. The latter, in turn, create various constraints that adversely affect the economies of countries.

This impedes the benefits and advantages of developing international trade. It is also important to note the importance of the political component of trade restrictions, as economic sanctions are often imposed in order to achieve certain political goals. Depending on the level, the impact of these constraints on the economies of countries and groups of countries can be significant and have negative consequences for the further development of the states. Given that hybrid war is almost always associated with coercion to change the policy course of the target countries, the chosen research direction is relevant in the context of exacerbation of structural problems accumulated in the world system.

**1. Research on the content of hybrid warfare in world science.**

The term "hybrid war" was introduced in the late twentieth century in the United States, to denote a military strategy consisting in the systematic combined use of heterogeneous forms and types of foreign policy, not related to the direct participation of armed forces of opposing states (or state unions) in hostilities. In a US official document entitled "Four Years of Defense Policy Review" (2010), the term "hybrid war" is used to refer to the gradual complication of a set of tools of war, the increase in the number of its subjects, and the gradual erosion of categories of traditional conflict. It is underlined that "hybrid" technologies can be used by both state and non-state actors [1].

It should be noted that in many Western countries, there is a debate at the official level about the need to prepare for the handling of the threats of a hybrid war. This thesis is contained in a statement following the summit in Wales after the NATO Summit 2014 [2]. In the Alliance's view, such wars may include the conduct of a wide range of interconnected combat operations by open and covert military, paramilitary measures, involving a civilian component. Nathan Freyer of the Center for Strategic and International Studies, who co-authored the term "hybrid war", believes that in the future, the United States will face four types of threats: traditional war, irregular war, catastrophic terrorism and subversive activity. According to Freyer N., a hybrid threat arises when the actor generating it will use two or more forms of these conflicts. The Hybrid War carries several types of threats: additional, non-standard, terrorist and subversive. Freyer N. believes that all types of threats do not occur in pure form, but their combined use determines the "hybrid" type of their application. It seems significant that Freyer N. attributes non-military and non-violent means to political and economic measures [3].

One of the authors of the term "hybrid war" Frank Hoffman believes that the XXI century’s "hybrid wars" will be characterized by instant and coherent use of a complex combination of authorized weapons, guerrilla war, terrorism, and criminal behavior on the battlefield to achieve political goals [4]. This will involve the full arsenal of different types of combat operations, including conventional capabilities, irregular tactics and banding; acts of terrorism, including disorderly violence and criminal disorder. "Hybrid wars" can be waged by both the state and various non-state actors (as examples are the participation of the Soviet Union and the United States in the Vietnam War, Korea; the Middle Eastern war between Israel and Hezbollah in 2006).

Analyzing existing developments in world science, note the study of E. Magda, whose monograph found the place of identification of the historical, energy, information and psychological aspects of hybrid war [5].With regard to domestic research in this area, the lack of meaningful research of domestic scientists aimed at determining its nature and features should be noted. That is, the Ukrainian state has not prepared itself with the intellectual and organizational resources to counter particular subversive social technologies of hybrid war. The research base on the subject is extremely limited and contains only fragmentary perceptions of the different features of hybrid war in Ukraine and abroad [6].

Meanwhile, in recent years, the situation has been changing. The most meaningful and comprehensive is the collective monograph of specialists of the National Institute for Strategic Studies. It is for the first time in Ukraine that the phenomenon of "world hybrid war" is considered in the context of aggression of the Russian Federation against Ukraine, its peculiarities in military, political, economic, social, humanitarian and information plane [7]. Also interesting is the study of M. Yenin, A. Melnichenko and L. Melnyk regarding the features of the hybrid war concept and its basic technologies. According to the authors, the most promising in explaining the essence and origins of hybrid war in the socio-political and administrative sciences is the line of analysis with emphasis on its class nature [6]. Another Ukrainian scientist, I. Kononov, in his work carried out an epistemological analysis of the concept of hybrid war. He argued that the spread of this phenomenon can only be explained by non-scientific factors [8]. Appearing as a technical term, a phrase of J. Bush Jr. became part of the rationale for “exporting democracy”. The methodological basis for such a change was the concept of modernization.

Also interesting is the classification of armed conflicts by T. Andrievsky. In his research, he identifies an international armed conflict, a non-international armed conflict, and a hybrid conflict (a hybrid war). According to this classification, the author proposes to consider hybrid war as a particular type of conflict of the present with the isolation of such a component of the hybrid threat, which is an element of preparation of the aggressor for the resolution of the hybrid war [9]. Given the above, we propose another identification of the essence of hybrid war, with the selection of several features of this phenomenon.

Firstly, a hybrid war is not officially declared and, developing on the basis of its own paradigm, tends to scale up and "flow" from a local to a regional war with the likelihood of expanding into a global conflict.

There is not much new at the beginning of the hybrid war, since the First and Second World Wars, although they were declared as part of the diplomatic procedures in force at that time, soon got out of control of their initiators and swept the whole world. A similar avalanche-like process is observed today in Syria, where a local civil war has long escalated into a regional conflict in which many states are involved. However, ending a hybrid war is a complex problem. The duration and intensity of the conflict is largely determined by the characteristics of the information war as an integral part of the hybrid war.

Sown ideas of mutual distrust and enmity will exist for many decades, provoke inter-ethnic and inter-religious confrontation. Ultimately, in a hybrid war, it's hard to expect anyone to surrender.

Secondly, the possibilities of forecasting the consequences of new generation conflicts are changing significantly. Traditional military operations are conducted according to the well-known rules of military art. Knowing the initial conditions of the conflict - the state of the economy, the ratio of the armed forces of the parties, their deployment, the quality and quantity of weapons and military equipment, the level of training of the troops, the talent of military leaders, the moral and psychological state of the people and the army, as well as some other components of the military potential of a state - the duration and the expected results of the planned war can be foreseen.

Thus, the traditional vision of war suggests the possibility of establishing direct and proportional relationships between cause and effect, disturbing effects and results. Small impacts produce a small effect, obtaining significant results requires massive impacts. In a hybrid war, the consequences of using indirect methods related to the imposition of sanctions, increasing force pressure, targeted informational and psychological influence on the minds of the ruling elites and the entire population of the country, engaging special operations forces, the participation of organized crime and terrorist groups create an extremely dangerous situation that is not controlled by the initiators. The direct connection between cause and effect is broken. As a result, vast zones of uncertainty are created associated with the actions of diverse actors, often not coordinating their plans, and the actions of one of them can cause an avalanche-like change in the entire military-strategic and political situation. These and some other factors create serious obstacles when trying to predict the course and outcome of a hybrid war.

Thirdly, a hybrid war is illegitimate. All existing laws of war are designed, as a rule, for conflicts between two belligerents, usually states pursuing interests that each of the participants considers legal. For the traditional war, the UN adopted the concept of “aggression”; there are laws protecting the rights of combatants, prisoners of war and civilians, prohibiting the use of certain types of weapons. The existing legal framework serves as a tool for policy makers and military leaders. There is nothing like this for a hybrid war.

And, finally, the concept of “parties to the conflict”, which in the war act as carriers of the conflict, needs to be clarified. War is not declared, the parties to the conflict are not defined, while it is traditionally believed that conflict as a phase of contradiction is possible only when its parties are represented by actors. Such uncertainty entails a number of other features of hybrid war. For example, the concepts of peacemaking based on the principles of agreement between the parties to the conflict, neutrality and impartiality of the peacekeepers themselves are not applicable to a hybrid war. Peacekeepers are involved as a result of negotiations between the parties to the conflict and, as a first step, carry out the breeding of the parties.

Perhaps the intervention of peacekeepers in hostilities to support one of the parties defined by the international community. If in a hybrid war one of the obvious actors is the state-victim of aggression, then defining the aggressor as the second side of the conflict is not easy. At the same time, the fact of hybrid aggression does not immediately become apparent. This thesis should primarily be attributed to an important component of the hybrid war - information war. In this case, it is difficult to determine the subject of aggression; in addition, the information impact has high secrecy at the initial stage of application. A hybrid war does not require the development of special weapons and military equipment. At the same time, they necessitate the use of modern high-precision weapons systems to limit collateral losses by delivering selective strikes commensurate with the conditions of the situation. This also determines the requirements for obtaining intelligence, ensuring the continuity of intelligence, and the speed of communicating intelligence to decision makers and its reliability. Relatively cheap is a cybernetic weapon, the use of which requires Internet access and the availability of basic training for performers. These and some other features of the hybrid war lead to an understanding of its essence and its difference from other conflicts, primarily due to the unique opportunity to deprive the opposing side of actual sovereignty without seizing the territory of the state by military force.

**2. The economic content of the hybrid war.**

Among the tools of hybrid war, economic sanctions have taken an increasingly prominent place over the past few years. However, their role in modern international relations goes beyond a purely technical means of forcing some countries to fulfill the will of others. Sanctions are turning into an indicator of the transformation of power relations between states, their sovereignty and the hierarchy of international relations formed by them. In international relations, transformations are taking place that are difficult to describe only in terms of a balance of power or international norms. A qualitatively new mixture of independent variables arises, which illustrates several important trends.

First, sanctions are becoming a much more sought-after alternative to the use of military force. Although the rhetoric of military deterrence inevitably accompanies the application of sanctions, the use of force is more likely a symbolic gesture.

Secondly, sanctions crowd out official diplomacy, demonstrating the erosion of established institutions and rules of the game. It seems that they are increasingly starting to play a signaling role. When political signals drown in the flow of mutual trolling of official diplomats, sanctions turn into an alternative means of sending a signal and drawing attention to their position.Thirdly, the sanctions showed the amazing vitality of the most malicious (from the point of view of the initiators from among developed countries) violators of the international order. And this despite their modest role in the global economy.

Sanctions harm them, from time to time they make tactical concessions, but their political course remains unchanged, military programs evolve in one way or another, and political regimes remain quite consolidated.

Fourth, sanctions are becoming the main tool of the military art.

Sanctions are an element of a rule of law that establishes a disadvantage in the event of a violation of one country's rules and application by a country or group of countries. Economic sanctions are a foreign policy tool used by many governments. As a rule, they are imposed by a larger country for one or two reasons. Either the mesh country is a threat to the security of the nation, or the country treats its citizens unfairly. They are most often used as coercive measures to achieve specific trade-related policy goals.

According to research from the International Center for Policy Studies (ICPS) [10], in recent decades, only 25% of economic sanctions have led to significant changes in the behavior of the country against which they were imposed.

Examples of current sanctions and restrictions are:

– Burma - EU sanctions against Burma based on the absence of violations of democracy.

– Cuba (US embargo against Cuba) – arms, consumer goods, money accepted in 1958.

– China (EU and US), an arms embargo in response to the 1989 Tiananmen Square protests.

Relations between the United States of America and China are one of the most important bilateral relations in the world, and by some estimates the most important bilateral relations to date are relations between the superpower and the potential superpower [11, p.157].China and the USA are trading partners for each other, with trade between them reaching $ 500 billion in 2012. At the same time, the USA trade deficit with China reached a high level of $ 315 billion in 2012. China is the largest holder of USA debt - $ 1.3 trillion in 2016 [12, p. 32].

The beginning of the intensification of foreign trade relations between the US and China was the signing in March 2018 of a memorandum by D. Trump, the incumbent USA President, "On Combating China's Economic Aggression" [13]. The investigation was initiated back in August 2017 as the implementation of the presidential election slogans. The investigation resulted in China being accused of misappropriation of American intellectual property by Chinese manufacturers and the use of discriminatory trade practices.

The USA Commission on the Theft of American Intellectual Property has released information about the annual loss to the US economy from sales of counterfeit products, pirated software and theft of trade secrets. These costs range from 225 to 600 billion. $USD every year between 2013 and 2017, representing between 1.25% and 3% of gross domestic product of the United States of America [11]. China is a major offender, with 52% (2017) to 68% (2013) of counterfeit goods coming to the United States. Considering the flow of these from Hong Kong, China's special administrative body, the figure is 87%.

The results of the investigation by the Intellectual Property Commission have intensified the protectionist measures of D. Trump's foreign trade policy aimed at improving China's trade position. In 2017, the US negative balance in trade in goods and services from the PRC reached a record high of $ 375.58 billion, accounting for 46% of the aggregate trade deficit.

Analyzing the main stages of implementing trade restrictions, you can see their symmetry. China is responding proportionally and similarly to all imposed restrictions on the US side. That is, both sides of the conflict have equal opportunities to influence the course of the conflict.

Analyzing the data of the International Monetary Fund on the dynamics of GDP growth and inflation rate of the USA and China, we can see that the rate of growth of GDP in the USA and China Space Aency decreased (Table 1). In the US, the growth rate has no clear increase or decrease, but in China this figure has decreased markedly. For example, in 2010, China's GDP growth rate was 10.4%, and as early as 2018, this rate dropped to 6.6% [14]. However, the GDP growth rate of these countries is in no way related to the trade conflict between them, since the decline in these indicators is observed long before the beginning of the conflict, which cannot be said for the inflation rate, which has increased significantly in 2018.

**Table 1.Dynamics and forecast of GDP Growth and Inflation in the USA and China**

| Country | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 (forecast) | 2020 (forecast) | 2021 (forecast) | 2022 (forecast) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Real GDP growth rate, % | | | | | | | | | | | |
| USA | 2,25 | 1,84 | 2,45 | 2,88 | 1,57 | 2,22 | 2,88 | 2,44 | 1,82 | 1,73 | 1,48 |
| China | 7,9 | 7,8 | 7,3 | 6,9 | 6,7 | 6,9 | 6,6 | 6,2 | 6,2 | 6,0 | 5,8 |
| Inflation rate, % | | | | | | | | | | | |
| USA | 2,08 | 1,47 | 1,61 | 0,12 | 1,27 | 2,14 | 2,54 | 2,44 | 2,13 | 2,04 | 2,83 |
| China | 2,65 | 2,62 | 1,99 | 1,44 | 2,0 | 1,56 | 2,1 | 2,61 | 2,7 | 2,8 | 2,83 |

*Source: calculated by the author for [15].*

After analyzing the trade war between the US and China, it can be concluded that it is the United States that is suffering the most damage from it. This is confirmed by the information on the US trade balance with China [14]. However, while maintaining such dynamics, the volume of US trade deficit will tend to decrease.

Another example is the current relations between the Russian Federation and the EU. The beginning of cooperation between them was the signing of a trade agreement, first between the EEC and the USSR in 1988, and already in 1994 between the EU and the Russian Federation, which came into force in 1997.

The Russian Federation is the third largest trading partner of the EU, and for Russia the EU in general is the largest partner (Table 2). Before the imposition of sanctions, the EU imported almost 206 billion euros of goods and services from Russia, including 160 billion euros for gas and oil [16, p. 167].

Total bilateral trade in 2013 amounted to 326 billion euros - that is, at the level of GDP of countries such as Australia or Denmark. By early 2013, almost 75% of all foreign direct investment (over € 190 billion) had come to Russia from the EU. In turn, Russia has invested € 77 billion in EU countries.

**Table 2. The dependence of EU countries on exports to the Russian Federation**

| Country | Exports to Russia | GDP | Exports to Russia relative to GDP,% |
|---|---|---|---|
| Slovakia | 3,53 | 99,0 | 3,6 |
| Estonia | 0,79 | 25,3 | 3,2 |
| Slovenia | 1,43 | 48,5 | 3,0 |
| Latvia | 0,80 | 31,3 | 2,6 |
| Lithuania | 1,12 | 46,5 | 2,4 |
| Hungary | 3,01 | 133,1 | 2,3 |
| Czech Republic | 5,32 | 209,2 | 2,5 |
| Finland | 5,41 | 267,3 | 2,0 |
| Poland | 8,33 | 526,5 | 1,6 |
| Bulgaria | 0,70 | 54,5 | 1,3 |
| Romania | 2,05 | 190,2 | 1,1 |
| Germany | 37,92 | 3730,4 | 1,0 |
| Austria | 3,85 | 428,4 | 0,9 |
| Belgium | 4,03 | 525,5 | 0,8 |
| Italy | 14,55 | 2149,2 | 0,7 |
| Netherlands | 5,85 | 854,9 | 0,7 |
| Croatia | 0,39 | 58,6 | 0,7 |
| France | 13,01 | 2806,3 | 0,5 |
| United Kingdom | 8,11 | 2678,3 | 0,30 |
| EU | 134,27 | 17960,2 | 0,70 |

*Source*: [17]

However, in the total amount of FDI accumulated by EU countries, the Russian share was only 2%, and the total volume of foreign investments made was less than 4%. The most powerful trade links in Russia were with Germany (75 billion euros), the Netherlands (37 billion euros), Italy (30 billion euros) and Poland (26 billion euros) [18, p. 191].

The question of the reverse effect of sanctions on the sanctioning countries themselves is important for the prospects of their policies in this regard. The economy of European countries may suffer from the sanction’s regime for two reasons:

- first, as a result of the ban on the sale of dual-use technologies for the development of oil and gas fields;

- secondly, the fall of the Russian ruble (by 72% in 2014) has a negative impact on the purchasing power of Russians and reduces the overall demand for imported products [19].

The ban on imports into Russia of food products from Western countries had a negative effect on exports to Russia of these products from the EU (a total of EUR 5 billion), in particular from Lithuania (EUR 1 billion), as well as Poland, Finland, Greece and Spain.Economic sanctions at the present stage of international relations are perhaps the only reliable instrument of influence on a state that violates international law, resorts to armed conflict and violence, and affects the interests of partner countries in all spheres of foreign economic activity. Modern international relations should continue to seek a reorganization policy and clearly define the goals that economic sanctions should achieve [18, p.191]. EU countries have implemented sanctions in the form of equal and urgent measures as foreseen in the Maastricht Treaty [20].Since 2014, four types of sanctions have been launched against Russia: political; diplomatic; financial; personal. These types of sanctions, in addition to the negative ones, also have a positive impact on the Russian economy (Table 3).

**Table 3.Consequences of EU sanctions on Russia's economy**

| Negative consequences | Positive consequences |
|---|---|
| Freezing of assets of natural and legal persons, restricting access to the European Union's financial resources | Due to sanctions, the trading situation in the middle of the Russian Federation has improved |
| The activities of these persons are prohibited in the territory of other countries:<br>5 big banks<br>3 energy companies<br>3 defense companies and their subsidiaries | Due to the decline in exports, the balance between exports and imports has leveled off |
| The national currency of the Russian Federation was affected | The food industry has grown. |
| The sanctions led to a crisis in Russia, accompanied by rising prices | |
| The sphere of international trade has suffered | |

*Source: by the author.*

The weight of the forms of reaction of countries and international organizations on gross violation of human rights, sovereignty of countries, international law determines the effectiveness of economic sanctions. First of all, this shows the difference between the criteria and indicators for assessing performance in the global economy. The corresponding indicators for achieving the goal of sanctions fluctuate significantly. The characteristics of the effectiveness of the economic sanctions of the European Union against Russia due to its aggression against Ukraine are presented in Table 4.

**Table 4.The effectiveness of EU economic sanctions against Russia**

| **Criteria for a significant impact on the economy** | **The actual value of the criterion** |
|---|---|
| Losses over 2% of GDP | Real losses in 2014-2018 1.5% per year |
| Significant difference in size of economies (10: 1) | EU-RF GDP ratio (11: 1) |
| Significant dependence on turnover (more than 25%) | EU share in the RF FTA structure is 45%, RF-EU - 8% |
| Rapid implementation of sanctions and broad cooperation | EC Decision No 119, 145, 386 March-July 2016 28 EU countries + 14 other countries |
| Low loss of sanctioning country | EU losses are less than 0.2% of GDP |

*Source: [21, p. 39]*

Having in mind the substantial economic losses of Russia in the short term as a result of aggression against Ukraine, the content and conditions of the economic sanctions of the European Union against the Russian Federation in 2014-2018 did not meet the above criteria (Table 4). With these sanctions tightened and coordinated with US restrictions, they will have a more significant impact on the Russian economy.

**3. Information component of hybrid warfare.**

The end of the twentieth century is the period of the formation of the information society, which is largely connected with the development of information systems, the globalization of information processes. Against the background of the modern scientific and technological revolution in the world practice of interstate relations there is a consistent transformation of war or armed confrontation of the classical type into war or confrontation of the non-classical type. Gradually, the image of war as an armed lethal confrontation with numerous human casualties gradually recedes. Instead, we get images of another "war" - nanotechnological, psychological, informational, conditional (war of worldviews or types of consciousness) and wars of pre-emptive measures ("transformation of nations"; filling of "security vacuum", etc.).

The practice of information-psychological confrontation (fighting and / or war) has become commonplace, which has essentially become an independent direction of foreign policy of developed countries. At the same time, the leading states of the world are actively pursuing the task of creating and improving non-lethal systems of defeat of the enemy with the use of special forces and means of informational-psychological influence on the national sovereignty of the country. It is well known that in the process of further globalization and domination of the information component in the structure of modern civilization, the content and nature of wars will be significantly and continually complicated. It is only natural that this will lead to marked changes in approaches to strengthening national sovereignty.Today's technology makes it quite easy to create fake information or falsify existing information, making information war the most effective in today's environment. Wars can win on the battlefield, but can also be played in the minds of the people. Information wars accompany the whole history of mankind. At first, they were religious and ideological, and all kinds of repression were used to combat the holders of others' views. Now it's high-tech wars, aimed at destroying national identity - from the imposition of new standards of living to the invasion of national sovereignty.

It should be noted that the most vulnerable place of modern complex systems are decision-making processes. That is why information as such gradually began to change its status. She began to move from the force that helped in the battle to the force that is the main one, which decides the outcome of the war. At the present stage of the development of civilization, information plays a key role in the functioning of public and state institutions and in the life of each individual. The process of informatization is developing so rapidly and often unpredictably that one can say unequivocally that humanity is beginning to realize its social, social, political, economic, military and other possible consequences.

Global informatization leads to the creation of a unified world information space within the accumulation, processing, storage and exchange of information between subjects of this space - people, organizations, states. It is quite clear and obvious that the possibilities of rapid exchange of political, economic, scientific, technical, special and other information, the use of new information technologies in all spheres of public life, and especially in production and management, are an undeniable benefit for humanity. But just as rapid industrial growth has threatened the ecology of the earth, and the successes of nuclear physics have made nuclear war more dangerous, informatization can be the source on a number of major problems on a planetary scale.

However, the necessary level of informatization can be achieved only in a society with high scientific, technical and industrial potential and sufficient cultural and educational level of different layers of the population of individual countries. Only the most developed and appropriately prepared countries are included in the world information space. States that do not have such prerequisites for all-round development are moving further to the sidelines of social and technological progress and becoming as "eternal margins of civilization". Already, such unevenness threatens the confrontation of developed countries and the rest of the world, a threat of instability and the emergence of new clashes and conflicts.

Creating a single world information space inevitably requires the unification of information and telecommunication technologies of all countries - subjects of the information community. This enables powerful industrialized nations, such as the United States and Japan, to greatly enhance their political, economic and military supremacy at the expense of information leadership and, in principle, to exercise global information control over the world community and effectively impose their own rules of play in real life. It is also clear that the prospect of such dependence and the possibility of losing its original independence are of great concern to other states, public institutions and individual citizens.In the 21st century, information, cultural and ideological expansion of Western leaders through the world's telecommunication networks (as the Internet) and through the media has also become a threat. Many countries are forced to take special measures to protect their fellow citizens, their culture, traditions and spiritual values from far-reaching information. It is important to keep in mind the protection of national information resources and the preservation of confidentiality of information exchange on world open networks. It is likely that political and economic confrontation between states and new crisis situations in international relations may arise on this basis.It should be noted that theorists often refer to the information war as a broad class of techniques and methods of informational influence on the enemy - from misinformation and propaganda to electronic warfare. Versatility, secrecy, multivariate forms of hardware and software implementation, radical impact, sufficient choice of time and place of application, and, finally, cost-effectiveness make information weapons extremely dangerous, because they:are easily disguised as a means of protection of, say, intellectual property;allow to conduct offensive actions anonymously, without declaring war.

Based on the analysis of existing research, we can distinguish a number of stages in the development of theoretical understanding of the essence of information war. It should be noted that in this periodization there is a constant change of theorists into practitioners, and then again this cycle is repeated, as the accumulated new experience requires reflection.

The first stage - the beginning of the nineties of the twentieth century. A group of American scientists, studying the war of the future, formulated requirements for the war, emphasizing that the weakest place on the battlefield will remain the brain of a soldier.

The second stage - the end of the nineties of the twentieth century. A team of scientists led by J. Arkill, for the first time, fundamentally covered the problems of information strategy, cyber war and network war, as well as the information war.

The third stage is the zero years of the 21st century. At this stage, there was a significant activity of military practitioners who, in addition to information operations, were already engaged in operations of influence in other spheres of public life [22]. The current state of Western educational literature on information operations is characterized by a number of textbooks published in the US under the editorship of the Australian Scientist L. Armistide [23]. This testifies to the leading position of the USA in the theory of information wars.

The fourth stage is from 2010 to the present. This stage is characterized by the emergence of a new term - the epistemological war [24]. Epistemology as a discipline arises in the context of intelligence. In the 21st century, there is an understanding of the knowledge war, the wisdom war, that is, an even higher level, which is called the noosphere in Arcillus (and long before Vernadsky). That is, it is not even informational, but "novel" [25]. The probable prototype is the Cold War, since the reorganization that resulted from it replaced the Soviet picture of the world with an alternative one.

It should be noted that most researchers agree that today there is no single academic approach to the problem of information wars [23]. It turns out that the expansion of practice has not yet led to the same growth of theory. So British scientists have put in their research another basis: the focus is not on changing attitudes, but on changing behavior. They emphasize that by changing relationships, economic agents do not necessarily change behavior, so the goal should be to change behavior. A clear proprietary analytical framework allows you to analyze and criticize the information campaigns of others, in this case Americans. But their model is still in the formation stage. And this is understandable, since there are many factors of influence.

Their basic position was the allocation of three types of communication: information, relative (depends on the relationship) and behavioral. The latter is aimed at promoting a specific predetermined behavior. They cite even sets President Obama's "Change" campaign as an example. A viral message has been launched on social media calling for the Obama rally to be an emotionally exciting act. This made it interesting even for those who are not a supporter or love to stay at home. And that changed their behavior.

Another striking example of an information war with an economic subtext (in addition to a political one) was the 2012 information war on the European Football Championship in Ukraine. Before the start of Euro-2012, Ukraine received a number of negative publications in the Western press that warned tourists from attending a football championship in Ukraine [26-32].In view of the above, as a major tool of protection in the event of information wars, it should be noted that there is information sovereignty in the country that allows to determine independently and the national and geopolitical national interests in the digital sphere; conduct independent internal and external information policy espionage; manage their own information resources, form the infrastructure of the national information space; guarantee the electronic and information security of the state.

**Conclusions.**

Thus, modern hybrid war is an offensive strategy. Those who lead a hybrid war do not respond to an immediate event or threat. Rather, they spend a "long game" camouflaging their actions and waiting for the cumulative effect of tactical successes, which ultimately boil down to strategic victory. The result is most often the fact that the situation has changed.

The study of the nature of trade wars and the imposition of sanctions on such interactions between countries in the presence of global markets for goods and services, the deepening of the international division of labor and a number of other characteristics of the global world economy leads to the conclusion about the dual nature of the impact of economic sanctions as a subject of sanctions pressure, and on the states acting as organizers of sanctions. Modern trade wars can be characterized as a system-forming factor for national economies and their foreign trade. The success of these wars, both for the initiating and sanctioned states, is determined by the costs of the sanctions and the variety of instruments used. It should also be taken into account that the goals of sanction pressure are very difficult to achieve today, and the effect of sanctions can be very insignificant, since the pressure countries are gradually adapting to external challenges and threats, looking for and finding alternative markets for their goods, new trading and investment partners and also develop and implement import substitution strategies.

The dominance of the information component in the structure of modern civilization has led to the transfer of conflicting logic from the militaristic to the informational sphere and the sphere of business and commerce. This provided qualitatively new characteristics of the geostrategic confrontation between the leading powers of the world in order to achieve excellence in the global information space. However, the main intrigue is the prospect of combination with the use of force. Common sense suggests that given the weakness of official diplomacy and the lack of effectiveness of sanctions, the temptation to use force in one form or another will grow.

It is likely that the number of direct and indirect force operations will increase in the near future. Good old restraint remains an important tool for sovereignty and security.

To summarize, if we take into account all the factors analyzed together, we identify the overall coordination role of an external force - an international actor, through which sanctions and external pressure are implemented, information weapons are purposefully used that mislead the public and replace real meanings with false reality, then you can see a holistic picture of organized and an undeclared "hybrid war." To win this war, one should take into account the displacement of external and internal threats, comprehensively analyze the international alignment and domestic political factors, carefully stop every interacting element, and at the same time prevent their unification.

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# EXECUTION OF TRANSACTIONS WITH FIXED ASSETS AS EXPRESSION OF ACCOUNTING PROFESSIONAL COMPETENCE

**Abstract.***Documenting fixed assets requires a considerable amount of time and attention from their executors, since the approved standard forms of primary accounting are morally outdated. In some cases, entities use self-developed document forms, which requires additional time to develop them. The article investigates the value of fixed assets in the economic activities of economic entities, formulated their definition, presents a value criterion for the classification of objects in the composition of fixed assets. The method of filling in the standard forms of primary documents for accounting for fixed assets is presented, in particular: Act of acceptance-transfer (internal movement) of fixed assets, Act of acceptance-delivery of repaired, reconstructed and modernized objects, Act of write-off of fixed assets, Act of decommissioning of vehicles, vehicles Fixed Asset Accounting Cards, Inventory Cards Description, Fixed Assets Inventory. The authors propose a fixed assets registry, which is designed with the legal classification of fixed assets and their details, based on the principle of group accounting of the same fixed assets, which allows you to quickly obtain information about the composition of fixed assets of the enterprise at any date. It has been found that no specialized forms for the initial documentation of land transactions have been approved at the legislative level. It is recommended to use the Land Inventory Card. The details of the form are distinguished: account, original cost, method of receipt, monetary valuation, credit score, materially responsible person, revaluation, improvement, use and purpose.*

## Introduction.

The fixed assets are the basis for any activity. The results of the business entity depend on their number, value, qualitative condition and effective use.

Fixed assets are tangible assets held by an enterprise for the purpose of using them in the process of production or supply of goods, rendering services, leasing to other persons or for performing administrative and socio-cultural functions, the expected useful life (operation) of which is more than one year (or operating cycle if longer than one year) [1].

The fixed assets include: land, buildings, structures, transmission equipment, machinery and equipment, vehicles, tools, production and economic equipment, adult working and productive livestock, perennial plantations and others.

The Tax Code of Ukraine defines the value limit for attribution of assets to fixed assets – 6000 UAH without value added tax [2].

Documentation of operations with fixed assets of the enterprise requires care, perseverance and patience when filling in the forms. Presence in some typical forms of accounting and write-off of fixed assets of obsolete requisites, lack of methodological recommendations for their filling, as well as granting to business entities the right to document business transactions using self-made forms, which must contain obligatory requisites or requisites of typical forms complicate the process of drafting documents.

The purpose of the article is to study and improve the documentation of the movement of fixed assets, to study the procedure for assigning inventory numbers to fixed assets by economic entities.

To achieve this goal, we used content analysis of the content of regulatory acts that regulate the procedure for documenting transactions with fixed assets; the existing practice of primary accounting of fixed assets is generalized.

The accountant of an enterprise, while performing accounting work related to fixed assets, is primarily guided by the following legal acts: Regulation (Standard) of Accounting 7 «Fixed Assets» [1], Tax Code of Ukraine [2], Order of the Ministry of Statistics of Ukraine «On approval of standard forms of primary accounting» [3], Order of the Ministry of Finance of Ukraine «On approval of standard forms for accounting and write off of fixed assets by public sector entities and the procedure for their preparation» [4].The unit of accounting for fixed assets is a separate item of fixed assets (Fig. 1).

In the course of business transactions, there is a movement of fixed assets, which is associated with their receipt, internal movement and disposal. These transactions formalize the standard forms of primary documents, which are provided by the Decree of the Ministry of Statistics of Ukraine «On approval of standard forms of primary accounting» of December 29, 1995 № 352 (here-in-after – Decree № 352) [3]. The accounting for fixed assets has changed several times, but the standard forms have remained unchanged, however, the standard forms are not universal. Taking into account outdated forms of primary documents for accounting for fixed assets, the Ministry of Finance of Ukraine approved modern standard forms for accounting and writing off of fixed assets for public sector entities and allowed them to be used by any other domestic legal entities, as well as representative offices of foreign economic entities [4].

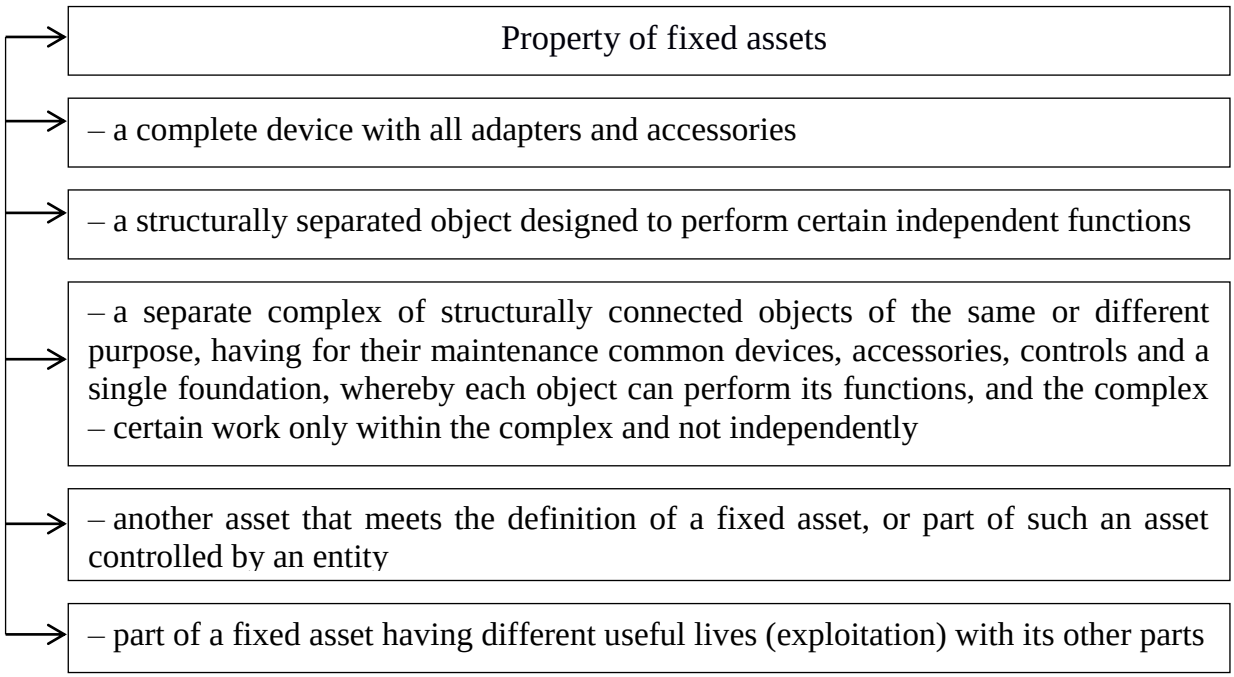



**Fig. 1. Criteria for fixed asset accounting**

We describe the primary documents for accounting for the receipt and disposal of fixed assets.

**1. Documentation of the receipt of fixed assets**

On the basis of the Act of acceptance-transfer (internal movement) of fixed assets (form № FA -1) (here-in-after - form № FA-1) make out:

– listing of individual objects in the fixed assets;

– transfer of objects of fixed assets from storage to operation;

– the commissioning of construction sites (unless, in accordance with applicable law, the commissioning of sites must be completed in a special manner);

– internal movement of fixed assets from one unit to another;

– exclusion of assets from the fixed assets when transferring them to another enterprise.

Decree № 352 does not specify separately the procedure for documenting the acceptance and transfer of fixed assets for operating (operational) lease. But since this order establishes the procedure for documenting transactions with fixed assets, it is advisable to be guided during the registration of lease transactions. Documentary confirmation of the fact of the transfer of objects is important, since rented fixed assets are accounted on the balance sheet of one enterprise and are in fact at the disposal of another [3].

The landlord’s leased item is accounted for on the balance sheet, but if it is a separate inventory item that can be moved from one place to another, it may not be available. Form № FA-1 is the document confirming the validity of the absence of such an object.

The lessee has an operating lease that is actually available but is not accounted for in the balance sheet. Form № FA-1, together with the agreement, is a documented acknowledgment that the object has been leased, not for free.

Form № FA-1 consists of:

– every object that comes in;

– several items of the same type (household equipment, tools, equipment), if received in the same calendar month and at the same cost.

Accounting (standard) Regulation 7 (here-in-after – A(s)R) «Fixed assets» defines the concept of «object of fixed assets».

In accordance with paragraph 10, paragraph 4 A(s)R 7, «if one item of fixed assets consists of parts that have different useful lives (operation), then each of these parts can be recognized in accounting as a separate item of fixed assets». In this case, the form №FA-1 must be drawn up for each such part. Conversely, if multiple items are purchased as a single kit, this kit may be considered as a single item under A(s)R 7. For accounting it is enough to fill in one copy of the form № FA-1 [1].

Depending on the nature of the movement of the fixed asset, the act must be drawn up in one, two or three copies (table 1).

**Table 1.Options of registration of the Act of acceptance-transfer (internal movement) of fixed assets (form № FA-1)**

<table>
<tr><td rowspan="2">№ i/o</td><td rowspan="2">The nature of the operation</td><td colspan="3">Number of copies of the act and their purpose</td></tr>
<tr><td>first copy</td><td>second copy</td><td>third copy</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td>1.</td><td>The item was purchased directly from the manufacturer or through a trading company and a delivery note was received from the vendor. The act is drawn up by a commission appointed by the head of the enterprise, who confirms the act</td><td>The act, together with the supplier’s invoice and the technical documentation for the object, shall be submitted to the accounting department</td><td colspan="2" rowspan="2">Do not create</td></tr>
<tr><td>2.</td><td>The item was purchased from another entity that used it as an item of property, plant and equipment and at the time of transfer issued the same act. The act is drawn up by a commission appointed by the head of the enterprise, who confirms the act</td><td>The act, drawn up at the enterprise, together with the act received from the applicant and the technical documentation of the object is submitted to the accounting department</td></tr>
<tr><td>3.</td><td>The object is transferred from one business unit to another (internal relocation). The act is drawn up by the employee of the unit that transfers the object. The act is signed by the responsible employees of the units that transmit and receive it</td><td>The act is transferred to the accounting department. An act made when an object is credited to an item of property, plant and equipment is marked by its relocation</td><td>Remains in the unit that passed the object</td><td>Do not create</td></tr>
</table>

| № i/o | The nature of the operation | Number of copies of the act and their purpose | | |
|---|---|---|---|---|
| | | first copy | second copy | third copy |
| 1 | 2 | 3 | 4 | 5 |
| 4. | Free transfer of property, plant and equipment to another enterprise. The document is drawn up on the basis of the decision of the head of the enterprise or on the basis of the decision of the relevant bodies (in cases provided by the law) | The act remains with the enterprise (stored in accounting or archives throughout the period prescribed by law) | Transmit to the recipient company | Do not create |
| 5. | Transfer (sale) of an item of property, plant and equipment to another enterprise for a fee | | The act remains with the company (stored in the department that passed the object) | Transmit to the buyer’s company, together with a copy of the inventory of fixed assets accounting card and technical documentation |
| 6. | Lease of property, plant and equipment | The act remains in the accounting department of the landlord | It remains in the hands of the landlord in the department that passed the object | Transmit to the tenant with a copy inventory of fixed assets accounting card and technical documentation |

The act of acceptance-delivery of repaired, reconstructed and upgraded objects (form № FA-2) is used for registration of acceptance-delivery of fixed assets after repair, reconstruction and modernization. The act specifies the cost of repair in accordance with the contract (estimate for repair work). A one copy of the act is made if the repair, reconstruction or modernization is performed by the enterprise's own resources. In this case, the act is signed by the authorized representative of the unit to which the repaired object is transferred, and the representative of the unit that performed the repair. In addition, the act must be signed by the chief accountant and approved by the manager or his authorized representative. An act is made in two copies if the repair, reconstruction or modernization is performed by a third-party company. In this case, the act is signed by the authorized representative of the owner enterprise (or tenant) of the object and the representative of the repair company. In this case, the act is signed by the chief accountant and approved by the head of the enterprise to which the object belongs, or by his authorized person.

The first copy of the act is transferred to the accounting department. On the basis of the act, the inventory card contains the data on the performed repair. The second copy of the act is transferred to the repair company.

If the technical characteristics of the object have changed as a result of repairs, upgrades, reconstructions, they make changes to the relevant section of the act and the technical passport of the object.

When drafting an act, you must take into account the peculiarities of accounting in the accounting of the costs associated with the repair, reconstruction, modernization, etc. of own and leased assets of fixed assets:

– if the costs do not increase the economic benefits initially expected from the use of the item (repair), they are recognized as an expense in the current period or accumulated on a special subaccount and recognized as an expense in the period in which the object will be restored after repair. In this case, it is not necessary to make the form № FA-2 (the form is necessary if the object is transferred to another unit at the time of repair);

– if the costs lead to an increase in the economic benefits initially expected from the use of the facility (modernization, reconstruction, etc.), the original (revalued) value of the entity-owned object should be increased by the amount of such costs or the initial cost should be generated with the conditional name «Expenses for the modernization (reconstruction) of the leased object».

## 2. Documentation of disposal of fixed assets

The act of write-off of fixed assets (form № FA-3) is applied for registration of disposal of certain inventory objects of fixed assets (except for vehicles) in case of their complete or partial liquidation (disassembly, destruction). The act is drawn up in two copies by a permanent commission at the enterprise, the head approves. The first copy of the act is transferred to the accounting department, the second remains to the responsible person, who is in charge of the liquidated object. The document is the basis for the delivery of scrap metal, spare parts and materials resulting from the liquidation of the object.

The section «Calculation of results of the write-off of the object» reflects the costs of liquidation of the assets of fixed assets, as well as the cost of tangible assets derived from the dismantling of buildings and structures, the dismantling of equipment and other fixed assets.

The registers of analytical accounting of disposable fixed assets are appended to the documents that show the facts of disposal of fixed assets. In order to determine the financial result of the disposal of an item of property, plant and equipment, it is necessary to deduct the residual value of the item, the amount of indirect taxes and the amount of expenses associated with the disposal of the item of property, plant and equipment.

Income received in the event of liquidation of property, plant and equipment is the value of tangible assets that can be used (spare parts, individual parts) or sold to the side (scrap metal, etc.). The following tangible assets are reflected in the accounting by correspondence of accounts: credit (here-in-after –Cr) of subaccount 746 «Other income» and debit (here-in-after –Dt) of one of the subaccounts of account 20 «Production inventories».

Depending on the type of tangible assets, these may be subaccounts: 201 «Raw materials», 203 «Fuel», 204 «Packaging materials», 205 «Building materials», 207 «Spare parts» or 209 «Other materials». In addition, subaccount 209 also reflects tangible assets derived from the elimination of property, plant and equipment that cannot be used as materials, fuel or spare parts in the enterprise (scrap, scrap), worn tires; etc.

The residual value of an item is the difference between its original cost and the amount of accumulated depreciation. In this case, accounting records are made: Dt of subaccount 131 «Depreciation of fixed assets» and Cr of one of the subaccounts of account 10 «Fixed assets» (for the amount of depreciation); Sub-account Dt 976 «Write-off of non-current assets» and Cr of one of sub-accounts of account 10 «Fixed assets» (for residual value). In addition, the act should reflect the costs associated with the liquidation of the object (for example, payroll employees who completed the liquidation, payment for services of third parties, etc.). Such costs are recorded in the accounting records for the respective subaccounts and Dt of subaccount 976. The deed of motor vehicles (form № FA-4) is used for registration of disposals of vehicles (trucks or cars, trailers, semi-trailers) as a result of their deterioration, moral aging or destruction due to an accident, natural disaster. The act of writing off is given by the members of the standing committee in two copies, one of which is transferred to the accounting department, the other remains with the person responsible for the storage of fixed assets. The act states:

– name of the vehicle to be written off;
– reasons for writing off:
– original cost;
– service life;
– number of major repairs and their amount.

In the section «Calculation of the results of the write-off of the car (trailer, semi-trailer)» indicate the costs associated with the elimination of fixed assets (dismantling the object, disassembly, etc.), as well as information about the material received.

According to Decree No. 352, there are two forms of an act for writing off fixed assets: form № FA-4 – for motor vehicles and form № FA-3 – for all other types of fixed assets, since motor vehicles have specific features that and displayed in the form № FA-4, it provides special lines, which contain detailed information about the vehicle in general (make, model, type of vehicle, etc.), as well as its individual components and parts [3].

Both forms, which are intended to write off fixed assets, are important for tax accounting: their availability can be a reason for not deducting value added tax liabilities in case of liquidation of the object. Legislation requires that the fact of liquidation of an item of property, plant and equipment be documented. In this case, no value added tax liability arises. Together with other documents (invoice for acceptance of scrap metal from the receiving organization, documents on removal of motor vehicle from accounting, display in accounting of material values received from liquidation of the object, etc.) forms № FA-3 and № FA-4 provide taxpayers an opportunity to avoid paying value added tax.

## 3. Inventory of fixed assets

Inventory of fixed assets accounting card (form № FA-6) is used for:

– individual accounting of each asset of fixed assets;

– group accounting of the same assets of fixed assets, which came into operation in one calendar month and have the same industrial purpose, technical characteristics and the same value. In this case, the card is filled by position records of each individual asset of fixed assets. Form № FA-6 is completed in one copy on the basis of form № FA-1, invoices, technical and other supporting documentation.

The card should give a brief individual characteristic of the object, which contains the most important quantitative and qualitative indicators. It is desirable to indicate the indicators (distinctive features) that are not available in the accompanying technical documentation for this item of fixed assets. In the case of group accounting, a brief individual characteristic is given not by each object, but by the group of such objects.

If the item of property, plant and equipment has undergone completion, retrofitting, reconstruction, modernization or overhaul, then after completion of the work on the basis of form № FA-2, make the appropriate entries in the inventory card. If all the data about the change of object does not fit into one form, they open a new card. The old inventory card is stored as a reference document, marking the opening of the new card.

In the case of internal movement of fixed assets, such movement is recorded on the back of the inventory card.

Description of inventory cards for accounting for fixed assets (form № FA-7) is used to register inventory cards opened for analytical accounting of fixed assets. The description is made in one copy by an accountant. The purpose of the description is to control the storage of inventory cards.

Pursuant to Decree № 352, only the sample form № FA-7 was approved [3].

Inventory of fixed assets (form № FA-9) is applied for the objective accounting of fixed assets assigned to each materially responsible person at the location (operation) of the fixed assets object. It performs the same functions as Form № FA-6. Accordingly, the data in these two documents should be the same.

There is currently no standard form for a business entity to register inventory of its fixed assets and to control the period of commissioning and disposal of assets. A typical example of the Register is given below, fig. 2.

The presented form of the register is constructed taking into account the statutory classification of fixed assets and their detail, adopted independently by the economic entity, that is, on the principle of group accounting of the same fixed assets, which allows to obtain quickly information about the composition of fixed assets of the enterprise at any date. The availability of information on the timing of the item of fixed assets on the balance sheet, opening an inventory card, its disposal helps to control the correct organization of primary accounting for fixed assets.

LLC «Svitanok»
name of the enterprise (organization, institution))

Code by USREOU

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|

LIST OF FIXED ASSETS

Started «02» January 2020

| Inventory number | | | Name of the fix asset | The act of acceptance – transfer (commissioning) of fixed assets | Inventory card or inventory entry | | Disposal of the fixed asset | |
|---|---|---|---|---|---|---|---|---|
| Subaccount number | Subgroup | the ordinal number of the subject in the subgroup | | date | number | date | document | date |
| 104 | 104.23 | 104.23.12 | Monitor Samsung | 02.12.2020 | 25 | 02.12. 2020 | | |

**Fig. 2. Sample form of fixed assets register**

The inventory number is fixed to the item of property, plant and equipment for the entire duration of its stay in the enterprise and must be indicated on it. To do this, it can be affixed to a token that is affixed (glued, screwed) to the object, or to be marked with paint on the object, or otherwise affixed. When an inventory item is complex, it includes certain separate items that make up one whole with it, the same inventory number that is affixed to the main item is affixed to each such item.

An inventory number is a mandatory requisite for all primary documents that cover business operations in the construction, manufacture, purchase, commissioning, maintenance, improvement and disposal of fixed assets.

When conducting an inventory of property, plant and equipment, the Inventory Commission (Working Inventory Commission) not only makes sure that the appropriate inventory number is available for each item of property, plant and equipment, but also that it is appropriately assigned to that item. Only after performing these procedures, the inventory number of the fixed asset is indicated in the inventory description.

The inventory numbers of disposable fixed assets are not assigned to other fixed assets that have been transferred to the enterprise.

Leased property, plant and equipment may remain with the landlord's inventory number (unless the number is assigned to a tenant).

## 4. Depreciation of fixed assets

During operation, fixed assets are worn out and depreciation is charged.

Depreciation is the systematic distribution of the value of fixed assets over their useful life (operation).

Methods of depreciation of fixed assets are given in table 2.

**Table 2.Depreciation methods for fixed assets [1]**

| Depreciation method | Calculation rules |
|---|---|
| Rectilinear | Annual depreciation amount = (initial (or revalued) – liquidation): the useful life of an item of property, plant and equipment. Monthly depreciation = annual: 12 months |
| Decrease in residual value | Annual depreciation amount = original cost at the date of commencement of depreciation x annual depreciation rate. Annual depreciation = the residual value of the item at the beginning of the reporting year x the annual depreciation rate. The annual depreciation rate (in percentage) is calculated as the difference between the unit and the result of the root of the number of years of useful life of the object as a result of dividing the liquidation value of the object by its original value |
| Accelerated reduction of residual cost | Annual depreciation = the residual value of the asset at the beginning of the reporting year (or the original cost at the date the depreciation began) x 2-year depreciation rates that are calculated based on the useful life of the asset |
| Cumulative | Annual depreciation = (original (or revalued) - liquidation) x cumulative coefficient. The cumulative coefficient is calculated by dividing the number of years remaining to the end of the useful life of an item of property, plant and equipment by the number of years of its useful life |
| Industrial | Monthly Depreciation Amount = Actual Monthly Amount of Products (Works, Services) x Production Depreciation Rate. The depreciation production rate is calculated by dividing the depreciable cost by the total amount of production (works, services) that the enterprise expects to produce (perform) using the fixed asset |

Depreciation on property, plant and equipment (other than tangible fixed assets) is used to determine the amount of depreciation of property, plant and equipment and the period over which depreciation is charged. It records accounting depreciation.

As depreciation is accrued on a monthly basis, so is the depreciation calculation on a monthly basis - on the last day of the month. Information about fixed assets is recorded in the Depreciation calculation with the indication:

– the name of the object;

– inventory number;

– the subaccount on which the object is accounted for and the subaccount of expenses on which the accrued depreciation is kept;

– the amortized cost is the initial or revalued value of the non-current assets, net of their liquidation value;

– the annual amount of depreciation;

– the number of months of useful use (operation) in the period;

– amounts of wear at the beginning and end of the period.

Depreciation is calculated by an accountant who is responsible for accounting for fixed assets. The accountant calculates depreciation, the chief accountant confirms the data with a signature. Fill in one copy.

**Conclusions.**

The degree of detail of the content and volume of the business transaction is determined by the persons responsible for carrying out the business operation and the correctness of its design. Detailing should ensure that the substance of the business transaction is disclosed, and the assets, liabilities, income or expenses associated with it are identified.

Documents on accounting for fixed assets shall be drawn up at the time of conducting the business transaction or, if this is not possible, immediately after its completion.

Depending on the operations carried out, business entities may use in their activity primary documents of standard and specialized forms, as well as self-developed forms, which are recorded in the order on the organization of accounting at the enterprise. The free lines in the primary documents are crossed out.

The persons who compiled and signed them are responsible for the timely preparation of the original documents and the reliability of the data displayed therein.

At the legislative level, a number of fixed assets accounting documents have been approved, but no specialized forms have been approved for the primary documentation of land transactions. It is advisable to use the following forms of registers of object analytical accounting:

a) Inventory card for accounting for fixed assets (except land). Form requisites: account, original cost, method of receipt, materially liable person, date, accrued depreciation data, revaluation / improvement, operating conditions;

b) Inventory card of land account. Form requisites: account, original cost, method of receipt, monetary valuation, credit score, materially responsible person, revaluation, improvement, use, and purpose.

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# PERFORMANCE OF THE COMPANY'S RESTRUCTURING IN THE LIGHT OF RESPONSIBILITY OF THE MAIN CAPITAL OF THE LEASER OF AVIATION TECHNOLOGY AS ASUBSIDIARY IN FOREIGN ECONOMIC ACTIVITY

**Abstract.***The question arises of solving such problems as: the company's restructuring in the light of responsibility of the main capital of the leaser of aviation technology, the possibility of developing an unified conceptual approach for leasing planes, helicopters etc. and tools for assessing the impact on the organization's economic security. The unit deals with the problems of formation of the sources of fixed capital enterprises depending on the fulfillment of their foreign economic activity in the course of leasing operations. the main indicators of the use of fixed capital, such as: national income, profits, sales of goods, gross products in order to determine the efficiency of the use of fixed capital, which directly related to the notion of capital efficiency. Activation of reproduction of fixed capital involves, first of all, the acceleration of its real turnover, which is manifested in the shortening of the reproduction cycle. And since the cycle of reproduction of fixed capital covers the stages of* R&D, *industrial production, testing, operation and replacement, its reduction contributes to the modernization, modernization of means of labor, the optimal use of available production capacities, which makes it possible to increase capital efficiency and production efficiency as a whole. The expediency of restructuring the company based on its main tasks in determining and eliminating leasing operations is substantiated . in order to increase efficiency operational activities.*

## Introduction.

The category "efficiency" has a complex systemic nature, which determines the presence of various points of view on its essence. It is important to distinguish between the reproduction efficiency, that characterizes the entire reproduction process: production, distribution, exchange and consumption, and the economic efficiency of production as one of the phases of the reproduction process. Many researchers point to the difference between these phenomena [2,3,4].

In this case, it is advisable to determine the essence of fixed capital efficiency, not the whole process of reproduction of a public product. Fixed capital efficiency is embedded in

the process of reproduction, but manifested in its use (operation), ie in the process of production. Thus, it would be appropriate to identify the economic efficiency of fixed capital in the production phase.

It is known that the creation of any particular company is associated with certain costs, such as the comparative cost of the use of invested money. At the present stage of functioning of the economy in Ukraine, one of the topical issues is to evaluate the use of own or borrowed funds.The ratio of equity and borrowed capital is a function of leverage in. Leasing, in turn, is one of the forms of financing the capital of the firm, but in the implementation of leasing operations .

Therefore. the purpose of research on this topic is to highlight the problems of leasing in the process of reproduction of fixed assets of aviationenterprises , since there is a problem of coordination of actions of all participants of leasing operations.

Study and analysis of funding playbacktion of capital aircraft and operating companies (carriers) and features of leasing in the reproduction process devoted to the work of many scientists. In their scientific works the theoretical provisions concerning the nature of the leasing, its types and forms, as well as the benefits, advantages and disadvantages of leasing, are sufficiently presented. but in their works not acquired issue further qualitative development.

For example, by V.I. Mischenko, leasing is generally attributed to non-traditional banking operations and services [1]. In this regard, an attempt to compare ordinary bank credit with leasing was made by D. Leletsky [3]. But the problem of choosing an enterprise for the means of reproduction of its fixed assets for the purpose not only of their modernization, but also increase of economic profitability, remains almost unexplored. The problem of choosing the means for the enterprise to recreate its fixed assets for the purpose of not only modernizing them, but also increasing economic profitability, also remains almost unexplored.

The purpose of the section is to research and systematize theoretical and methodological aspects of the use of credit and leasing of industrial and economic activity airlines Ukraine, clarifying their nature, critical evaluation of their effectiveness in terms of economic benefits for the enterprise to assist management in choosing the option of borrowing funds for restoration economic potential of the enterprise, identification offinancial problems faced by the leading enterprises of the aviation industry in the application and leasing.

## 1. Impact of leasing on the economic security of airlines

During the economic crisis, the recovery of fixed assets of aviation enterprises proved to be the most vulnerable. This is due to:

*first, the* fact that the process of reproduction of fixed capital was deformed during the periods of growth, stabilization and stagnation of economic development, that is, even before the beginning in 1991;

*secondly*, high inflation and incredible price (tariff) increases have led to a decline in the standard of living and, consequently, a decrease in demand for products, including civil aviation services (AS), which has significantly reduced investment and expanded investment opportunities. ott in plowing fixed capital;

*third*, during the transition to market conditions, the state lost its regulatory function related to the stimulation of fixed capital, despite the fact that civil aviation (CA) enterprises had mostly state ownership.

Market conditions do not mean that the state ceases to influence the process of reproduction of fixed capital. Elemenation from direct interference in business, the state has the regulatory function in establishing the principles of a market economy, be compulsory for all participants. State regulation of the process of reproduction of fixed capital in market conditions of economy is carried out through the implementation of such functions as:

–*indicative,* related to the determination of investment needs at the level of the national economy for its structural adjustment;

–*an incentive* that is manifested through the creation of economic conditions and incentives for the interest of all participants in the reproduction process in providing the necessary conditions for its functioning;

–*control,* which monitors and analyzes how certain conditions and incentives are actually implemented.

State regulation and control are carried out by means of a system of legislative, legal, organizational, socio-psychological, administrative and economic methods. In the market conditions, economic preference is given to economic methods, because they influence the behavior of those who are driven by their interests. Thus, the state must create such conditions that the economic interests cover all stages of the cycle of reproduction of fixed capital – from scientific research to the industrial use of created means of labor and their timely replacement. Consequently, the transition from a centralized economy to a market economy involves the use of such economic stimulus regulators as: depreciation, tax, credit policy, and various forms and sources of investment for extended reproduction of fixed capital.

In order to determine the effectiveness of fixed capital, it is necessary to analyze the relevant indicators. Any economic indicator should be viewed as a concept that gives a quantitative description of economic phenomena with their qualitative determination, these two parts together closely related.

Majority of economists [2, 3, 4] believes that the economic efficiency of productive capital is expressed by its correlation with products (work, services), that is a capital output. Capital efficiency is an indicator of fixed capital efficiency and it shows what the amount of the value of the gross output (sold services) is 1 UAH value of fixed capital, characterizes the total return on the use of fixed capital, ie the efficiency of investing in fixed capital. The return on capital is determined by the ratio of gross output to fixed

capital. Consequently, the more production is per unit of capital, or the less capital per unit of production, the higher its economic efficiency. However, since capital can be implemented not only to increase production but also to improve the environmental, social conditions and safety conditions or replacement of manual labor, it is necessary to accurately determine the terms "efficiencyof main capital" and "efficient use of capital".

Based on the ambiguity of the concept of fixed capital – as a participant in the process of reproduction of a social product and a means of creating value, it can be noted that the development of productive labor power is not in the data and industry, but in the one that supplies it with the means of production – here is the case relatively lowers the cost of capital involved and therefore raises the rate of return. The point here is that in the process of reproduction of means of production, their productivity increases faster than their cost, and therefore there is a relative decrease in the cost of labor.

Otherwise, the increase in the rate of return is achieved not as a result of savings in the work that produces fixed capital, but in the economy in using the fixed capital itself, that is, in this case, saving labor occurs during their operation. Thus, if in the first case, the savings in labor are related to changes in the quality of fixed capital, its design productivity and cost, then in the second - solely as a result of increasing the efficiency of its usage.

Therefore, when the term "fixed capital efficiency" is used, the cost of its reproduction is implied. The concept of "fixed capital efficiency" means the most complete and productive use in the process of operation.

Of course, these two ways of saving are two directions of a single process of production activity, but they are evidence of completely separate areas. If reproductive factors indicate the effectiveness of fixed capital formation costs, the operational ones indicate the level and completeness of its use .

The efficiency of fixed capital in the aviation industry is determined not only in the operation of the fleet of aircraft (planes and helicopters) and other types of fixed capital (equipment of landing facilities, radio navigation, air traffic control, buildings and structures of commercial and maintenance flights and more), but also while designing the development of aircraft and helicopter – building enterprises and land complexes of airfields where efficiency is laid. Trends affecting the aircraft technical and economic characteristics of certain types of aircraft that are largely HPVand ing on the effectiveness of capital.

In order to determine the efficiency of the use of fixed capital, which is directly related to the concept of capital return , it is necessary to analyze the indicators characterizing the capital return in terms of value. These indicators include:

- national income, net, regulatory and net production, profit;
- sold products;
- gross domestic product or gross output.

Indeed, national income is one of the general indicators of social production efficiency. It best characterizes the national wealth created in a certain time, is a source of accumulation and consumption, but this indicator is unacceptable for calculating the capital

return. The fact is that national income characterizes the newly created part of the social product and reflects the costs of living labor only. And called connection with innovation and as a consequence of productivity growth, the share of past (materialized) labor cost increases social product and living naturally decreases. This means that the growth rate of national income will be lower than the growth rate of past labor costs, including fixed capital. As a result, the amount of national income per one hryvnia of fixed capital will decrease. Therefore, the calculation of capital efficiency at the macro level through the national income may be evidence of patterns of decline in this indicator with which to agree impossible.

The indicator of net (regulatory) production is of some interest when calculating capital output at the industry or enterprise level. Net production is the newly created value less the cost of the means of production consumed in the production process. Actually, it is a national income created by the enterprise. It consists of the wages and profits of the enterprise. The experience of using this indicator shows that it certainly has economic sense, but in the current state of normalization and accounting of labor, it is almost impossible to evaluate the result of the enterprise's activity after it. This indicator should be used only for the production of stable, comparative products and constant specific cost of production.

By using this indicator airlines performing flights on many different routes, costs are due to changes in n s air navigation costs, airport charges and other costs that vary with the airport of destination is inappropriate.

The production of operating airlines is characterized by narrow nomenclature, low differentiation and relative stability of the level of transport tariffs over time. At operating airlines there is no interest in the laziness (and possibility) of artificially overestimating the volume of transportation, both in kind and in terms of value, to combat what, in fact, was introduced by the indicator of normatively pure production. Thus, the use of the standard of pure production in the civil aviation (CA) does not make sense [1].

A more realistic assessment of the efficiency of use of fixed capital is characterized by a return on contingent products, which is known to include newly created value (wages and profits) and part of the carry-forward costs of labor (depreciation). However, this measure of output is not widely used in practice, and therefore does not occur reflected in official statistics. If, in the analysis of the work of enterprises and are calculations of conditionally-pure products, then they are conducted in a simplified manner – on the basis of gross production. Therefore, the disadvantages of gross output are to some extent carried over to the figure of conditionally-net production, which inevitably distorts the value of capital output.

When choosing an indicator of the volume of products (works, services) it is necessary to proceed not only from purely theoretical considerations, but also to take into account its availability, ie the possibility of using this indicator without auxiliary additional

calculations. In other words, you need to use one of the indicators that have produced statistical and accounting reports. From this point of view, the indicators of sold products, profits, gross (commodity) products may be interesting.

It is known that the products sold completes the turnover of the means of production and only on it it is possible to draw conclusions about the expediency of existence of a particular enterprise, that is, the volume of sales reflects the existing demand or determination by the society of the need to produce these products (works, services). It is hard to disagree with this characteristic of the sold products. However, sales often do not coincide with the production of products and sometimes do not depend on it. In the operational activities of the CA products / services (transportation) are consumed directly in the production process, the airline receives payment for transportation, as a rule, even before its implementation, so the cycle of sales, ie its transformation from a commodity form into a monetary one, is absent. From the above we can conclude that the products sold are not directly related to the use of fixed capital. The indicator of capital return, unlike, for example, the indicator of profitability should be purely productive, and to characterize production volumes through sales, especially on aviation transport, is impossible.

The value of calculating capital return through profit is that it gives a clear idea of what mass of productive capital an enterprise of a given profit reaches. At prices (tariffs) that reflect socially necessary labor costs, profit as a productive indicator characterizes all areas of economic and financial activity of enterprises and is conditioned both by the growth of production volumes and the achieved level of labor productivity and production cost. However, profit attributed to productive capital is an indicator of its overall economic efficiency, in addition, on the basis of profit, all the indicators of profitability (profitability), which characterize the quality side of the enterprise. And return on equity is a partial measure of efficiency that must reflect the efficiency of use of fixed capital.

The difference between all the above mentioned product values (realized, notional, net, profit) is that they allow to measure volumes of products at different stages of circulation and with different completeness of costs. But the problem is precisely that the numerator of capital return characterizes all the products created as a result of the use of labor-related means of labor. The gross output (at the national economy level – the gross domestic product) is best met by these requirements.

Calculation of capital efficiency for gross output has the advantage that the gross output if it is calculated in constant prices, freed from discrimination in the ratio of the share transferred and new value and, most importantly, meet the requirements of pores the physical volume of production (natural or conditional natural). In transport, gross output is characterized by the volume of tonne-kilometers performed, or in value terms – gross income.

The practical implementation of reproduction processes requires not only active engineering and production activity, but also the mobilization of significant financial

resources. In general, it is possible subject to strong state support, the direct involvement of many market infrastructure institutions and foreign capital [13-14].

System market management should provide sufficient economic incentives to ensure effective use of fixed assets, but now it is only at the stage of development and development. It is urgently necessary to: improve tax legislation; construction of a mechanism of remuneration depending on the final results of production; flexible amortization and investment policies; state support for the implementation of large investment projects, intensification of foreign economic activity; development of the financial market and cheaper cost of credit resources.

## 2. Use of loan sources to stimulate the revitalization of fixed capital

The world practice of real estate transactions often involves their implementation with the involvement of mortgage lending, that is, secured by property. In such cases, financial leverage is used , as there is an opportunity to use borrowed capital for investments that bring in more than the interest paid on the loan received.

The essence of ance leverage is that it is possible to use fixed-rate debt for investments that yield more than one percent on credit.

The idea of the formal financial leverage can be represented by formulas using the following eq onomichni components:

$P_r$ – profit after tax;

E – equity;

D – long-term debt;

i – interest on long-term debt;

R – is the rate of return on equity;

r – rate revenue spine Inv estovanoho capital (equity cap. + Long-term Receivables ovanist ).

Rate of return on equity:

$$R = R_r : \quad (1)$$

Net profit:

$$P_r = (E + D)\, r - D'\, i, \quad (2)$$

where $(E + D)$ r is the return on the total amount of invested capital;

$Di$ – interest payments on outstanding long-term debt, including tax.

The rates of return on equity will be as follows:

$$R = [(E + D)\, r - D\, i] : E = r + (D : E)\,(r - i) \quad (3)$$

If the share of debt in the capital structure increases, then the rate of return on equity increases, because in each case the return on investment.exceeds the cost of interest paid by the bank .

To determine the value of the property coefficient itsiyent capitalization can be defined as a weighted average of the expected rates of income on investment of each party inv estytsiynoho project. This method is called the investment group.

In mortgage lending, it is advisable to use this method. It is assumed that reimbursement of investment capital is not a prerequisite at this time, so only current returns are taken into account in this case and no deductions for loan amortization and equity repayment are taken into account. All of the invested capital will be repaid in the course of its resale after an indefinite time in the future.

The discount rate can be calculated as an average of the expected investment return rates for each mortgage lender and investor. This method was called the investment group method.

With this method, you can also calculate the total capitalization ratio. In this case the method is called *"amortization of investment group"* as considers a return on equity (E) and return (depreciation) of the principal amount of the mortgage loan (ML). To this end, as rates of return on the loan is not used for mortgage interest and mortgage constant, and not on the rate of return in K, and the capitalization rate in K. fixed mortgage rate and equity capitalization weighted according to ratio of mortgage debt and the share of equity in the general capital structure of the real estate object. The sum of these two weighted average ratios will indicate the value of the total capitalization ratio:

$$R\,0 = M\,x\,R\,\text{m} + ER\,\text{e}, \qquad (4)$$

where $M$ is the ratio of mortgage debt;

$R$ m – mortgage constant (the ratio of capitalization on the mortgage,

$E$ – the share of own funds in the total capital structure of the object,

$E = 1 - \text{M}$;

$R$ e – is the capitalization ratio of equity

With:

$$R\,\text{m} = SP = OD / IR). \qquad (5)$$

When calculating the value of the property taking into account the amortization of mortgage debt, that is when the lender is paid not only the interest (per cents, %) but also capital returns, obtained on credit, ie the method of investment group with depreciation (amortization) is used.

In this method, the capitalization ratio is also defined as the weighted average of the weighted mortgage and equity rates.

However, the calculation of the capitalization ratio for a mortgage loan is made not by the interest rate stipulated in the loan agreement, but by the size of the mortgage constant *R m.*

Depreciation, as a part of a compensation fund, is intended for the mere reproduction of fixed capital, and the profit (national income) should be used for accumulation. Along with depreciation and profit, a temporary and (borrowed) source of investment costs can be credit and borrowed funds. But credit is only the temporarily free funds of some businesses used by others on their return.

Businesses repay loans through amortization or profit. There are no other sources of financing for investments in enterprises.

Therefore, in the end, the volume of gross real investment of airlines should be equal to the amount of depreciation for the renovation of fixed capital and part of the accumulation fund funds directed to real investments (capital investments).

For many years (1970-2018), civil aviation in Ukraine did not cover all investment costs. The main reason for this is that in accordance with the program for the development of production capacity of aviation transport and taking into account the inconsistencies in the complex development of individual units of air transport production, or to eliminate disparities in demand and opportunities for its satisfaction in a particular region, centralized investments were allocated. This has led to the fact that airlines formally have a gross investment (depreciation, profit) of less than 30% in gross investment.

Long-term bank loans just to 1995 were hardly used in the industry. Other forms of loans (issuance of securities, bonds, etc.) were not even developed theoretically on aviation. It didn't make sense for airlines to take out loans, pay for them with their own income, if it was possible to usenot reimbursement and not centralized financing.

In today's context, the role of airline's own, borrowed and borrowed funds (depreciation, profit, credit, stock market instruments) is increasing.

In terms of social activation playlist of capital stock steadily increased role amortization. At first it is connected with the fact that the sinking fund provides a simple reproduction of capital on a new technical basis, ie, its simple reproduction cost, but extended consumer value.Therefore, expanded reproduction of fixed capital in the face of scientific and technological progress is not only reduced and accumulated at the expense of national income (profit). Increasingly important is the transformation of simple reproduction into expanded due to the carrying value of fixed capital, ie through depreciation. The growing role of depreciation as a source of financial stimulus for the reproduction of fixed capital is also reflected in the natural increase of its share in the total volume of real investments.

Regarding the stock market, it should be noted that it is only emerging in Ukraine, but the primary securities market has already been formed.The peculiarity of the primary market is that it implements new issues of securities and the investor receives directly the issuer of these securities.Today, Ukraine issue securities may exercise: Government, local government entities of all forms of property and individuals for certain types of financial obligations ' commitments. In the secondary market, securities are traded with already placed equity instruments. The main function of this market is to ensure the circulation of previously issued securities, that is, to ensure the exchange of previously issued equity instruments between investors. The purpose of the secondary market is to create a mechanism for the rapid movement of securities from one owner to another, which increases the liquidity and profitability of the securities. Thus, there is an inextricable called relationship between the primary and secondary markets of securities in the primary – are isued, sold and placed new issues of securities in the secondary – provides effective

circulation of previously issued securities. The presence of a secondary securities market is a necessity for the functioning of the stock market and business activity.

The increase in the share of own and borrowed funds in civil aviation investments, unfortunately, does not yet lead to an adequate increase in their efficiency, since this factor alone, without solving all problems of the investment process, will not produce positive results. Difficulties in logistical supply, inflation, very high interest rates on credit and the imperfection of the tax system lead to the difficult financial condition of enterprises, which prevents them from carrying out capital construction programs and upgrading production capacity.

For highly profitable firms, the ratio of own and external sources of investment is 70/30, where in own sources 30% of retained earnings and 40% of depreciation. External sources include loans – 20% and securities issuance – 10%. However, many investment firms attract public funds.

Determination of the accepted investment decision for the airline (use of only its own funds, loan capital, issue activity, budget financing, etc.) is advisable to perform on the criterion of the discounted capital transfer of the airline, that is, the discounted amount of income attributable to investments, settled in the capital. The use of this criterion will allow the airline to form a rational structure of investment sources.

Considering the source of the borrowed item stimulate activation reproduction of capital, be aware that the attractiveness of credits depends on the discount rate, the scale of lending terms and conditions of debt obligations ' commitments. The use of credit provides a reduction in tax payments on the basis that the amount of interest paid on the loan is included in the gross expenses of the airline, reducing its taxable income. Consequently, the growth of credit, on the one hand, reduces the amount of income the airline in connection with the need to return principal and interest on the loan, and with another – increased saving their money and increases capital efficiency as a consequence of the production of improved and efficient aircraft.

The expediency of attracting investments through the issue of expansion of the charter capital of airline companies is associated with the risk, because unlike debt (leveraged) investments, the issue of securities does not provide full repayment of debt in due time, because the level of dividends is always predictive nature.

At the same time, the issue of securities and the increase in the authorized capital of airlines depends directly on whether the investment project of reproduction of fixed capital is fully realized and satisfies its expectations of profitability (profitability). Increasing revenue increase airline cat yru tion of new shares as well as the past emissions. If not, the airline may lose its stock market charm.

The cooperation of large owners of funds in the face of banks, other financial institutions and insurance companies with enterprises – manufacturers of aircraft and equipment, as well as repair companies with direct consumers, will overcome the inevitable difficulties of developing the system of leasing of technical means in the present

difficult economic conditions. For example, stakeholder participation in the formation of specialized leasing firms may be possible with the involvement of the material and technical bases of each of the participants and the profit they receive in proportion to the invested capital.

Directions of activation of stimulation of reproduction of fixed capital are shown in Fig. 1.

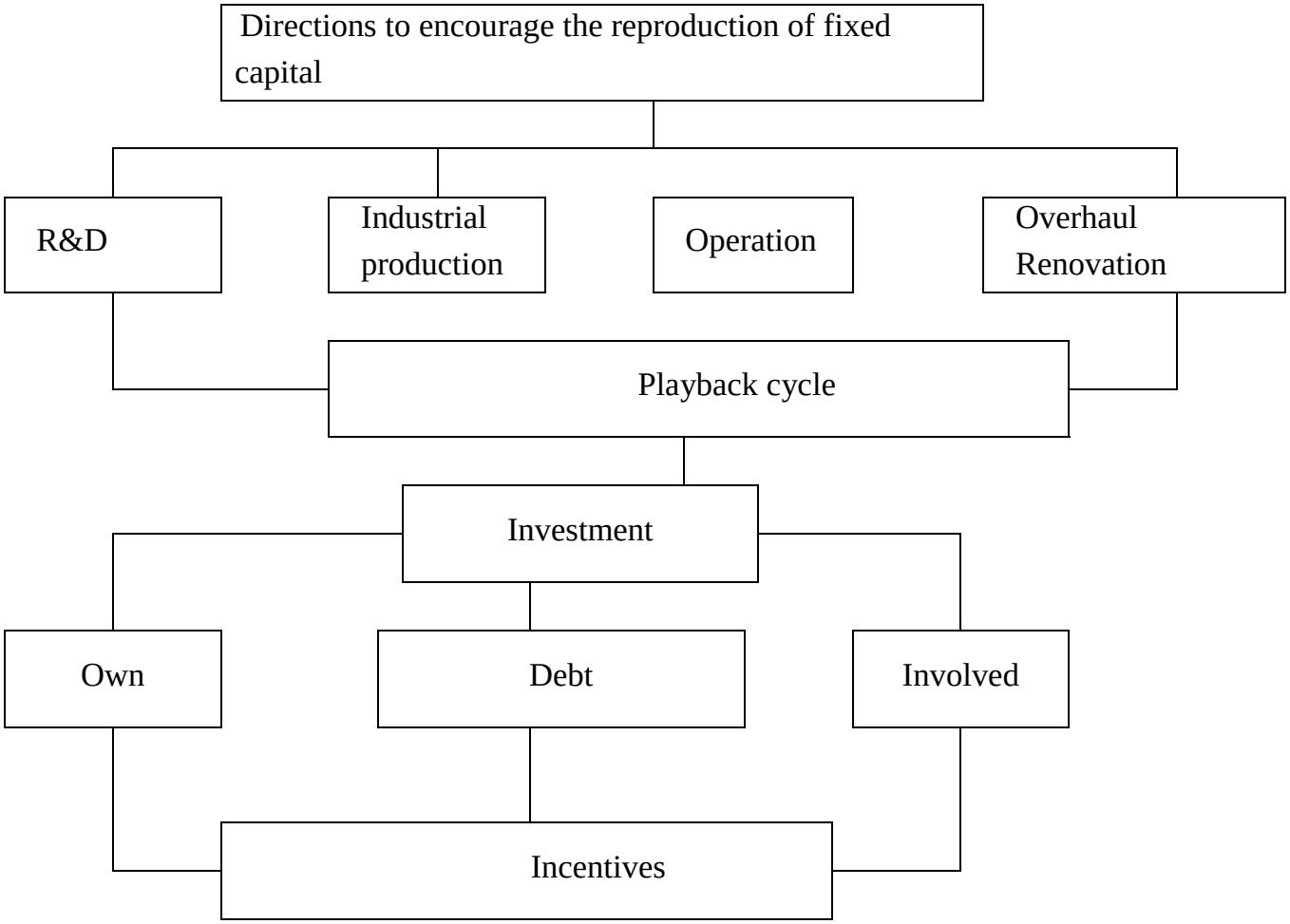



**Fig. 1. Directions of activation of stimulation of reproduction of fixed capital**

Profit in Ukraine's civil aviation is the second, most significant source of investment self-financing. But for the refurbishment of the fleet of aircraft and land-based fixed capital, profit margins are clearly insufficient. In addition, profits can be a source of investment for highly profitable airlines. With the increase in profitability of production through the introduction of new aviation equipment and thereby the reduction of specific costs for transport services in a competitive market, the role of profit as a source of investment will increase.

Of course, the national economy of Ukraine, as well as civil aviation, can emerge from the crisis and update their capital from its own reserves, but ter m so this process may take about 20 years. It would be more appropriate given the experience of developed countries, a

conjugation and yatlyvi conditions and to develop mechanisms for the use of foreign investment, especially in the form of know-how, credit lines for the development of priority sectors which include civil aviation.

In addition to the above, domestic lending and the development of the stock market can be effective forms of stimulating the revitalization of airline capital . Civil aviation has begun to attract long-term loans, the share of which in the investment sources of reproduction of fixed capital is steadily increasing. But the market for investment (long-term) loans is very limited. Activating Play at ryuvalnoho process fl 'related to lending capital, requires improving the financial condition of airlines, mainly by increasing production efficiency and concentration in the banking sector sufficientfunds to provide long-term loans, while significantly reducing the discount rate.

A major reason for the decline in investment activity is the repressive nature of the current tax system, which leads to the excessive withdrawal of funds from profits and other sources of simple and extended reproduction.

The slow pace of privatization, and sometimes the moratorium on its implementation, as well as the imperfect legislative and regulatory framework, have led to the fact that the volume of foreign investments does not meet the needs of the domestic economy or the opportunities of foreign investors. The lack of foreign investment due to the fact that the vast majority of foreign investors in selecting about facility investments prefers privatized sector.

Therefore, leasing aviation equipment can be a fictitious form of lending to innovations in aviation.

Leasing is a complex form of economic relations that combines a number of independent financial transactions that provides a number of significant benefits. Itincludes such mandatory elements as buying and selling, leasing ( and may include loan, power of attorney, guarantee, service , etc.). Leasing transaction involves the mandatory participation of at least three of the ISS , the original owner (usually the manufacturer), landlord and tenant, which adds a whole new deal as individual elements, making them inseparable leasing business is in commercial activities on investment temporarily free or attracted financial assets into the property of immovable or immovable property, classified as fixed assets, which is transferred under the contract to natural or legal persons for a fixed term for a fixed fee.

At present, there is no consensus among economists about the economic nature of leasing. The content and role of leasing in theory and practice is interpreted in different ways. Leasing can be characterized as:

- direction of business activity;
- direction of investment activity;
- type of long-term lease;
- special method of crediting;
- commodity credit.

## 3. Main reasons for increasing investment activity and directions for activation of stimulation in reproduction of fixed capital

Leasing as lease and credit can be attributed to the main types of operations used in aviation business, and for them requires substantial funds, ie investment. These three types of financial and business transactions have many things in common, but they also have significant differences.

Thus, the merits of the leasing transaction are that the potential lessee, who has no available financial resources, applies to the leasing company with a proposal to conclude a leasing agreement. According to this agreement, the lessee chooses the seller who has the necessary property; the lessor acquires it in his property and transfers it to the lessee for temporary possession and use for the lease fee stipulated in the agreement. Upon termination of the agreement, depending on its terms, the property is returned to the lessor, whether it becomes the lessee's property.

Payment of interest on credit leasing, which depend on the contractual interest rates and the intensity of their maturity involves overwhelming share implementation air services for hard currency, which allows direct these funds to upgrade claim airrcraft.

Passenger transportation in 2016 was performed by 19 domestic airlines. Regular flights between Ukraine and the countries of the world were operated by 10 domestic airlines to 42 countries and 28 foreign airlines to 27 countries.

In total, commercial Ukrainian airlines operate 115 passenger planes. Most of them (102% or 89%) are leased abroad. In particular, most passenger aircraft were leased to the US – 23 units (of which 20 units are operated by UIA), Cyprus – 21 units, in Ireland – 11 units, in the UAE – 8 units, in Singapore and Portugal – 7 units.

Also among the countries where Ukrainian airlines lease aircraft: Virgin Islands, Seychelles, Bermuda, Luxembourg, Canada.

According to the 2017 Civil Registry, only five airlines own their own aircraft.The fleet of JSAP Ukraine consists entirely of its own aircraft (*Airbus,* An, Mi helicopters), Motor Sich (An , Yak, Mi helicopters), Urga (*Cessna,* An, *SAAB*) and UIA (*Boeing , Embraer* ) – in part. It is worth noting that of the 20 aircraft of Motor Sich PJSC, 18 are their own, only 1 vessel is not leased out of 39 vessels in the UIA general fleet. Half of Urga's air fleet is leased, half is its own.

It should be noted that only four carriers more than 10 aircraft, UIA – 39, "Motor Sich" – 20 "Urga" – 14 "Wind Rose" – 15 and "Horse " – 8.

According to the Register of Civil Aircraft of Ukraine on 02.12.2017, the average age of airplanes and helicopters is about 25 years. The youngest fleet at SAS “Ukraine” is just over 12 years old, about the same age as UIA aircraft. At the same time, Ukrainian airlines operate 26 *Boeing 737-800* units (24 units in UIA and 2 in *AzurAirUkraine* ), 5 *Embraer 190* (all in UIA), 3 *Airbus 320* (2 in *AtlasGlobalUkraine* and 1 in Wind Rose)

and 3 *Airbus 321* (all in Wind Rose) with new generation engines. Currently, only two commercial carriers operate “Antonov” passenger aircraft models. In Motor Sich – 5 (of which only one brand Antonov. In JSC "Motor Sich" – 5 (only one of them worked for years of independence – An-140). The "Urga"– 6 aircrafts, "Urga" is constantly expanding its park and currently is in possession of 18 aircraft, including 11 passenger *SAAB-340B* ; 4 cargo passenger planes AN-26-100, 1 cargo AN -26, 1 educational plane *Cessna-172R.*

Increased demand for technical equipment in the conditions of market formation leads to an increase in the volume of transactions carried out by leasing firms. Thus, it is necessary to address the feasibility of creating separate leasing departments in the structure of a particular enterprise to reduce the cost of capital formation.

All new technical equipment is involved in the development of the leasing business. Hence the need to consolidate firms, their specialization, the creation of legally independent enterprises , in the contributions of which a joint stock company will have a controlling stake. In the process of further development, transition to holding companies or inclusion in financial-industrial groups is possible.

The analysis of theoretical and methodological foundations of leasing development in the world shows that leasing in its various forms exists in the economic relations of the world economy for a long time and is manifested in different spheres of activity.

The main prerequisites for origination and use of leasing can be divided into the following groups of prerequisites for this process:

- *history,* presence of traditions rental company, the ability to use the experience of leasing relations in the conduct of economic reforms.

- *socio-economic: the* need for transition to civilized market relations, the need for new forms and new sources of investment, the changingsituation in the field of sale of industrial products, the need for more rational placement and use of fixed assets, structural changes in the sphere of production and service, availability foreign entrepreneurs have an interest in selling their products through leasing, the possibility of leasing to markets of other countries.

- *organizational and technical,* accumulated experience and image of domestic foreign trade organizations, local entrepreneurs interested infinancial leasing activities begun bearing the formation of specialized leasing operations.

- *scientific:* information for leasing specialists as a method of stimulating the development of production forces, the presence of foreign scientific developments in the field of leasing relations, the emergence of interest in the study of leasing.

- *legal:* creation of modern market legislation, the emergence of opportunities to provide benefits to participants in leasing relations.

The advantages of international leasing include:

**A. for the lessor:**

1. and investing in property rather than monetary credit for the purchase of aviation equipment reduces the risk of non-repayment, since thelessor retains ownership of the transferred property, which (unlike money) is a pledge and guarantees a refund in case of force majeure;

2. the existence of depreciation and tax benefits to the lessor that he can, so to speak, to share with lizynhoo trymuvachem by reducing lease payments;

**B. for the leasing holde***:*

1. l ising assumes 100% lending and does not require the immediate beginning of the repayment of payment particles, which allows updating of production funds, purchase expensive property;

2. the risk of physical deterioration and moral deterioration of property is reduced, since it is not acquired into the property but borrowed, ie taken for temporary use;

3. lising property does not increase the assets of the lessee as it is not on its balance sheet and even exempts it from paying tax on that property;

4. the lessor is even able to reduce the amount of lease payments due to the presence of depreciation and tax benefits for the lessee;

5. lease payments are expensed production and turnover (cost) lizynhoo trymuvacha and therefore reduce taxable income;

6. the rent is paid after the equipment is installed in the enterprise and has reached the corresponding productivity;

7. leasing allows to increase production of products (services) without accumulation of capital;

8. maintenance and repair of property is carried out by the owner;

9. enables the tenant to use the latest equipment;

10. the lease term can be much longer than the international credit term;

11. and it is easier for a leasing company to obtain leased property than a loan for its purchase, since leasing property is a pledge and thereforeno additional guarantees are required from the lessee.

12. tax benefits for all participants of international leasing:

13. leasing contract may include additional equipment maintenance services;

14. leasing is a more flexible mechanism than a loan because it allows both parties to work out and apply a convenient payment scheme and schedule. By agreement of the parties, payments may be made after receipt of the proceeds from the sale of services (products, goods) provided or made on leased equipment. Both fixed and floating rates may be used.

15. the equipment manufacturer receives additional opportunities for marketing its products , and the lessee also has the additional opportunity to market its products (services), develop production (operating activities), create new jobs, and therefore the state as a whole is interested in promoting and expanding leasing operations.

From the point of view of economic activity is leasing vehicle sales, production development, introduction to com munities and technology, creating new jobs. Therefore, the state should be interested in expanding and promoting leasing operations.

So, as we can see, for the lessee the benefits of leasing operations are much greater than for the lessor , but for the latter, such operations are a stable and profitable business.

The disadvantages of international leasing include:

- on the lessor relies risk of equipment obsolescence and receive lease payments and for lizynhoo trymuvacha lease cost is higher than the purchase price or a bank loan;

- the lessee is not the owner of his fixed assets and therefore cannot transfer them as collateral in the event of a bank loan, which reduces his chances of obtaining such a loan on favorable terms;

- compared with the sale of equipment on credit for leasing, there is a greater risk, which is that the lessor cannot usually restrict the leasing holder from accepting additional debt obligations and, in the event of the bankruptcy of the latter, is unable to claim his property;

- leasing can be more expensive than a loan.

In general, leasing is considered to have more advantages than disadvantages. The historical experience of leasing development in many countries confirms its important role in upgrading production, expanding product sales and intensifying investment activity. Leasing may be particularly attractive in connection with the introduction of tax and amortization benefits. Leasing operations are in high demand in the global market because they provide benefits to the parties involved.

Therefore, the value of international leasing is that:

- international leasing payments affect the balance of payments of the country;

- lease payments paid by foreign leasing companies increase the country's external costs and their income has a positive impact on the balance of payments;

- the acquisition of property after the leasing agreement is equivalent to import, and in this connection leasing operations became subject to state regulation;

Although the states promote the development of international leasing, there are difficulties related to the fierce competition in the world market, inconsistency of national laws, methods of calculation, taxation systems.

Functional construction of leasing associations and companies on the basis of holding companies or financial-industrial groups will significantly reduce the cost of leasing operations. For example, the issue of advertising and publishing may well be solved by the controlling company. A holding company may have a common customer service. Issues of leasing insurance can also be resolved at the holding level if they contact the insurance company.

New areas of activity of leasing companies will undoubtedly cause complication of organizational structure. This is a general principle - the organizational structure must be

restructured to meet market needs , ensuring progress in the leasing business. In practice, there are three types of leasing companies:

1. universal, created by commercial banks;

2. specialized created powerful equipment manufacturers (products) and equipment that provide at lease a portion of the lessee;

3. combined, created by large firms that specialize in the supply and maintenance of machinery.

Any leasing company needs stable sources of funds to buy equipment. Therefore, of all the diversity of operating leasing companies, it is advisable to create the vast majority with the participation of commercial banks. In this way two tasks are solved at once: formation of a reliable source of financing of leasing operations and at the same time their insurance.

According to the current legislation, commercial banks, along with other transactions, may also lease agreements. There are two main forms of involvement of banks in the leasing business:

1. a direct method if the bank itself acts as a lessor . creating a team of specialists or even a special department within its structure;

2. the indirect method where the bank acts as the lender of the lessor or even creates its own leasing company.

Advantages of leasing activities of banks are shown in the following directions:

- the presence in the leasing operations of real material security;
- expanding its operations and sphere of influence in the region;
- relatively high profitability of leasing operations due to commission payments;
- Increasing reliability by investing in material production.

A positive aspect of the development of leasing is also the involvement of leasing companies of large industrial complexes and cooperation with regional authorities.

Most operating leasing companies have a universal nature of activity, which allows to carry out:

- financial leasing of equipment for medium and small businesses;
- search and promotion of advanced manufacturing processes and equipment, and Mr rovodyty analysis of opportunities for their effective use in Ukraine;
- expertise of projects and technologies, development of recommendations for their rational use in small enterprises;
- consultations on the choice of equipment and supplier;
- choice of optimal leasing conditions;
- Provision of methodological materials of newly created leasing companies specializing in small business.

Most current leasing firms were created as small (often venture) enterprises, by pooling the founders' funds with the contribution of each of them.

The feasibility of this legal form was determined on the basis of the tax benefits introduced for small businesses, as well as the lack of a developed leasing market, which determined in the first stage the relatively small scale of activity. But now the transition of leasing companies to a joint-stock form of operation, the benefits of which are well-known, is coming to an end.

Therefore, leasing companies can accordingly have different organizational and legal forms.

A leasing company can be created in seven main ways:

1. by forming a new organization;
2. by reorganization of an existing legal entity in the form of:
3. separation,
4. selection;
5. merger;
6. conversion;
7. other ways of reorganization in accordance with the law.

In case of reorganization, the enterprise is obliged to notify the creditors in writing and publish a notice within 30 days from the date of making the decision. The creditors may, within 30 days after receiving the notification or publication of the reorganization notice, request in writing the early termination or fulfillment of obligations and compensation for their losses.

New areas of activity of leasing companies will undoubtedly cause complication of organizational structure. This is a general principle - theorganizational structure must be restructured to meet market needs, ensuring progress in the leasing business. Function – primary, structure – secondary.

In practice, it is possible to create leasing companies of several types:

- universal ones created by commercial banks;
- specialized, established by powerful manufacturers of machines and equipment and leasing part of their products;
- combined, created by large firms that specialize in the supply and maintenance of machinery.

Any leasing company needs stable sources of finance to buy leased equipment. Therefore, out of the diversity of operating leasing companies, the vast majority should be created with the participation of commercial banks. Thus, two tasks are solved at once: formation of a reliable source of financing of leasing operations and at the same time their insurance.

Therefore, two main forms of participation of banks in the leasing business are possible:

- direct method if the bank itself acts as a lessor , creating a special department or group of specialists in its structure;

- the indirect method where the bank establishes an independent leasing company or acts as a lender to the lessor.

A positive aspect of the development of leasing is also the involvement of leasing companies of large industrial complexes and cooperation with regional authorities.

Most leasing companies can be set up as small companies - limited liability companies by pooling the funds of the founders, each of whom makes some contribution. The appropriateness of this legal form is determined on the basis of the tax benefits introduced for small businesses, as well as the lack of a developed leasing market, which determined in the first stage the relatively small scale of activity. But nowadays some important transition leasing companies to form joint-stock operation, the benefits of which are well known [4].

The founders of leasing companies (firms) are legal entities and (or) citizens (residents), including individual entrepreneurs [1].The organizational work for the creation of a new leasing company includes the following steps and measures:

1. Defining the purpose and organizational form of the company. To do this, participants who must later join the company formulate the purpose and objectives of the future company, determine the possible composition of its members.

2. The Company Creation Working Group should develop or adopt a work plan that has already been prepared, which should identify the responsible persons and the timing of the preparation of the basic founding documents.

3. It is quite responsible to hold the first general meeting. Determination of the main founders of the company by a simple majority of votes, decisions are made on the agenda of the initial meeting. The following items are usually included on the agenda:

a) approval of the powers of representatives at the general meeting of members of individual companies;

b) formation of the structure and structure of the future company;

c) review and adoption of the company's charter;

d) election of the CEO.

4. Preparation of documents for company registration.

Based on preferences, disadvantages and basic functions of leasing, depending on the level of division of labor in society and enterprises with the size and type of business organizations, as well as the stage of development of leasing in the practice of leasing can define the following basic management concepts leasing activities:

1) *Production* – exists in small enterprises, where there is no deep distribution of management functions, and all the work on the preparation and implementation of leasing operations is focused on production units of the company, ie equipment manufacturers. This helps to improve the sales of new aviation equipment, to have it repaired and serviced directly at the place of its use by tenants. After all, in the production units there are qualified personnel who have experience in the manufacture and maintenance of manufactured equipment.

But with the development and increase of the leasing share of manufactured products, such an organizational form becomes inappropriate, so at some stage there is a need to move to a new, higher level of management.

2) *Marketing* – occurs when allocating the management of leasing operations in separate units or in the marketing department of an enterprise (bank, industrial firm), which allows to promote products in the market of leasing services with a higher professional skill.

3) *Specialized (sectoral)* – arises due to the law of social division of labor, when the leasing activity goes beyond the production enterprises-producers and is concentrated in a special specialized industry, represented by various leasing companies.

Therefore, the above forms of leasing activity management exist in time and space simultaneously, in parallel, forming different combinations that can be applied to any type of leasing depending on the conditions of activity .

**Conclusions.**

The main problem of the Ukrainian aviation industry is that today most of them do not have the necessary resources to purchase new aviation equipment, so the most optimal solution to the crisis is to create an air park using leasing and to develop an institute for leasing aviation equipment of Ukrainian manufacturers.

In times of crisis, leasing is a very successful solution for aviation companies that are rebuilding their fixed assets, because nowadays, lending to reproduction of fixed assets is quite problematic, and leasing is a great alternative to bank lending and an effective tool in the process of efficient renewal of fixed assets and technologies directions of economic activity.Based on the general outlined the problem, namely the definition of alternative methods of reproduction of capital and raised in the research problem purposes determined that one and the most appropriate indicators, which may be based definition of efficiency of reproduction of capital airlines are gross output, which in its the queue is tightly correlated with the gross domestic product. Based on the above characteristics, the "gross output" indicator, which can later be used in modeling the cash flows of the lessor , will, in turn, determine the real cost and income items when planning the reproduction of fixed capital.

The feasibility of restructuring the company according to their functions in leasing transactions to be defined by the relativity of being istyu lease is accepted leasing company. Should be the basic components of the future role and contributions of the founders of any type of company to Basic thcapital firm, and assessment functions leverage the company and degrees of risk.

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# THE CURRENT SITUATION OF THE ORGANIZATION AND METHODOLOGYINTERNAL AUDIT OF COMPANIES IN EUROPE

**Abstract.***The paper analyzes the current state of internal audit of companies by regulatory acts and scientific works of authors of market economy countries for 2003-2018. The analysis of internal audit studies is presented. The results of empirical research of internal audit studies in 12 EU countries have been summarized. Problems, organization experience and progressive internal* audit *techniques are presented, for which a grouping of European countries was conducted according to the status of the internal control department in the structure of company management.Developing European countries, on the basis of generalizing the audit practices of their countries by questioning companies, reasonably propose new directions for the development of internal audit. The relevance of the conducted research is to identify problems of development of internal audit and proposals for their solution in the works of scientists of EU countries, which is gaining importance in the euro integration movement of Ukraine.*

## Introduction.

The principles of internal audit formed in the early 1940s after the establishment of the Institute of Internal Auditors in the United States, now it has taken the form of International Institute of Internal Auditors – IIA [1]. Internal audit is an independent, objective assurance and consulting activity that should add value to the organization and improve its performance. Internal audit helps an organization achieve its goals through a systematic, consistent approach to assessing and enhancing risk management, control and corporate governance processes [1]. The need to study internal audit issues persisted further: internal audit became a part of corporate governance; the internal audit unit cooperates with the Audit Committee of Corporate Enterprises; Internal audit as a component of the internal control system of companies is an important element of the existence and modifications of the COSO system and others.

*Disclosure of organization and methodology of internal audit of companies in EU countries.*Within the framework of IIA, the European Confederation of Internal Audit Institutions (ECIIA) is being developed [2], which allows us to speak about a European model of internal audit. It should be borne in mind that ECIIA's Internal Audit Guidelines provide for assurance at the expense of: organizational independence, exclusion of limitations on its reviewability, full and unrestricted access to any information and persons required, and adoption of International Standards of IIA for Internal Auditing Professional Practice [3].Continental shareholding law is changing under the influence of European integration.

The adoption of EU acts influences the modernization and harmonization of the laws of the participating states. The convergence of national systems of law encourages economic and financial integration, promotes the formation of a single investment field and the European capital market. The EU directives and at the legislative level of the European countries have identified the requirements of regulators for the proper level and effectiveness of internal audit; a specific task is to prevent and reduce the level of fraud by internal audit.

Such provisions have been applicable since the beginning of financial services institutions - insurance and financial companies. The first Council Directive 73/239 / EEC provide that the internal auditor shall set the percentage of the firm premium rate on an annual basis. On the basis of such calculation the first result of the premium is calculated on the basis of net premiums [4].Council Directive 92/96 / EEC provides that… legislation requires the financial supervision of an insurance company. Public authorities require every insurance company to properly manage and use the accounting procedure and to have a proper internal control mechanism [5].Directive 93/6 EEC provides for the obligation to comply with certain rules by investment firms and credit institutions. Member States also ensure that the internal control mechanisms of those institutions and accounting procedures allow them to verify compliance with such rules at any time [6].In preparing auditors, the complexity of the subjects they study is increasing; if, under the 8th Directive, the test of theoretical knowledge included in the exam is to cover, among other subjects, internal audit [7], then Directive 2006/43 already specifies that risk management and internal control [8].Directive 2014/56 / EC of the European Parliament and of the Council of 16 April 2014 consider internal control in two respects: the presence and effectiveness of the Audit Committee on public interest entities and the existence of internal control in audit firms auditing the financial statements of entities'. In our study, let us focus on the first aspect, highlighting the content of internal control, namely the responsibilities of the Audit Committee of the subject being audited (Article 39 of the Directive) [9].

In some countries, the values of internal control and internal audit differ, which are related to the historical experience of economic development, the traditions of accounting and control, legal principles of management.

## 1. Experience in the organization and methodology of internal audit of European countries

The EU Member States, now 28 of them, use modern models of economic growth on a single (group) basis, which enhances the international competitiveness of these countries. There are and are developing market institutions in the countries - transnational corporations, holdings, groups of companies, as well as companies (special attention is paid to the development of small business), cooperatives, and consumer cooperation and so on.The traditions of non-state and state regulation of economy, company management, internal control, social issues are being used and perfected, an effective taxation system is functioning, there is an effective judicial system, etc., at the same time, professional associations play an important role.

Strong accounting traditions are maintained in European countries, all countries use IFRS and IAS in accounting, an ISA-based external audit system is being improved, codes of professional ethics are of great importance; Associations of experts recognized by the State are formed in the countries, where, according to the legislation of the State, the members of that association are entitled to conduct activities in their chosen field, best practices in accounting and audit are formed and transmitted,accounting traditions are created, a culture of accounting, reporting, taxation and audit is being strengthened. The credibility of "European / Continental" accounting remains high; European accounting and auditing is a strong guarantee of the economic development of EU countries, which is able to transform and fulfill its functions [10].

Grouping of EU countries by internal control department in corporate governance structure. EU member states are increasingly incorporating an internal control function into their corporate governance codes, despite the lack of overall EU guidance on internal audit. In 2012, theEUIIA conducted a study of corporate governance codes in EU Member States.The study was conducted to determine the current status of the internal control department in the management structure of the listing companies. The study found that almost half, 13 countries (48% of the codes) clearly recommended an internal control department (Table 1); in 11 countries (41% of the codes), an internal control unit for listed companies is required. Whereas no internal control unit was foreseen in 3 countries (11% of codes) [11, 12].

**Table 1.Grouping of European countries by the status of internal control department in the structure of company management**

| **# # of group** | **European countries** | **Number of countries in the group** |
|---|---|---|
| 1 | Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Germany, Hungary, Ireland, Netherlands, Sweden, United Kingdom | 13 |
| 2 | Finland, France, Greece, Italy, Latvia, Luxembourg, Malta, Romania, Slovakia, Slovenia, Spain | 11 |
| 3 | Lithuania, Poland, Portugal | 3 |

Source: by the author in [11, 12]

The study also reports that internal audit has been consistently required within the financial institutions sector. The study indicated that little regulation of governance is provided for in the codes of management to guarantee an effective internal control function mainly in terms of its independence. The EUIIA recommendation in this regard should have properly structured its internal audit to enable it to achieve the objective of a global guarantee, which may only be to achieve:

1) organizational independence;

2) exclusion of restrictions on its review;

3) full and unrestricted access to any information and person in order to achieve its purpose;

4) the adoption of International Standards for Internal Audit Professional Practice (hereinafter: IIA Standards), including internal and external reviews of qualitative assessment (Codes of Internal Audit Corporate Governance: Current State of the EU, 2012) [12].

## 2. Organization and methodology of internal audit of European countries in the management structure of which the internal control department is strongly recommended.

In the **UK,** the regulatory approach, which requires companies to have either internal audit functions or to disclose the reasons for their absence, is effectively working to ensure strong monitoring mechanisms by reconciling company characteristics and the existence of internal audit functions. The audit committee should monitor the reliability of the financial statements and consider annually the need to create an internal audit function as a monitoring mechanism. This regulatory system may encourage the Council to create internal audit functions as a monitoring mechanism to reduce the cost of agency services, which provides for the effectiveness of the UK regulatory system in monitoring these costs.

The existence of an internal audit function, selected from 332 UK non-financial companies listed on the London Stock Exchange (section Main Market), is related to the size of the company, the level of internal risk, external agency costs and the presence of an effective audit committee.

The study found a positive and significant relationship between the existence of an internal audit function and all proxy servers associated with the level of internal risk. Companies with higher levels of internal risk are more likely to have material misstatements in their financial statements and are therefore more likely to use internal audit functions to ensure that internal controls are available to monitor both financial and non-financial risks. An effective audit committee uses internal audit functions as a mutual assistance tool to enhance overall monitoring of the company. Internal audit helps the audit committee fulfill its responsibilities for overseeing internal control and risk management systems as required by the UK Corporate Governance Code, and reduce information asymmetry issues with executive managers.The characteristics of the company influence their decision to use internal audit functions; the use of the internal audit function in the UK is linked to cost and benefits factors; and having an internal audit function is an important way of enhancing overall monitoring of company management systems [13].

In **Austria,** the tasks of the audit committee are to monitor the effectiveness of the enterprise's internal control system and, if applicable, the internal audit and risk management system.The audit committee should monitor the auditor's independence; auditors should seek the approval of the audit committee to provide non-financial services, as far as is acceptable [14].

**Sweden.** The Board of Corporations of Swedenis responsible for ensuring that the company has strong internal control. The Board should take care that the company

formalizes procedures to ensure that the approved financial reporting and internal control principles are followed, and that the financial statements of the company are compiled in accordance with the law, applicable accounting standards and other company requirements. For companies that do not have a separate internal audit unit, the board of directors should evaluate and explain the need for such a function annually.Internal audit in Sweden is regulated by the Föreningen Auktoriserade Revisorer (FAR), and the internal audit function is prescribed in ISA 610 [15]. This function is endorsed and provided with advisory assistance to evaluate and enhance the company's corporate governance, risk management and internal control processes (FAR 2014). Internal control activities allow you to evaluate how the control functions, to conduct a review of economic and operational information, an overview of core activities and to verify compliance with the rules.The role of the internal auditor is now increasingly important to the advisor [16]. The share of internal auditors in Sweden is 15% of the total number of auditors [17, p. 157].

In the **Hungarian** business environment, it is accepted that larger firms establish internal audit factors and enhance its independence more than smaller companies do.Greater emphasis should be placed on the internal control aspects of corporate governance regulation, both on the statutory and voluntary elements.

A survey of listed companies in Hungarian companies [18] has revealed some shortcomings in general and in internal audit in particular: 12% of firms do not prepare a descriptive report at all; 57% of firms do not meet the requirements of the legislation on the description of the main features of in-house means of control and risk management of administrative systems applied; 78% of firms do not mention internal audit as a component of corporate governance in the report; the answers and explanations for deviations from the recommendations in the reports are poor and too general in most examples [18].Internal audit factors are found in about half of Hungary's listed companies, but its independence is weaker; the results confirm the negative effect of foreign ownership concentration on the need for internal audit monitoring and the additional relationship between internal audit control and stock exchange monitoring, as well as external audit.

The role of the internal audit service and individual internal auditor in providing quality assurance, according to 132 companies, was much weaker in fact than could have been anticipated. It is established that companies enjoy a mix of different types of controls as all four types of control activities are widespread among them, namely management controls - separate types of controls; expost controls performed using numerical data; controls based on physical meters; other types of control, which mostly relate to the possibility of integrated control processes [19].

The main executors of lines of defense, according to the responses of 242 small business entities, include managers (88%), internal auditors (86%), auditors (83%), owners (79%), controllers and external auditors (77%). and accountants (72%). In contrast, internal auditors (54%), accountants (61%), controllers (48%), and external auditors (51%) are involved in the practice and control activity, which are significantly less represented in

executors' responses [20].The need for internal audit was mentioned as one way or another as a typical, rather typical and very typical reason by more than 50% of respondents due to increased expectations of the owner and director. As to whether an internal audit should help the companies actions, improve the companies resource management and increase or decrease its efficiency, 82 companies (one-third of respondents) included a circle of respondents.The apparent value of internal audit, as a support factor and a service provider to the company that serves as an assistant for their operations, is reflected in the successful management of their resources. More than 50% of the responses reported improvement and a remarkable improvement function [20].

### 3. The organization and methods of internal audit of the countries of Europe, which made the internal control department in the listing companies mandatory.

In **Italy,** Internal audit and risk assessment in large Italian companies. In Italy, the Preda Code requires that listed companies designate one or more persons to control the internal control system (Italian - 'preposto al controllo interno'), which must be independent of the market circles' attention to their control. They must report on their activities to the Board of Directors, the Audit Committee and the Board of Auditors. The most recent version of the Code proposes that the chief internal auditor should exercise this function. In a public corporate governance report, this participant is mentioned in 44% of companies. With respect to the aforementioned percentage, this is set in 47% of cases, this participant reports to the Chief Internal Auditor; in 33% he is a director, in other cases he is a member of the control committee.

Regarding the Internal Audit Department, survey responses revealed that 13 companies did not have such a unit. All Mib 30 companies have an internal audit department, while it is absent in 16% of Midex companies and in 24% of companies that ranked 56th to 100th. In January 2003, the Italian Company Law was modified in such a way that the structure of control is going to change significantly.

In Italian companies, the control management model is complex and involves the existence of several bodies and contractors involved in the Internal Control System, ICS. Civil law in the country requires that listed and non-listed companies (except for small organizations) have an audit committee (it. Collegio sindacale) as a controlling body.

According to the survey, different internal audit approaches were established in the context of Italy. Based on some relevant size (size of audit department; types of audit; application of control models; introduction of risk assessment methodology; Control RiskSelf Assessment, CRSA), we can conclude that the practices cover three different models: several companies (25%) have a small audit department, doing traditional verification activities.

Annual audit planning generally follows the approach of the audit cycle; this model is often formed by small companies. In most companies (67%), internal auditors make some contribution to the risk management process and try to incorporate the COSO model into

internal control policies and procedures as well as into the audit process. In this context, internal auditors mainly perform on-the-spot audits and use the results of risk assessment when planning an annual audit schedule. When planning individual audits, they usually begin by recognizing the significant risks inherent in the activity in order to limit or extend the test of controls. The audit department of financial institutions fully follows this model. There are very few large companies (8%) where the audit unit also focuses on consulting. Internal auditors seek to increase value growth through more active support for risk management at various levels and to align internal audit goals with the strategic goals of the company. This group includes CRSA projects because they aim to enhance accountability at all levels of risk management and control. In addition, internal auditors concentrate control activities on soft controls [21].

The task of monitoring the program must be entrusted to the body of autonomous authority of initiative and control. In most cases, it is stated that the function cannot be implemented. A unit cannot be a board of auditors ('collegio sindacale') because it does not have the continuity of the necessary action aimed at effective control. It is considered that the right choice should be to use the internal audit function. Alternatively, it is proposed to create a mixed foundation of a governing body consisting of members of an existing structural unit, a unit of human resources, or also auditors and independent directors or internal auditors. A survey of 97 listed companies showed that 59% of the 97 companies were in favor of the consent program, that 25% were now in favor of accepting it, and only 16% had no program or plan to agree to it in the near future. This model was adopted by most of the represented companies operating in the financial sector and the utilities sector. The most common element in the models is the risk analysis of the areas most at risk of crime.

Regarding the type and composition of the controlling body, 68% of companies chose a collective body; 32% preferred a body composed of only one function (which corresponds to the internal audit function in 7% of cases). For the type of collective bodies, the sample most often includes internal audit (75% of companies), members of the Internal Audit Committee (40%), and 'collegio sindacale' (18%).Members of the Legal and Human Resources Departments (19% and 7% of cases, respectively) are less frequently included. External consultants appear only in collective bodies, in 12% of cases [22].

In **Spain**, under the new Law on Audit of Accounts in Spain, for "public interest entities" ( esp. Entidades de Interés Público "), Art. 39 of the Law forbids the auditor to provide services other than audit. These prohibited services include certain tax, legal and human resources, valuation services, services related to the internal audit function of the audited entity, accounting services or the implementation of internal controls or risk management procedures [23]. Spain's corporate governance policy aims to designate appropriate corporate governance structures to ensure that shareholders and other stakeholders are protected. Companies will have to take into account that the Audit Committees need to have meetings to discuss the financial statements. Companies believe

that having an internal audit function is a good mechanism to prevent revenue manipulation; companies must consider whether the fact that the members of the audit committee hold a certain percentage of the shares, as members of that committee can control the judgments, may affect corporate governance codes to address these important issues [24]. An analysis of internal audit departments of Spanish financial institutions was established using a sample of 47 companies that have some internal audit features that contribute to the business entity: the preparation of internal auditors and the independence of internal audit. The quality of internal audit, in particular the qualifications of internal auditors and their independence, reduces the likelihood that business entities will find deficiencies in financial information [25].

**The Hellenic** Institute of Internal Auditors defines internal control as an independent, objective, adequately designed and organized procedure that assesses, through technical and scientific approaches, an adequate system of internal control functions (HIA 2011). Internal audit function is a modern trend of Greek business. Internal audit is a major operation that can identify weaknesses and develop a realistic solution based on high competition. Data were collected Respondents' answers to the annual financial statements of 173 companies listed on the Athens Stock Exchange (ACE) showed that all four variables (internal audit quality, internal audit team competence, internal audit independence and management support) were found to be related with the effectiveness of internal audit and were evaluated positively. Internal audit increases the value of the organization, and the role of internal audit is defined within a broader management system within the company to achieve corporate governance goals and objectives. The two statements mentioned above correspond to the higher positive frequencies of all other statements. On the other hand, the consulting role of internal audit in terms of strategic management has shown the lowest positive frequency. Respondents as a whole positively evaluate the set of parameters being studied regarding the quality of internal audit, the competence of the internal audit team, the independence of internal audit and management support. However, there remains a neutral attitude regarding the involvement of the internal audit department in the planning and development of procedures, the number of members in the internal audit department and information provided to management about the needs of the audit unit [26].

**Finland.** The Corporate Governance Code presents internal audit as an essential part of good corporate governance. In Finland, Audit Regulations also apply to companies performing tasks related to their business activities, accounting, information system, risk management or internal control [27]. The analysis of the determinants of internal audit is based on original data from 107 companies listed on the Nasdaq Omx Helsinki Exchange, which 41.1% of typical firms have used internal audit (ie, 59.9% of typical firms choose not to use internal audit). The size of the company, the stage of development and the operational capability of the company, and the receipt of extensive external control services, among others, were reasons for not carrying out internal audit.

However, despite the potential effects and proposals from regulators, less than half of the firms surveyed voluntarily used internal audit.

**Romania.** A model recommended by the Organization for Economic Co-operation and Development of the OECD on Corporate Governance has been implemented in Romania since 2007. In the case of companies whose shares are subject to audit of annual financial statements, the Audit Committee of the Board of Directors is required, in accordance with the statutory requirements for the financial audit. In the case of joint stock companies whose financial statements are intended for auditing, the establishment of an audit committee of the supervisory board is mandatory. Private sector internal audit activities are introduced in Romania by legislative acts related to financial auditing standards; internal audit is also available in Romanian public institutions and is also regulated but by other regulators [28]. In accordance with the provisions of company law, the Company Board may establish advisory committees consisting of at least two members of the board of directors responsible for investigating and advising the board in areas such as auditing, remuneration of directors, executives and staff auditors or nomination of candidates. Internal audit activities are organized in the internal audit department, whose main tasks are: to report directly to the board of directors of the company or to the audit committee; has the authority to investigate the company's activities at all levels, regardless of management, whose role is primarily to improve business performance; provide corporate governance principles within the firm. The internal audit department's performance is assessed on the basis of a risk analysis. The audit reports address the identified risks or problems encountered during the audit and the recommendations for improving the business. Internal audit team members may vary depending on the audit activity of the company, but are typically comprised of economics, accountants or auditors, management and IT professionals, since the effective use of technology is becoming an increasingly important part of modern business [28].

**Slovenia.** New requirements for internal audit in Slovenia were adopted in 2015. A study of the contemporary role of internal audit in corporate governance in Slovenia has been conducted in all companies employing more than 250 employees who have established an internal audit unit, identified some problematic areas of internal control independence functions. Although 85% of organizations reported that their internal control units were autonomous, in 15% of organizations internal control functions were organizationally included in the accounting structure, which casts doubt on their independence. The study also showed that 51.8% of companies only approve annual internal audit planning. The authority to hire the Chief Internal Auditor was in 96.7% of organizations in the hands of senior management. The results indicate that the organizational independence of Slovenian internal auditors is at risk because they may face independence and objectivity issues [12].

## 4. Organization and methodology of internal audit of European countries where no internal control department was foreseen.

**Poland.** The Law on the Corporate Governance Code of Poland declares that it is necessary to comply with corporate governance standards, adopting the " comply or explain " rule, as recommended by the Cadbury Communication. Behind them, companies must provide evidence of compliance with specific corporate governance principles or explain the duration of disagreement with such governance principles, also specifying that the Audit Committees recommend an audit firm. According to regulators, the Audit Committee must have at least three members, one of whom must be independent and qualified in accounting or financial auditing. The Audit Committee's responsibilities under the Act included the reliability of the financial statements, internal control systems, internal audits, risk management, and external audits, as well as the establishment of auditor independence [29].

In 2002, the concept of internal audit was introduced in Poland, the main purpose of which is to carry out control functions within a certain group of companies. Supervision of the activity of internal auditors is performed by the Department of Coordination of Financial Control and Internal Audit established by the Ministry of Finance of Poland. Internal audit is a matter for the public interest. Replies were received from commercial companies, mainly financial and insurance companies (4%).The respondents consisted of an internal auditor (63%), the head of the internal audit unit (24%) and other control specialists (4%). Service providers reported only 0.5% of respondents.

One third of the above organizations had employees up to 150 people, 41% of them were organizations with 151 to 1200 employees, and another 16% had more than 1200 employees. First and foremost, large and medium-sized enterprises participated in the survey. Only one quarter of them had an annual cost lower than PLN 50 million. (1 Polish zloty = 6.35750000 UAH). In this case, 22% of respondents, this level of spending was 51-200 million PLN. 26% of them exceeded the cost of 200 million PLN. Micro-divisions of control (up to 2 full-time auditors) formed the largest group covered by the survey (69%) Small divisions (from 2 to 5 full-time auditors) gave 10%, while large departments (more than 5 full-time auditors) - only 9 %. One in five internal control units has been in operation for more than 10 years. Half of the defendants work in this organization from 6 to 10 years. Further, 19% of respondents worked more than 5 years.

It is stated that 36% of internal audit departments in Poland have not formally shown any development of efficiency. Determinants for Audit Committee satisfaction were not identified in 18% of internal audit departments, while determinants for administrative management satisfaction were not specified in 13% of them. Only 8% of internal audit departments do not provide this information to anyone other than the oversight body, and 77% of internal audit departments that evaluate their performance use this to improve internal control activities.

The most sophisticated performance measurement systems are found in large internal audit departments operating in major companies and major listed groups. The vast majority of divisions are simpler, measurement-oriented units that address the actions of internal audit organizations and control processes. Measures focused on measuring the effectiveness and efficiency of controls have also been used very often. 12% of internal audit units have expressed a desire to develop formal performance indicators in the future, while 14% of them plan to make appropriate changes to internal audit activities.

In Poland, only 72% of internal audit departments evaluate performance, but 8% do so voluntarily. In Poland, performance indicators were set in 76% of internal audit departments with a staffing capacity of up to 2 persons, 92% with 2-5 full-time auditors, and 89% with more than 5 full-time auditors. The fact that 12% of internal audit departments in Poland announce that they will develop a formal performance evaluation in the future can be positively evaluated [30].

**Lithuania.** A survey of Lithuania's 300 largest companies found that only 42 companies (14%) have separate internal audit functions. The levels of efficiency and development of internal audit functions were investigated using the IAES International Audit Efficiency Score. Based on 38 responses, it was found that the internal audit function in Lithuanian companies is up to 64 points in most of the respondents (31 companies), higher scores in 6 companies and only one company with the highest level of efficiency (85-100 points). It is important to improve internal audit functions to ensure their independence and ability to add value to companies. The IAES can be a useful tool for improving the performance of internal audit activities by Lithuanian companies or the introduction of internal audit in companies that do not already have them [31]. The income of all analyzed companies was increased by 27,630 thousand Lithuanian Lith (1 UAH = 0,1798 thousand Lithuanian Lith) or 4.88% and the share capital was increased by 123,826 thousand Lithuanian Lith or 1.76% respectively. This indicator does not characterize the sufficiently existing risk management in Lithuanian companies, since some adjustments or adjustments have a separate impact on income and equity, it is very important to take into account the absolute amount of adjustments, which, when compared to the total amount of adjustments, are very significant. - 124,747 thousand Lithuanian Lith and 173,257 thousand Lithuanian Lith [32].

*The role of internal audit in optimizing corporate governance in groups of companies***.** Work continued primarily on the role of internal audit in preventing accounting fraud, given that any type of public administration, regardless of how it is set up and the reference market, needs effective consideration provide appropriate controls that can intervene in critical situations and protect the interests of all categories of reporting users.

A possible classification is that it is based on relationships that can be established between different governing bodies; In particular, there are two types of public council structures:

a) a single-tier system that provides a single governing body responsible for managing and monitoring the company; the relevant body is the "board of directors", which refers to specific directives of executive directors, expressions of management or non-executive or "outside directors", shareholders' expressions. These systems are particularly characteristic of the industrial areas of the United Kingdom, as well as those of Southern Europe (Spain and Portugal) with specific features,

b) the type of "two-tier system" where the decision-making, management and control powers are vested in two separate entities with different responsibilities. These systems are characteristic of the industrial areas of Germany, Switzerland, and Austria. But there are also hybrid models (for example, in France and Italy) where some elements of both types of structures can be found.

There is a need to strengthen guidelines for Member States that apply the reporting principle to “comply or explain” [19]. The use of regression modeling and alternative research methods as qualitative interview-based approaches help to explain why and how companies need to strengthen internal audit as a component of governance [19]. Development programs are needed to enhance the competitiveness of small businesses, which is vital; the most familiar of them is the Mentor Business Program [20]. Requirements for professional competencies of internal auditors are growing, and educational innovations in the knowledge economy are needed, which can be provided by professional associations of the audit and accounting community.

## Conclusions.

Today's business environment demonstrates the structure that internal control can play a key role in, as it transforms the organization's core capabilities into competitive advantage. The Internal Audit Department has become an important management factor as it guarantees the high quality of work and the effective achievement of business goals. The role of internal audit of the company, given the effects of management control, is of paramount importance in the field of corporate governance. There is a link between company size, complexity of organization structure and the use of internal audit: more complex organizational structures require more control in the form of internal audit. Certain types of investors, such as foreigners, seek to be shareholders in companies that use internal audit. An internal audit would also help attract new foreign shareholders, as they would be more willing to invest in an internal audit company. Public ownership increases the likelihood that a company will be subject to internal audit. Despite the potential cost of internal audit, less than half of the companies surveyed voluntarily used internal audit; In addition to the directives and national legislation, companies use different models of control (audit).

Regulation at EU level requires further development, taking into account the areas of internal control and risk management and internal audit. There is a need for recognized international standards, indicators, indicators, criteria and procedures, internal audit best practices, etc. to provide a meaningful description of the internal control and risk management processes provided for in Directive 2013/34 / EC.

The conducted study of the current state of organization and methodology of internal audit of companies in European countries will contribute to the implementation of EU standards in Ukraine.

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# INNOVATION-INVESTMENT ASPECTS OF SMALL BUSINESS ENTERPRISE DEVELOPMENT

**Abstract.** *The problems of innovation and investment development of small business entities are investigated. The role of small business in the development of economies of the world is substantiated – promoting structural restructuring of the economy, strengthening the economic base of the regions, increasing the total production and retail turnover, creating a favorable environment for the development of competition, ensuring employment of a large part of the population, stimulating the implementation of scientific and technological progress. The advantages and disadvantages of small businesses are described. The necessity of development of small business enterprises is proved on the basis of combination of innovation-investment and investment-innovation models. The activity of technoparks in foreign countries is investigated. On this basis, it is proved that technoparks are an effective tool for innovations in the country's economy. It is proposed to use such modern EU initiatives and programs as EU4Business, COSME, Horizon 2020 for small business development.*

## Introduction.

The sustainable development of any country's economy depends on many factors, the most important of which is the development of small business. Small business is one of the most important socio-economic institutions in many advanced economic systems, which is the basis for the existence of the middle class in modern theories of social stratification.According to some experts, small business is the basis of a market economy. As an independent and indispensable element of a market economy, small business contributes to the structural restructuring of the economy, strengthening the economic base of the regions, increases the total volume of production and retail turnover, creates a favorable environment for the development of competition, provides employment for a large part of the population, stimulates the implementation of scientific advancements.

In today's economic environment, the development of small business in Ukraine should be one of the priority areas of regional policy, both in individual regions and in the country as a whole, since it is connected with solving a number of issues not only economic but also social.

That is why the activation of small business and the growth of scale and efficiency of functioning of the entrepreneurial sector is one of the main factors of positive structural changes and modernization of the national economy, the creation of new resources for economic recovery, improving the quality of life of the population. In addition, the development of small business also leads to a general institutional restructuring of society based on the spread of economic freedom and the emergence of a "middle class" as the basis for social stability. Therefore, the relevance of this study is due to the fact that the modern economy is characterized by the intensification of activity in the field of entrepreneurship.Small businesses play an important role in the economy of the country, their development affects the acceleration of scientific and technological progress, competitiveness, the creation of additional jobs, while playing an important social role, providing a significant source of income for large sections of the population. Small enterprises provide flexibility and stability of the economic system of the state, bringing it closer to the needs of specific consumers.

## 1. The role of small and medium-sized business entities in developing countries' economies.

The level of development of small business directly determines the degree of development of the economy of the state as a whole. Most of the economic potential of successful countries in the world is made up of small and medium-sized enterprises. According to statistics, for example, in the EU, the share of small and medium-sized enterprises is 99% of the total number of all enterprises, they create 65 million workplaces. Inadvanced market economies, the number of people involved in small business is usually more than 50% of the working population (EU countries), in Japan this figure is close to 80% [1]. As a part of the GDP of the countries of the so-called old Europe (Germany, France) the production of small enterprises reaches more than 50%, the countries of the New Europe (Czech Republic, Slovakia, Hungary) – more than 30-40% of GDP [2].

Unlike big business, small businesses are almost always in close contact with the customer, almost on a daily basis, enabling businesses to adapt quickly and be flexible depending on customer preferences. But at the same time, in order to ensure such communication and compliance with consumer demands, mobility, small businesses need to constantly invest in their own development on an innovative basis.

The importance and role of small business can be viewed from several perspectives: economic, environmental, scientific, technical, social and political.

Despite the changing trend in the number of small businesses, their contribution to production and sales in the economy as a whole is constantly growing, which is a positive phenomenon (Table 1). As of 2018, there is a tendency for small businesses to increase by 5% compared to 2017, but growth is lower than in previous years. At the same time, the share of small businesses in the total number of business entities decreases slightly. At the same time, there is a significant decrease in the number of employees in small enterprises in

2018, as well as a decrease in the contribution of small enterprises to the country's GDP.

**Table 1. Analysis of Some Economic Indicators of Small Businesses in Ukraine in 2015 – 2018 [3]**

| № | Indicator | 2015 | 2016 | 2017 | 2018 | Deviation, % | |
|---|---|---|---|---|---|---|---|
| | | | | | | 2018/ 2017 | 2017/ 2016 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Number of economic entities, units | 343440 | 306369 | 338254 | 355877 | 105,2 | 110,41 |
| 2 | Number of small businesses, units | 327814 | 291154 | 322921 | 339374 | 105,1 | 110,91 |
| 3 | Share of small businesses in the total number of business entities, % | 95,45 | 95,03 | 95,47 | 95,4 | 99,9 | 100,46 |
| 4 | Number of employees employed in Ukrainian enterprises, thousand people | 5889,7 | 5801,1 | 5771,4 | 5870,6 | 101,7 | 99,48 |
| 5 | Number of employees employed in small enterprises, thousand people | 1576,4 | 1591,7 | 1651,0 | 1553,7 | 94,1 | 103,72 |
| 6 | Share of employed workers in small enterprises from the total number of enterprises, % | 26,76 | 27,43 | 28,60 | 26,5 | 92,7 | 104,25 |
| 7 | Volume of sales (goods, works, services), mln.UAH | 5159067 | 6237535 | 7584861 | 9054800 | 119,4 | 121,60 |
| 8 | Volume of sold products (goods, works, services) by small enterprises, mln.UAH | 937112,8 | 1177385 | 1463334 | 1727400 | 118,0 | 124,29 |
| 9 | Share of sales by small enterprises in total sales, % | 18,16 | 18,88 | 19,29 | 19,2 | 99,5 | 102,20 |

By type of economic activity, the largest number of small businesses are concentrated in the wholesale and retail trade and auto repair (26,6 %), agriculture, forestry and fisheries – 14,2 %, industry – 11,6 %, real estate operations – 10,6 %, construction – 8,5 %. The largest number of small businesses in 2018 was concentrated in Kyiv – 25,3%, Dnipropetrovsk region – 8,24%, Odessa – 7,19%, Kharkiv – 6,65%, Kyiv – 5,70%, Lviv – 5,28%. These regions are also leaders in terms of sales of products (goods, works, services)

and the number of employees employed in small enterprises.

As practice shows, in the process of carrying out their activities, small businesses have to constantly struggle for survival, because there is a high probability of displacement by large and medium-sized enterprises. In addition, they are highly dependent on their customers and suppliers, so they have to constantly look for different ways to reduce costs and make products more attractive. Compared to large enterprises that are predominantly pursuing an increase in scale, small businesses, on the contrary, see the need to search for micronesia. Working in the first phase with a minimal income, they often get the result of market expansion, which can eventually become the new big source of revenue.

The advantages and disadvantages of operating a small business are shown in Table 2.

**Table 2. The advantages and disadvantages of operating a small business [4]**

| The advantages | The disadvantages |
|---|---|
| **for business:** | |
| - High flexibility and mobility; | - there is a risk of bankruptcy; |
| - implementation of scientific and technological progress achievements; | - sensitive to the effects of the financial crisis; |
| - prompt decision making; | - constant adaptation to market conditions; |
| - high experience and qualification of staff; | - limited financial resources; |
| - high capital turnover rate; | - little opportunity for business expansion; |
| - fast ability to adapt to changing market conditions; | - limited credit facilities; |
| - the ability to join forces and collaborate with large and medium-sized businesses | - great dependence on the level of state support |
| **for the state:** | |
| - employment growth; | - granting of privileges in taxation, licensing, crediting of enterprises; |
| - growth of business entities; | - the growth of bankruptcy enterprises; |
| - rapid saturation of the market with goods and services; | - increase of state expenditures for information, logistical, financial, credit and investment support of small businesses. |
| - increase in taxes and fees | |

The main features of small business in Ukraine, which are significantly different from entrepreneurship in most foreign countries, include: low level of technical equipment with significant innovation potential; low managerial level, lack of knowledge, experience and culture of market relations; striving for maximum independence (most foreign small businesses operate under franchising, etc., and we have almost none); lack of small business support infrastructure; lack of complete and credible information on the state and market conditions; mistrust of Western partners and negative psychological attitude of the population towards entrepreneurs [5].

## 2. Features of innovation-investment development of small enterprises.

Small businesses need to constantly adapt to changes in the business environment, manufacturing technologies, and customer needs. Moreover, small organizations are often run by entrepreneurs who are innovators in their field, who are fully risk-averse if this will increase their profits and the efficiency of the organization. And investment in this case is a key element and a prerequisite for the survival of the enterprise.

In general, the development of small businesses ensures the achievement of the following goals of the socio-economic security system: innovative growth and innovative development of industries, regions and the country as a whole; improving the quality of life of the population of the regions and the country as a whole; formation and sustainable gradual development of the state's innovative economy. To achieve these goals, it is necessary to ensure appropriate conditions for innovation and investment development of small businesses. Investment development of an enterprise is impossible without innovation. The interconnection of investment and innovation categories can form two different economic models [6]:

1) innovation-investment: investments are made in innovation;

2) investment and innovation: search and use of innovative means of conducting investment activity.

When these models are combined, the so-called innovation and investment process is activated. It is a form of real investment that takes the intermediate position between innovation and extensive development investment. The purpose of this process is to respond to the demands of the market, and it is carried out mainly in the production area. The peculiarity of the mechanism of implementation of investment-innovation activity of enterprises is that it includes components of both innovation and investment activity [6]. At the same time, it should be noted that the most effective and expedient implementation of the presented model is a continuous process of interaction between investments and innovations at the enterprise.

Investing in combination with innovation not only ensures growing volumes of manufactured products, but also improves quality while reducing the cost of manufacturing, increasing profitability, working conditions and productivity. The practice of developed countries shows that small and medium-sized innovative enterprises are an important factor in a stable state economy, a factor of socio-economic security of the state, and their number and degree of ability determines how far the country's economy has reached the level of socially oriented market [7].

The vast majority of small firms that emerged in the late 1980s in the UK are the most technically equipped. About 50% of science and technology in the US comes from small businesses. In Germany and the UK, respectively, they created 26% and 23% of innovations, respectively[8].

One of the important problems of the effective functioning of small businesses and

their innovation and investment development is the ability to provide the activities with the necessary amounts of financial resources. The timely investment received can give a significant impetus to the development of a particular enterprise, city and region as a whole. Attraction of investments has been and remains one of the priority areas of activity of any enterprise, and it is no coincidence, because investments are the basis of economic growth, which provides an increase in the growth rate of production volumes, a decrease in energy intensity of products, and, as a result, an increase in its competitiveness, growth of the level. wages and unemployment.

The system of financial support for the activity of small business entities should be designed in such a way that not only their quantitative but also qualitative development can be achieved, which can be achieved by taking into account the peculiarities of financial and credit support, as well as on the basis of their activities, to ensure the current activity and development (Figure 1).

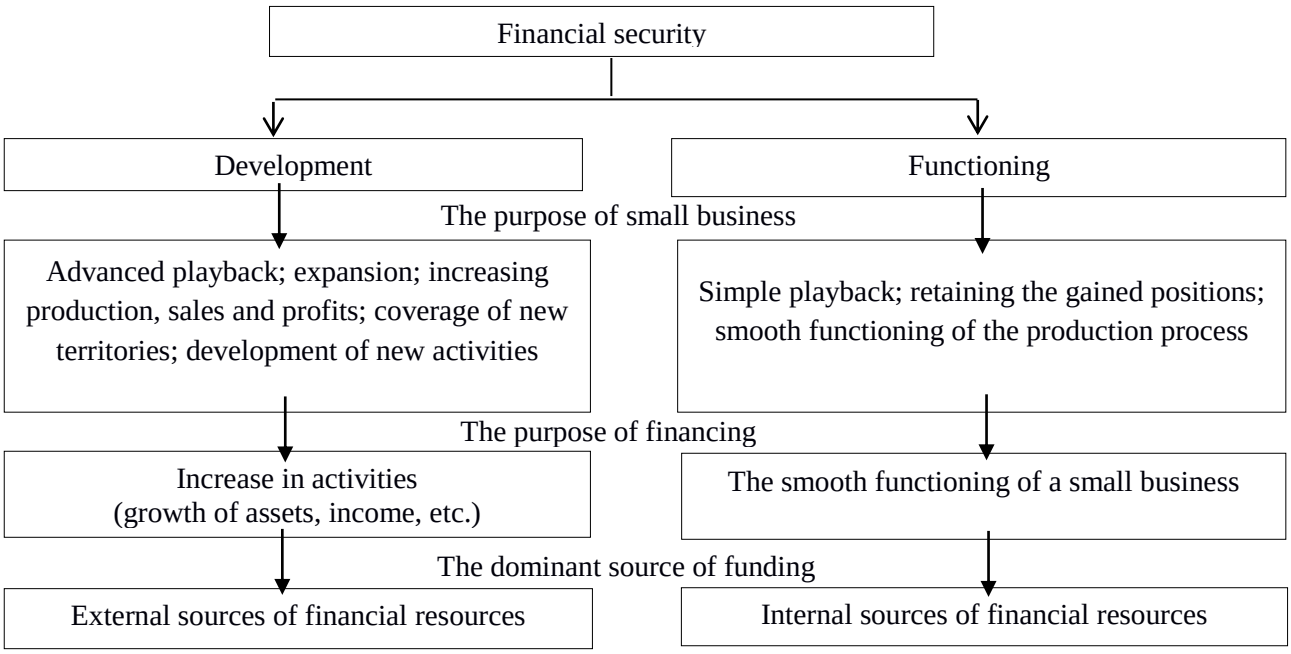



**Fig. 1. Features of financial support of a small business depending on the purpose of its activity**

The components of financial security are own (internal) and borrowed (external) sources of financing. Their volumes and opportunities for involvement in small business depend on both the internal mechanism of regulation of the process of financing the entrepreneurial structures themselves and the state support of entrepreneurship.And also from the state of infrastructural support of small business development: banking institutions, investment and venture funds, technoparks, etc.

For any business, the return on the use of both own and borrowed funds is of paramount importance.

An enterprise that uses borrowed capital has a higher financial potential for its own development (due to the formation of additional assets) and the possibility of increasing the financial profitability of the activity, however, to a greater extent generates financial risk and bankruptcy risk.

Among all sources of financing for investment development, a special place is given to credit. An investment loan is an economic relationship between the lender and the borrower regarding the financing of the investment arrangements on a return basis and, as a rule, with the payment of interest. The specificity of an investment loan is that it is mostly long-term, has an investment character and requires:

1) careful evaluation, first and foremost, not of the borrower, but of his investment intentions (investment project), which obliges the lender to carry out a detailed analysis of the feasibility study of the investment measures envisaged by the project;

2) setting a loan payment not higher than the level of return on investment; calculation of credit term depending on the payback period of investments;

3) repayment of the loan and interest only due to the income that the investor receives from the implementation of the investment project.

The most common type of investment loan is a bank investment loan. The terms of a loan for financing investment projects are somewhat different from ordinary consumer loans. For most banks, loans to small business development (investment lending) are 5 years. As a rule, interest rates are set at 20% and above.However, the final rate and timing of the financing are determined depending on the area in which the project is implemented, the composition of the participants and the degree of responsibility of each of them, the credit history of the company that applied for funding. Small business lending rates are much higher than large businesses, making it difficult for them to access financial resources.

One of the varieties of financial support for the investment development of a small enterprise is venture financing in the form of attracting funds from an outside investor to the authorized capital of enterprises implementing innovative projects. Venture (venture) capital is the basis of venture financing, which reflects the system of relationships between venture capital entities, which provides accumulation of free funds and investing them in innovative projects for the purpose of research, development and commercialization of innovations.

Venture financing is considered as:

1) financing of risky (innovative) projects or financing of newly created innovative companies (Start-up);

2) financing the early stage of development of innovative enterprises with significant potential for commercialization, as well as the later stages of growth and development of enterprises in order to obtain further benefits by selling the enterprise to a strategic investor or through IPO;

3) long-term, high-risk financial investments in equities of newly created small innovative high-tech companies for their development and expansion, in order to profit from the growth in the value of the investment.

Venture capital sources include the financial resources of venture capital firms and funds, institutional investors, personal savings of an entrepreneur, relatives, friends and acquaintances, business angels, specialized funds to support science, innovation, technology development, etc. Venture capital financing provides participation in venture capital investors' shares in venture capital through the purchase of shares through warrants, options or through convertible securities. Companies that have grown from scratch to world leaders through venture investments are: Apple, Cisco, Compaq, e-Bay, Google, HP, Intel, Microsoft, SunMicrosystems, Yahoo and other.

Among the features of venture financing are the following:

1) investing financial resources in the venture business without guarantees from the venture;

2) granting funds on a non-repayable (interest-free) basis, that is, venture capital is placed not as a loan, but in the form of a share in the authorized capital of the firm; capital investors expect an average of 3 to 5 years to see the prospects of investing, and 5 to 10 years to earn a return on invested capital;

3) the return on investment to venture investors is made at the time the securities of the firm enter the stock market and depending on the share of participation in the provision of funds;

4) the investor becomes a co-owner of the venture firm, and the funds provided – that is, the contribution to the authorized capital of the enterprise – as a part of the investor's own funds.

Venture financing of investments is only emerging in Ukraine, with the support of international financial organizations. The proper development of the venture capital industry in Ukraine requires the creation of an appropriate legislative framework in order for this source of funding to develop significantly.

For the domestic economy, this investment mechanism is considered effective due to its high scientific and human potential. To give an example of several nowadays world-famous venture capital firms founded by Ukrainians:

1) Paymentwall – the main clients of the company are owners of online portals of online games with paid options. With Paymentwall, users across the globe can purchase digital content using one of 85 local payment systems, including via credit cards, ATMs, mobile phones, terminals, etc. [9].

2) Grammarly – is a program that allows you to create any text according to all rules of the English language. Real-time tracking of syntax and grammatical errors, incorrect construction of language turns. It also explains why such a turnover is inappropriate and offers a better option. The service can check texts for plagiarism.

3) Terrasoft – a leading provider of CRM systems in the Commonwealth of Independent States. Initially it was supposed to work with medium and small businesses, but over time, the company had large corporate clients. Now, within its automation system,

Terrasoft provides a suite of tools for solving marketing management, planning, customer base, sales management, service, etc.

International credit institutions are also involved in financing small businesses. For example, microcredit programs are being implemented by the European Bank for Reconstruction and Development, the German-Ukrainian Fund, the Eurasia Fund, the OSCE Project Coordinator in Ukraine and the United States Agency for International Development. State small business borrowers include, first and foremost, Regional Entrepreneurship Support Funds, which are created at the region and district levels.

### 3. Technoparks as a tool for innovation.

Increasing the investment and innovation activity of small enterprises offers real opportunities to master and introduce high-tech technologies into production. In this regard, technopark tools are widely used in foreign practice to facilitate access to innovation in small businesses, especially for newly created projects.

Technoparks are one of the most effective tools for the formation of innovative infrastructure, the main purpose of which is to organize the scientific and production process to ensure the implementation and implementation of scientific developments that become innovations [10]. The presence of techno parks in the country forms a favorable innovative business environment with the availability of information and technological resources, with an optimal logistic system, which ensures an increase in the volume of attracted investments in the economy.

Some scientists explain the rapid emergence in some developed countries (Germany, Japan, the Netherlands) of technoparks for the needs of modernization and reconstruction in the activity of large enterprises and creation on their basis of small and medium-sized innovative companies, which are more flexible and dynamic in their activity [11].

The formation of the system of registration of technological parks in Ukraine began in 2000, including: "Paton Electric Welding Institute" (Kyiv), "Institute of Single Crystals" (Kharkiv). In 2001 the Technopark "Semiconductor Technologies and Materials, Wholesale Electronics and Sensor Technology" (Kyiv) and others was registered [11-12].

According to the legislation of Ukraine, the special regime of innovative activity extends to sixteen technoparks, in fact only eight of which operate [13]. There are also technoparks in Ukraine which are not covered by the special regime, for example, the technopark of the National University "Lviv Polytechnic".

As of January 1, 2017, according to UNIDO, there are more than 15,000 technoparks in the world. Today, 77 industrial parks operate in 14 specially economic zones in Poland. In 10 years, the country's real GDP has grown by 50% and exports have increased by almost 300%. In 2017, there were 215 industrial parks operating in Turkey, which further grew, GDP and exports increased threefold.

In Macedonia, investors in the country's industrial parks are exempt from corporate income tax, real estate tax, VAT, import duties on equipment and raw materials and personal income tax. Thanks to foreign direct investment, Macedonia is ranked number one in the

world in terms of job creation per 100,000 inhabitants.

Belarus is one of the leaders in the development of IT-tech parks, the country receives development and orders from the most developed countries of the world, earning a net income of over $ 2 billion a year. By real GDP, Belarus is ahead of Ukraine by more than 2 times, despite the fact that in the issue of IT specialists, our country occupies one of the leading places in the world [10, 14].

In Western Europe, small and medium-sized enterprises are actively encouraged. The largest number of science and technology parks in the UK are in the areas of computer and telecommunications (31%), biotechnology (14%). German Technopark Model is a small innovative support center for science-intensive start-ups. The main areas of activity are biotechnology, electronics and computer technology. The European model of operation of technoparks is characterized by the availability of financial support in large volumes by the state, regional and local authorities.

The largest in the United States is the Stanford Science Park, which in 1951 created the Silicon Valley Science and Technology agglomeration, which helped transform California's backward areas into one of the most developed in the country. According to various estimates, about 15% of the industrial and 30% of the design potential of the entire IT industry is concentrated here. Government Supports Government Procurement, Tax Benefits, and Venture Funds.

The so-called Electronic City in Bengaluru (India) contains many technoparks, which together make up about 40% of the Indian IT industry, employing over 30,000 employees, technoparks in recent years have contributed to a significant increase in the share of IT technology exports. Bengaluru is projected to become the largest IT hub in the world in 2020, with 2 million employees, 6 million indirect jobs and $ 80 billion in IT exports [12].

The Japanese model is characterized by a high degree of interdependence of research centers, universities and technoparks, while their commercialization is completely controlled by local governments. Science-intensive industries in Japan are developing at a rapid pace, among which are: robotics, biotechnology, medicine and pharmaceutical industry, electronics, IT-spheres, etc.

The Chinese model of technopark functioning is characterized by constant control and state intervention in technopark operation. Shanghai Technology Park accounts for 30% of Shanghai's foreign investment and 50% of foreign trade.

The activity of technoparks helps to create the infrastructure that ensures the production implementation of high-tech developments and high technologies, support small high-tech enterprises at the start-up stage. In foreign countries, where the operation and operation of technoparks is well developed, there is a significant impact on the economic and social development of countries, employment, the production of high-tech and competitive products, the development of innovative technologies.

**Conclusions.**

Therefore, the growth of small and medium-sized enterprises in Ukraine requires investment on an innovative basis and the development of appropriate infrastructure. Timely investments can give a significant impetus to the development of a particular company, city and region as a whole. The activity of technoparks facilitates the production implementation of high-tech developments and high technologies, supporting small high-tech enterprises at the initial stage.The European Union supports the development of small business in Ukraine.Strong ideas and opportunities for collaboration are offered by projects within the EU initiatives and programs: EU4Business, COSME, Horizon 2020.In addition, the Business Opportunity Map project was launched as part of the European Entrepreneurship Week in Ukraine, which is part of a pan-European SME development campaign, promoting entrepreneurship and raising awareness of EU support for private sector development.With this opportunity map, entrepreneurs can learn how to enter international markets, find financial resources, and how to develop business skills and improve the country's business climate.The map is an electronic service that has 4 headings: finance, knowledge, markets and business regulation and provides detailed information on EU4Business, COSME and Horizon 2020 projects.

Investment development of enterprises should become one of the priority directions of the state policy, since, according to the analysis, the share of small enterprises in the total number of economic entities is significant. At the enterprise level, through innovation and investment activity it is possible to achieve: increase in the volume of manufactured products, increase of competitiveness, which, in turn, will have a positive impact on the performance indicators. Small business investment development will provide a significant impetus for the development of the economy of the whole country.

For innovative entrepreneurs, especially small ones, systematic compensatory measures from the state are extremely important – tax privileges, opportunities to receive interest-free loans or credits on preferential terms, to obtain state orders, as well as to finance programs of scientific institutions aimed at developing an innovative product or technology.Through advisory and promotion research programs for entrepreneurship, innovative products and technologies should become economically viable for small businesses and competitive in the market, as is the case in advanced market economies.

The main types of financial state support may be: partial compensation of interest rates on loans granted for the implementation of projects of small business entities; partial reimbursement of leasing, factoring and guarantee payments; providing guarantees and sureties on the loans of small business entities; providing loans, including micro-credits, for starting and running one's own business; providing loans for the acquisition and implementation of new technologies; offsetting the costs of developing co-operation between small businesses and large enterprises; financial support for the implementation of energy-efficient and environmentally friendly technologies; other types not prohibited by the law of financial state support.

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# INTELLECTUAL MIGRATION AS A CHALLENGE OF INNOVATIVE DEVELOPMENT OF NATIONAL ECONOMY

**Abstract.***The research is devoted to the problem of intellectual migration and its impact on the prospects of further development of national economy on innovative means. In the given research the author considers the tendencies of inclusion of Ukraine in the processes of migration of intellectual capital. Emphasis is placed on the transformation of forms of intellectual migration under the conditions of further intensification of globalization processes. The main challenges of “brain drain” are identified in the context of promotion of competitiveness of the country's economy. The problem of educational emigration is being investigated. The latter is consciously regarded by the author as an independent form of migration separated from the “brain drain”. Trends, dynamics and retrospective analysis of the main causes of educational emigration of Ukrainian citizens are analyzed. Stable high demand of Ukrainian citizens for higher education was noted. At the same time, it is noted that more and more Ukrainians are realizing their pursuit to get higher education by entering Universities abroad as modern leaders in education. The main positive and negative consequences of educational emigration for Ukraine have been analyzed in terms of their influence on the ability to preserve national intellectual potential.*

## Introduction.

Migration is a complicated socio-economic phenomenon, which, on the one hand, is a form of reaction to changes in society and, on the other hand, is a catalyst for these changes. Nowadays, migration processes are manifestation of the global population movement. Since labor is one of the main factors of production, the process of workforce relocation forms the socio-economic development of both the contributing country as well as the recipient country. Most notable is its role when it comes to intellectual migration, which is hotly debated and is of great concern to professionals in various industries, especially national ones.

Liberalization of migration policy of the leading countries of the world towards attracting additional intellectual capital, as a factor of promotion of sustainable innovative development of the economy, creates significant challenges for Ukraine in the context of preserving the intellectual potential of national science.

Highly developed countries of the world have approached the formation of the economic system by training the intellectual employee, with developed mental, analytical abilities, the ability to respond timely to the current world development trends, with a high level of self-organization, self-control and morality.It is the intellectual personality that determines the competitiveness of economic systems, is the basis of nationswealth and a key resource for their development. Nowadays, intelligence has become a factor that determines the pace of development of countries in the long run. The ability of a country not only to use its own intellectual resource effectively, but also to attract it from other countries, depends on whether it will be among the leaders of the world economy, or take a place on the periphery. That is why most of the developed countries of the world in their migration policy are focused on creating conditions for attracting additional intellectual capital.

The integration of Ukraine into the world and European economic space, among other things, involves it in the international process of intelligencemovement, unfortunately, mainly as a contributing country of highly educated and qualified specialists.

## 1. "Brain drain" under the conditions of globalization of the labor market.

Paying tribute to Ukraine's considerable scientific and technical human resources, it should be noted that due to a number of political, economic and social problems, it is constantly losing its scientific elite. In the updated report of the World Intellectual Property Organization (WIPO) – The Global Innovation Index – in 2019, Ukraine was ranked 47th among 126 countries, losing 4 positions compared to the previous period.During the years of independence, Ukraine has lost about a third of its scientific potential and continues to lose it. In 1991-1995, 313 doctors of science have migrated from Ukraine, 105 of them have moved to the USA, 34 to Israel, 115 to Russia, 10 to Germany, 9 to Poland. From 1996 to 2014, 1781 Ukrainian scientists have obtained permanent residence abroad, including 1436 candidates of science and 345 doctors of science [1]. This process was the most widespread in 1996–2002. Since 2003, the intensity of the processes of emigration of scientists from Ukraine has significantly decreased, with slight variations in indicators. However, since 2013, due to the adverse effects of economic and military-political factors, intellectual migration has reached menacing proportions.In total, during the years of independence, the number of Ukrainian scientists has five times dropped from 295010 to 57630 people. Currently, the number of researchers per capita in Ukraine is three times lower than in EU countries. In particular, the number of scientific researchers in the employed population was 0.54% (for comparison in Denmark - 3.04%, in the UK 2.29%, in Cyprus - 0.87%, in Bulgaria - 1.09% and in Poland - 1,08%). At the same time, according to UNESCO, the number of people employed in science has increased by 20% over the last five years in the world economy.

The vast majority of highly educated Ukrainian specialists travels to developed countries in search of a better life and decent living. But there are a lot of people, who move because of a desire for self-realization, improvement of abilities and opportunities to gain new experience.

The long-term crisis of Ukrainian science, which is manifested in the significant deterioration of its material base, catastrophically insufficient funding, low salaries of scientific personnel, increases the desire of scientists to emigrate abroad.

According to open source information, funding for research per scientist is $ 90 in Ukraine, while for Israel this indicator is $ 1990, for the US - $ 1471, for Estonia - $ 1303.

It is worth mentioning that since innovation is a major driving force for scientific and technological progress and the engine of high value-added economy, they must be supported by budget financing. It is determined at the legislative level that at least 1.17% of Ukraine's GDP should be directed to the scientific sphere by the state. However, this standard was observed only during the first decade of Ukraine's independence. In 2007, the figure was 0.9% of GDP, and in 2018-2019 it was only 0.17% of GDP, which is 6 times lower than the legal minimum.

In general, national science funding from all sources is now 0.47% (less than a third of which is public funding) of national GDP (Pic. 1). For comparison, in the EU countries, in particular Sweden, Austria, Denmark, Germany, this figure reaches 3% of GDP, in Romania, Malta, Cyprus, Bulgaria - more than 0.5%.

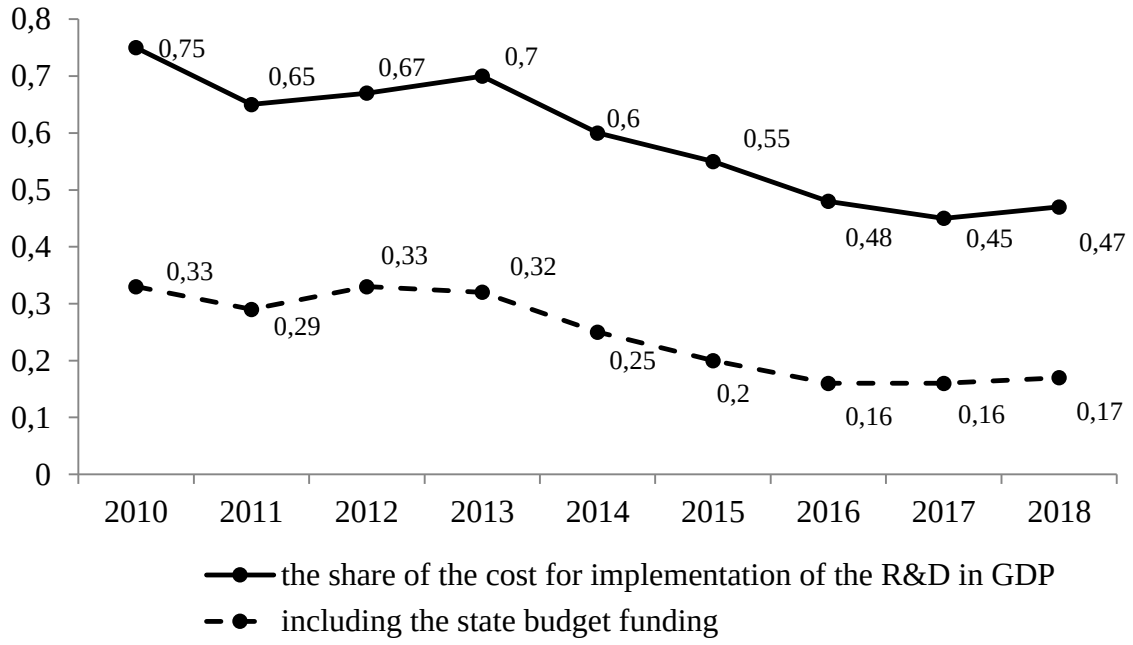



**Fig. 1. Dynamics of financing of national scientific activity**
*Source: [2]*

The main reason for the absence of motivation for Ukrainian citizens to realize their scientific potential in their country and the activation of emigration sentiment is primarily due to financial insecurity, which is due to other reasons, including poor working conditions and difficulties in professional realization. According to official statistics in 2018, 74.3% of employees in the field of professional, scientific and technical activities earned a monthly salary up to UAH 10,000 (just over EUR 300) [1]. Paradoxically, the average salary in science is lower than the average salary in the national economy.

In such circumstances, the scientific staff cannot, in fact, carry out their scientific activity, which they have studied at doctorate for and defended their dissertations. The "budget blockade" is forcing many scientists to either leave the country or change their profile and field of activity.

It should be noted that under the conditions of further intensification of globalization processes, there were certain changes of forms of intellectual migration. Along with "brain drain", there are also new forms of relocation of intellectual potential, in particular, the "ideas drain". The peculiarity of this form is that under the conditions of development of modern information and communication technologies, many scientists have the opportunity to participate in the implementation of scientific programs customized by foreign companies, without leaving the borders of their country. By this means, it is not the physical relocation of intellectuals, who generate ideas, but only the results of their work that becomes the property of foreign employers [3].

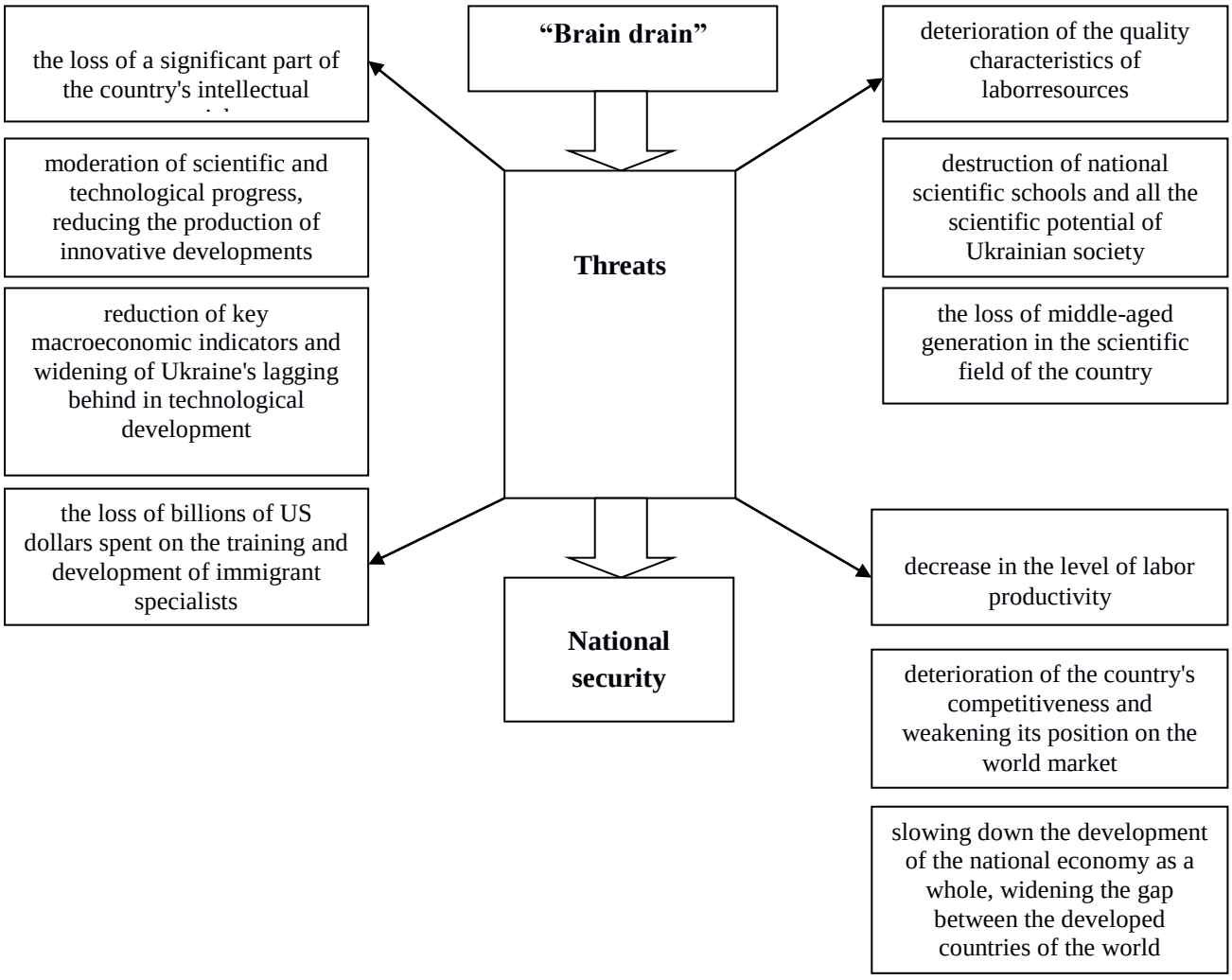



**Fig. 2. The main threats of the "brain drain" for the Ukrainian national security**
*Source: [2]*

With the implementation of visa-free regime and expanding opportunities to visit EU countries, more and more scientific and scientific-teaching staff are trying to find work abroad. In boundary regions, especially in the western region, there is a possibility of frequent migration of scientists, who might have been working for two weeks at the University or scientific center abroad and for two weeks in Ukraine.

All of the above mentioned affects Ukraine's world ranking positions, in particular, the World Intellectual Property Organization (WIPO) lowers Ukraine's rating of “human capital and research” from year to year. However, it should also be noted that, unlike labor migration, the most significant positive effects are the improvement of the country's balance of payments in consequence of increasing private transfers of labor migrants and reducing the stress in the national labor market by means of reducing unemployment rate. “Brain drain”, based on its specific nature, does not create such advantages, but on the contrary, generates a trend of “leaching” of national intellectual potential, which will negatively affect the further socio-economic, innovative, intellectual development of the state. The biggest challenges caused by the “brain drain” are presented in Figure 2.

Negative trends in the field of intellectual migration give reasons to confirm that national labor market is characterized by signs of destruction of the intellectual potential of the nation.

## 2. Causes and trends of educational emigration

While researching the processes of educational emigration, we consciously view it as an individual, separated from the “brain drain” form. Educational emigration is transformed into the “brain drain” form, only in case the student decides not to return to the country of origin after completion of the study program.

The awareness by the majority of the countries of the fact that educational programs are gradually becoming the best resource for further recruiting of qualified personnel has led to the accelerated development of transnational higher education, which leads to increased academic mobility and the attraction of foreign students, which, in turn, became the basis for another form of intellectual migration, the so-called “intelligence circulation”, which means the cyclical (periodic) movement of citizens abroad for study and further work with subsequent return to their homeland and improvement of their professional position thanks to the acquired skills and experience during their stay in the recipient country [5; 7; 8].

Ukraine’s joining to the Bologna Process, increasing academic mobility of students, the threat of slowing down human capital, the loss of leadership positions of Ukrainian universities in providing competitive educational services during their studies and internships are increasing [6]. The international process of the movement of intelligence in the country, unfortunately, gives the right to characterize it as a contributing country, the main threat of which is the risk of loss of intellectual potential, the aging of the population because of young people leaving abroad to get European education and turning educational migration into emigration through education.Economic reforms in the country focus mainly on regulating the scale of official unemployment by facilitating inefficient employment.

The mechanism of regulation of educational emigration has not been created yet, which would contribute to the formation of highly qualified personnel, accumulation of intellectual capital, increase of scientific and technical potential in our country.

The beginning of the 1990s is marked for Ukraine not only by gaining independence, but also by a significant deterioration of the demographic situation, in particular the rapid decline in the birth rate. Beginning from 1990 and over the next ten years, the annual rate of decline in birth rates ranged from 4 to 5.5 percent. The lowest birth rates were demonstrated from 1999 to 2003, with a minimum absolute value in 2001. That year, 376 thousand children were born [1]. At the same time, in the same period Ukrainian citizens showed a significant increase in demand for higher education. The desire of young people to become students was realized by both old state and newly created private higher education institutions. Since 1993, the number of institutions of higher education and the number of their students has steadily increased. The highest number of higher education institutions of all levels of accreditation (technical schools, colleges, institutes, academies, universities) was in the 2003-2004 academic year - there were 1009. There were also changes in the structure of higher education institutions. From the 1990-2000 academic year, the number of technical schools and colleges and the number of their students is gradually decreasing, instead the number of students of higher education institutions - institutes, academies and universities - providing training for the “bachelor” and “master” degrees is increasing. In Ukraine, beginning from 2006-2007 and over the next five academic years, the number of such educational institutions is almost 2.5 times higher than in the 1990-1991 academic year. However, 2011-2012 and the next seven academic years show a negative dynamic in the number of higher education institutions, which provide training for the “bachelor” and “master” degrees. This process is the most active in the 2014-2015 academic year, in which the number of such higher education institutions is reduced by almost 15% to the corresponding indicator of the previous academic year, after which the situation is relatively stabilized [1].

Comparing the ten-year dynamics of the number of students who received the certificate of complete general secondary education and the number of students of educational institutions studying under the bachelor's and master's educational programs (Pic. 3) allows to state that with a relatively steady annual decrease in the number of secondary school graduates there is much bigger disproportionatedecrease of students which happens with fast speed. After graduating from school, fewer and fewer students continue to attend higher education institutions in Ukraine.

On this basis, we can diagnose the presence of at least two problems of the national education system that face the students after graduation from secondary school: one part of graduates is unable to continue their education in higher education institutions due to the presence of certain social and financial problems, the other part is oriented towards obtaining education abroad.

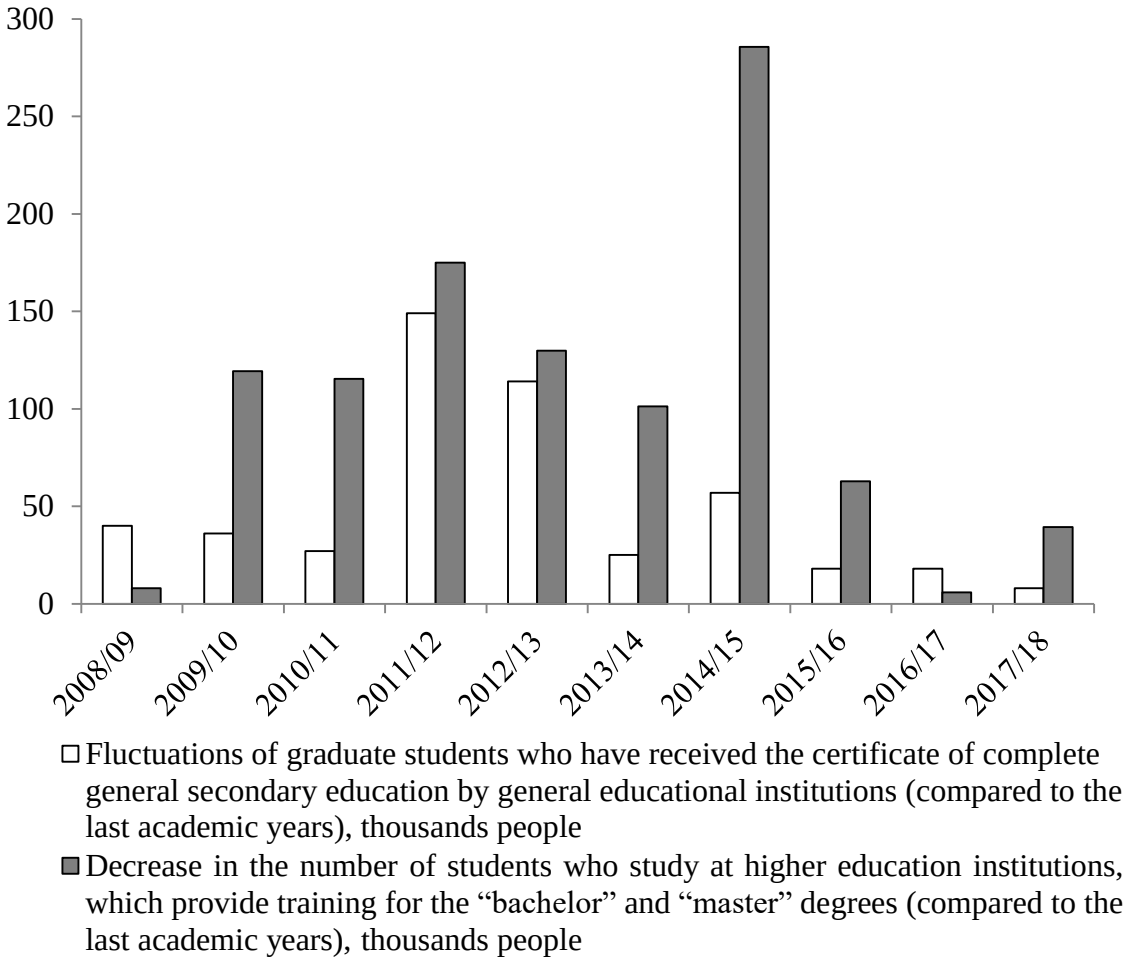



**Fig. 3. Comparison of fluctuations of school graduates and decrease in the number of students in higher education institutions that provide training for the “bachelor” and “master” degrees**

*Source: [1]*

In the 2017-2018 academic year, approximately 83,000 people with Ukrainian citizenship studied at foreign universities. Considering the fact that at that time in the Ukrainian higher education institutions (universities, academies and institutes of all forms of ownership) studied about 900 thousand at full-time departments, it means that about 8% of the total number of students studying at full-time departments of higher education institutions studied abroad. In total, in the last nine years the number has increased more than three times from 24,104 to 83,000 people. Most often students move to obtain education to Poland, Russia, Germany, Canada, Czech Republic, Italy, USA, Spain, Austria, France, Slovakia. These countries receive more than 90% of all Ukrainians, who study abroad [9].

It could be assumed that one of the reasons for intensifying the process of educational emigration is the desire of Ukrainians to obtain a more prestigious education than the educational institutions of the country of origin can provide.

In particular, no Ukrainian higher education institution was included in the TOP 200 of the World University Rankings published by Times Higher Education according to the results of 2017-2018.

However, according to the research carried out by the analytical center CEDOS, the largest increase of Ukrainian students abroad is provided in Poland, Russia, the Czech Republic, Slovakia, Austria, Italy, Spain, Canada and Bulgaria, whose higher educational institutions are also not presented at THE World University Rankings (with the exception of Canada, Italy and Spain). Thus, we believe that the argument for the prestige of education is not crucial in making a positive decision on educational emigration by Ukrainian citizens.

The main reasons for the choice of foreign educational institutions for further education by Ukrainian schools' graduates are:

– The desire to become the resident of the host country upon completion of studies. Within five to six years of study, students of Ukrainian descent "accustom" to the society of this country, know its language, legislation, and are fully adapted to the new environment by the beginning of the working period;

– The shortcomings and weaknesses of Ukraine's national education system, which give rise to a crisis of confidence in all educational institutions. These include, but are not limited to: the predominance of providing theoretical training (in fairness, it should be noted that it is sufficiently thorough) over the formation of practical skills; less flexible curricula from the point of view of the formation of desired competencies of future professionals compared to foreign higher education institutions.

– This leads to the fact that a large number of graduates do not work on their specialty; outdated material and technical facilities (especially higher education institutions that train specialists in technical specialties) and imperfect library and information support of the educational process, which complicates the process of obtaining "relevant" knowledge; the presence of a corruption component in some Ukrainian education institutions, which slows down the students choice to enter Ukrainian universities for the benefit of European ones without corruption; the mechanism of quality assurance of education in Ukraine is practically absent, which affects the employment problems of most graduates of Ukrainian higher education institutions. At the same time, the worstsituationisintheinstitutionsofvocationaleducationand, asaresult, there is anotice able shortage of workers; lack of a coherent lifelong education system, which complicates the process of advanced training, retraining, non-formal education, etc.;

– Active promotion of foreign educational establishments at educational exhibitions inUkraine, the policy of their responsible attitude to wards their graduates in the direction of forming a network of professional contacts and employment upon completion of education, a system of in centives for the most successful and talented students;

– The price - quality of knowledge relationship. Quite often, when studying abroad, Ukrainian citizens pay a tuition fee no higher than in national higher education institutions, but instead receive more up-to-date knowledge.

A special attention should be paid to the category of Ukrainian citizens who study for PhD programs. Despite the lack of complete statistical information, according to the research carried out by the analytical center CEDOS in 14 countries, in 2015-2016 academic year, 1600 Ukrainians were enrolled in PhD programs in these countries. It should be noted that, due to the data paywall, there is no USA, Canada and Great Britain among these countries, which are hypothetically attractive to young Ukrainian scientists no less than France or even Germany.However, even these data make it possible to draw conclusions about the countries that are preferred by Ukrainians who want a degree. In Switzerland and Czech Republic, the number of Ukrainians doing their PhD has doubled in the last eight years. Germany, which has likely the largest number of Ukrainian graduate students, has increased their number by 20% over these years. In Poland, growth has been 40% only in the last three years. At the same time, in Ukraine itself, the number of PhD applicants is decreasing significantly. The dynamic has been acquiring the most negative character since 2014. If in 2013 the number of PhD degree applicants was 31482 people, unfortunately, it has decreased by 20% (to 24786 people) in 2017 [9].

The growth of level of educational migration is a direct consequence of globalization processes and the result of the liberalization of the migration policy of most countries of the world towards foreign students, which they see as a valuable resource of replenishment of their own human capital, moreover adapted to the host country conditions. We believe that when analyzing the potential consequences of educational emigration for Ukraine’s national economy, it must be considered how important Ukrainian students are to the main recipient countries.Because this factor greatly determines the degree of liberalization of the migration policy of the countries regarding the further employment of foreign graduates, which will consequently influence their moods and intentions to return to their country of origin.

In the global population of students who are not studying in their countries of nationality, Ukrainians make up just over one hundredth. However, for each country of destination, the value of Ukrainian students is different. In particular, the number of Ukrainian citizens receiving education at German universities does not exceed 3%. At the same time, the number of Ukrainian students in Poland during the 2016-2017 academic year was 55% of the total number of foreign students. Taking into account the fact that most of them pay for their education and accommodation themselves, it could be seen as important investments for Poland, which offset the demographic decline and the departure of Polish youth to higher education institutions in other EU countries. Similar is the situation in Slovakia, in which the number of students of Ukrainian origin, according to preliminary data of the 2018-2019 academic year, have reached a third of the number of foreign students. The differencelies only in the fact that the vast majority of them study at the

expense of the Slovakian budget (that is, bring additional budgetary funding to Slovak universities), but instead pay for accommodation on their own. A rapid increase in the number of students from Ukraine is also observed in Bulgarian universities, especially in bachelor programs where graduates with certificates of Ukrainian schools make up almost 20% of those, who have completed secondary education outside Bulgaria. Russia does not receive any perceptible effect from the costs (consumption in the country) of the Ukrainian students, but the latter has a significant political role for the Russian Federation.In the 2014-2015 academic year (the period of active phase of political conflict between the two countries) quotas for enrollment of Ukrainian students in higher education institutions of the Russian Federation were increased ten times and reached up to 3 thousand places. However, over the past three years, 500 people have hardly been enrolled [9]. Based on the above mentioned, it could be predicted that higher education institutions of Central and Eastern Europe will continue to pursue an active recruitment policy towards the Ukrainian students in order to maintain or even increase the volume of the number of students.

Like any process, educational migration has its positive and negative effects on the economy of the contributing country. The main positive results of educational emigration are gaining “up-to-date” knowledge, gaining professional experience and expanding skills, establishing information and communication channels for further cooperation, additional motivation for learning foreign languages. For national higher education institutions, this is a significant incentive to increase the level of competitiveness in the provision of educational services.At the same time, the positive effects of educational emigration are realized if educational migrants return to their country of origin after completing the study program. Otherwise, educational emigration is transformed into the “brain drain” with all the negative effects inherent in this type of migration.

**Conclusions.**

Unfortunately, Ukraine now occupies one of the leading positions in the international labor market among contributing countries of labor (including intellectual) resources, and because of this actually participates in the economic development of other countries of the world. Continuing the trend of “leaching” of national intellectual potential will negatively affect the socio-economic, innovative, intellectual development of the state and will inevitably lead to intellectual defaults.

It should be noted that the main motivational factor of intellectual emigration is, first of all, dissatisfaction with the living conditions in Ukraine as a whole, the lack of interest of the authorities in attracting people with a high level of education, which will contribute to the development of the state. Therefore, first of all, it is necessary to take a number of measures aimed at macroeconomic stability and economic recovery. These include protecting labor rights, creating high-performing job places, good salary, social guarantees, government support for lifelong learning, etc.

Obtaining higher education abroad should be considered as a potential opportunity upon completion of studies to obtain better living conditions, to realize their own professional potential in Ukraine.

Generating and creation of competitive human capital, capable to create innovative national economy, should become the main goal of current transformation processes in the scientific and educational sphere of Ukraine. To slow down the negative tendencies requires, first of all, functioning of effective state policy in the field of science and education, availability of competent and highly skilled labor potential, development of innovations in the socio-economic sphere.

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## FORMATION OF MARKET LAND RELATIONS IN UKRAINE

***Abstract.****This article sums up certain considerations regarding further reformation of land relations, in particular the right to sell and trade land lots in Ukraine, with account of domestic and international experience in the field. Research work has proven that at all stages of human history, land relations evolve under direct influence of the economic law of correspondence between the nature of production relations and the degree of development of productive forces. The research involved using tools for dynamic simulation of processes such as production, exchange and accumulation, which embody the main cash and material asset flows. It also includes historical analysis of the reformation model used by Ukraine's agriculture after the breakup of the Soviet Union, and analysis of strategies applied for tackling problems of the U.S. farming industry. The research also illustrates the methodology used in studying farm industry economics in the state of Iowa as a specimen of a multiple-vector combination of market and cash flows, land, cattle and other biological elements.*

### Introduction.

Land is the last resource of Ukraine that can be sold at the demand of the IMF to overcome the debt crisis. For 4.5 mln of peasant families who own land shares, it means an opportunity to satisfy their greed for gain for free. For 28,500 rural population centers, selling their land means loss of resources used in their economic activities and capable of generating income. The threat of social fallout in rural areas due to a desperate situation is quite possible. The agricultural space suffers from social and environmental degradation.

Processes of destruction and contamination of agricultural environment due to exploitative farming can be already observed. The threats of devastation of agricultural resources for the country’s economy are not expressly evident, though. Supporters of the land market refer to international experience and expect improved economic effectiveness of land use, increased flow of funds to budgets of all levels, and more options for solving local self-government issues. Advantages of land sale and privatization in developed EU member states are evident but underexplored. Threats of market-instigated redistribution of agricultural land are evident to all but the young and go-ahead politicians in the Verkhovna Rada of Ukraine who blindly follow the IMF advice to receive another portion of the addictive cash flow from the international creditor which makes them so happy. Reflections on this topic are highly debatable and useful for students who explore economics not only as a positivist science, but also as a rule-making one.

The public choice theory is the basis for U.S. agricultural policy. The postulates of this theory are private ownership, free market, fair prices and inelastic demand at food and agricultural markets, which causes a negative perception of the agricultural policy. The “Economics” textbook (McConnell & Brue, 1999) has been reprinted repeatedly and that is why it was translated into Russian in the times of agricultural reforms. Teaching agricultural policies begins with the thesis that a free agricultural market is competitive by its definition. It means that an individual farmer cannot influence the price-making. The processes of price-making and market regulation are the responsibility of public authorities within the United States Department of Agriculture. The postulate of this theory advocates inelastic demand in the free market at the level of 0.2 - 0.25 which equals the fivefold excess of sales growth rate over the demand growth rate. The result of inelastic demand is not proven but determined - the aggravated problem of farmers’ income in the circumstances of the growing field productivity. The textbook does neither substantiate any suggestions about the price of land nor consider it in terms of teaching economic policy. Let us keep this thesis in mind to compare it to the IMF recommendations for Ukraine.

1. Experience of land relations in the USA

It has been proven historically that the problem for all farmers of the world involves the fact of decreasing prices and profitability. Natural peculiarities, especially those pertaining to geographical location and time, add their effects as well. Inelastic demand to agricultural products is mentioned among the most widespread socio-economic causes of the problem. It has been proven that for agricultural products, the coefficient of elasticity falls within 0.2 - 0.25, and it suggests the prices should drop by 40-50% for procurement to grow by 10%.

Even a slight increase in production volumes leads to drastic changes in prices and income of a farm business (Fig.1). The graph shows possible changes in prices and income. If production volumes change from Qn to Qa or Qc, price fluctuations may vary from Pn to Pa or Pc).

The function or profitability can be expressed explicitly as the plane 0PnNQn, deviating from average to probable (0PaAQa or 0PcCQc). The line D represents inelasticity of demand. It is evident that the lines will be different due to changes in the market volume. It has been proven that a farmer's income is not compensated by market price when production volumes deviate from the average value.

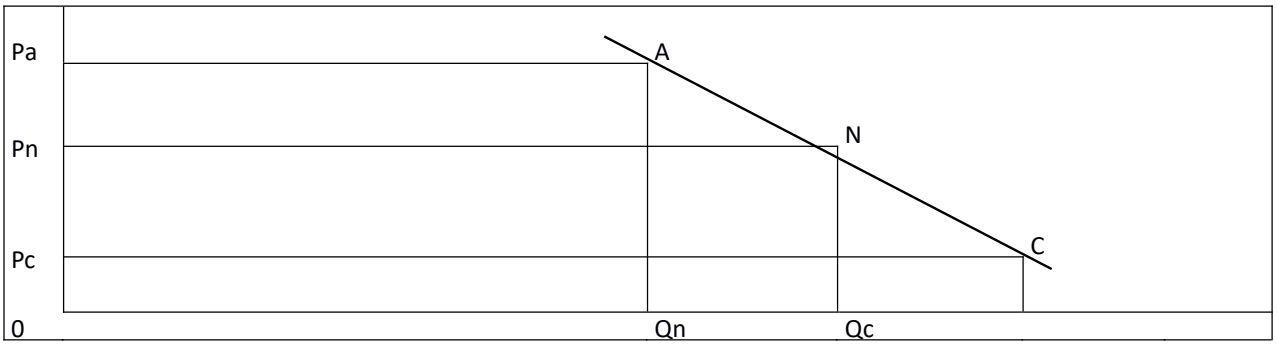



**Fig. 1. Effects of changes in production volumes**

Fluctuation in the agricultural market is regulated automatically by the fivefold decrease in price and income. Farmers may regulate the production volume and try to maintain a certain level of prices for a particular product. Well-known methods include attempts to restrict access to market, reduction of crop acreage etc. Market crisis is a system factor of overproduction and financial crisis.

The American way of presenting economic problems of a farm business leads to hopelessness. One has to refute some of the possible farmer's decisions, especially ceasing their agricultural activities.

The idea that reduction in demand will immediately result in ceasing activity for many farmers, and reduction in crop acreage will level up the market and prices is rejected at once and without substantiation. Factors in countering spontaneous cessation of farming activities are given as follows: farmers' fixed costs exceeding their current variable costs. Land rent, interest for land/property mortgage, and other taxes are the main fixed costs of a U.S. farm business. Labor compensation of a farmer and his family can be seen as fixed costs. Cost of hired labor, seeds, fertilizers, fuel, cattle fodder etc belong to variable costs. Availability of fixed costs presents an incentive to cultivate land, and an advantage of activity for land resource owners if compared to their inactivity. There are no hints at the opportunity to introduce a land market. On the contrary, there are suggestions to expand the agricultural market beyond the country's borders.

Authors of the textbook analyze easily the third direction of the U.S. agricultural policy - foreign demand. Problems of agriculture tend to become more acute due to the technological revolution which increased the supply of production when the demand for it did not grow at all, or only grew slightly. The scientific-and-technological advance has become a factor in aggravating the problems of a farm business.

Mechanization and electrification of farms; technologies for improved cultivation of land and preservation of soil; irrigation; developing hybrid crop seeds; accessible markets of crop-protection agents and mineral fertilizers; improved selection and animal breeding - all these achievements were losing their effectiveness. Capital-labor ratio was believed to be indicators of the scientific and technological advance. The number of people employed in this industry was reducing at a higher rate than the amount of capital stock and cultivated land. Authors of the textbook draw attention to the factor of demand which comes from the amount of population which is reducing due to historical reasons. The level of consumption of food and agricultural products by an individual consumer are relatively stable. For developed nations, increase in their population means increase in demand as the social consumption fund. The growth rate of demand for this kind of products is approximately commensurable to the population growth rate. The population figures for both USA and Ukraine demonstrate a declining pattern.

A separate chapter is dedicated to U.S. agricultural policy. The foremost task of the state is to maintain the parity between prices for farm products and prices for products required for farming business, with consideration of tariffs for services, land rent etc. The authors clearly demonstrate their support for the U.S. price support policy but emphasize the thesis that such policy may result in negative consequences like supply exceeding demand. Excess of production invokes costs for procurement and storage from KKK corporations, but it also increases farmers’ income. Authors of the textbook criticize the U.S. agricultural policy for providing subsidies and subventions to large farmers and wealthy land owners which aggravates the inconsistencies of free market. The criticism of the U.S. government policies is also extended to cover the EU member states. Agricultural policies in the USA and other developed countries are programmed and aimed at continued subsidizing farmers as opposed to the policy of free market and fair competition, and thus they present an inconsistency in distribution of agricultural resources. A farming program containing key development issues (listed below as follows) would be worthy of attention:

1) prices, income and subsidies to farmers;

2) protection of natural resources (water and soil);

3) research in the field of agriculture;

4) lending to farmers and fiscal policy;

5) risk hedging;

6) support for development of regional export potential. Since the 1930s, U.S. farmers have been receiving subsidies. We will consider farming issues exclusively from the view point of economic policies, i.e. policies for supporting a certain level of prices and income.

Subsidy size. Provision of subsidies is reasoned with consideration of the following postulates. A farmer is a member of the rural poor population. A family farm is a foundation for development of the society. Farming business involves nature and climate-related risks. The agricultural market is believed to be absolutely competitive by its essence.

Farmers have to deal with suppliers who possess significant market power and domination. These are the considerations that make the policy built on the concept of parity to be relevant. The essence of price parity is demonstrated by the fact that the correlation between prices for farm products and prices for industrial goods and services consumed by farmers should remain unchanged. The parity index is the correlation between the selling price of a farmer's product and the procurement price of inputs.

Policy of price support. The parity principle provides a sound explanation to minimal prices established by the government, or to the price support of farmers' products. However, effective price support results in surplus of agricultural products. In the long-term (short-term) period, market prices for farmers' products lag behind the prices for goods that farmers purchase. To achieve the parity of at least approach it, the government has to set prices which are higher than parity prices. Such steps are known as policy of price support. The goal of such policy pursued by the USA since the 1930s was to stabilize and increase farmers' income. The consequence of price support was accumulation of surplus agricultural products.

Selection and analysis of data suggests using statistics figures on a large number of farm businesses. Based on such overviews (taking into account changes in crop yield, productivity, price levels), industry-specific and product-specific balances are formed for every state, with mandatory inclusion of figures on income from sales of primary and secondary products, value costs and opportunity costs which represent all costs of production, including farmers' overhead costs, insurance payments, and estimated deductions for investments.

Usually, this data serves as the basis for calculating the correlation between average market prices and certain groups of actual costs, payments and deductions which are classified as expenses in the USA. The main task pursued by these calculations is to determine the extent to which costs, payments and deductions are covered, that is, the question of the extent to which market prices, together with direct government payments, are sufficient to compensate farmers for their production costs.

Completing the analysis of methodological approaches to explaining U.S. agricultural policy in the USA (McConnell & Bru, 1999) we should note that their reference nature is opposite to the recommendations given for Ukraine. At that time, the imperative tradition in Ukraine was distinguished by the concentration method of pricing for agricultural products. Large agricultural enterprises were focused on chamber accounting, the cost of production was made of cost items, and the purchase price was calculated using the formula "cost of production plus standard of profitability." Of course, the cost of production was averaged and concerned the cost items of multi-sector farming, as well as discriminatory prices for its own agricultural resources. This approach smoothed out the irregularity of the cost and value of agricultural products, but it was the basis for dividing agricultural enterprises into profitable and non-profitable ones.

Introducing us to the guidelines and methodological materials of the University of Iowa was perceived as a scientific novelty. It has called us to transition from imperative to market-based teaching of economics, and therefore we are still grateful to the professionals who visited us and shared their experience. The reference to this material is illustrative in nature and therefore is presented without the necessary translation and interpretation. The important thing is the scheme and approach to explaining the U.S. farming industry’s economic theory: the indissoluble unity of categories in market equilibrium presented in the multiple flows of products and resources on the path from investing to profit and cash flows.

The analytical process at the university is divided into two parts: a) the reduced introductory part and b) the extended content-based part. In the first approximation, students are given the opportunity to analyze 17 main indicators for the movement of flows, broken into groups of farm businesses (Table 1).

**Table 1. Summary of income and cost for corn**

| | | Unit | Low Third Group | Middle Third Group | High Third Group | Total Group | Your Values |
|---|---|---|---|---|---|---|---|
| 1 | Farms | number | 64 | 64 | 64 | 192 | |
| 2 | Planted acres | acres | 180 | 250 | 241 | 224 | |
| 3 | Diverted acres | acres | 8 | 12 | 12 | 11 | |
| 4 | Harvested field | bu,ton/a | 150 | 160 | 169 | 160 | |
| 5 | Gross crop income | $/acre | 309,91 | 342,54 | 377,43 | 343,29 | |
| 6 | Economic costs | | | | | | |
| | Inputs | $/acre | 87,61 | 84,14 | 79,43 | 83,73 | |
| | Land | $/acre | 105,2 | 105,16 | 105,06 | 105,08 | |
| | Machinery | $/acre | 79,43 | 63,75 | 57,3 | 66,83 | |
| | Labor | $/acre | 23,09 | 21 | 19,28 | 21,13 | |
| | Miscellaneous | $/acre | 5,15 | 4,44 | 4,73 | 4,77 | |
| 7 | Total economic costs | $/acre | 300,31 | 278,49 | 265,8 | 281,54 | |
| 8 | Profit and management return | $/acre | 9,6 | 64,04 | 111,63 | 61,78 | |
| 9 | Operator's share of gross income | $/acre | 255,97 | 288,14 | 353,85 | 299,32 | |
| 10 | Operator's share of total costs | $/acre | 246,36 | 224,1 | 242,22 | 237,56 | |
| 11 | Gross income per bushel or ton | $/bu,ton | 2,17 | 2,25 | 2,35 | 2,26 | |
| 12 | Total costs per bushel or ton | $/bu,ton | 2,12 | 1,83 | 1,66 | 1,87 | |
| 13 | Profit and management return per bu, ton | $/bu,ton | 0,05 | 0,42 | 0,69 | 0,39 | |
| 14 | Return on total capital investment | % | 11,2 | 25,7 | 35,5 | 24,1 | |
| 15 | Return to unpaid labor | $/hour | 12,59 | 32,09 | 60,23 | 34,97 | |
| 16 | Total cash flow requirement | $/acre | 180,75 | 183,56 | 195,56 | 186,62 | |
| 17 | Cash flow required per bushel or ton | $/bu,ton | 1,5 | 1,41 | 1,3 | 1,4 | |

It is suggested not only to get acquainted with the indicators of the observation matrix, but also to work on the measurements of one’s own farm business following the provided scheme. The scientific novelty also includes the semantics and pragmatics of learning, which focuses on cash flows that are spent and distributed by cash areas. The structure and contents of the workbook emphasize the paramount importance of the main production resource – land. The comparability of indicators in groups is achieved through the use of weight indicators - indicators of income and expenditure per unit of land

resources and physical volume of production. The concept of cash flows is widely used, which can be interpreted as the distribution of flows by factor costs of production. The study of the distribution mechanisms follows precisely the analysis of different groups of farm businesses. It should be noted for further analysis of the process of studying U.S. agricultural policy: the land market, the cost and the value of the main resource as a pricing factor at this level, as well as at the political level, is neither raised nor discussed. Mechanisms used to support a farm business remain intact.

Now let us try to analyze the action program for Ukraine developed by experts of the International Monetary Fund (IMF) so that we could compare the activities recommended for Ukraine and economic models meant to overcome internal U.S. problems (International Bank for Reconstruction and Development,1995)

## 2. Analysis of the action program for Ukraine

The contents of the following stage of learning include a similar but more extended analysis scheme. The philosophy of further analysis is based on the deduction of concepts and the specification of processes

**Table 2. Detailed income and cost analisis Ror Corn**

| | Unit | Low Third Group | Middle Low Third Group | High Third Group | Total Group | Your Values |
|---|---|---|---|---|---|---|
| | | small | medium | large | total | |
| A | B | 1 | 2 | 3 | 4 | 5 |
| ***1.*** **Production** | | | | | | |
| 1. Total crop acres, entire farm | acres | 446 | 616 | 695 | 586 | |
| 2. Crop acres planted | acres | 180 | 250 | 241 | 224 | |
| 3. Acres diverted | acres | 8 | 12 | 12 | 11 | |
| 4. % of acres diverted | % | 4,4 | 4,5 | 4,9 | 4,6 | |
| 5. Harvested yield | bu,ton/a | 150 | 160 | 169 | 160 | |
| 6. Harvested yield as % potential yield | % | 112 | 118 | 123 | 118 | |
| ***2.*** ***Income*** | | | | | | |
| A | B | 1 | 2 | 3 | 4 | 5 |
| 1. Price of crop at harvest | $ per bu. | 1,89 | 1,91 | 1,94 | 1,91 | |
| 2. Value of crop production | $/acre | 283,46 | 305,24 | 327,76 | 305,49 | |
| 3. Value of secondary product | $/acre | 1,83 | 1,93 | 3,83 | 2,53 | |
| 4. Value of crop insurance payments | $/acre | 1,14 | 0,2 | 2,88 | 1,41 | |
| 5. Value of government payments | $/acre | 38,33 | 51,5 | 62,44 | 50,76 | |
| 6. Total crop income per planted acre | $/acre | 324,76 | 358,87 | 396,91 | 360,18 | |
| 7. Total crop income, planted and diverted acres | $/acre | 300,93 | 342,53 | 377,38 | 343,28 | |
| ***3.*** ***Input Costs*** | | | | | | |
| A | B | 1 | 2 | 3 | 4 | 5 |
| 1. Seed | $/acre | 22,78 | 21,64 | 22,08 | 22,17 | |
| 2. Fertilizer | $/acre | 32,7 | 31,6 | 29,36 | 31,22 | |
| Nitrogen | $/acre | 19,3 | 18,3 | 17,53 | 18,29 | |
| P and K (annual cost) | $/acre | 10,09 | 9,71 | 9,43 | 9,74 | |
| Manure and other | $/acre | 3,32 | 3,86 | 2,4 | 3,19 | |
| 3. Ag Jime (annual cost) | $/acre | 1,44 | 0,63 | 0,58 | 0,88 | |
| 4. Herbicide | $/acre | 22,37 | 21,82 | 19,58 | 21,26 | |
| 5. Insecticide and fungicide | $/acre | 2,78 | 3,26 | 2,96 | 3 | |
| 6. Crop insurance | $/acre | 4,25 | 4,11 | 3,96 | 4,11 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. Interest on inputs costs | $/acre | 5,18 | 4,9 | 4,72 | 4,93 | |
| 8. Total cost of inputs per planted acre | $/acre | 91,51 | 87,96 | 83,23 | 87,57 | |
| 9. Input for diverted acres (per a/diverted) | $/acre | 3,81 | 4,11 | 5,91 | 4,61 | |
| 10. Average input cost, planted and diverted | $/acre | 87,61 | 84,14 | 79,43 | 83,72 | |

***4. Land Cost***

| A | B | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Rental value of owned land | $/acre | 102,34 | 102,11 | 106,3 | 103,64 | |
| 2. Cash rent paid | $/acre | 102,87 | 94,99 | 94,76 | 96,8 | |
| 3. Share or bushel rent | $/acre | | | | | |
| Landlord share of income | $/acre | 157,78 | 162,04 | 189,48 | 166,68 | |
| -landlord share of input, machinery cost | $/acre | 44,21 | 42,94 | 42,74 | 43,38 | |
| =indirect land cost for tenant | $/acre | 113,57 | 120,49 | 146,75 | 123,84 | |
| 4. Diverted acres land cost | $/acre | 27,92 | 46,83 | 82,99 | 52,58 | |
| 5. Average land cost, planted and diverted | $/acre | 105,01 | 105,14 | 105,05 | 105,07 | |
| 6. Land cost per bushel or ton | $/bu,ton | 0,74 | 0,69 | 0,65 | 0,69 | |

***5. Machinery Costs***

| A | B | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Depreciation | $/acre | 23,44 | 18,6 | 17,92 | 19,99 | |
| 2. Capital charge (interest) | $/acre | 11,72 | 9,27 | 8,96 | 9,98 | |
| 3. Lease payments | $/acre | 1,09 | 1,28 | 0,84 | 1,07 | |
| 4. Housing | $/acre | 4,18 | 1,02 | 0,96 | 2,05 | |
| 5. Insurance | $/acre | 1,13 | 1,06 | 1 | 1,06 | |
| 6. Fuel and lubrication | $/acre | 6,68 | 6,81 | 5,88 | 6,46 | |
| 7. Repairs | $/acre | 12,23 | 11,41 | 10,01 | 11,22 | |
| 8. Custom hire or rental costs | $/acre | 8,79 | 3,97 | 1,64 | 4,8 | |
| 9. Variable drying cost | $/acre | 13,94 | 12,71 | 11,99 | 12,88 | |
| 10. Subtotal | $/acre | 83,19 | 66,14 | 59,2 | 69,51 | |
| 11. -75% of custom hire income | $/acre | 2,96 | 2,82 | 2,12 | 2,63 | |
| 12. Total machinery cost on planted acres | $/acre | 80,17 | 63,05 | 56,67 | 66,63 | |
| 13. Machinery cost on diverted acres | $/acre | 52,39 | 61,23 | 42,86 | 52,16 | |
| 14. Average machinery cost, planted and diverted | $/acre | 79,48 | 63,75 | 57,29 | 66,84 | |
| 15. Machinery investment | $/acre | 218,05 | 178,83 | 168,94 | 188,61 | |
| 16. Points of moisture removed | points/bu | 9 | 9 | 8 | 9 | |
| 17, Variable drying cost per point | $/point | 0,0122 | 0,0099 | 0,0091 | 0,0104 | |
| 18. Variable drying cost per bushel, to 15% | $/bu | 0,092 | 0,081 | 0,071 | 0,081 | |

***6. Labor Costs***

| A | B | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Unpaid labor | $/acre | 19,84 | 16,02 | 15,88 | 17,25 | |
| 2. Hired labor | $/acre | 3,84 | 5,42 | 3,62 | 4,29 | |
| 3. Total labor cost on planted acres | $/acre | 23,68 | 21,44 | 19,5 | 21,54 | |
| 4. Labor cost on diverted acres | $/acre | 9,24 | 12,51 | 15,16 | 12,3 | |
| 5. Average labor cost, planted and diverted | $/acre | 23,09 | 21 | 19,28 | 21,13 | |
| 6. Estimated hours of labor per acres | $/acre | 4,96 | 3,72 | 3,32 | 4 | |
| 7. Field hours per acres (if recorded) | $/acre | 0,9 | 0,83 | 0,86 | 0,86 | |

***7. Other Costs***

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Miscellaneous expenses | $/acre | 5,15 | 4,44 | 4,73 | 4,77 | |

***8. Cash Flow Requirements (planted and diverted acres)***

| A | B | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Cash cost for inputs | $/acre | 72,76 | 70,39 | 73,24 | 72,13 | |
| 2. Cash flow needed for land | $/acre | 52,47 | 58,79 | 71,09 | 60,78 | |
| 3. Cash flow needed for machinery | $/acre | 46,53 | 44,52 | 42,89 | 44,65 | |
| 4. Cash labor cost | $/acre | 3,84 | 5,42 | 3,62 | 4,29 | |
| 5. Cash cost for miscellaneous | $/acre | 5,15 | 4,44 | 4,73 | 4,77 | |
| 6. Total cash flow requirement per acre | $/acre | 180,75 | 183,56 | 195,56 | 186,62 | |

The World Bank mission first visited Ukraine in October 1992. The positive consequence of reforms was solving the issue of private entrepreneurship which resulted in forming the group of farm businesses. Their size was oriented by the American rather than European examples. We would like to remind that the neoliberal paradigm of development contained a number of positive recommendations, in particular: to introduce a system of market mechanisms for self-regulation of the economy; to create a system of market infrastructure and services; to establish private ownership of land and other agricultural resources; to form a sector of viable agricultural enterprises; to reorganize large farms and create favorable conditions for private farms; to privatize and reconstruct enterprises of the agricultural-industrial complex; to create an effective financial system for agricultural servicing; to define the new role of government in the field of agriculture (Bodrikov, 2009).

The contents of item one (Market mechanisms of self-regulation) were revealed by the following measures: a) collapse the command economy, remove all mechanisms of regulation of sales, eliminate the government order system, stop supply of material and technical resources; b) improve the system of pricing based on free market principles, remove restrictions on trade margins, c) reduce and discontinue subsidies to agriculture and input suppliers who trade with rural businesses; d) liberalize domestic and foreign trade, remove existing restrictions on exports and imports, introduce a single tax and tariff regulation based on value, eliminate quotas and licenses, introduce insurance to protect contracts, eliminate enterprises that were monopolists in the field of trade; e) establish a social protection network for low-income groups of the population, replace the system of subsidizing consumer prices for bread and other food products for the population with targeted monetary assistance. Food security has been declared as the goal for introducing self-regulatory principles, but by their essence, these measures seem to be aimed at complete destruction of the agricultural power of Ukraine.

Paragraph 2 referred to formation of a market for agricultural products and resources, improvement of the system for supply of inputs through promotion of private and cooperative trade development. Curtailing the system of public purchases for agricultural products went hand in hand with the liberalization of trade involving intermediaries. The infrastructure of wholesale markets had to be optimal and the market information system - as complete as possible.

The priority of private ownership to land without any restrictions on its rent or sale is the requirement stated in the third item of the Washington-composed project. It envisaged the development of land cadaster and completion of land registration, the introduction of a new system of land valuation and registration, private or municipal ownership. A separate item contained the requirement to allow foreigners to own land. This section also discussed the curtailment of social programs in rural areas and the introduction of a municipal system of social services. A local taxation system was proposed to finance the sector of social services.

Creation of new private farms at the expense of reformed large ones, formation of a system of capitalistic motivation for labor, restructuring large farms on the principles of personal interest, creation of intermediary structures for cooperation between producers and consumers were all listed in the fourth paragraph of the reform plan.

Paragraph 5 provided for the priority of private farming, and introduced a system of mortgage lending secured by land. The final stage of this development was the formation of local and regional farmers' cooperatives.

Privatization and reconstruction of agro-industrial enterprises was the next item within this program. It suggested forming “concerns” and companies on the basis of regional and district government-owned enterprises of the food industry, improving efficiency of the industry, food security, in particular through certification of production, standardization, development of new Ukrainian standards of quality and safety of food products and so on.

Paragraph 7 defines the tasks: creation of proper legal infrastructure for mortgage and land market, a system of commodity-credit corporations, and formation of new fiscal policy.

The last point shapes the reformers' views on improving the quality of government work and the efficiency of the agricultural market. It envisaged formation of a new agricultural policy, in particular trade, formation of the Ukrainian system for innovative development through informing enterprises about new research works and new technologies.

A key element in the goal of this reform within a well-arranged system of measures developed in 1993 was to change the command economy into a market economy. If one attempts to define the content of a command economy as an economy with a high degree of state regulation, including imperative pricing, planning factors and outputs, determining the directions and volumes of sales of final products in order to achieve the political goal of state development, it becomes clear that the content and intent of the reformers are obvious. It is not improbable that the great powers have decided to peacefully “reclaim” the territorial space of Ukraine – for their own benefit.

The action plan did not include benchmarks for the sector-specific structural development of agriculture, but the authors did not fail to address the issue in comments. There is an unequivocal hint at the priority of grain production and cultivation of other crops. However, correcting livestock production is considered a critical element of recovery, as it suffers from a decrease in domestic demand and stagnation in the area of export needs. Reducing, structural restructuring and improving the quality of livestock should be the main goals in this sub-sector, while improving fodder management is an important prerequisite for this success. In the near future, the most economically promising for the country are the crop products that can be sold in the Western markets after low-level processing (grain, oilseeds) or the products that can serve as a substitute for imported goods that have to be paid for in foreign currency (International Bank for Reconstruction and Development,1995).

Following this thesis, governments of Ukraine have not only reduced their dairy farming, pig breeding and poultry farming to a miserable condition, but also caused the protein starvation of large populations in large cities and industrial centers of Ukraine. The authors predicted that exports of livestock products to the West would be limited by the low efficiency and unsatisfactory condition of major food production facilities. The rising prices for livestock products could not result in anything but reduction of demand in the sectoral markets, which, in the short-term retrospective, led to extermination of livestock at farms. Exports of such products to Russia, in conditions of destabilized relations, has significantly decreased, with all the negative consequences for the rural economy.

Resource intensity is a concept that contains three factors: land, labor, capital – and technology tends to adhere to the canons of classical economic theory. However, the postulates of classical economic theory by A. Smith and D. Ricardo have been disgraced in our country even before that. It is now more common to see emphasis placed on the effects of the law of value, particularly at the methodological level. Every now and then, young reformers express their willingness to raise prices and tariffs for the population because of the increasing "cost" of services. These inconveniences, which are incompatible with Krugman's latest theory of economic equilibrium, are attempted to be justified not by the greed for gain but by the real cost of production.

Paul Krugman, an American scientist and 2008 Nobel Prize laureate, Professor at Princeton University (Volchkov, 2009) prefers the balance theory of economic equilibrium, from developing to justifying a new economic geography and a new theory of market economy.

There are a few key novelty issues. The first large and small enterprises are equally productive if they have the same factor intensity of production. Factor intensity is the ratio of factor costs per unit of output. In this way, the theory of equilibrium of the growing consumption funds to payroll funds is developed. Having found the point of equilibrium, there is nothing to be said about the average size of a business and enterprise. As it turns out, the factor intensity of production is the same for all enterprises, and therefore there is no effect on scale. There is no place for competition, and the need for it disappears. There is no need to decide on specialization of regions and states to motivate rational international trade. Krugman's small and simple models have revealed new knowledge in the field of trade. The economy has a steady number of consumers, which provides grounds for a simple formulation of the utility function. The first derivative of the consumption function is greater than zero. This means that needs have features of saturation. The second derivative of consumption is less than zero, and therefore the saturation process compensates the increase in demand. The equilibrium of increasing demand (max) and steady income (w) forms a balance model that can be described as Krugman's model. Not many assumptions are required to solve it theoretically. The new economic policy does not eliminate competition, but competition and trade arise not only and not so much from the

specialization of states as from the competition of technological decisions of states and monopolies. The key to our analysis is the equality of factor intensities of production in monopolistic competition. It is necessary to emphasize the relevance of the new contents of analysis for the “old world” and the developing countries. Yet the most urgent question is the analysis of factor intensity at the level of an agricultural enterprise using land and biological resources of plant and animal husbandry.

The purpose of economic modeling is not only to describe the economic system but also to gain new knowledge. Interpretation of real events in the economy (constant perturbations) should be done by such a theory which is based on the principles of adaptability and adaptive changes. Adaptation of the economic system to the economy of transition should be formalized on key assumptions, in particular, on a fiscal imperative response to changes in the direction of the dynamics of the system’s efficiency, the increase in the market value of property, wealth and the “tax field.” Research of socio-economic dynamics is the subject of sociology and economics. Issues of social development, improved well-being and standards of living for the people are the problem areas for sociology. It is established that economic processes and phenomena that affect the final results of social development are of evolutionary nature. A new branch of science has emerged, called “The Evolutionary Theory of Economic Change” (Nelson & Uynter, 2000).

The evolutionary theory of economic development was developed by Joseph Schumpeter (1982). The key factor for development is time. The situation in the previous period has little effect on the transition of probability between t and t + 1 periods, and therefore the process of changing the situation or its “condition” is considered a Markov process - “a step forward and two steps backwards.” Within the broad limits of the theoretical scheme, a large number of random processes and partial models can be constructed. Each of them identifies only individual cases of the Markov process that can be analyzed using mathematical theorems. However, in order for such an analysis to lead to conclusions that have a transparent economic meaning, some specific features must be present in the models.

An entrepreneur takes a leading position in the economy, but not because he is the owner, but because he has extraordinary personal qualities: initiative, foresight, authority, willingness to take risks, and the ability to innovate. Therefore, the main agent of effective competition, that is, the competition encouraged by the entrepreneur’s desire for surplus profit at the expense of monopoly advantages, is the innovative entrepreneur.

“Every successful innovation leads to a monopoly, and every monopoly promotes innovation.” The victory is achieved not by cost reduction, but by the complete elimination of the competition from the market: the competing innovator destroys the very foundations for existence of other competitors. This concept includes five moderators: 1) creation of a new product or new quality of goods; 2) creation of a new production method; 3) opening a new market; 4) opening a new source of factors of production; 5) creation of a new organization (monopoly, oligopoly). This line can be continued with predicting emergence

of a monopoly (oligopoly) competition. The starting point of the economic system is the equilibrium state. The source of development lies in internal processes, and new combinations of production resources that lead to innovation.

An entrepreneur is an economic entity whose function is direct implementation of new combinations and who appears as an active element of this process. The economic function of an entrepreneur is discrete (it is performed until the new combination becomes a routine).

Entrepreneurship is not a profession, it is not a steady social class, as the corresponding qualities and skills can be lost or passed to other people. J. Schumpeter (1982) clearly distinguishes the innovative function of an entrepreneur from the function of a capitalist: the entrepreneur does not necessarily have ownership of the property and, therefore, does not bear much risk (most of the risk is borne by the one who lends money to the entrepreneur). The entrepreneur is not an inventor, but the person who puts the invention to work in terms of economy; however, by its innovative nature, the entrepreneur's function is different from the routine functions of a manager.

The motivation of an innovative entrepreneur is a specific kind of motivation which requires moderate speed in satisfaction of needs, pro-active attitude for the sake of founding an enterprise, attaining victory over rivals, and overcoming difficulties. This can be achieved through the gift of foresight, strong will and developed intuition. Striving for innovation, confidence, ability to take risks, a sense of self-independence are the personal qualities that characterize an entrepreneur and are independent of class and social identity. Competition is encouraged by the tendency of the innovative entrepreneur to receive surplus profits at the expense of the advantages gained not by cost reductions but by complete elimination of the competitor from the market: the competing innovator destroys the slightest possibility for other competitors to exist. Perfect competition loses its value and cannot be considered as a model of maximum efficiency. In the face of perfect competition, the impetus for technological advancement becomes very weak, as the surplus profits from innovation are quickly eliminated by competitors who do not spend money on development and implementation of innovations but adopt them immediately. Benefits achieved are soon converted into losses. The tendency for rate of return to averaging also contributes little to achievement of market advantages. Big capital is increasingly needed for economic development.

Monopoly. Schumpeter (1982) believed that economic efficiency, in the face of a balanced economy, is hampered by the problem of using resources and technology opportunities. Perfect competition becomes impossible because sellers (buyers) are in different conditions.

Winning is ensured by objective conditions and is not achieved at the expense of others. The advantages gained by a manufacturer due to its exceptional position on the

market are monopoly advantages. The most significant results are brought by innovation, providing the entrepreneur with a breakthrough in both pricing and market coverage.

However, monopoly does not exist in its purest form, and this is only a temporary phenomenon. The thing more important for the market, and for the economy as a whole, is the integration of a group of competitors into an oligopoly that promotes technological advance. Oligopoly increases investor confidence in high returns.

Economic equilibrium. Dynamics of an economy’s static balance makes it impossible for the counterbalancing effect of the competition to be observed. On the contrary, effective competition leads to imbalance, restructuring of the economy, a leap in the development of productive forces.

Schumpeter's theory of innovation created the possibility to reconcile such phenomena as free competition and monopoly, which, before his day, had been regarded as market situations that exclude one another. The concept of competition transcends the boundaries of the commodity world and market relations.

The evolution of economic dynamics. When there is no place for perfect competition, it is replaced by an alternative form - imperfect competition. He admitted that his interpretation of competition was beyond the scope of market analysis and was not aimed at solving the problem of market equilibrium. The theory of effective competition explains the common causes of cyclical development, but does not affect the internal laws of how the market mechanism operates. It is clear that such competition cannot be explained in terms of its traditional forms, perfect or imperfect competition. However, the model of effective competition fits well into Chamberlin's monopolistic competition model, which can be seen in this context as an effort to differentiate between product or production.

**Conclusions.**

Professor Erik Reinert (Netherlands) replied, when asked whether it is worth introducing the land market in Ukraine: “Don't listen to what they say and don't read what the IMF writes, but watch what they do.” The effect of land privatization for the oligarchs was crashing, but within the framework of chrematistics, the study of wealth. Agricultural performance has not only shown little increase but it has also deteriorated due to reduced livestock, meat and milk production. The increase in grain and oilseed exports cannot be recognized as a positive effect for the land resource which has been redistributed from fodder to industrial crops. Integrated land resource intensity of agricultural production has not decreased, and it is a verdict for the reforms. It is not too difficult to imagine the effects of introducing the agricultural land market. Landlords will use their property as a factor in food pricing, which will exacerbate the food problem.

The range of agricultural production in Ukraine is too broad for a single concept of development to satisfy all. It is necessary to differentiate entrepreneurship by the size, i.e. by the concentration of production. Small non-commodity farms with an area of up to 1 hectare may not be taken into account. The farms whose numbers may increase as a result of transformation of the agriculture, should be divided into groups. Farms can be

standardized based on their land use area, but it cannot properly reflect the size of the farm, its income, tax field and land rent without taking into account the quality of land. The size of the farms is not identical to their land use and cannot be calculated by land area only. Therefore, it is proposed to introduce an appropriate system for accounting of economic entities by standardized economic features.

The recent history of land relations in the USA does not confirm the thesis of private property as the basis of the market, progress, business activity and ingenuity. Statistics shows that leasing land to large farmers improves the economic efficiency of land use. The U.S. experience has demonstrated that small plots of land are unsuitable for reclamation, crop rotation, agrochemicals and high-performance machinery.

Similarly, the many years of experience in the United States show that the sole fact of private land ownership does not guarantee the preservation of the environment and the land itself. At the beginning of the last century, most American farms abandoned crop rotation while moving to a monocultural system, reducing the area of fallow fields, which led to widespread plowing of even highly eroded lands. It resulted in dust storms, depletion of fertile land, pollution of water sources and so on.

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# HEADS AND TOP EXECUTIVES: SUBJECT COMPOSITION AND RELATIONS BETWEEN THE CONCEPTS IN UKRAINIAN LEGAL SPACE

**Abstract.***The aim of this article is to determine the circle of persons, who hold top posts, (heads) and relations between the concepts «a head» and «a top executive». The differences between the concepts of «a head» and «a top executive» have been analysed in the article and the head's legal status has been determined. Scientific works, concerning regulation of management abroad, have been analysed in the article. Authors have given the conclusion, proving that the amount and meaning of decisions and powers for enterprise, give an opportunity to treat the post of the head in a wide and narrow meanings. The wide meaning shows that heads are the top executives and other persons, performing at posts according to the chapter «Heads» of the Classifier. The narrow sense treats the heads as top executives who performs the posts of general leading of the enterprise, according to the legislation. Demands (conditions) of the legislator to the post of a head (if the legislative act doesn't contain the subject composition of the leadership,) concern only subject composition of the heads in a narrow meaning.*

## Introduction

The participants of legal relations in management sphere are different subjects. Sometimes, they mistreat the demands for different senior positions in fact, including those, that are untypical (taking into account the amount of the powers), and this results in conflicts in practice and can lead to litigation. One of the debate questions is definition of the circle of persons, who are heads; and validity of assimilation of a head and a top executive. O.A. Rakhmanov notes, that transition of control over the big corporations from owners to top executives, who are able to perform active social power and develop production vigorously, has become one of the basic age of the capitalism in XX century. They often call this process “managerial revolution” (Rakhmanov, 2014).

Taking into account national legislation and local documents of enterprises in different countries, we can see regulated relations between heads of various levels. In this review

article authors draw attention to general problems and issues of Ukrainian legal base and jurisprudence, analyzing works of different scholars.

The necessity of separation of legal status of the heads of different levels is extremely relevant because this influences the scope of judicial liability. For instance, when the Law determines sanctions for a head for non-payment of taxes, and there are chairman, financial director in one enterprise, who can be regarded as a head, so it is necessary to identify the who is subjected to regulation: the head, controlling finances, the head of the enterprise or financial director? Not only tax liabilities and responsibility may concern the head. Career advancement, promotion are also important issues. In this review article the functions of a head, his classification is analyzed.

It is important to determine correctly the circle of positions, which provides certain legislative demands as to the heads of the enterprise. It is needed for avoiding unfounded demands or taking higher responsibility then the legislator provides.

## 1. A leader: general characteristics.

According to the paragraph 65 of the of Commercial Code of Ukraine (Hospodarskyi kodeks Ukrainy, 2019), management of the enterprise is provided according to its constituent instruments on the basis of connection of owner's rights about economic usage of its property and taking part in administration of labour staff.

The owner fulfils his rights about administration of the enterprise directly or via his authorized organs according to the Statute of the enterprise or other constituent instruments.

For management of economy activity of the enterprise, owner (owners) acts directly or via authorized bodies or supervisory board of the enterprise (in case of its creation), appoints (choses) the head of the enterprise, who reports the owner, his authorized organ or supervisory board. The Statute can also include other persons to be the officials of the enterprise.

The head of the enterprise acts on behalf of the enterprise without the power of attorney and represents its interests in government bodies, local government bodies, other organizations, in relations with legal persons and citizens, forms the administration of the enterprise within and according the Statute order.

It is necessary to note, that top executive has to join the generation of business ideas and positioning of the company within the market and the administration of it. The top executive can become the informal central link in administration of the company and realizes the principle of management only if he uses the process attitude to management. Firstly, it is necessary to fulfil the survey of the company and imagine its structure as an interrelated system of business processes. After that, re-engineering of his structure is needed, examination and abolishing of the weak and excessive links. Only after that it is possible to change the placement, appointing the heads of business processes in structure departments and giving them their rights and duties in newly established company structure.

Only then top executive can start the forming of holistic structure of company administration within current and projected ERP-system (Top-menedzher, 2019).

The main features for holding the top posits for employees according to results of survey of leading top managers are the following (Yaka robota, taka y zarplata, 2019) (Figure 1).

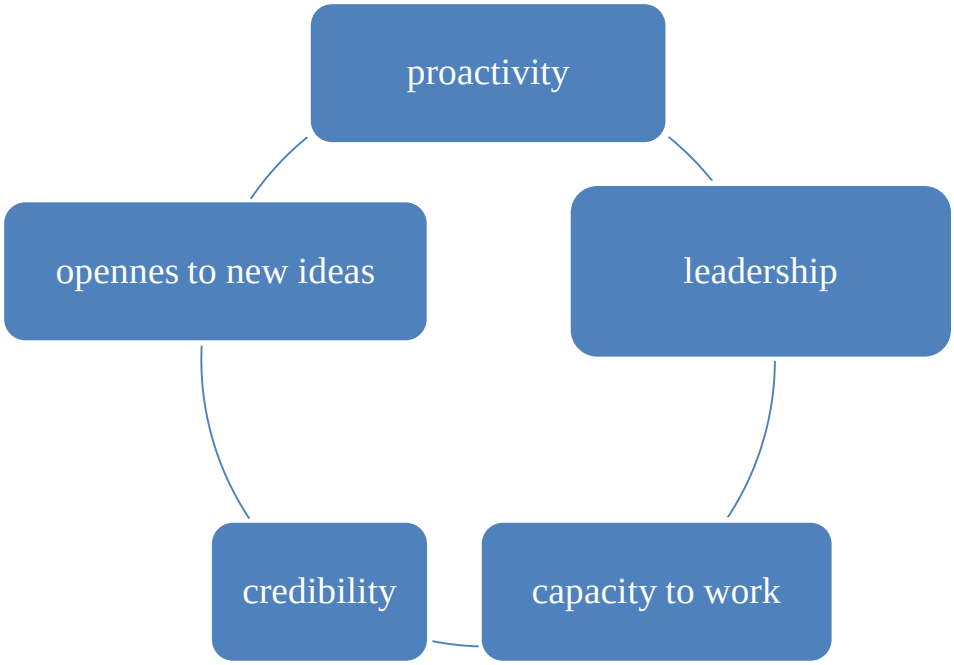



**Fig. 1. Results of survey of leading top managers**

In this case, statistical information proves the influence of gender on holding the top posts. The comparative information, given below, shows gender division in head posts(Table 1).

**Table 1. Gender division in head posts**

| Institutional-legal form | Women | Men |
|---|---|---|
| Entity (legal person) | 30% | 70% |
| Individual entrepreneurs | 46% | 54% |

As we can see, men get more offers to manage firms but lately women have started to receive propositions to lead the companies and have been encouraged to develop their career level, taking into account the experience and productivity. Today female manager is a professional, high-qualified specialist in different spheres of occupation, that’s why trends toward decrease of discriminatory outbursts, concerning holding the top posts, have been also observed, as owners of business prefer professionalism to gender.

Almudena Barrientos Báez, Alberto Javier Báez-Garcíab, Francisco Flores-Munoz, Josué Gutiérrez-Barroso have researched female top posts with the highest salary in board of directors of 22 leading companies (Báez, Báez-Garcíab, Flores-Munoz, Gutiérrez-

Barroso, 2018). These posts require general management or specific approach. More detailed analysis is given in next Figure 2.

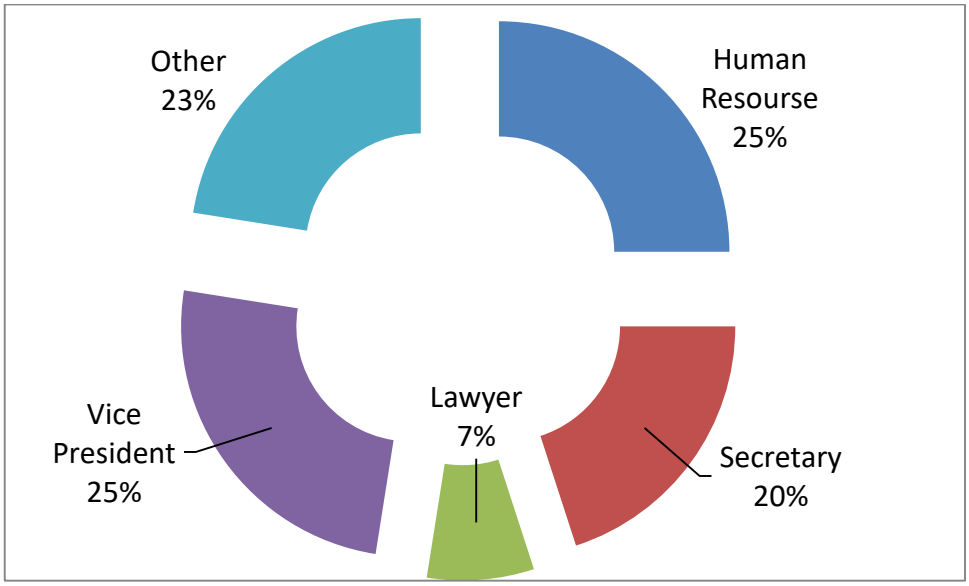



**Fig. 2.Analysis of female top posts with the highest salary in board**

Research results of Romanian scientists shows, that managers of Staffing (office) of Romanian government demonstrates transformational and transactional style of a leader, which makes him effective and capable to reach impact; gender doesn't influence manager style (Profiroiu, A.G., Nastacă, C.C., 2016).

Tarila Zuofaa, Edward G. Ocheing note, that leaders "should be experts in their fields, they must also be capable of having transferable skills and interpersonal qualities needed to inspire other personnel to achieve the project and organisational objectives" (Tarila Zuofaa, Edward G. Ocheing, 2017).

Although, Philipp Geiler and Luc Renneboog have researched, that female managers don't face with inequality in remuneration but other women leaders (for instance financial directors, deputy director general) feel discriminated. These female managers earn approximately 23% less, than male managers. The level of remuneration on the basis of gender is lower for heads of enterprises, where female management is not executive. Also female managers, having "male professions", feel less remuneration gap (Geiler and Renneboog, 2015).However, Karin Halldén, Jenny Säve-Söderbergh, Åsa Rosén have identified, that salary in general is about 3 % lower for women, who work on female managers, comparing with male managers. One of possible explanations is authorities difference, if first line managers have more limited recourses for their team, comparing with top-managers (Halldén, Säve-Söderbergh, Rosén).

The Ukrainian labour legislation doesn't define the content for the term «a head», though National Classifier of professions provides existing in Ukraine of such professions like heads of enterprises, establishments and organizations (Natsionalnyi klasyfikator Ukrainy, 2019). According to D.V. Mohyla, absence of the accurate meaning of the term

“head” of the enterprise, establishment and organization in general legal usage, is connected with reluctance of law-making organs to bring up the subject, as solving of this question will drag along the necessity to solve other problems, connected with scope of rights and duties of heads of enterprises, institutions and organizations, limits and size of responsibilities of heads of enterprises, institutions and organizations. Moreover, it is necessary to determine the content of this term in the way it can be used in other branches of law, including the civil law (Mohyla, 2012).

The Classifier of qualifying characteristics of professions of employees, approved by an order issued by the Ministry of Labour and Social Policy of Ukraine on 29 December 2004 № 336 (further - the Classifier ) (Dovidnyk kvalifikatsiinykh kharakterystyk profesii pratsivnykiv, 2019), shows, that for professional group “Heads” the demands are provided independently of the level and functions of management, which differ by their complicity and responsibility: the heads of primary structure departments, the heads of senior structure departments, the heads of enterprises, establishments and organizations. The heads qualifying characteristics chapter provides the following positions: 1) Director (chief, other leader) of the enterprise; 2) Chief Accountant; 3) Dispatch Supervisor; 4) Chief Economist; 5) Chief Electrician; 6) Chief Engineer; 7) Chief Constructor; 8) Chief Mechanic; 9) Chief Technologist; 10) Director of Personnel Matters and Fare; 11) Commercial Director; 12) Logistics Manager (Administrator); 13) Personnel Manager (Administrator); 14) Advertising Manager (Administrator); 15) Sales and Product Manager (Administrator); 16) Public Relations Manager (Administrator); 17) Foreign Economy Activity Manager (Administrator), etc. (generally the 81 paragraph).

Tiziana C. Callari, Corinne Bieder, Barry Kirwan has given their definition to a middle manager: “any manager in the middle line of the organisation, having managers reporting to them (but not belonging to the executive level) and also requiring to report to managers at a more senior level (including directors and vice-presidents), and holding budget responsibility” (Tiziana C. Callari, Corinne Bieder, Barry Kirwan, 2019).

We agree with this point of view but only under one condition – we regard, that holding budget responsibility by a middle manager is not a characteristic for all companies, as it depends on firm`s policy. Subject composition of heads (both in narrow and wise meanings) for every enterprise is unique, based on activity specifics (not every enterprise needs to have a chief electrician). The list of top executives is determined in local document of enterprise (for example, in the Statute), which defines the administration. For instance, top executive in join-stock companies can be the chief operating officer, deputy of the chief operating officer, the head of the supervisory board, members of supervisory board. Administration in join-stock companies is general meeting of shareholders and audit commission, but the power of audit commission is audit of financial and economy activity of the company and not the administrative functions, which are powers of a manager. In this case, the head of the audit commission, who extends powers only on members of audit commission, can’t be considered to be the top executive. As for the general meeting of

shareholders as an organ of administration, it is important to mention that decisions are made on general meetings by the owners of enterprise.

It is difficult to call the owner-shareholder a top executive from stocks, which form 0,00001% of general value of the property. But there are shareholders, who influence fateful decisions for enterprise. Thus, it is important to distinguish the role of owner and top executive in enterprise activity.

O. Kozka mentions that making strategic decisions for development of business, everyday management of the enterprise – are the main functions of hired top executive. The main duties of owner – control and business development. The tasks of the owner – forming the productive relations with top executive and creating the system of his motivation, which is useful for effective work of enterprise. If owner can't depart from everyday process of enterprise administration, creating two centres of making managerial decisions, that usually results in loss of competitive business because of the non-effective administration. In so doing, top executive turns into excessive and unnecessary link in administrative chain and his status and professional reputation gradually depreciates. And, vice versa, in case of full depart from the enterprise business, its owner risks to be displaced out of business – because of the removal of the assets and money by top executive or because of the business inefficiency and absence of the competence and sense of ownership by the side of hired top executive. Both situations can end up in loss of resources at least, and in bankruptcy at most (Kozka, 2019).

The middle ground is possible, when one of the co-owners becomes a top executive. Working owners are not seldom for joint-stock companies, especially when shareholders are employees, reforming at different positions: from technical worker to enterprise director.

It is necessary to mention, that the average age of Ukrainian head is 31-36 years old, he has at least one higher education, speaks English and mostly has 5years of experience performing at senior position. Such data is taken from the research of international personnel portal HeadHunter, which carried out the poll of specialists in recruitment of top-personnel. Generally, the auditory of the portal is formed by heads of enterprise departments, (77%), general managers (15%), owners of business (8%). Men prevail in this poll – 65% (Portret ukrainskoho top-menedzhera, 2019).

Top executive has to be a strategist and a talented specialist, who creates a team of executives for realization of business targets. Top executive has to provide competitiveness of enterprise on market and business development.

## 2. Additional demands for heads of financial organization.

For some business areas the legislation provides additional demands for top executives (or separate heads).

Thus, in Ukrainian Licensing Conditions of carrying out the economy activity in giving the financial services (except professional activity on the securities market) provides, that professional features of the head, chief accountant and the head of separate department

of financial enterprise as well should comply with professional demands, stated by National Commission, which performs the state regulation in financial service market.

In practice there is a debate question about a person, who fulfil duties of top executive in dual.For instance, if a person has been fulfilling duties of a chief operating officer for many years in dual, performing at the same time at other position (deputy of a chief operating officer). Are there any legal reasons to equate a term, being at the position of a deputy of a chief operating officer to a term of work by a chief operating officer, if there were a dual at this time with the position of a chief operating officer (a position of a chief operating officer was not vacant). This question is important if a person on the results of periods would comply with a definition «*... a person was a head, chief accountant or owner of the considerable part in financial establishment not less 6 months during one year preceding the government decision about applying measures of influence…»* and won’t have excellent reputation with complying legal results. In case of holding a top post by this person in future, controlling body can accuse the company in in violation of the terms of licensing conditions of financial activity.

In particular, the Court case of the District Administrative Court of Kyiv № 826/17077/17, provided the claim, motivated by the fact, that the employee had not been the head of the enterprise for at least six months during the one year, preceding the adoption of the order of the National Commission for State Regulation in the Financial Markets services, so there was no reason to argue that the plaintiff's activities did not meet the requirements of the License Terms. By writing this article, the court has not yet ruled on the case.

The answers for these questions should be founded in legislation and local documents of the enterprise, namely in the Statute. Usually the Statute of the financial company determines work of the board, a chief and board member, a head of the audit commission, a head and members of the supervisory board to be the officials and considers that administration, which fulfils the direct management the correct activity, to be the executive body of the company. The work of the board is headed by the chief operating officer.

In this, the deputy of the chief operating officer is only one of the members of collegial executive organ (board) and, despite the status of the official, he is not related to «other official, who fulfil the management of the economic entities according to the Statutes». We pay attention, that the fact of signing doesn’t determine the status of signatory as a head of the enterprise, but only testifies about temporary fulfilment of his complying duties. This can be proved by the fact, that the part of these powers can be delegated to other persons, for instance, singing of leave orders and business trip orders can be a competence of the heads of structure departments of the enterprise. Other example can be the fact of giving the director of the enterprise powers to sign orders, directives on substantive activity, employment, signing personnel orders, leave orders and business trip orders. Any power of attorney, given to an employee, testifies about the transferring him of the part of the powers in scope and for terms, determined by the attorney.

The question about counting to the term of the work as a head to a person, who fulfils the duties in dual, taking into account the excellent reputation if the legislative norm or a norm of the local document doesn't provide the opposite, still remains problematic.

**Conclusions**.

As we see, there can be a lot of enterprise heads. Taking into account the scope of powers and relevance of the personally made decisions for enterprise, the position of head can be treated in narrow and wide senses. In wide sense heads are persons, who are assigned to posts of professional group «Heads». It is clear, that an employee, according to the qualifying characteristics, have to comply with the Classifier demands. Otherwise, it is possible to talk about the misconduct or job description inconsistency.

In narrow sense heads are top executives, who, accordingly to legislation and local documents, perform at post, which gives powers to manage the enterprise in general. Usually, the legislation provides the demands namely for top executives. In certain cases, the demands for other heads can be mentioned for other heads as well, and the legislative act directly mentions it then (for instance, chiefs of separated departments).

In cases of inconsistency of authorities and membership of managers, it is necessary to be guided by local enterprise documents. Thus, in legal proceedings about authorities of Deputy Director, court has drawn attention, that such person must have an attorney letter to sign the documents, despite the high level of the labour hierarchy (Postanova Verhovnogo Sudu, 2019).In wide sense heads are persons, who are assigned to posts of professional group «Heads» (Fig. 3).




**Fig. 3. Persons, who are assigned to posts of professional group «Heads»**

Demands (conditions) of the legislator about the position of a head (if the legislative act doesn't provide detailed subject composition of leadership), relate only to subject composition of heads in narrow sense and do not have the legal consequences (including responsibility) for persons, who are holding top posts in general. Accountability (disciplinary liability, financial liability) of heads (not top-managers) for violations of top-managers should be regulated in local documents of Enterprise, labour contract, Statute of structural unit, etc. However, this issue needs separate research and it hasn't been the aim of this article.Received scientific results will be useful not only for Ukrainian reader, as questions of responsibility of a manager, his authorities are relevant for every business organization, regardless the country of origin. In this work the legislation of Ukraine is used, however, each country has its national legislation, which contains specific legal

status of a manager. While solving the questions of responsibility, authorities and functions of a manager, it is necessary to mind national legislation of the country of business company’s origin and its local documents.

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# THE EVOLUTION OF THE CONCEPT OF "SOCIAL ACCOUNTING" AS A COMPONENT OF THE ACCOUNTING SYSTEM OF AGRICULTURAL ENTERPRISES

**Abstract.***The evolution of social accounting and reporting has been considered. The regularity of the evolution of accounting which causes changes to approaches to business goals has been revealed. The domestic experience in accounting for social capital has been analyzed. The foreign experience of the functioning of the system of social accounting and reporting has been studied. Possible forms of non-financial reporting have been highlighted. The world experience of legislative support of non-financial reporting has been analyzed. The directions of the implementation of social accounting and reporting have been summarized. The prospects for the implementation of social accounting and reporting in the agricultural sector of Ukraine have been determined. The recommendations for identifying objects of social accounting and forming a list of business transactions to be reflected in accounting as socially important have been summarized. The use of the analytical capabilities of the current Chart of Accounts, which allows revealing the social aspect of accounting for business transactions, has been justified. It has been proposed to improve the accounting policy by updating it, namely the inclusion of the section "Financial accounting of social activity". The options for possible detailing of financial statements in order to disclose information about social activity have been systematized. The proposals on the algorithm for the formation of social reporting have been made.*

## Introduction.

Expanding the practice of implementing the system of social accounting and reporting in a globalized world, integrating universal principles relating to human rights and his/her positions, as well as environmental standards and mechanisms for combating corruption in the global socio-economic system, indicate the relevance and feasibility of expanding the range of financial issues on the farm to socially oriented and targeted at the person as a professional. As international practice shows, maintaining social accounting and non-financial reporting is effective tool for managing the results of social programs and bringing them to stakeholders.

In the middle of the twentieth century, Western researchers found that one of the tasks of accounting is to inform employees of the enterprise, and society as a whole about the economic results of a particular subject and their social impact on the occurred events. As a result of constant systematic operational recording of reliable information on non-financial issues of the functioning of the enterprise, economic growth of the economy as a whole is achieved.Due attention to social factors both inside and outside business entities, the consideration of ethical standards and social support are important issues that enterprises face when planning their successful future. Issues of social accounting are no less relevant than the sphere of cash flow or equity.

## 1. Formation of the concept and foreign experience of the functioning of social accounting and reporting system

To achieve economic growth, business entities must carry out continuous operational recording of reliable information on non-financial issues related to the functioning of the enterprise. Increasingly, one can find references to social accounting in company reports, mass media, and political speeches (both Western and domestic).

Professor Y. V. Sokolov, who is one of the leading scientists among those who studied the history of accounting, notes that "accounting is a socially determined discipline that differs from such exact sciences as, for example, physics which studies objective information about the real world. The structure of socially determined science is constantly changing in accordance with the requirements of society” [3, p. 6].

In the process of evolution of accounting, the achievement of profit has ceased to be the only goal of the functioning of the enterprise, but a new goal arises - socially oriented. The coordination of these two business vectors is achieved as a result of a combination of the principles of a market economy and social responsibility.

The Ukrainian economy can become socially oriented if it reflects complete and reliable information about the activities of each enterprise. Scientists, exploring in a complex the development of socio-economic conditions and accounting, prove the interdependence and interconditionality of these processes. According to the professor M.S. Pushkar, "the existence of a modern society is impossible without accounting, as one of the information systems. At the same time, the development of society poses new requirements for the accounting system" [1, p. 21]. The French scientist J. Richard also notes that “double-entry bookkeeping can, depending on circumstances, be a social reality and/or an object of science” [2, p. 29]

Socio-economic changes that occurred in the XX century led to the fact that there was an objective need to take into account the growing needs of not only owners, but also staff and external users in reporting. It is social reporting that can satisfy the needs of various interested groups and society as a whole.

Thus, accounting (in the context of socially oriented activities) operates at the intersection of social and economic phenomena (Fig. 1).

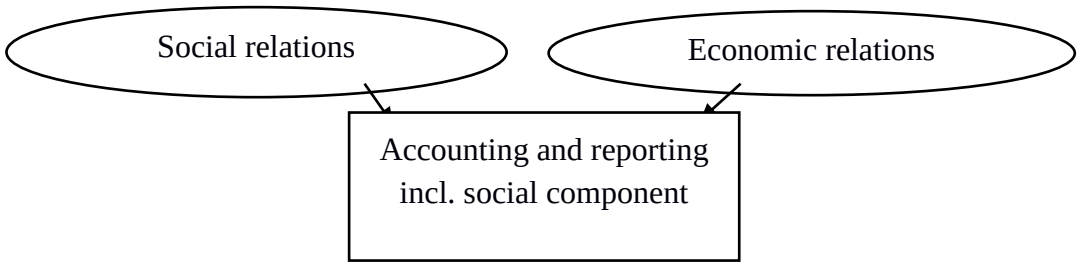



**Fig. 1**. **The place of accounting and reporting in the public relations system**
*Source: built using [3]*

In the Soviet Union, there was a science of social management, whose study object was the social processes at the enterprise, the socio-psychological organization of the functioning of society and individual collectives (whose representatives are A.M. Avierin, V. H.Afanasiev, V. H. Bielov, I. Halushko, I. Khol, P. M. Liebiediev, M. Markov, R. V. Martanus, V.S. Osnovin, H. I. Petrov, M. H. Chumachenko, etc.). As a result of the introduction of social management methods, the tasks were solved to maximize the efficiency of the use of labor resources, regulate labor discipline, eliminate staff turnover, improve the qualifications and professional level of employees, improve the internal production climate, eliminate occupational diseases and occupational injuries, meet the needs of physical and spiritual development of team members by public consumption funds.

Domestic experience in conducting social accounting and compiling social reporting was practically absent. In the practice of Ukrainian enterprises and financial and credit institutions, social reports are still an unusual occurrence (the first social report was drawn up by the credit union “First Credit Society” in 2006), but globalization and integration processes lead to the need for their greater implementation.

According to the materials of an expert study of the National Academy of Sciences of Ukraine and the Institute of Sociology, 71% of Ukrainian enterprises, among the possible positive consequences of social activities of companies, note an increase in stability in society, while among the internal consequences, most note only moral satisfaction (23%) [5, p. 22]. And since the functioning of one’s own business from the inside, taking into account the Ukrainian mentality, is a paramount task, these statistics confirm the low level of practical implementation of the ideas of social responsibility of business. Practice has led to the need to develop more thorough standards for assessing and comparing enterprises in terms of public responsibility, for which it is necessary to develop an appropriate scientific justification.

In world practice, there are three forms of non-financial reporting: free-form, integrated reports, standardized reports. Standard forms have certain advantages, because there are opportunities to compare with reports of other companies that provide the prospect of determining the social rating of a company. The most common international standards for social accounting and reporting today are Sunshine standards; GRI AA1000; SA8000 whose choice depends on the needs of the company 8].

The experience of foreign countries, which clearly define the rules for compiling social reporting, as well as mechanisms for interaction between enterprises and the state, non-profit institutions, the public, etc., is promising for implementation in domestic practice. In particular, companies listed on the Johannesburg Stock Exchange are required to prepare a consolidated report, which, along with the financial statements, includes a sustainable development report. In the UK, public companies must report on social and environmental issues in their annual financial statements. According to research, in the USA and Canada, there is a clear tendency for open companies (listed companies) to publish non-financial reports in order to disclose information and be transparent in their activities in the field of sustainable development. The vast majority (82%) of companies that published a non-financial report are state-owned companies (listed companies). At the same time, there is a growing tendency to publish sustainable development reports among private enterprises in order to increase their transparency, attract customers and develop their own business.

Scientific provisions can be considered justified only if they are practically implemented. The first professional and public organizations to disseminate and develop the ideas of social accounting were created in the USA. The American consulting firm ABT Associates was one of the first to apply the concept of social accounting in its activities. In 1970, the company checked its previous annual financial statements in the context of the following issues: labor productivity; contribution to improving knowledge; the impact of company activities on employment, healthcare, education and self-development, physical education, transportation, organization of free time; environmental impact of the company.

At the same time, social accounting as an approach began to develop in the UK, where the public organization, The Public Interest Research Group, created Social Audit Ltd. This organization conducted and published the results of studies on the activities of large companies, and far from always getting permission for this from their owners.

In the 80s of the XX century, interest in social accounting decreased slightly, but reappeared in the mid-90s, which was due, in particular, to the growth of environmental awareness and, as a result, interest in social relations. Social accounting as a system strengthening relationships with interested users, in order to increase understanding and improve the social impact of business entities, at that time began to develop in the UK with renewed vigor - the New Economics Foundation (NEF). NEF has promoted the implementation of social accounting regulations and, using real-life examples, auditing various companies, has demonstrated that this approach enables companies to manage more efficiently. From 1995 to 2000, NEF carried out social audits of a number of British companies, including Camelot, The Body Shop, Traidcraft, The Co-operative Wholesale Society, Ben and Jerry's, as well as a number of voluntary and international public organizations.

Based on the experience of these organizations, in 1996, NEF contributed to the establishment of the Institute of Social and Ethical Accountability (ISEA), which has become one of the leading international professional organizations, spreading ideas of increasing social responsibility and ethical behavior of business and non-profit

organizations. ISEA develops accreditation standards and procedures for professional accountants and auditors specifically taking into account the above issues. In 1999, the first ISEA social responsibility standard, The Accountability standard 1000 (AA1000), was introduced, related to the implementation of social and ethical accounting. This standard was intended to measure the performance of companies from an ethical perspective, to increase the transparency and quality of the company by engaging agents associated with it. It describes the procedure and a set of criteria by which social and ethical audit of the activities of companies can be performed.

The introduction of social accounting and reporting standards has led to a gradual increase in the number of companies that compiled and published their performance in the form of a social report. The first such company was the British company Traidcraft, which in 1993 was the first to publish a social report. And now social accounting is a widespread practice among large UK companies. Companies such as Royal Dutch Shell, BP, British Telecom, The Co-operative Bank, The Body Shop and United Utilities publish independent reports audited by independent auditors.

The main areas of social accounting and control are presented in Figure 2.

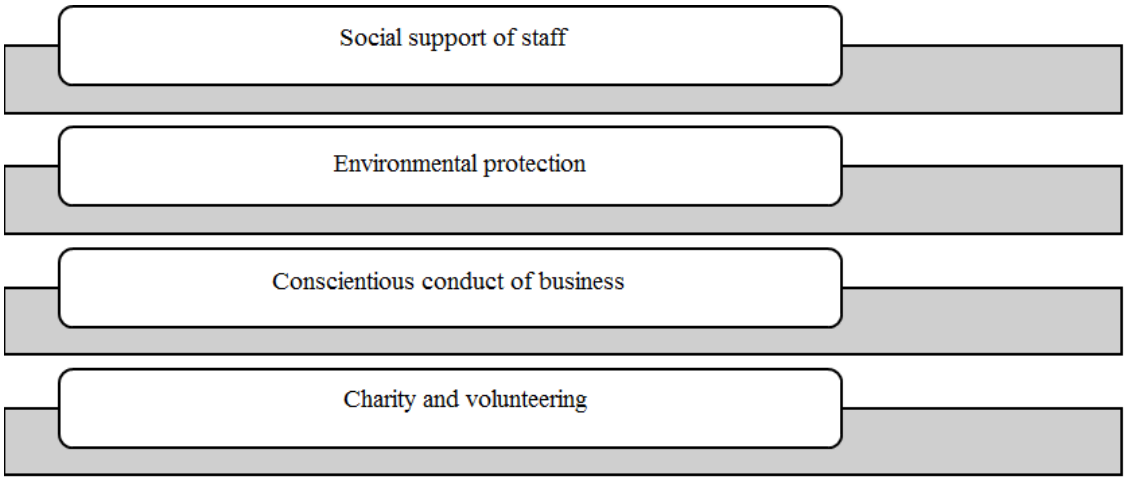



**Fig. 2.Areas of social accounting and control at the enterprise**

*Source: systematized by authors using [9]*

Based on the experience of other countries, it is possible to determine a priority path for the development of social responsibility of our country's economy.

## 2. Prospects of introduction of social accounting and reporting in the agrarian sector of Ukraine

Agricultural enterprises have limited ability to maintain only a financial accounting model. We propose to evaluate the priorities that farms achieve with three objectives at once: commercial, social and environmental. It is in the case of the introduction and active development of social accounting (non-financial) that the enterprise discovers new opportunities. Maintaining social accounting at the enterprise allows you to give an objective assessment of processes that are not subject to financial accounting, but no less actively affect the final result of activities.

The relevance of the implementation of social accounting and reporting lies in the perspective that arises for the enterprise, for example, to competitors, customers, consumers and potential sponsors.Social accounting includes: accounting for social responsibility (accounting for individual factors of social significance); accounting for total impact (assessment of the total costs of enterprises); socio-economic accounting (evaluation of projects financed by the company using financial and non-financial indicators that are measurable, but have a great public resonance); accounting for social indicators (long-term non-financial quantitative socio-statistical assessment); public accounting (attempts to build accounting on a global scale), which links all types of social accounting.

We conducted a survey of the leadership and individual employees of almost 40 agricultural enterprises in Mykolaiv region, in the areas of social activity that they conduct. For a number of these positions, social accounting is combined with statistical accounting, which studies, monitors and generalizes mass phenomena and processes of reproduction of material goods and social relations in the farms.In our opinion, any business company, objectively evaluating its role and mission, in the process of its formation and development should move up the stairs or levels of business social responsibility from the lowest (base) to the highest. At what level does it focus its main attention - it depends both on the specifics of the business structure itself and on the specifics of the system of stakeholders. The latter includes consumers, owners, workers, suppliers, competitors, government, local communities and society as a whole.

Each of the interested parties, in turn, presents business with economic, legal, ethical and philanthropic expectations, corresponding to the “pyramid” of social responsibility of the business. A. Carroll suggested analyzing corporate social responsibility (hereinafter CSR) using a matrix which reflects the system of “responsibilities” of the company in relation to the relevant expectations of stakeholders, thereby providing the model with a complete form. Based on the research data of expert and consumer opinions and assessments, we filled in the table proposed by A. Carroll, designing it for the studied agricultural enterprises of Mykolaiv region. (Table 1).

**Table 1.The matrix of stakeholders and levels of corporate social responsibility of the studied agricultural enterprises of Mykolaiv region**

| Stakeholders | Levels of corporate social responsibility | | | |
|---|---|---|---|---|
| | Economic | Legal | Ethical | Philanthropic |
| Owners | 5 | 4 | 5 | 3 |
| Workers | 4 | 4 | 5 | 4 |
| Consumers | 3 | 4 | 3 | 4 |
| Local community | 5 | 4 | 3 | 3 |

*Source: created and organized by the authors according to [10] and questionnaire.*

Economic responsibility is directly determined by the basic function of the company in the market as a manufacturer of goods and services that can satisfy the needs of consumers and, accordingly, have benefits. In other words, any business structure that realizes its economic responsibility to society is socially responsible. Legal responsibility implies the need for the legitimacy of business in a market economy, the compliance of its activities with the expectations of society, fixed in legal norms.

Ethical responsibility, in turn, requires the business community to be consonant with the expectations of society, which are not specified in legal norms, but based on existing moral standards. Philanthropic (discretionary) responsibility encourages business to take actions aimed at supporting and developing the welfare of society through voluntary participation in the implementation of social programs. Of course, the interpretation of CSR as a "pyramid" in itself does not remove all issues related to social responsibility, but allows them to be systematized to a certain extent. In our opinion, the considered level reflects most the functions of CSR.

Accounting data are the main source of open information for the formation of indicators of social reporting. It should be decided which business transactions to be reflected in accounting as socially significant. So, the strategic goals defined by the management will be reflected in the accounting policies of the enterprise. It is important to determine the degree of "social significance". For example, the modernization of fixed assets for environmental protection at the same time indicates a responsible attitude to the environmental safety of the business and reduce the economic costs of environmental management, and also plays a role in the perception of the enterprise in the eyes of local authorities. According to our example, the business operation “modernization of fixed assets for environmental protection” is directly related to the formation of indicators of corporate social reporting that characterize the results of economic sustainability (cost reduction), environmental safety (rational use of natural resources), and indirect attitude to social indicators (social partnership with local authorities).

The analytical capabilities of the current Chart of Accounts make it possible to reveal the social aspect of accounting for business transactions. In particular, capital expenditures associated with the construction and acquisition of fixed assets for environmental purposes - treatment facilities, filters and other similar fixed assets. As well as the running costs associated with the maintenance and operation of fixed assets and inventory of environmental and ecological uses aimed at cleaning water, air pools, eliminating noise, harmful radiation, vibration and pollination, should be considered separately. To account these costs, it may be recommended to open additional accounts with the chart of accounts operating at the enterprise. For example, account 29 “Current expenses for the maintenance and operation of environmental measures”, which, in our opinion, can correspond with account 23 “Production”.Such expenses as expenses for the reception, storage or disposal of environmentally hazardous waste can be accounted in such an additional account with the current chart of accounts at the enterprise as a free account 29/1 (of the same name). And the costs of land restoration are subject to accounting on account 39 "Deferred expenses".

In our opinion, the following expenses accepted for offsetting for social reporting should be taken into account in the free accounts of the current Chart of Accounts: expenses for the protection of flora and fauna and the preservation of natural landscapes; pension allowances and lump-sum benefits to those who retire, labor veterans; payment of vouchers for treatment or rest, excursions or travel, classes in sports sections, camps and clubs, visits

to cultural, entertainment or physical education events; contributions to fundamental research funds, Fund for the Promotion of the Development of Small Forms of Enterprises in the Scientific and Technical Sphere, to other sectoral and intersectoral funds; charitable and sponsorship contributions to social programs of the company.

The positions of social accounting should be disclosed in the annexes to the financial statements, while the degree of disclosure of information is determined by each organization independently. This is especially important when you consider the fact that corporate social reporting in accordance with the GRI standard can be presented to users with a frequency that exceeds annual.The positions of social accounting should be disclosed in the annexes to the financial statements, while the degree of disclosure of information is determined by each organization independently. This is especially important when you consider the fact that corporate social reporting in accordance with the GRI standard can be presented to users with a frequency that exceeds annual.

The objects of social accounting are expenditures on ecology, human activity evaluation, intellectual capital, value-added distribution.

Social accounting and reporting primarily reveal the social and environmental effects of the enterprise. As a rule, a social report contains information on personnel management, labor protection and safety measures, risk and product quality management, environmental protection, interaction with stakeholders, and ethics.

Thus, the financial accounting of social activity is the process of generating systematic, useful data, which allows you to expand the traditional boundaries of accounting in order to prepare financial statements characterizing the activities of an economic entity aimed at solving social and environmental problems.

In order to systematize the data of financial accounting of social activity, an appropriate section should be added to the Accounting policy of the organization - “Financial accounting of social activity”. The integration of social accounting into financial accounting will allow supplementing the financial reporting with data on social activity useful to a wide range of users.

The cycle of accounting for social activities as well as general accounting, accounting is an algorithm for obtaining statements based on primary data, consisting of several successive steps. We analyze the disclosure of financial indicators in the social reporting of the leading agricultural holdings in Ukraine (Table 2). So, social reporting among agricultural holdings in Ukraine takes the form of a company report, where the text part exceeds the numerical one. The provision of general information without indicating quantitative and cost indicators makes it impossible to carry out a comprehensive assessment of the company and determine the effect of the implementation of social events. That is why, when compiling social reports in free form, Ukrainian companies focus the attention of interested users on those areas of their social activities in which positive results have been achieved.

**Table 2.Comparative characteristics of disclosure of financial indicators in the social reporting of leading Ukrainian agricultural holdings, 2019**

| Enterprise | Financial indicators in social reporting | | | | | |
|---|---|---|---|---|---|---|
| | Labor costs | Labor protection and safety costs in the workplace | Employee training costs | Environmental costs | Costs for assurance of consumer rights | Social expenses |
| Limited Liability Company Agricultural Enterprise «Nibulon» | + | + | + | + | + | + |
| Agrofusion | +,- * | +,- * | +,- * | + | + | + |
| Limited Liability Company «Myronivskyi Khlibprodukt» | + | + | + | - | + | + |
| Limited Liability Company «Kernel-Trade» | +,- * | +,- * | + | + | + | + |
| Agroprosperis (NCH) | +,- * | +,- * | + | +,- * | +,- * | + |
| Agricultural holding «Mriia» | +,- * | +,- * | - | +,- * | + | + |

Note: *- is descriptive

*Source: systematized by authors*

The results of the analysis of the disclosure of financial indicators in the social reporting of leading Ukrainian companies confirm the need for constant and full reflection in the relevant reporting forms (both financial and social) of the results and consequences of the interaction of the enterprise and society. It is important to note that the main place in social reporting should be occupied by indicators of social responsibility; they do not find their independent reflection in the financial statements.

In turn, the complexity of the relationship between financial and non-financial indicators is due to the fact that informing society by enterprises should occur not only in the context of economic results achieved, but also in the context of strategic economic, social and environmental plans and forecasts. As a result, there is a need for unification and regulation of the procedure for displaying information in reports (financial and social), as well as the relationship of financial and non-financial indicators.

## Conclusions.

The study of the evolution of accounting allowed us to draw conclusions about the need to focus on the relatively new concepts of "social accounting" and "non-financial reporting" for Ukrainian enterprises. It has been established that in the conditions of integration processes in the economy, before an enterprise planning a successful future, there arise a question of concentrating efforts on social factors both inside and outside.

It has been studied that indicators of social reporting satisfy the interests of interested groups, in particular: owners - evaluate the effectiveness of social projects; managers - strategically plan to reduce costs; investors - analyze all risks and opportunities; counterparties - form an idea of the social responsibility of the enterprise; governments - the possibility of providing social benefits; community and society - receiving information on the contribution of the enterprise to improving the level and quality of life of the local community.

In foreign countries, the most common forms of non-financial report are: Progress Report (on the implementation of the principles of the UN Global Compact) - is drawn only by member companies of the UN Global Compact; Sustainable Development Reporting - contains clear indicators about the company's activities (audit is possible); Corporate Responsibility Reporting - based on dialogue with stakeholders; Environmental Management and Auditing Scheme – is founded in accordance with the EU Regulation on Environmental Management and Auditing.The main areas of social accounting are: social support of staff, environmental protection, honest business, charity and volunteering.

We propose to take into account certain outlined expenses accepted for offsetting from social reporting on free accounts of the current Chart of Accounts. The concept of “financial accounting of social activity” has been studied as a process of creating systematic, useful data that allows you to expand the traditional boundaries of accounting in order to prepare financial statements that characterize the activities of an economic entity aimed at solving social and environmental problems.In order to systematize the data of financial accounting of social activity in the Accounting policies of the organization, we propose to add the appropriate section “Financial accounting of social activity”. With the introduction of socially responsible company behavior, social accounting positions should be introduced in Accounting policies.The implementation of social activities by the relevant company should lead to an increase in the economic indicators of its activities. Consequently, there is a need, together with the expenses for social initiatives, to reflect the economic benefits that the company expects to receive as a result of their implementation in the accounting system.

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# INVESTMENT EFFICIENCY MANAGEMENT OF MACHINE-BUILDING ENTERPRISES: THE IMPACT OF A AGREED PURPOSE

**Abstract.***The paper examines certain approaches to studying the feasibility and effectiveness of organizational approaches to managing stakeholder interaction, the possibility of directing this interaction towards the formation of common goals. Stakeholders are categorized to identify individual groups to more accurately identify their goals for consistency and to explore stakeholder relationships that will help identify key performance indicators for the enterprise. It is proposed to define the concept of «agreed purpose» and the related definitions of «touch point», «touch line» and «touch area» which will allow to explore in more detail the moments of combination of individual goals of stakeholders and tactical goals of functioning of the enterprise within the formed strategy of activity.*

## Introduction.

Strategy development and systemic solutions are inextricably linked. A well-defined goal and determinants of success is the basis of an effective strategy that should focus all future efforts and determine the indicators that will guide the management of the enterprise. In today's context, people (employees of the enterprise) play an extremely important role in all spheres of activity of the machine-building enterprise, as carriers of relevant knowledge, as well as their desire to work in the production sphere, ensuring the introduction of new ideas, both in production and in management, strategic development and formation sphere of aggregate knowledge of the enterprise in the form of intellectual capital.

Managing the investment performance of industrial enterprises in the context of stakeholders is an urgent problem for the functioning industrial enterprises of the machine-building industry of Ukraine. Mechanical engineering is considered as the main driving force of the economy developed countries, so ensuring the efficient functioning of the machine-building industry should be essential in shaping the efficient economy of Ukraine. In modern conditions, the development of mechanical engineering determines the future state of the production potential of the country, shapes the stable functioning other sectors of the economy (transport and communications, construction, agrarian sector, fuel and energy complex), and also ensures the satisfaction of consumer market demands. The most important characteristics of the gross domestic product of the country, labor productivity, level of ecological safety, etc., depend on the indices of development of mechanical engineering in developed countries.

Investments help to provide structural restructuring of the economy, create conditions for technical re-equipment of enterprises and increase their competitiveness. Only continuous improvement, search for new, use of the latest technologies and methods organization of production and management will help the enterprises to achieve and maintain a stable position in the competitive market.

The importance of investment to ensure the functioning of industrial enterprises is extremely important and is of strategic importance in attracting and using them effectively.

## 1. Setting objectives

The acute problem of today for the enterprises of the machine-building industry is their human resources, the availability of highly qualified personnel who are ready to work with high dedication in the production sphere, ensuring the introduction of new ideas, both in production and in management, strategic development and formation of a certain sphere of the aggregate knowledge of the enterprise in the form intellectual capital. Therefore, in a post-industrial society, internal aspects of knowledge-based enterprise activity are of particular importance. Along with the interest in intellectual capital, there is a growing focus on corporate social responsibility, with a focus on stakeholder relations. There is an interest in the expediency and effectiveness of organizational approaches in managing stakeholder engagement, bringing that engagement closer to common goals. The strategic, conceptual orientation the goals of the machine-building enterprise, including the strategic focus on extended reproduction, on effective management of production, on formation newly created value in the process of this production by domestic enterprises, on creation of conditions for such production requires the use of the concept of stakeholders. Also, examining both the composition of the main and subsidiary stakeholders and their objectives with the study of stakeholder relationships will help identify key performance indicators for the enterprise. The above is possible in the case of effective use in the management of human capital (as one of the components of intellectual capital), which, in turn, is part of the internal stakeholders of the enterprise. Equally important are the issues of evaluating the effectiveness of investment management related to employees, which will affect the performance of the formations intellectual and human capital of the enterprise and ensure an adequate level of satisfaction the stakeholder group of the enterprise.

For several decades, economic science has paid attention to the role of human capital in ensuring the effective functioning of the economic system, its intensive development and improving the quality level of production processes. In general, the theory of human capital was formed through the research of S. Becker, J. McCullox, T. Schultz, and others [1-3]. Problems of application, development and evaluation of human capital at Ukrainian enterprises were studied by A. Halchynskyi, E. Hryshnova, N. Azmuk, A. Kolot and others [4-6].

Stakeholder theories in enterprise activity management and enterprise efficiency assessment are devoted to the works of N. Buriennikova (Polishchuk), L. Hatsenko, V. Hrosul, N. Krasnokutska, N. Levchenko, Ya. Ryshkova, E. Freeman, V. Yarmolenko and others [7-13].

Many domestic scientists are studying the problem of increasing investment efficiency. The leading places among them are I. Blank, N. Polishchuk, A. Cherep, Ye. Strilets, et al [14-16]. Foreign researchers include G. Alexander, J. Bailey, D. Ross, U. Sharp, F. Scherer, and others [17-18].

However, despite the large number of studies the human capital issues and the study of relationships with stakeholders, the problem remains are influence stakeholders of the machine-building enterprise on the processes of managing the activity of the enterprise, identify the place and role of human in modern production, formulate the purpose of the enterprise under these conditions and determine the feasibility efficiency of investment in development intellectual resources of machine-building enterprise.

The efficiency of an enterprise and the efficiency of its investment activity are often determined by the degree to which the various stakeholders interact in the pursuit of the goal, how well the goals of their activities are consistent with each other. This necessitates the definition of certain definitions related to the formation of the purpose activity of the machine-building enterprise and determination of the influence certain groups of stakeholders on decision-making process in the sphere of investment activity.

## 2. Research results

Effective activity of modern industrial enterprises depends on a large number of factors that each in their own influence on the respective processes. And the activity itself occurs simultaneously in the mode of operation and in the mode of development. In the mode of operation the machine-building enterprise produces the products and services that are needed by the consumers, ensures the sale of products, its distribution and all the auxiliary and service processes. In the development mode, the company makes the changes necessary to improve its operations, create new products, technologies, etc. and bring them to market. From an economic point of view, these costs of industrial enterprise development can be considered as investment costs. The efficiency of an industrial enterprise in the mode of operation is measured by profit indicators, and the efficiency of investing in the development of the enterprise is measured by the indicators of investment efficiency.

Modern researchers, both foreign and domestic, pay sufficient attention to the study of stakeholder theory, often considering the general theoretical questions of stakeholder theory [11], the selection of certain stakeholder groups, and their classification with respect to valuation of the enterprise [8, 9] management effectiveness [10-13].

Some researchers, who have taken a modern view of stakeholder theory, have argued that, if the management of the enterprise does not understand the needs and problems of the stakeholders, it is impossible to formulate qualitative goals for the enterprise and therefore does not receive the necessary support to ensure survival [Freeman]. In our study, we will base oneself on this approach.

Contemporary understanding of stakeholder theory follows from the definition of stakeholder, as any group or person that can influence the achievement of an enterprise’s goals [13, p. 25]. This interpretation makes it possible to argue that there is a requirement to satisfy a set of interests that go beyond purely financial to ensure the process of managing a business.

In general, knowing how potential investors respond to stakeholder management is important because managers need to effectively balance the interests of all their stakeholders. Future investors will use their knowledge of stakeholder management activities to address the feasibility and scope of investing. Their reaction can have a decisive influence on the future market capitalization of the enterprise and the formation of newly created value in the operation of the enterprise. Considering this issue, it is advisable to classify stakeholders. Analyzing literature sources [8, 12, 13], we identify the following types of stakeholders: primary and secondary; internal and external; non-social primary and non-social secondary.

Primary stake holders are senior managers on whom the success of the enterprise depends. This is because primary stakeholders will have a direct impact on the outcome of the activity because they have formal, formal rights of influence. Without the support of these primary stakeholders, the enterprise ceases to operate. Usually the customer and the consumer, the investor and the management team, as well as individual employees of the enterprise are the primary stakeholders. Secondary stakeholders are groups of influence that have a particular interest in the functioning of the enterprise, but affect its activities indirectly, forming a public opinion about the activity of the enterprise. Secondary stakeholders can be society and business in general.

The classification of internal and external stakeholders is related to the position regarding to the enterprise. Internal stakeholders are individuals or groups directly involved in the achievement of an organizational goal. In general, internal stakeholders are persons or groups of persons who carry out the management, production, implementation and other activities in the functioning of the enterprise, that is managers and all employees of the enterprise. External stakeholders are groups that are not employees of the enterprise, but which are important to ensure effective functioning. Usually these are customers, consumers, suppliers, intermediaries, competitors and government organizations.

Non-social stakeholders are all stakeholders not related to people, in general, these are all elements that are not affected by the survival factors of the enterprise. They can be represented as primary non-social (natural environment, etc.), and secondary non-social (environmental pressure groups, future generations, animal welfare organizations, etc.).

Therefore, based on the above classification, it is advisable to explore the relationship with the primary internal stakeholders in the context of improving the processes of industrial enterprise management, the formation a refined goal of the enterprise and increase the efficiency of investment in certain components of intellectual capital, which is also a certain characteristic of internal forces. employees) by certain indicators.Forming a strategy in the activity of a machine-building enterprise and developing related tactical goals and/or tactical goals for an enterprise is one of the main tasks of modern managers at different levels of management. The main (strategic) goal of a machine-building enterprise is to ensure profitability or profitability in its activities through rational organization of the production process, including production management and development of material and technological base, as well as including the effective use of human resources while improving the skills,

creative activity of each employee. [19-20]. However, for each enterprise, the tactical goals associated with achieving the strategic goal will be different, so managers will require considerable effort in the process of formulating goals and refining them.

Although the purpose of a machine-building enterprise is to make a profit, the activity of the enterprise from a stakeholder position (meeting the goals of different stakeholders) while combining the own and joint goals of different stakeholders is not always focused on maximizing profitable activity.

In the course of their activities, machine-building enterprises can form goals that depend on the interests or influence of a particular group of stakeholders who control its activities. The overall (strategic) purpose of the stakeholder is formed on the basis of utility or individual interest, with each stakeholder group trying to subordinate the activity of the enterprise to its own purpose. Therefore, the diversity of goals also requires their classification in order to be consistent, which may be related to the classification of the stakeholders themselves, taking into account different criteria.

In studying the goals of an industrial enterprise in accordance with the theory of the organization H. Simon [21], we emphasize that the enterprise is a set of goals of different entities, each of which has its own interests, with their own interests are secondary and the goals are secondary. In accordance with the self-interest of the enterprise, certain collective interests are formed, which can be held by any stakeholder, whether internal - managers and employees of the enterprise, and external - state power, business, etc. The enterprise may also form for itself different groups of goals that will partially or completely coincide, or / or even contradict the goals of the stakeholders. Therefore, at some point it is necessary to agree on such goals. All components of the enterprise (both the micro-system entity) and other stakeholder groups (as system entities) have their own needs at other hierarchical levels. In this approach, we agree with Ye. Ovcharenko [22] studies according to which the structure of the goals of such systems is complex, which in the case of inconsistency will lead to conflicts of goals, and therefore to the effectiveness of the organizational system itself, the unattainability of goals and in the worst case to destruction. The task of reconciling goals is complicated by the fact that each system, being a subsystem of the system, has its own goals and objectives of the super-system or several super-systems.

In view of the above, we propose to define the concept of an agreed goal.

*Agreed purpose*– is a tactical goal (tactical goals) of a machine-building enterprise (or the implementation of a specific project) that is derived from the enterprise's strategy of activity and helps to align the goals of that enterprise at certain intervals with the goals of stakeholders at different hierarchical levels.

Systems of different hierarchical levels will be considered as stakeholders at country, regional, etc. (or corresponding linear levels of enterprise management - workshop, precinct, etc.).

The agreed purpose, while difficult and time-consuming and qualifying for company executives to carry out a specific analysis, should take into account the coincidence goals of the enterprise with the personal goals of the stakeholders. Therefore, the agreed purpose should be based on the «touch point», «touch line» and «touch area». A schematic representation of these definitions is given in Fig. 1.

A *touch point*– is a state functioning of the system (moment) around which certain interests of both stakeholders and the enterprise are grouped, and which is the basis for the formation of individual personal tactical goals of stakeholders and tactical goals of the enterprise.

A *touch line*– is a set states operation of a system (goals) that are, by definition, common to the stakeholders and the enterprise, and which originate from the common strategy of the enterprise and are boundary for both groups.

*Touch area* – a set of elements (touch points) that is an expression of certain interests of stakeholders and the enterprise in the form of complex indicators, which are basic in the formation of individual personal tactical goals of stakeholders and tactical goals of the enterprise. Getting to this area indicates that the goals are tangible.

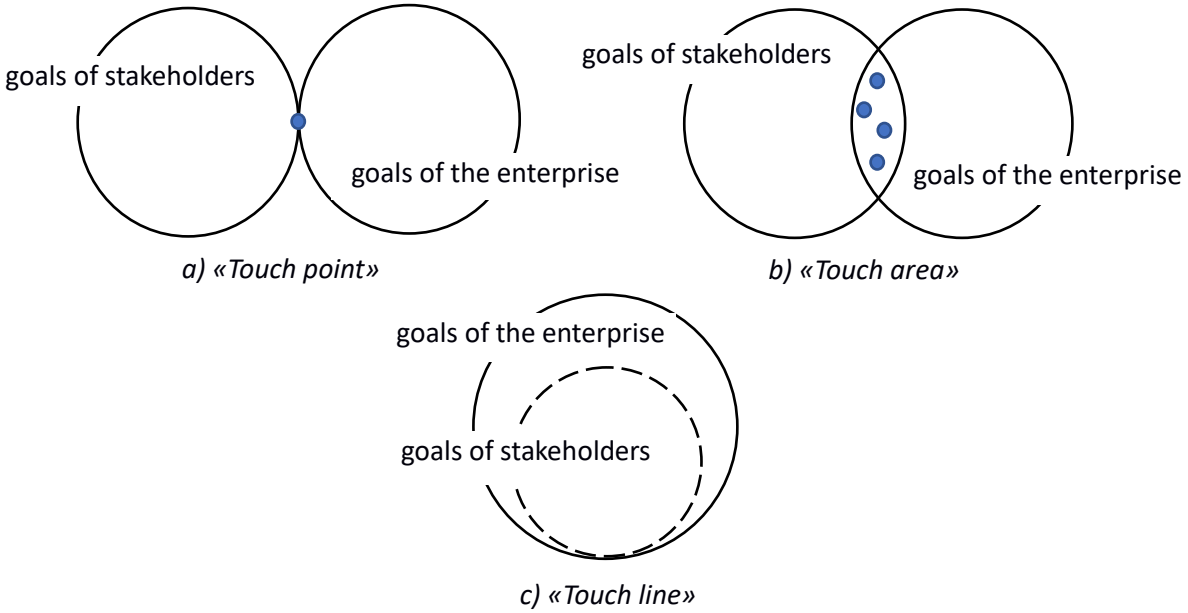



**Fig. 1. Schematic representation of the main definitions of «touch point», «touch area» and «touch line»**

The above approaches to the formation of concepts allow the use of a certain mathematical apparatus of set theory and predicates theory to explore the possibility of forming a agreed purpose, by comparing the individual goals of stakeholder groups with the goals of the enterprise, which are expressed in individual performance indicators. Such a comparison process will help to analyze the process of management in dynamics, which is extremely important for the industrial enterprise in making management decisions, but at the moment, needs further investigation.

The process of forming a agreed purpose may be based on applying a hierarchical level of goal distribution using the «goal tree» [14]. The goal tree is a convenient tool (method) for describing the necessary factors to achieve a goal, which is the distribution of goals from the highest (strategic) level to the main tasks (conditions), taking into account their hierarchical relationships. It also allows you to identify horizontal relationships between the appropriate levels of prerequisites, which are not always obvious. Such a visual hierarchy ensures the innovation of the requirements for the success of the enterprise. The idea of using the goal tree was first proposed by P. Drucker as a certain management philosophy, management by objectives [23]. In addition, it was P. Drucker's concept that defined the goals of employees at each level of activity of the enterprise, and most goals were quantified in accordance with the predicted efficiency.

It is known that the basic principle of building a goal tree is the completeness of its aggregation (detail), which is included in the following rules [22]:

1. The goals of each level must be subordinate to the objectives of the higher level, follow from them and guarantee their successful achievement. This ensures a coherence of goals.

2. Objectives of the same level shall be compatible in scale and significance and shall be distinguished by one attribute. These may include: business activities, enterprise products, attracted resources, facilities, and more.

3. Each level of the «goal tree» must contain all possible goals. This guarantees the development of their complete system.

4. The objectives of all levels should be formulated in such a way that they are quantifiable, specific and measurable.

5. There should be no closed loops in the «goal tree», that is, the links coming out of that goal cannot be returned to it through other consecutively linked goals.

6. The formation of a «goal tree» should end with a list of specific measures to achieve the general goal, indicating the means necessary for that purpose.

Goals track vertically and horizontally between goals, allowing you to analyze a set of goals from a practical point of view. Vertical links allow you to reconcile unrelated activities and identify the key benefits. Horizontal links allow you to effectively utilize production-related resources or/or specific parts (human capital, intellectual capital, etc.).

Applying the notion of a concerted purpose of activity of a machine-building enterprise, which is obtained as a result of the study a certain tree of goals, we pay attention to the practical application of this approach to determine the feasibility and effectiveness of investments of certain groups of stakeholders (in particular, investments in human and intellectual capital of the enterprise). A simplified representation formation of the agreed purpose is shown in Fig. 2.

Consider the defined hierarchy of goals for internal stakeholders in the machine-building enterprise and for the purpose of the industrial enterprise as a management entity. Given that the group of major internal stakeholders of the enterprise include employees and managers of the enterprise, they have their own individual (or group) goals and interests that guide their behavior.

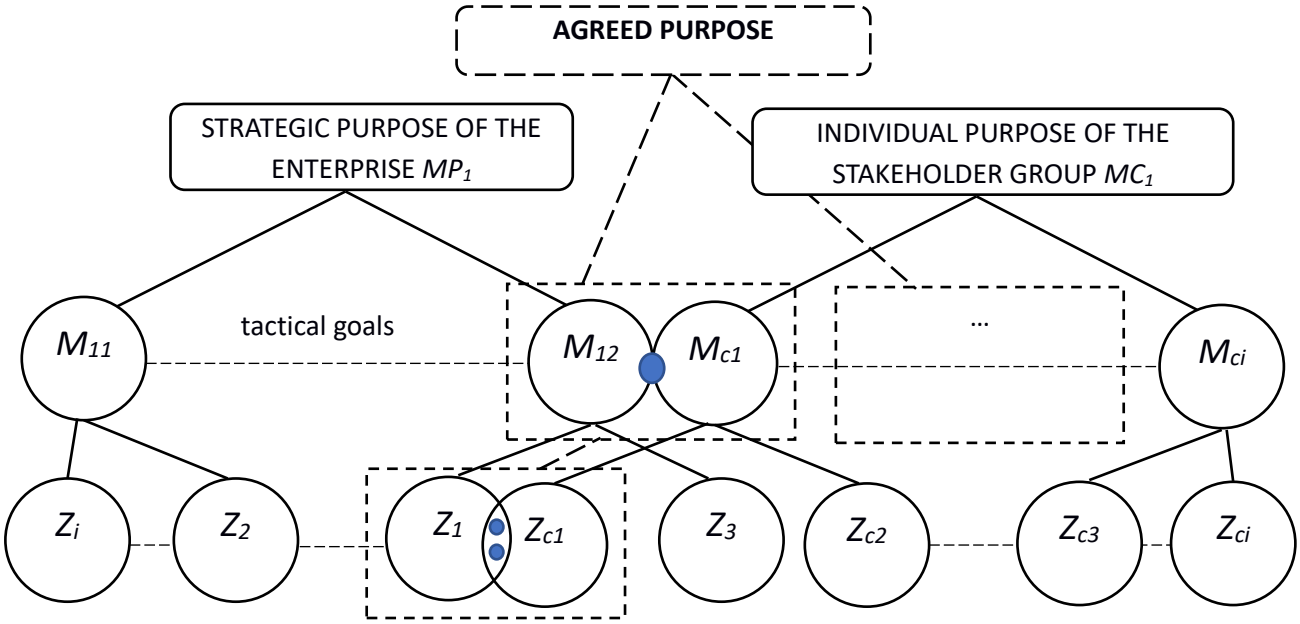



**Fig. 2. The tree of goals in forming a agreed purpose of the enterprise**

The well-known goal management approach cannot be fully implemented due to the inability to subordinate the leader-subordinate goal chain and to formulate appropriate tasks. Suppose, at some point in time, a goal has been created within the core internal stakeholder group for maintaining (or enhancing) occupational health.

Strategic goals can be distinguished for the enterprise as a growth of human capital, which means occupational health, professional knowledge, skills, qualifications, etc. One of the tactical goals in this chain is to ensure occupational health, that is, this goal is a «touch point» for internal stakeholders and businesses as management entities. This requires investing money in the machine-building enterprise in maintaining (improving) the occupational health of workers. Such investment will satisfy the interests of the stakeholder and part of one of the strategic goals of the enterprise. However, human behavior is often unpredictable, and an employee with a high level of occupational health may, for example, be fired from the enterprise; if released, the risk of loss of investment significantly increases. However, the lack of such investments has a similar effect – an employee with low occupational health cannot perform the tasks and also leaves the job. In general, touch point investments are high risk and need further investigation.

Similar processes occur in the analysis of situations related to the study of the «touch area», for example, in the study of innovative activity of employees. There are many incentives that encourage employees to improve their innovation. In practice, domestic remuneration remains a significant incentive for most workers [24-27].

Such incentive can be considered by the employee not only from the point of view satisfaction basic (primary) needs, but as a tool of satisfaction needs of higher level (secondary), because they can provide a person with a certain status, power, etc.

The enterprise is also interested in material incentives for employees as one of the effective and effective methods of influencing the accomplishment of the tasks. There is a «touch area» that is characterized by a set of complex indicators and the enterprise can choose this way of investing in improving the innovation activity of employees. The result will be new product developments, upgraded technologies, management schemes, etc., that is the growth of intellectual capital in general and each of the components individually. Although investments in the «touch area» are also characterized by some risks. When moving to a higher level of income, the employee triggers a substitution effect and the employee reduces his or her return and willingness to work more [28, 29, 30]. In addition, for example, if the task of innovation is to introduce automation of the processes in which the employee is involved, it may be that the work is slowed down or sabotaged. Investments will prove inefficient. However, investments based on a «touch area» are characterized by a lower (than a «touch point») level of risk, but also require further investigation.

## Conclusions.

Investments help to provide structural restructuring of the economy, create conditions for technical re-equipment of enterprises and increase their competitiveness. Only continuous improvement, search for new, use of the latest technologies and methods of organization of production and management will help the enterprises to achieve and maintain a stable position in the competitive market. The importance of investment to ensure the functioning of industrial enterprises is extremely important and is of strategic importance in attracting and using them effectively.

Despite the large number of studies of human capital issues and the study of relationships with stakeholders, the problem remains the influence of stakeholders of the machine-building enterprise on the processes of managing the activity of the enterprise, identify the place and role of man in modern production, formulate the purpose of the enterprise under these conditions and determine the feasibility efficiency of investment in development of intellectual resources of machine-building enterprise.

The activity of a company from a stakeholder position (meeting the goals of different stakeholders) while combining the own and joint goals of different stakeholders is not always focused on profitable activities.

All system components (subject), both enterprise and stakeholder, have their own needs, motives and internal goals. The structure of the goals of such systems is complex, which in the case of inconsistency will lead to conflicts of goals, and therefore to the effectiveness of the organizational system itself, the unattainability of the goals and in the worst case to failure.

The agreed purpose should take into account the coincidence goals of the enterprise with the personal goals of the stakeholders. Therefore, the agreed goal should be based on the «touch point», «touch line» and «touch area».

The efficiency of the enterprise and the efficiency of investment activities are often determined by how coherently the individual stakeholders interact in achieving the goal, how well the goals of their activities are consistent with each other.

In the future, the issue of managing the investment performance of machine-building enterprises in the context of stakeholders requires more detailed study.

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# ECONOMY OF KNOWLEDGE AND CREATIVE ACTIVITY: THEORY AND METHODOLOGY OF ANALYSIS

**Abstract.***The development of the elements of creativity in the content of human activity appears as the most important historical trend that defines the strategic development of professional competencies and educational innovations in the knowledge economy. The article shows that the methodological synthesis of the neoclassical concept of alternative choice with a political and economic approach to the analysis of creative activity allows us to consider the creative class in the context of the historical process that begins in highly developed countries to transform the content of human activity in the direction of the development of creative elements in it.*

## Introduction.

The relevance of this issue is primarily determined by the shifts in the content of labor that led to the emergence in the historical arena and the strengthening of the economic position of the “new middle class”, which occupies an intermediate position between workers and employers and is called the “creative class”. According to his “discoverer” Richard Florida, with the formation of a “creative class” that unites more than 30% of the work force in the USA, “deep and significant changes are connected in our habits and working methods, values and aspirations, as well as in the very structure of our everyday life "[1]. As a large-scale study conducted by R. Florida together with I. Tinagli shows, similar processes occur in Europe [2]. In general, the development of the elements of creativity in the content of human activity appears as the most important historical trend that defines the features of modern economic development [3-55]. The importance of these extremely complex issues determines the particular relevance of the search for the methodological foundations of the analysis of the creative transformation of human activity in the modern knowledge economy.

In modern political economy, creative activity is considered as a process of direct, inalienable cooperation, dialogue, free from the economic necessity of subject-subject communication [5; p. 124; 3; 7; 13; 12; 1, p. 27-29]. A.A. Gritsenko, A. V. Buzgalin, A. I. Kolganov, V. L. Inozemtsev, V. M. Mezhuev, V. G. Arslanov, S. S. Dzarasov and others proceed from the distinction between the two main forms directly social communication, immanent to two types of cooperation of labor, one of which is immanent to joint work, and the other is immanent to creativity, considered as universal labor [6, p. 127; 7].

At the same time, it is assumed that, unlike labor cooperation, universal, immanent to creativity, cooperation can be intertemporal in nature: it can cover the activities of not only contemporaries, but also the activities of predecessors [8, p. 312; 9, p. 153].

This is a special type of cooperation, not limited by time and space: each scientist, regardless of the scale and significance of his personal contribution to universal labor, acts as a “dwarf standing on the shoulders of giants" in the sense that he relies on the universal work of his predecessors. Universal labor is regarded as the highest stage of development of social labor itself [10, p. 7-8; 11, p. 135].

On the whole, creative transformation is regarded as the process of cardinal change in the content of human activity beginning in today's highly developed countries towards the development of the elements of creativity in the content of labor and, on this basis, the gradual transformation of labor into creative activity [12, p. 78-79; 13, p. 112]. However, such a development of categorical problems of the theory of the “creative class” and creative activity further divides political economy from the neoclassical theory, which remains the “mainstream” (“mainstream”) of modern economic thought. This is largely due to the fact that the approach from the point of view of alternative possibilities of individual choice, prevailing in neoclassical microeconomics, is practically not applied to the solution of these theoretical issues. This circumstance interferes with the establishment of scientific links between political economy and neoclassical microeconomics and their integration into a single economic theory.

Therefore, the aim of the article is an attempt to consider the problems of creative activity from the perspective of alternative possibilities of individual choice and thereby throw a methodological “bridge” between political economy and neoclassical theory, which contributes to the development of integral economic theory as a single science.

## 1. Activity and choice.

Political economy cannot afford to go past the problems of the creative transformation of human activity, as the neoclassical theory actually does. Neoclassicism is not interested in where the alternative possibilities of individual choice of economic entities come from. Taking this issue beyond the scope of its subject matter, modern microeconomics thereby actually transfers it into the jurisdiction of political economy, which is called upon to consider not only the use of alternative opportunities, but also their creation, due to the very nature of its subject.

This distinction of the subject of analysis proceeds from the actual difference in economic and creative activity. Economic activity includes two stages: 1) the choice of a certain option of activity from known alternatives; 2) the implementation of this alternative option in the process of objectification of activity as a result of it, that is, in the process of labor. As you know, political economy focuses on labor, on objectification the news, focusing on the second stage of economic activity. On the other hand, neoclassical microeconomics, on the contrary, focuses on the first stage of economic activity, on the problem of choice. However, this shift of attention from labor to choice is clearly not enough for an adequate analysis of the modern economy. The fact is that in this case, economic theory virtually excludes from its subject creative activity that can create new alternative choices. As a result, all attention is unilaterally fixed on the analysis of choice, and not on the creation of new opportunities for it, which forms the starting point of complex activity, characteristic of the modern economy. In order to categorically express the features of a modern developed economy, it is necessary to shift the emphasis not from labor to choice, but from choice - to create new options for him and, therefore, from economic activity to creative. In the economic activity of the classic individual producer (“simple commodity producer”), entrepreneurial choice and labor impact on the subject of labor are combined in one person. Moreover, this activity itself is usually actually separated from creativity, creating new alternative options for action.

As a result of this social division of activities, activities separated from creativity are routine. The development of small-scale production is slow. It is not surprising, therefore, that small-scale production was in many cases incapable of confronting large-scale capitalist production, which presupposes entrepreneurship separated from direct labor and taking on the main problems of economic choice. Capitalist enterprise means the relative separation of choice from labor. The entrepreneur concentrates on the functions of economic choice, the worker mainly on direct action acting as labor. In classical capitalist production, choice and labor are separated. The choice becomes the prerogative of the entrepreneur, and labor is assigned to the wage worker. This new, specifically capitalist social division of activity into separate and opposing labor actions and entrepreneurial choices has received a peculiar expression in economic thought. On the one hand, the political economy based on the labor theory of value focuses on labor as an action directed directly at a material object.

At the same time, subjective economic choice is being relegated to the background. On the other hand, Austrian and neoclassical schools emerged, focusing on the problem of economic choice and considering labor action only as one of the production resources or factors of production. Modern economic theory places a special objectivity between the material world and the world of “praxeological reality” - alternative possibilities of human activity. “The praxeological reality is not the physical world,” L. Mises emphasizes, “but a person’s conscious reaction to this state of this world. Economic theory is not the science of objects and tangible material objects; it is a science about people, their intentions and actions.

Goods, goods, wealth, and all other concepts of behavior are not elements of nature; they are elements of human intentions and behavior. Those who want to study them need not look at the outside world; he must look for them in the intentions of acting people [14].

Mises praxeology does not seek to deny the objective existence of the material world; it is generally methodologically indifferent to the objectivity of its existence. She is interested in completely different, ideal objects of human activity - alternative opportunities from which the economic agent makes his choice, and not the materiality of those things with which these alternative opportunities are connected.

Owing to this interest, not in material, but primarily in ideal objects of human activity or activity phenomena (by analogy with the Husserl understanding of the phenomenon as an intentional object), Austrian praxeology, in contrast to the activity approach characteristic of political economy, acts as a kind of phenomenology of human activity.

It is hardly accidental that in parallel with the penetration into the economic theory of the "Austrian" concept of alternative costs, considered as the costs of lost alternative possibilities, the concept of intentional objects developed by E. Husserl entered into modern thinking. In Husserl, intentional objects appear as images of material things, on which the consciousness of the knowing subject is directed [15, p. 175].

If we assume that the subject is not contemplative, but acting, then it arises completelya new category of intentional objects - intentional objects of choice, which are alternative possibilities of action. The identification of this special, "activity" class of intentional objects can open up new prospects and significantly expand the boundaries of the application of the activity approach in economic theory.

If, in accordance with the approach of modern economic theory, economic activity is considered primarily as an individual choice, then the alternative objects are precisely the intentional objects of such a choice.

They form the very phenomenological objectivity, that "praxeological reality" with which modern economic theory begins to study. Such a phenomenological understanding of objectivity is actually inherent in modern economic theory in its neo-Austrian, and neoclassical, and neo-institutional versions.

Take, for example, the neo-institutional theory of property rights. Generally speaking, property rights, that is, the rights of individuals to use resources, are a historically defined social form of the individual's ability to choose his actions.

A market transaction, that is, an exchange of property rights, is a specific social form of exchanging these opportunities. Property is considered in neoinstitutional theory in the spirit of Anglo-Saxon law - as a bundle, a set of powers. In turn, each competency is a certain set of opportunities that open to its owner. Consequently, the exchange of property rights, powers - this is ultimately an exchange of opportunities. R. Coase emphasizes that "the market does not sell material items, as economists often assume, but the rights to carry out certain actions" [16, p. 48].

Each competency expands the possibilities of the subject, his choice. So, A. Alchian defines the system of property rights as “the totality of methods for providing specific individuals with“ authority ”to choose any way of using specific goods from the class of prohibited methods of using these goods” [17, p. 130].

Accordingly, commodity exchange is considered in neoinstitutional theory not as an exchange of material objects, but as an exchange of property rights, that is, in other words, as an exchange of opportunities to act in a certain way with respect to these objects. Such an exchange of opportunities forms the content of market transactions, and the costs of this exchange of property rights form transaction costs.

However, there is not only an exchange of opportunities, but also the creative creation of fundamentally new opportunities. These creatively created features greatly complicate the definition of property rights. “For example, the introduction of new technical means, such as a car, photocopiers, computers, videotapes, often creates uncertainty about property rights, as a result of which rights of value remain in the public“ property sector ” [17, p. 53].

The decisive for the method of exchange is its intentional object, that is, what kind of alternative opportunities are exchanged. In this sense, the object of exchange determines the method of exchange [18, p. 78].

Free, interpersonal exchange is adequate for personal, creatively created opportunities. Market transactions are adequate to social opportunities, but not to all, but only to those social opportunities that have exclusive, competitive use [19, p. 121].

Their use by one subject excludes their use by another. However, in a specifically historical form of property rights only a part of social opportunities appears while the other part is open for general use [20, p. 87].

The neo-institutional theory of property rights considers the exchange of goods as an exchange of property rights, i.e. as a market transaction [21, p. 56; 22, p. 138].

A transaction is an exchange not of things, but of alternative possibilities, that is, intentional, and not material objects [23, p. 98]. Here neoinstitutionalism is in solidarity with neoclassicism, which, after the Austrian school, replaces the classical analysis of objective value with the analysis of opportunity costs. All these currents of modern economic thought are essentially based on the analysis of alternative opportunities that are objects of economic choice.

An understanding of activity as a choice is adequate to such a consideration of economic activity. In general, activity does not come down to choice. It is legitimate to consider economic activity as a choice from a certain set of alternative options for actions given to the subject from the outside.

The economic entity does not create alternative opportunities for its actions. He receives them from the outside, from the society in a finished form. Therefore, he can only choose from the alternatives offered to him by society.

## 2. Alternative opportunities and their creative creation.

In contrast to economic activity and creativity is not limited to choice, it means a relatively independent creation by the subject himself of new alternative opportunities for his actions. The degree of this independence determines the measure of the creative content of the activity. It is this relative independence in creating new opportunities that elevates creativity over economic activities that use only those opportunities that society offers.

Generally speaking, a person's awareness of the alternative possibilities of his actions can occur in two ways. On the one hand, a person can learn about their existence from other people, from society, for example, during his upbringing, training, or through any other channels of movement and dissemination of knowledge between people such as market prices, media and communications, advertising, literature etc.

In this case, the individual's awareness of the objectively existing possibility is mediated by society. In this sense, this alternative opportunity acts for the individual as a social opportunity provided to him by society.

But, on the other hand, the subject can not only get ready-made knowledge of opportunities from other people, but also create new opportunities, moreover, opportunities that are new not only for him, but also for other people, for society as a whole. Of course, without society and outside society, the creation of new alternative opportunities is extremely difficult.

A creative subject isolated from objective knowledge would have to invent a bicycle at every step, and not only a bicycle, but even a wheel, which he would not find ready-made in primary, natural nature and could only be taken from society.

Creative activity involves not only choice, but also the creation of new alternative opportunities for him. If economic activity can be reduced only to the first element, then creativity necessarily involves the second. Both of these elements are associated with new alternative possibilities: one - with their creation, the other - with use.

Therefore, the category of alternative opportunities is needed to describe not only purely economic activity as a choice, but also to analyze the elements of creativity “dissolved” in practical activity.

It was noted above that the division of labor and choice in capitalist production replaces their direct connection in the economic activity of the individual producer. At the same time, capitalist entrepreneurship opens up certain opportunities for enhancing the impact on material production from those spheres of spiritual production that were previously almost completely separated from it.

This creates the conditions for unprecedented technological and economic development [28-34]. Ultimately, this development reaches such a stage at which choice and action, entrepreneurship and work are complemented by the creative creation of new alternative options for action directly at the level of the corporation, acting in this case as a scientific and production complex.

Moreover, under the influence of corporate connection, these elements begin to connect at the individual level. An individual action, acting as production in production, again begins to unite with choice, but now elements of creativity are joining it. Thus, in the historical trend, the denial of the classical capitalist division of economic activity into labor action and entrepreneurial choice begins. A partial return to their connection begins, but this connection now begins to be enriched also by elements of creativity that are practically alien to the former individual producer.

The modern innovative economy in this sense acts as the beginning negation of the capitalist separation of choice and action. But this does not mean a return to simple commodity production, but rather a peculiar historical synthesis of simple and capitalist commodity production. This historical synthesis takes from the simple commodity production a reunion of action and choice that begins on an individual level, and from capitalism - the addition to these stages of activity of those elements of creativity that were previously practically separated from material production and concentrated in the sphere of spiritual production, separated from material.

The capitalist decomposition of economic activity into a choice and action, isolated and opposing each other in the form of a class contradiction, is only a historical condition for the subsequent complication of activity, a prerequisite for adding a creative element to these two elements of economic activity. The fourth technological revolution creates an adequate technological basis for these processes [24-35].

### 3. Creative activity and knowledge society.

The knowledge society implies a certain level of development of the objective basis of creative activity. The world of objective knowledge arrIt gives the deepest, most universal basis for the possibility of people choosing their individual actions. These individual opportunities can be of two types.

First of all, they can serve as an expression of social need. Social necessity forms a transmission mechanism that mediates the connection of individual opportunities with objective knowledge as their universal basis. This transmission mechanism of social necessity itself is objectively necessary in order to fill the gap between individual actions and their universal basis. Human actions become socially necessary precisely because of this, historically limited level of development of the objective basis of individual actions. The less historically developed this objective basis is, the more alienated it is from a person to take its form of manifestation, the more rigid and really uncontested is social need.

Such a transformed form of his universal capabilities, alienated from the empirical individual, is the external social need for his individual actions.

People are forced to perform certain actions, for example, to engage in routine, monotonous work, precisely because they still do not have objective opportunities to receive material benefits in another way. In this sense, socially necessary work supplements the objective possibilities for obtaining goods that are at a relatively low level of their historical development.

With their socially necessary work, people are economically compelled to compensate for the insufficiently high level of development of the objective basis of their individual actions, namely, a level that is still insufficient to obtain material wealth in other ways.

Social necessity acts as historically undeveloped objective opportunities. Owing to this relative underdevelopment, the object basis of individual actions appears primarily in the form of social necessity, and not as the basis for the creative creation by people of new alternative opportunities for their actions. Thus, the less developed the objective basis of individual actions, the slower it develops.

This dependence is empirically evident in the tendency to gradually accelerate the development of the objective basis of individual actions. When this objective basis reaches a certain level, their further development is sharply accelerated, which we observe directly and empirically clearly over the past centuries, starting at least from the 17th-18th centuries.

Each given level of development of the objective basis of individual actions corresponds to a certain way of the relationship of objective knowledge with individual actions. At the same time, the following historical regularity looms quite distinctly. The higher the level of development of objective knowledge, the stronger the inverse, counter-dependence of this development on the individual actions of people carried out in a given period of time reveals itself.

This means that the growth of objective knowledge tends to cumulative self-acceleration. The faster objective knowledge grows, and therefore, the higher the level of development it reaches, the stronger the trend becomes the reverse active influence of individual creativity on the level of objective knowledge. This creative impact increases the level of development of objective knowledge.

Raising this level in turn stimulates individual creativity. This means a new inverse effect of individual actions on the level of objective knowledge. This interaction of subjective actions with their objective basis is reproduced each time at a new, higher level. This gives the development of objective knowledge the form of a self-accelerating process, the cumulative nature of which has been revealed especially clearly over the past centuries.

The very concept of a stationary level of development of objective possibilities is becoming more and more arbitrary. As objective knowledge grows, not only does the inverse effect of individual actions increase on the development of objective knowledge, but the way the interaction of subjective actions with its objective basis gradually changes.

Such interaction is becoming less and less connected with the transmission mechanism of objective possibilities as a form of manifestation of social necessity.

These changes are associated with the creative creation of new alternative opportunities that, in a tendency, begin to gradually free themselves from social necessity.

In the knowledge society, the objective basis of individual actions acts as the starting point for the creative creation of new opportunities. In turn, new alternative opportunities are part of the objective basis for new individual actions.

Such an expansion and complication of the universal foundation acts as a source of social necessity for those economic entities thatthey do not themselves create new alternative opportunities for their actions, but specialize in the routine use of ready-made objective opportunities. For such economic entities, this complication of objective knowledge quite naturally appears as a compulsory action of social necessity on them.

New opportunities here pass into a social need, imposed on the participants of the game by the compulsory force of competition. For each of them, the only way out of the game becomes submission to the extent that we are talking about economic entities that are not able to creatively create new alternative opportunities.

Such a social need is realized, for example, through intra-industry competition, which forces lagging manufacturers to also introduce new equipment, technology and the organization of production after the leaders.

In a knowledge society, the period during which new alternative opportunities are truly new tends to be gradually reduced. And accordingly, the social necessity into which these new opportunities are moving is becoming ever more mobile, dynamic. Such dynamic social opportunities are less and less appearing as ready for routine, non-creative use.

They act more like external impulses that stimulate their own creative activity of economic entities. The subject develops an internal ability not only to use ready-made opportunities, but also to create new opportunities for himself and thereby be drawn into the process of historical development of the objective basis of individual actions. The same historical pattern is manifested here: the higher is the level of development of objective knowledge as the objective basis of individual actions, the more directly this objective basis passes into creative self-development and self-determination. It acts as an objective basis for not just individual actions, but as a basis for the creative creation of new alternative opportunities.

Of course, social need is not yet disappearing, but it is becoming more flexible and dynamic. To an increasing extent, it no longer appears as a need to realize ready-made objective opportunities, but as a need to creatively create new alternative opportunities for its actions.

Subjects incapable of this are forced to leave the game, since the mere use of ready-made objective opportunities to participate in this new game is no longer enough. Now it’s not just routine actions that are becoming socially necessary, but to an increasing extent - the very elements of creative freedom.

Thus, in the knowledge economy, socially necessary labor gradually begins to turn into individual freedom of creativity. Self-development of the objective framework is dramatically accelerated. As a result of this, the transition to a knowledge society appears as an era of cumulatively growing growth rates of objective knowledge.

## Conclusions.

The origins of the main trends of modern development lie in the very structure of modern individual choice, in the contradictory composition of those alternative opportunities on which this choice is based, in the tendency to change this composition - to increase the value of creative opportunities due to the relative decrease in the role of society-mediated opportunities.

Of course, in any case, the initial, basic mass of opportunities is always taken from society in a ready-made form. The whole question is to what extent the subject adds to this set of opportunities mediated by society something of his own, personal, individual, or individual, is only the choice of these indirectly social opportunities.

If he adds new opportunities created by himself that were previously unknown to society and at the same time socially significant, that is, relevant for other subjects as possible options for their choice, then these new opportunities act as creative and personal ones.

Just as the primitive man did not wait until the primary, natural nature satisfied his needs, and began to create something objective for their satisfaction, so does the modern man living in a highly developed society, no matter how average, mass-impersonal he is, I'm no longer inclined to choose only from that set of indirectly social opportunities that society offers him. It is already on a larger scale, more and more massively begins to create new opportunities for itself with its own creativity, so that it gradually becomes the norm in the life of a highly developed society, penetrating even the most secret "bowels of production" that were traditionally the patrimony of a boring, stupid person labor. Elements of creativity become a social norm, not only for the intellectual elite, but also for a wide range of ordinary representatives of the numerous "creativewow class".

Thus, we come to the conclusion that the synthesis of the concept of alternative choice with a political and economic approach to the analysis of creative activity is methodologically quite possible. This leads to the conclusion that, thanks to this synthesis, the methodological foundations of the analysis of creative activity in economic theory acquire a dual character.

On the one hand, such an analysis proceeds from alternative possibilities of individual choice, which corresponds to the methodology of modern neoclassical theory. This methodological basis of the analysis of creative activity allows us to establish a methodological connection between neoclassical microeconomics and political economy, which contributes to the integration of economic theory as a single scientific discipline.

Another methodological basis for the analysis of creative activity is the inherent political economy historical approach to research. Such an approach allows us to consider the "creative class" in the broad historical context of the process of transforming the content of human activity in the direction of development of creative elements in it that begins in highly developed countries.

The general methodological conclusion is that these elements of creativity should be considered from the point of view of the historical dynamics of modern society, taking into account both the modern stage of its evolution and the prospects for the further development of the process of creative transformation of the content of human activity.

In the future, such a dynamic approach to the analysis of creative activity is capable of laying the methodological foundations for further research on the creative transformation of human activity, opening up great opportunities for the development of economic theory as a unified science along the path of integrating the achievements of political economy and microeconomics.

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# FORMATION OF ENTERPRISE DEVELOPMENT MANAGEMENT SYSTEM CONSIDERING ENVIRONMENTAL RISK

**Abstract.***Modern socio-economic conditions of management require improvement of the ecological and economic component of the industrial enterprise management system, in particular, the formation of an environmental risk management strategy within it. The paper deals with the environmental problem of an industrial city; the definition of environmental risk; the problem of managing the system of economic assessment of environmental risk is considered; a risk management system for a metallurgical enterprise is proposed with the aim of eliminating its negative impact on the environment. Ecol-Opt-Growth-1 research is proposed to analyze economic and environmental interactions, including resource depletion, pollution, irreversibility, other environmental impacts and uncertainty. The concept of environmental marketing was developed and its functions were highlighted in the formation of the enterprise management system.*

## Introduction.

The metallurgical industry of Ukraine largely determines the viability of the economy as a whole. But growing concern for the quality of the environment has decreased the attention of businesses to the potential environmental impact of operations. Among the pressing problems of ecological and economic development of metallurgical enterprises, which are one of the largest pollutants of the environment, is the management of the system of economic assessment of environmental risk.

Businesses should identify the environmental impact, reduce, and if possible completely eliminate, their negative impact. The formation of an environmental risk management system will help to consolidate the long-term position of domestic enterprises in the market. For this purpose it is necessary to create an appropriate basis for the enterprise to justify and develop the environmental strategy and to ensure the interest of the personnel of the enterprise in reducing the environmental risk. Metallurgy is the basic industry of Ukraine and largely determines the viability of the economy as a whole. Together with other sectors of the economy, it has a decisive influence on the socio-economic situation in the country, ensuring the realization of national interests in the context of globalization.

The analysis of the environmental situation not only in Ukraine requires improvement of the mechanism of environmental risk management. At the same time, one of the most important problems is not only understanding the nature of environmental risk and its importance at micro-, macro-levels of management, but also research.

In the general sense, environmental risk is the likelihood of ecosystem sustainability being impaired, including due to the potential loss of genetic diversity and adverse effects on the life of society (in particular for public health) as a result of environmental changes caused by anthropogenic or natural influences. or as a result of their interaction [1,2].

In Ukraine, the term "environmental risk" has been officially used since 1995 with the adoption of the Law of Ukraine "On Environmental Expertise" by the Verkhovna Rada. In our country, unlike most developed countries in the world, there is no officially approved method of calculating the magnitude of environmental risk [3]. According to the Ecological Code of Ukraine: environmental risk - the likelihood of an event of a natural or man-made nature, which can lead to environmentally hazardous consequences for the environment and humans. Environmental risk is the likelihood of adverse effects of any (intentional or accidental, gradual and catastrophic) anthropogenic changes on natural objects and factors.

Thus, environmental risk is the likelihood of negative changes under the influence of a set of harmful environmental impacts that lead to the irreversible degradation of the ecosystem.

Management of environmental risks of an industrial enterprise should be carried out within the framework of the environmental management system at the stages of planning, organization and implementation of environmental actions and measures, contributing to the optimization of management decisions [4].

Environmental management at the level of the metallurgical enterprise is a cost-effective management of the environmental component of the subsystems of the enterprise, aimed at preventing pollution of the environment during the entire life cycle of the production itself.

A characteristic feature of environmental risk management in a transitional economy is the shift of the focus for solving certain tasks of providing resource and environmental security from the national to the regional level, to solving individual problems of natural resources protection and industrial safety of objects. Requirements for preventing or minimizing the risk of emergencies and their consequences should be a priority in making up-front economic and social decisions, and should not be considered as emergency measures taken directly in unfolding extreme conditions, which, regardless of their causes, are often as a truly natural disaster, fundamentally unpredictable and inevitable.

Environmental risk management in industry consists of several stages (Fig. 1), namely: development (formation) and implementation. At the stage of developing a strategy for reducing environmental risk, an analytical and forecasting management function is implemented, which includes the assessment of the risk of emergencies and emergencies.

The following should be carried out: assessment of the likelihood of sources of danger, the level of their risks to the life and health of people, the extent of losses and damage; development of legal, organizational, economic and technical measures aimed at reducing the likelihood of emergencies and emergencies, eliminating their consequences as soon as possible and compensating the population and the environment.

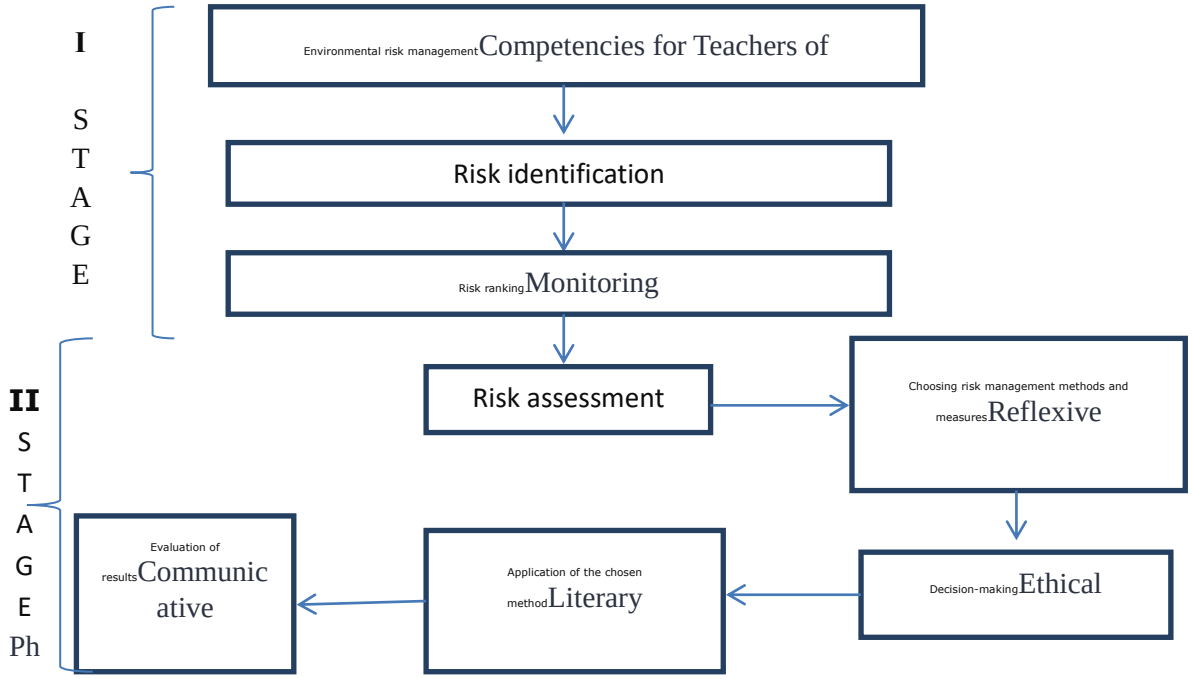



**Fig. 1. Main stages of the process of environmental risk management**

*Source: developed by the authors*

The sequence of environmental risk management begins with a risk analysis. The purpose of this phase is to obtain the necessary information on past experience in environmental risk management, structure, properties of the facility and possible risks in the future. The main components here are the volume and quality of information received. First, it should be sufficient for analysis and decision-making at subsequent stages. Second, the information must be objective.

The overall model of environmental risk assessment is defined as:

$$M = \{P_i \mid p = \overline{1,n}\} \quad , (1)$$

M – a variety of risk factors; P*i* – factor of i-th type of risk. To assess environmental risk, it is advisable to use a systematic multifactor risk analysis for the various environmental components in a generalized form.

Each risk factor is characterized by anthropogenic pressure index Hp and natural factors. Anthropogenic pressure as a cause of ecosystem resilience is associated with k-number of Pik indicators:

$$H_p = \{P_{i\kappa} \mid p \in N; \kappa = \overline{1, n_p}\}, N \in [1, n] \quad , (2)$$

where Hp is the current level of anthropogenic pressure on the i-th component of the surrounding environment, which causes the p-th type of risk of adverse effects on the ecosystem; N is the number of factors of the p-th type of risk of influence of anthropogenic pressure on the i-th component of the environment.

In general, the likelihood of disturbance of environmental stability of the i-th component of the environment under the influence of negative factors is determined by the formula:

$$P = 1 - \prod_{1=i}^{\kappa} (1 - P_i) \quad , (3)$$

where Pi - probability of violation of ecosystem stability depends on the existing state of the i-th components of the ecosystem; Ki is the state of the i-th component of the environment; Hi - the level of anthropogenic pressure on the i-th component of the environment. Assessment of environmental risk in the current state of the i-th component of the environment is determined by the formula:

$$P = \int_i (K_i^c, H_i^c) \quad , (4)$$

where Kic is the current state of the i-th component of the environment; Hic is the current level of anthropogenic pressure from the influence of negative factors on the i-th component of the environment.

Risk assessment is an independent system for assessing the impact of an economic activity in which its own goals, methods and procedures have been formed. Risk assessment is a recognized methodology for assessing impacts characterized by a high degree of uncertainty and/or social significance.

After identifying and assessing the risk, the stage of choosing the method and measures (tools) for risk management comes. It is necessary to note the difference between the terms "method" and "measure". The method refers to the way of achieving the goal, a set of techniques for solving a specific problem. Management method is defined as "a set of means of regulation of relations between the subject and object of production and economic activity". A measure is a specific tool or tool used in the chosen method. The term "method" has a broader meaning than "measure".

Choosing the appropriate security method, it is advisable to consider the ability to screen multiple security services from one application at a time. An important factor is the compatibility of the new facility with the established organizational and hardware and software structure, with the traditions of the organization. Like any other activity, the implementation and testing of new safety regulators should be planned in advance. The plan should take into account the availability of financial resources, terms of staff training if necessary.

Therefore, the decision-making stage identifies the necessary financial and manpower resources to implement the method chosen and the specific risk mitigation path. In addition, there is a statement and distribution of responsibilities among contractors, and

an analysis of the market of relevant services.The selected risk management method is then applied. This stage involves specific organizational, economic or technical measures (with the introduction of new technologies) based on previously defined plans. It is recommended to constantly monitor and forecast the magnitude of the risk.

The final stage of environmental risk management is based on the assessment of the results, that is, summarizing the risk mitigation activities. The assessment is carried out on the basis of the analysis of the information received. The main purpose of the assessment is to determine the effectiveness of using the selected risk management tool, to identify unplanned losses. The recommendations and conclusions obtained at this stage are used in future risk management [5,6].So, improving the accuracy of economic assessments of adverse environmental impacts is the key to effective risk management, thereby ensuring the effectiveness of micro-level environmental management systems. Other important areas for solving the analyzed problems are: balancing economic and environmental approaches to assessing the negative impact of economic entities on the environment, developing and implementing environmentally sound policies at the enterprise, improving approaches to risk assessment by focusing on the outcome of adverse events, and further development of comprehensive methods of damage assessment.

**1. Model of environmental research of industrial enterprise**

Environmental turbulence now requires exploration of new problems arising from globalization that lead to environmental degradation. Sustainable development, including its economic, environmental and social elements, should be a key goal of decision-makers. There is a need to analyze the conditions under which optimal growth can be sustainable by assessing the costs and benefits of growth.

Empirical findings confirm growing concern that growth costs may outweigh its benefits, leading to instability. In most cases, long-term economic growth is volatile due to increased environmental damage. Ecol-Opt-Growth-1 research is proposed to analyze economic and environmental interactions, including resource depletion, pollution, irreversibility, other environmental impacts and uncertainty. It is based on indicators of investment activity, technological progress, sustainability and legal policies.

This document discusses the conditions in which optimal growth can be sustainable, assessing the costs and benefits of growth. Key environmental and social aspects are considered. The Ecol-Opt-Growth-1 model analyzes economic-environmental interactions, including resource depletion, pollution, irreversibility, other environmental impacts, and uncertainty. It addresses some important issues, including savings, investment, technological advancement, substitutability of production factors, intergenerational efficiency, equity, and policies to increase economic growth are sustainable - a key element of the system of sustinomy.

Empirical results support the growing costs-related problems of growth can outweigh its benefits, leading to instability. Basically, in a wide variety of circumstances, long-term economic growth is unsustainable due to increased environmental damage. However, the

model has many options that can be explored by policy makers to make the path of development more sustainable as it stands for constellation. One example suggests that government support programs aimed at supporting sustainable development, starting with the no-cut model, were unworkable. The optimum rate of attenuation increases with time. Pollution reduction, ecosystem viability and sustainability need to be reduced. Further research is needed to find the conditions under which alternative avenues of economic growth are likely to be sustainable. This document discusses the conditions in which optimal growth can be sustainable, assessing the costs and benefits of growth. Key environmental and social aspects are considered. The Ecol-Opt-Growth-1 model analyzes economic-environmental interactions, including resource depletion, pollution, irreversibility, other environmental impacts, and uncertainty. It addresses some important issues, including savings, investment, technological advancements, substitutability of production factors, intergenerational efficiency, equity, and policies for increasing economic growth are sustainable - a key element of the system of sustinomy. Empirical results support the growing costs-related problems of growth can outweigh its benefits, leading to instability. Basically, in a wide variety of circumstances, long-term economic growth is unsustainable due to increased environmental damage. However, the model has many options that can be explored by policy makers to make the path of development more sustainable, as sustomics stand. One example suggests that government support programs aimed at supporting sustainable development, starting with the no-cut model, were unworkable. The optimum rate of attenuation increases with time. Pollution reduction, ecosystem viability and sustainability need to be reduced. Further research is needed to find the conditions under which alternative avenues of economic growth are likely to be sustainable. To be able to further use this model at Ukrainian enterprises, let us examine its main characteristics. The Ecol-Opt-Growth-1 model is relatively new. It was developed in 2001. It is a dynamic optimal growth model with environmental constraints. It analyzes the relationship between long-term costs and the benefits of economic growth with a focus on sustainability imposed by environmental constraints on growth. The model is developed in the structure of the theory of optimal planning by incorporating elements of the optimal growth program□7□.

The model assumes that social well-being at some point in time is a function of consumption and environmental quality. Within optimal growth limits, the social planner maximizes inter-temporal social utility by choosing optimal trajectories of consumption, investment, and pollution reduction [8]. The model finds optimal growth paths for resource extraction, environmental quality and consumption, which allow it to reach its maximum target with environmental and economic constraints.

The economic equations of the model determine the main aggregate economic equations and economic coefficients, such as total output per capita, GDP consumption, capital accumulation, technological progress, population growth, interest rate, economic rate, etc. [9]. Environmental constraints are based on the following principles: natural

resources are exhaustive, cumulative waste emissions are degrading the environment, environmental quality is affecting economic activity, and investment in capital, research, pollution control and processing is beneficial. These equations are applied under different resource extraction regimes and sustainable development conditions.

Social constraints are represented by simple rules and indicators of sustainable development, focused on excess levels of waste accumulation, resource scarcity indicators and overall loss figures.

The growth path is considered unsustainable if the costs outweigh the benefits, for example, it may cause a monotonous increase in pollution levels and a decline in non-renewable resources. Thus, the model highlights both social and environmental aspects of economic growth, establishing the crucial link between social well-being, consumption of goods and services, capital accumulation, technological progress, ecology and economic growth, maximizing growth.The main characteristics of the model can be summarized as follows:

it is a multi-sectoral global growth model;

this is an optimization growth model based on a holistic approach to economic development that incorporates elements of social choice, ethics and political economic issues;

the model is for the general economic system and not for the protection of any particular type of growth theory

the ecosystem is initially in equilibrium, but the trajectory can lead to imbalance depending on the growth process;

it includes economic and environmental constraints, and feedback based on thermodynamic ecosystem laws;

all key variables in the model are determined endogenously;

Equity calculations are modeled by refining the social discount rate and the values of perceived variables and parameters.

In the proposed model, the process of economic growth is determined by: (a) capital; (b) technical progress due to government spending on R&D work, education, training through the practice and accumulation of knowledge in the private sector; (c) population; (d) the quality of the environment affected by the pollution, public expenditure on environmental control and the use of resources.

The Ecol-Opt-Growth-1 model has many degrees of freedom and variables that can be explored by developers. In most cycles, the optimum rate of decrease in consumption increases over time.

Therefore, simulation experiments confirm that optimal economic growth may not always be sustainable. Further research is needed to find the conditions under which alternative avenues of economic growth are likely to be sustainable.

## 2. Implementation of environmental marketing system at an industrial enterprise

One of the modern methods that will contribute to the formation of a comprehensive program of development with regard to environmental risks is the introduction of an environmental marketing system. In today's market environment, environmental marketing is becoming increasingly important in the formulation and implementation of environmental policy functions of an industrial enterprise, which is due to increased responsibility of producers of goods and services to consumers and society as a whole. Modern marketing as a whole has purely economic goals and seeks to balance the economic interests of the manufacturer and the consumer. However, in recent years, concerns about the impact of the manufacturing sector on the environment have affected not only the government and scientists, but also the general public. It is the concept of eco-marketing that is a tool for enterprises that allows, on the one hand, to manage the benefits of modern consumers and competitors, on the other hand, to ensure environmental security, to develop new niches in the global market for environmental products, to achieve a balanced combination of state and business interests in the field of national nature management, achievement of sustainable development of the territory.

Today, in the context of globalization of the economy and unstable political situation, the importance of competition at all levels is increasing. Metallurgical companies are forced to look for new ways to attract consumers and increase profits. At the same time, non-price ways of influencing consumers, which are directly related to the increasing role of the human factor, which gives the economy innovative, intensive character, structural dynamism, high quality, are beginning to play an increasing role. One of the most sought after actions in the field of enterprise and product positioning is the conduct of marketing research, the results of which allow you to develop a marketing strategy.

It is widely believed that the environmental movement as a whole began with Rachel Carson, a marine biologist who published a 1962 Silent Spring hazard book. Many ecologists point out that this book was the starting point for choosing a future profession [11].

Environmental marketing emerged in the 1990s as a continuation of social and ethical marketing. According to the concept of social and ethical marketing, the task of the organization should be to identify the needs, needs and interests of the target markets and to ensure the desired satisfaction in more efficient and productive ways while maintaining or enhancing the well-being of the consumer and society as a whole. This concept arose from the conflict of traditional marketing with the deterioration of environmental quality, lack of natural resources, population growth, inflation and the negative state of social services [12].

A new stage in the development of environmental marketing began in 2006-2007 due to the growing motivation of citizens to environmental consumption, no matter what was its

motive - concern for their own health, financial motivation, fashion or really concern about environmental problems.

Nowadays, the concept of "Eco-marketing" is becoming, today there is no accepted definition. Some authors understand environmental policy, environmental responsibility of the business, openness of the company and transparency of the production process, eco-labeling. Other experts include environmental marketing as an environmental management tool [13]. A number of authors include in the environmental marketing the formation of financial structures supporting environmental actions, environmental audit, environmental insurance company actions, changing forms of reporting manufacturers, new forms of advertising, the formation of new principles of trade. [14]

The Encyclopedia of Marketing gives the following definition: "Green" marketing - marketing, which is designed to change the worldview of customers, to provide a new direction for competition and to achieve market-leading innovative solutions to environmental problems. [15]

The emergence of environmental marketing can be represented as a combination of three concepts - marketing, environmental management and environmental activities of enterprises (Fig. 2).

In our opinion, environmental marketing is an activity of an enterprise aimed at satisfying the interests of the enterprise itself and consumers, by promoting the product with minimal damage to the environment at all stages of the life cycle.

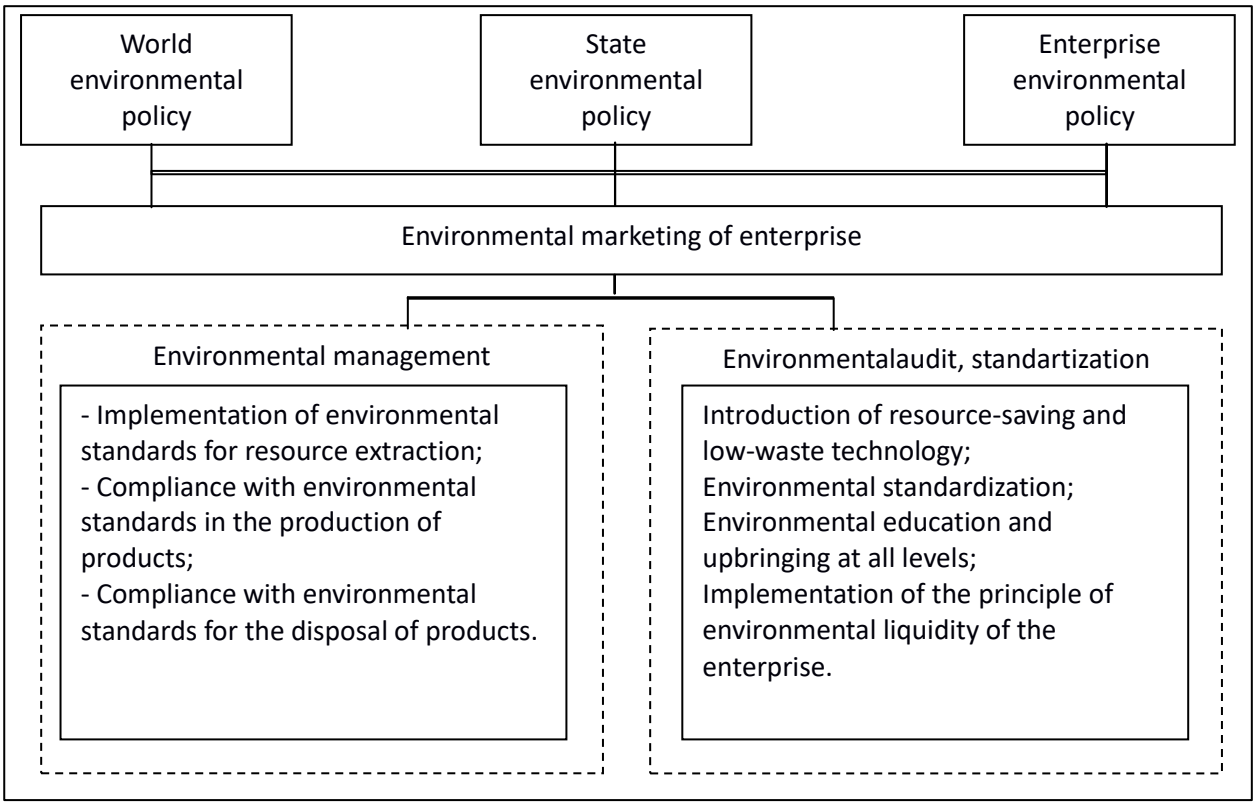



**Fig 2. External and internal communication of environmental marketing**

*Source: developed by the authors*

The main reasons for greening a business are creating a positive image in the eyes of consumers, shareholders and investors, improving the environmental status of the city, as well as saving material and energy resources.

However, businesses do not always agree to produce with environmental requirements in mind. First of all, greening requires some additional costs for the cleaning equipment, the installation of filters and more. It should be borne in mind that a properly developed strategy for development and greening will return the spent capital and multiply it. Development and implementation of waste and waste management processes, improvement of existing and creation of new wastewater treatment plants, re-profiling and significant change of the infrastructure and part of the formed economic ties of enterprises - all this will have a dramatic impact on such an indicator as cost. It, in turn, affects the entire complex of economic objects, as well as the economic and social environment as a whole. The results of such actions should be taken into account both by state structures and local self-government bodies, and by entrepreneurs when locating and developing productive forces.

In general, consider the marketing aspect of the problem of greening, based on the following provisions:

1) Misunderstanding of the concept and nature of environmental marketing by manufacturers, hence poor efficiency of using marketing tools;

2) Lack of quality marketing research, allowing to consider the production of products with the least damage to natural resources and the environment;

3) The need to bring the activity of the company in accordance with the requirements of the environment, coordinate the orientation and dynamics of its development, which is ensured by the interaction of different conceptual approaches in marketing at all levels of the marketing environment.

Eco-friendly changes in the production process are usually made by reducing the consumption of materials and energy per unit of production and are accompanied by cost savings.John Grant, in his famous work, The Manifesto of Environmental Marketing, [16] built a model for the transition to a "true" environmental business. The author identifies the following levels of greening:

1. Environmental (first level): a set of new standards. This level is realized through communications.

2. Greener (second level): sharing responsibility. It is realized through cooperation.

3. The most environmentally friendly (third, highest level): supporting innovation. It involves changes in culture. The basic idea is to move from purely commercial business purposes to environmental and social goals.

This happens gradually: from basic compliance through preventative action to innovation and transformation. The ways of formation of environmental responsibility of business, in particular, includeenvironmental policy and environmental labeling.

Advantages for the enterprise in greening can be:

Strategic Benefits:

- a more attractive image in the eyes of the public;
- updating of types of products;
- productivity growth;
- deeper involvement of staff in the process of environmental protection and improvement of labor relations;
- creative approach and readiness to solve emerging problems;
- more equal relations with public authorities, the public and the Green groups;
- reliable access to foreign markets;
- fulfillment of environmental requirements without undue stress.

Economic benefits:

a) reducing costs

- savings due to reduced consumption of energy and other resources;
- savings from re-utilization, by-product sales and production wastes, which reduces waste disposal costs;
- lower rates of payment for resources, fines and the amount of compensation in court for environmental damage;

b) revenue growth

- high market share due to innovations and less high performance of competitors;
- new quality products that open new markets;
- increasing demand for traditional products that are less polluting.

To reduce the level of environmental pollution, environmental marketing involves the following measures: Adoption of mandatory legal regulations governing certain standards for the use of natural resources; strict control and licensing of extraction of natural resources; economic incentives for producers to be interested in the use of environmental technologies;financing of research, which promotes the development of new waste-free and safe technologies, which will use less harmful chemical compounds, production methods, etc .; development of a system of economic taxes and penalties for pollution of nature.

Aspects of eco-friendly marketing in the world community are associated with the rapid development of technologies and processes that reduce environmental impact, as well as with the accelerated formation of the market for environmental services, which, of course, requires the appropriate development of marketing management tools. The main marketing areas in this field include:

- formation of financial support structures for environmental actions;
- environmental assessment (audit) of the level of environmental impact;
- environmental insurance of actions of the enterprises;
- change of forms of reporting of activity of producers;
- new forms of advertising;
- formation of new principles of trade.

Environmental Audit - Entrepreneurship activities of environmental auditors (organizations) to conduct an independent external audit of business operations that affect the environment, and to make recommendations for reducing the negative impact on human health.An environmental audit is a comprehensive, documented process of objectively identifying and evaluating information to determine the criteria for verifying specific environmental measures, activities and informing the consumer of the results obtained during that process. ISO International Standards on Environmental Auditing include methodological materials on the principles of environmental audit, procedures for auditing environmental management systems, and the qualification requirements for environmental audit professionals [17].The concept of environmental marketing at the enterprise is implemented as follows: selection of the most environmentally friendly method of production; careful supervision over the operation of the equipment and adherence to production technology, if necessary its improvement. This saves considerable energy and raw materials, which are invaluable natural resources; timely scheduled repair of equipment, especially environmental protection, including capital; control over compliance with environmental standards to avoid additional penalties from the controlling authorities and, consequently, additional costs from the enterprise; the choice of the safest technology of waste disposal and constant monitoring of their composition[19-33].

Achieving an understanding by the enterprise and the public of the need to combine the economic interests of the enterprise and the complex of interests of the population is of particular importance for the city-forming enterprises in the city, since the majority of the population is a member of the enterprise collective and corporate goals, interests coincide with the interests of greening activities both within the enterprise and within the enterprise. the city, since the employees of the enterprise, their families living in the city are interested in the conservation and support of the the prospect of qualitative parameters of the ecosystem of the settlement and adjacent territories in the area of enterprise functioning [8].

Based on what has been studied, it is possible to distinguish the following features of environmental marketing (Table 1).

**Table 1. Features of environmental marketing**

| Features of environmental marketing | Feature content |
|---|---|
| Strategical | study of the ratio of external factors and internal resources of the enterprise, which influence the greening of the enterprise;<br>performance at the enterprise of all functions of marketing activity |
| Management | spreading the ideology of greening production at the enterprise to all services: production, supply, marketing, etc. |
| Educational | bringing the necessary information to all employees of the enterprise and training in this direction. |
| Institutional | relations with environmental management bodies, supervision in the region in order to achieve the final results compliance with environmental requirements, standards. |

A distinctive feature of environmental marketing functions is its adaptation to the principles of benchmarking - timely and adequate comparison, comparison, analysis, evaluation of environmental marketing of the enterprise with other, more successful in this regard. Environmental benchmarking now requires state support, as innovations are currently only evaluated and sought to be implemented in technology.

**Conclusions.**

The constant development of society and technology provides and requires the improvement and rethinking of existing scientific claims. Therefore, it is necessary to develop and implement a mechanism for strategic adaptation of the enterprise to the external environment as a set of elements that ensure the ability of enterprises to detect changes in the environment in a timely manner, identify trends in their development, develop and implement a system of measures to eliminate or reduce the negative effects of its factors and the use of favorable conditions .

Sustainable economic development of an industrial enterprise is possible only in cooperation with the external environment. Improving the environmental risk management system is important for resolving environmental and economic contradictions triggered by economic development. Every enterprise will sooner or later be faced with the need for ecological modernization not only of production equipment and technological processes, but also of methods and principles of production management.

Improvement of existing environmental management at metallurgical enterprises contributes to the development of production and profit generation, is a characteristic manifestation of the emergence and development of new, modern forms of ecological culture in metallurgical production, entrepreneurship and in market relations as a whole.

Environmental marketing is one of the most important factors in the development and efficiency of industrial enterprise. The effectiveness of implementation of environmental measures and systems of environmental management in the company is reflected in the direct benefits that are associated with the opportunity to expand the product market, avoid unnecessary costs, reduce costs, retain fixed assets, obtain the necessary investments, and indirect, which include improving employee motivation companies, relations with the local population, reputation of the company.

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# INTEGRATION OF UKRAINE INTO EUROPEAN RESEARCH AREA: EXPERIENCE OF INTERNATIONAL COOPERATION

**Abstract.** *The article describes the results of the research, devoted to the study of the participation of science organizations, universities, small and medium enterprises of Ukraine and CIS countries in the framework programs of the EU with the aim of integrating into the European research area. On the basis of the information system on research and development CORDIS carried out the collection, processing and analysis of data on the participation of scientists, experts and business representatives of Ukraine and CIS countries in the international EU projects. A comparative analysis of the participation of CIS countries in the framework programs, special attention is paid to the participation of Ukraine in the program "Horizon 2020". Examples of participation of Ukrainian participants in the program "Horizon 2020".*

## Introduction.

International scientific and technological cooperation (ISTC) is one of the most important components of a research policy, which should be focused on preserving and strengthening the research capacity in the countries of the world. Extension of forms and methods of ISTC is intensifying integration processes in Europe, bringing together professionals from countries with different level of economic development to ensure national competitiveness.

One of the most effective forms of international cooperation for Ukraine[1] and Commonwealth of Independent States (CIS) is the cooperation with the European Union (EU), namely the participation in the framework programs for the development of science and technology. Such participation is not only a source of new ideas and knowledge, but also the possibility of cooperation of Ukrainian scientists, researchers and innovative enterprises with leading scientists from around the world. The development of the ISTC in Ukraine and CIS countries with the purpose of intensification of the processes of reform have received much attention of foreign experts (see for example [2−6]) and specialists of the Institute for the study of scientific and technological potential and history of science NAS of Ukraine (see for example [7−9]).

The main goal of the paper is to explore the participation of research organizations, universities, small and medium enterprises of Ukraine and CIS countries in the framework programs of the EU (more "Horizon 2020") and to perform scientific and technological potential involved in international projects and to identify opportunities for further integration of Ukraine into the European research area.

Information base of research is the data of system CORDIS, the official statistic data of Ukraine, reports of the NAS (National Academy of Science) of Ukraine, Ukrainian and foreign research.

## 1. The main characteristics of participation of Ukraine and CIS countries in the EU Programs

Since the 1980s, CIS countries began to cooperate with the EU in the field of research, technology and innovation in the framework of programs that promote the development of priority areas of science, technology and innovation, stimulate the introduction of scientific and technological developments in the world market.

In 1984, the European Union initiated the development of science and technology programs to finance priority areas for the development of science, technology and innovation in Europe, which have become a major EU funding tool for research over the last decade. Table 1 provides a timeline of EU Framework Programs showing how funding increases in each successive program.

The latest Eighth EU Program "Horizon 2020" has become the largest transnational research and innovation program with a total fund of around $ 80 billion.

Almost all CIS countries (except of Russia) started cooperation with the EU from the Fourth Framework Program in 1994, and with each successive EU Framework Program, CIS scientific teams are increasingly taking advantage of opportunities to implement their ideas and developments in international scientific projects (table 2). For the period 1994-2018 in the framework programs of the EU and Ukraine took part in the 377 projects that Russia fulfilled − 1118 projects, followed by Belarus – 159, Moldova – 126, Georgia – 110,

[1] On August 28, 2018, Ukraine closed its representations with the CIS statutory bodies [1]

Armenia and Kazakhstan – 87 projects. In the framework program "Horizon 2020" as of January 2019, the three leaders by the number of received projects was Ukraine – 112, Russia – 79 and Belarus – 36.

**Table 1.European Union Framework Programs**

| FP | Implementation period | Goal | Total financing, billion euros | Financing volume for Ukraine, EUR million | Number of projects involving Ukraine |
|---|---|---|---|---|---|
| 1 | 1984−1987 | Priority research in the field of energy (including nuclear power) | 3.75 | - | - |
| 2 | 1987−1990 | Research in the field of information and communication technologies and the introduction of new technologies (main funding was allocated to nuclear power) | 5.396 | - | - |
| 3 | 1990−1994 | Research and development to strengthen the internal markets (research in the field of information and communication technologies, as well as industrial technologies and new materials) | 6.6 | - | - |
| 4 | 1994−1998 | Environmental Studies, Life Sciences and Biotechnology | 13.215 | -* | 103 |
| 5 | 1998−2002 | | 14.96 | -* | 58 |
| 6 | 2002−2006 | Research from the creation of a single EU research area in order to ensure the sustainable development and transformation of the EU into the most competitive economy in the world | 17.883 | -* | 90 |
| 7 | 2007−2013 | Research and development in the field of information and communication technologies (their use in the field of health care, medicine, environment, education and industry) | 50.521 | 22,5 | 160 |
| 8 | 2014−2020 («Horizon - 2020») | Research on advanced technologies, development of new ideas, discoveries and perspective developments by promoting ideas from scientific laboratories to the market | 80 | 17,23 | 112 |

*CORDIS lacks data on financing Ukraine

*Source*: built by the authors in [10−12]

**Table 2.Participation of CIS countries in the framework programs of the European Union***

| Country | Projects | | | | | | Total number of projects |
|---|---|---|---|---|---|---|---|
| | 3 FP | 4 FP | 5 FP | 6 FP | 7 FP | "Horizon 2020"(8FP) | |
| Russia | 2 | 252 | 131 | 306 | 348 | 79 | 1118 |
| ***Ukraine*** | **-** | ***103*** | ***58*** | ***90*** | ***160*** | ***112*** | ***377*** |
| Belarus | - | 50 | 17 | 23 | 43 | 36 | 159 |
| Moldova | - | 15 | 9 | 17 | 45 | 40 | 126 |
| Georgia[2] | - | 6 | 12 | 19 | 49 | 24 | 110 |
| Armenia | - | 6 | 12 | 13 | 37 | 19 | 87 |
| Kazakhstan | - | 19 | 18 | 15 | 28 | 7 | 87 |
| Uzbekistan | - | 10 | 10 | 11 | 11 | 3 | 45 |
| Azerbaijan | - | 3 | 3 | 9 | 21 | 8 | 44 |
| Kirgizstan | - | 3 | 7 | 8 | 8 | 6 | 32 |
| Tadzhikistan | - | 1 | 1 | 5 | 6 | 2 | 15 |
| Turkmenistan | - | 4 | 2 | 3 | 4 | 1 | 14 |
| | | | | | | | **2220** |
| **Total** | **2** | **489** | **369** | **565** | **830** | **321** | **2576** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* information on January 2019

It should be noted that the program "Horizon 2020" is primarily aimed at strategic approach to the planning of research and innovation, with the development of the plan of joint actions on the organization and management methods, integration of research and innovation by providing a seamless and coherent funding from idea to market entry, increase support for innovative activities and activities that leads to a direct economic stimulus [13].In the program "Horizon 2020" formulated three main priorities that define the scope of activities to which intended program: advanced science, leadership in industry and public challenges [14].

Advanced science is an individual and collective research projects in all fields of science, including Humanities. The objectives of this priority is to conduct fundamental research, supports technology development, know-how and future technologies to enhance human potential by providing researchers with opportunities for training and career development, providing access to research infrastructures. Leadership in industry − leadership in the industry, the development of new technologies and materials, including information and communications technology (ICT) and space research; available financial instruments to promote innovation in small and medium business. The purpose of this priority area is to promote investments in advanced industrial technologies, and raising and breeding companies in Europe to world markets.

[2]Georgia officially leaves the CIS on August 18, 2009 [1]

Social challenges − a wide range of research projects aimed at developing new solutions to overcome social challenges (improving the quality of transport, health, security, European identity, cultural heritage, etc.).

Most of the CIS countries, including Ukraine, are actively participating in the research program "Horizon 2020" on priority areas "Advanced science" and "Social challenges" − 85.7% of projects that are focused on basic and applied research and development of new ideas and technologies in the priority area of "Leadership in industry" running − 14.3% of the projects aimed at attracting investment in advanced technology (table 3).

**Table 3. The distribution of projects in Ukraine and CIS countries in the framework Horizon 2020 in priority areas of the units***

| **Country** | **Directions** | | |
|---|---|---|---|
| | **Advanced Science** | **Leadership in Industry** | **Social Challenges** |
| ***Ukraine*** | ***44*** | ***19*** | ***49*** |
| Russia | 39 | 10 | 27 |
| Belarus | 28 | 1 | 6 |
| Moldova | 13 | 3 | 18 |
| Georgia | 11 | 1 | 11 |
| Armenia | 11 | 4 | 5 |
| **Total** | **146** | **38** | **116** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* data on January 2019

**Table 4. Distribution of organizations and project by regions of Ukraine***

| **№** | **Regions Ukraine** | **Number organizations** | **Number projects** |
|---|---|---|---|
| 1 | Kyiv | 62 | 94 |
| 2 | L'viv | 10 | 11 |
| 3 | Kharkov | 9 | 13 |
| 4 | Odessa | 3 | 4 |
| 5 | Donetsk | 3 | 5 |
| 6 | Dnipro | 2 | 3 |
| 7 | Zaporozhe | 2 | 4 |
| 8 | Sumy | 1 | 1 |
| 9 | Uzhgorod | 1 | 1 |
| 10 | Vinnitsa | 1 | 1 |
| 11 | Rovno | 1 | 1 |
| 12 | Volhynia | 1 | 1 |
| 13 | Mykolaiv | 1 | 1 |
| | **The total number** | **97** | **140** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* authors' calculations on January 2019

According to table 3, the largest number of projects in the priority area "Advanced Science" is implemented by Ukraine − 44, Russia − 39, Belarus − 28, which emphasizes the high level of scientific and technological potential. Ukraine, 49, Russia, 27, Moldova, 18. Social Challenges focuses on Social Challenges, with the smallest number of projects being implemented, but Ukraine, 19, and Russia remain leader’s projects.

Let us consider in more detail Ukraine's participation in the implementation of the Framework Program "Horizon 2020".

In March 2015, a historic event for Ukraine took place − Minister of Education and Science of Ukraine Sergiy Kvit and EU Commissioner for Research, Science and Innovation Carlos Moedas signed an Agreement between Ukraine and the European Union on Ukraine's participation in the EU Framework Program for Research and Innovation "Horizon 2020". After signing the agreement, Carlos Moedas stressed: "... Ukraine now has access to the full range of activities funded by "Horizon 2020", which will help stimulate its economy. I hope that Ukraine will make the most of these opportunities" [15, p. 6].

It was expected that the Association Agreement would be an important mechanism for further integration of Ukrainian scientists into the EU research area, promote economic growth and job creation in the country. Associate membership in the "Horizon 2020" program means that Ukraine is able to benefit from all components of the program in the same way as participants from EU countries. Ukrainian participants were given additional opportunities: to use all financial mechanisms of the program, to develop their own project proposals, to form scientific consortia and to receive funding as project coordinators [15].

However, if you recall the experience of other countries, there are different examples. Turkey has signed an Association Agreement with the EU's Sixth Framework Program. The results were disappointing: the country was unable to return its contribution to the program through projects involving Turkish scientists. That is, Turkey has funded the scientific work of scientists from other countries. Moldova's experience, by contrast, is positive. By signing the Association Agreement with the EU's Seventh Framework Program in 2012, the country has significantly increased the number of projects involving Moldovan scholars [15].

In the "Horizon 2020", Ukraine received the largest amount of funding from the priority area "Advanced Science" − 7.4 million euros, for the implementation of projects under the priority area "Social Challenges" − 5.9 million euros, "Industry Leadership" − 1, EUR 9 million and the other priority areas of the program are allocated approximately EUR 1.6 million from the entire "Horizon 2020" budget (fig. 1).

In the "Horizon 2020" program, Ukrainian organizations act not only as participants but also as project coordinators, which testifies about the high level of market potential, innovative ideas and authority of the Ukrainian participants of "Horizon 2020".

The largest number of projects in the "Horizon 2020" in all priority areas are executed by: Institute of Physics of NAS of Ukraine, Taras Shevchenko National University of Kyiv, National Technical University of Ukraine, Igor Sikorsky and the National Aerospace

University named after M. Zhukovsky Kharkov Aviation Institute, LLC Research and Production Enterprise Enamine (4 projects each) (table 5).

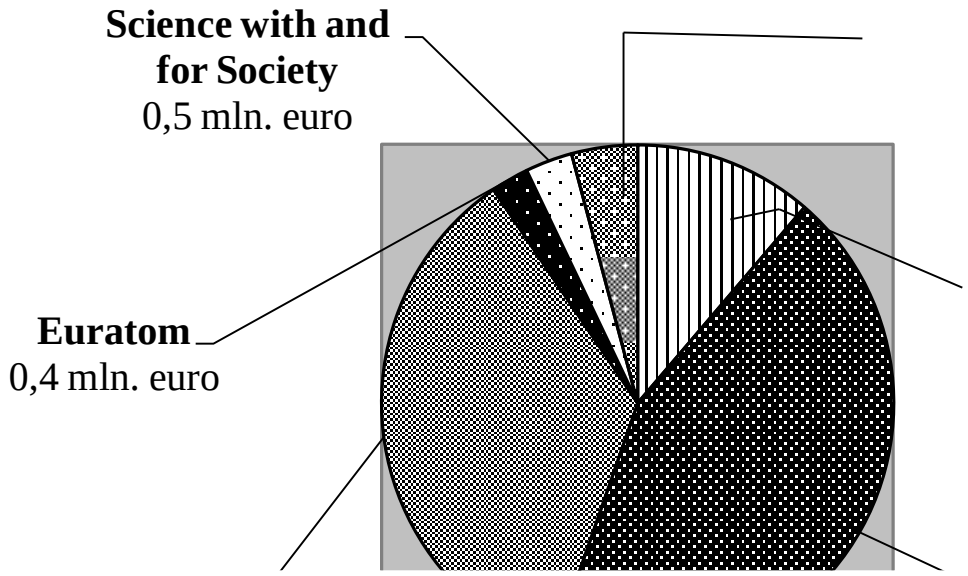



**Fig. 1. "Horizon 2020" budgetby priority directions for Ukraine**

*Source*: built on data: https://cordis.europa.eu/projects/home_en.html

**Table 5. Organizations of Ukraine that are coordinatorsin "Horizon 2020" projects***

| № | Ukrainian organizations | Number of Projects in which Ukraine is coordinator |
|---|---|---|
| 1 | Institute of Physics (IOP) of the NAS of Ukraine | 2 |
| 2 | Vernadsky Institute of general and inorganic chemistry of the NAS of Ukraine | 1 |
| 3 | The National Science Center Kharkov Institute of Physics and Technology (KIPT) | 1 |
| 4 | L'viv Polytechnic National University | 1 |
| 5 | Enamine LLC, Research and Production Enterprise | 1 |
| 6 | LLC Polyteda Cloud | 1 |
| 7 | LLC Passivdom Ukraine | 1 |
| 8 | Firma Instytut Ecologii Liudyny-Ineko | 2 |
| 9 | LLC Solargaps | 1 |
| 10 | LLC Research and Production Enterprise | 1 |
| 11 | LLCInternational Clinic of Rehabilitation | 1 |
| 12 | LLC Raccoon Technologies Ukraine | 1 |
| 13 | Extrusion in Motion LLC | 1 |
| 14 | Joint Stock Company NVO Chernova Huilya | 1 |
| 15 | Pryvatne Pidpryiemstvo Dominion | 1 |
| **Total** | | **17 (from 112)** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* data on January 2019

In the course of the research, it was found that almost one third of the all projects implemented by Ukrainian participants involved several organizations from Ukraine. The

previous EU Framework Programs from Ukraine involved NAS organizations and higher education institutions (universities). A feature of "Horizon 2020" compared to the past is the active involvement of businesses, NGOs and associations and other non-governmental institutions, which make up 45% of the total number of Ukrainian organizations that have grants in "Horizon 2020", whose purpose is to develop advanced technologies. and, with the help of European funding, refine their designs to enter the world market (table 6).

**Table 6. Participation of Ukrainian organizationsin the "Horizon 2020" program, unit***

| | | **The total number of projects** | **Number of organizations involved** | **Number of projects with Coordinator from Ukraine** |
|---|---|---|---|---|
| 1 | Government agencies, including: | 66 (55,9%) | 87 (55,4%) | 5 |
| | institutions of NAS of Ukraine | 23 | 31 | 3 |
| | institutions of higher and secondary education | 23 | 32 | 1 |
| | scientific centers, state-owned enterprises, ministries | 20 | 24 | 1 |
| 2 | Private business organizations | 44 (37,3%) | 58 (36,9%) | 11 |
| 3 | Non-governmental organizations (including associations, charities) | 8 (6,8%) | 12 (7,6%) | - |
| | **Total** | **112** | **157**** | **17** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* authors' calculations on January 2019

** Ukrainian organizations participate in several projects

According to the table 5, state institutions consist for 55.4% of the total number of organizations participating in "Horizon 2020"; they include: NAS of Ukraine institutions (23 projects), institutions of higher and secondary education (23 projects), scientific centers and other enterprises and organizations (20 projects). Private business organizations are involved in 44 projects, public organizations − 8 projects.

For example, the Ukrainian company “Red Wave”, which is engaged in the development of electron beam technologies for metal production, in 2017 received a grant of "Horizon 2020" for the amount of 50,000 euros for the development of 3D printing technology for metal - xBeam. Company “PassivDom” has developed a smart home 3D printing technology that does not pollute the environment with CO2 emissions, and the EU supported this innovative development and provided a grant of € 50,000. The same grant was won by the Institute for the Development of Waste Recycling Technologies (INECO).

The company has found a cost-effective solution for the disposal of hazardous waste through gasification with minimal emissions and environmental impact [16].

The distribution of Ukrainian organizations in the "Horizon 2020" by priority areas shows that the largest number of completed projects belongs to the "Social Challenges" (49 projects), followed by "Advanced Science" (44 projects) and "Industry Leadership" (19 projects) (table 7).

**Table 7. Number of projects in "Horizon 2020"by priority directions, units***

| **Organization** | **Priority directions** | | | **Total** |
|---|---|---|---|---|
| | **Advanced Science** | **Leadership in Industry** | **Social Challenges** | |
| Government agencies, including: | 31 | 6 | 24 | 61 |
| institutions of NAS of Ukraine | 15 | 1 | 6 | 22 |
| institutions of higher and secondary education | 13 | 2 | 7 | 22 |
| scientific centers, state-owned enterprises, ministries | 3 | 3 | 11 | 17 |
| Private business organizations | 12 | 13 | 18 | 43 |
| Non-governmental organizations (including associations, charities) | 1 | - | 7 | 8 |
| **Total** | **44** | **19** | **49** | **112** |

*Source*: https://cordis.europa.eu/projects/home_en.html

* authors' calculations on January 2019

According to table 6, the main leaders in the number of scientific projects in the field "Advanced Science" are state institutions (NAS of Ukraine − 15 projects, institutions of higher and secondary education − 13 projects). In the area of Social Challenges", preference was given to public institutions − 24 projects, followed by private commercial structures with the number of projects − 18. In the field of "Industry Leadership", the largest number of projects (13) was obtained by private commercial structures.

The regional distribution of Ukrainian organizations in the "Horizon 2020" program shows that almost 70% of projects are implemented by organizations located in Kyiv, followed by Kharkov − 13 projects, L'viv − 11, Donetsk − 5, Odessa − 4 and Zaporozhe − 4 (table 4).

The most active participants in the projects in the priority areas of the EU Program "Horizon 2020" are representatives of organizations located in large cities with strong scientific and technological potential.

## 2. Some Characteristics of the International Scientific and Technological Cooperation

The CORDIS information system does not provide information on quantitative and qualitative indicators of the scientific potential involved in European Union projects. To present some quantitative and qualitative characteristics of the scientific potential, we use the results of domestic and foreign research.

According to a study [6], the collaboration involves mostly researchers with extensive experience in participating in joint international projects − in three-quarters of respondents it exceeds 10 years. Therefore, it can be assumed that the European-Ukrainian partnership relies primarily on the potential of the institutions and on the professional experience of scientists. The involvement of young researchers and staff at small organizations is an exception.

The research [8] shows that in each of the 22 EU projects analyzed, young scientists are involved, but this does not indicate that they are active, but that the inclusion of "young scientists" in the project team is one of the informal requirements when considering an application of the project. In our opinion, it is precisely the requirement to invite "young scientists" that largely explains such a significant involvement of young participants in European projects.

The researchers are the main resource of science, in applications for EU projects listed only the main performers and it is 3−5 scientists. In practice the situation is quite different, to perform the individual tasks of the project involved additional staff resources, for example, in the course of conducting of projects are hold seminars, conferences and schools for young scientists, in which the domestic and foreign scholars. Therefore, the number researchers involved in cooperation becomes bigger, so an exact number of participants of ICTC is very difficult to define.

With regard to the acquisition of scientific equipment for research, it will be recalled that of ISTC in Ukraine was initially viewed all its members as one of the most important sources of updating of material base. This, in particular, confirmed by the data from respondents obtained in the course of sociological studies of the modern state and prospects of development of the National Academy of Sciences of Ukraine, conducted by Institute for science and technological potential and science history studies of the NAS of Ukraine in 2003−2004 [7].

If said about integration of scientific and technological system of Ukraine into the European (global) scientific community through the simultaneous implementation or preparation of projects financed from different foreign sources, the positive responses from less than 50% of respondents did not evidence a clear positive trend [7]. In general, such integration is, but it certainly is segmented. This means that within the scientific and technological system of Ukraine really integrated in the European (global) scientific and technological space there are only separate scientific organizations, teams and researchers.

This study identified several institutions (Institute of physics of NAS of Ukraine, Kyiv national University of Taras Shevchenko, national technical University of Ukraine "KPI them. Igor Sikorsky" and national aerospace University M.Is. Zhukovsky "Kharkiv aviation Institute", LLC "Scientific-production enterprise Enamin"), which are the number of scientific projects, can be called integrated in the European (global) scientific space.

In the study [8] were obtained from respondents' information about publication activity types of publications in the framework of the European projects indicate that the greatest number of publications is printed in domestic journals, number of foreign publications is very slight. It should also be noted that the data on publication participating in the European projects are not complete because publication activity for the projects does not necessarily coincide with the period of its implementation. As noted by one respondent, since publications in international journals, not to mention books to foreign publishing houses that require a significant period of time, from 3 to 5 years, it is hardly possible to give complete data on project-related publications since the projects was largely completed in 2012−2013.

Significant is the fact high of international publication activity in scientific journals of the respondent from the Institute of semiconductor physics to them. V. Is. Lashkaryov of the National Academy of Sciences of Ukraine (>50 publications), that is, from the scientific institutions of the NAS of Ukraine and of the disciplinary sectors with a traditionally high publication activity in international journals. We are encouraged by the fact of publication activity in international journals of the respondent from the organization that relates to non-state nonprofit sector, which reported four publications in international peer-reviewed journals [9]. The study [7] show that publication activity of respondents involved in international projects is generally consistent with the so-called "national-oriented" model. This means that participation in the ISTC are not able to change this model. Publication international activity of the Ukrainian researchers is one of the weaknesses of the scientific-technological system of the country because of the existence of certain barriers that has been proven in research 2003−2004.

If we talk about the importance of international cooperation, the authors of the study [5] conclude that the important role of joint research work for scientists from different countries. Thus, speaking about the overall success of European-Ukrainian projects, the vast majority of respondents expressed satisfaction "fully" (40.4%) or "sufficiently" (50.9%). Only 4.4% believe that their partnership was minimal success, and 2.6% − that it did not bring results. Such an assessment is largely confirmed by a recent study on interdepartmental programs of bilateral cooperation between Austria in the field of science and technology, including with Ukraine [5]. If we talk about the dependence of the success of projects on the international composition of the performers, then 42% of respondents are convinced that their implementation without international cooperation would be impossible. According to other experts, the project could be implemented at the expense of the country's internal resources; however, two thirds of them believe that the results obtained would not be so successful.

This indicates the crucial importance of joint projects in improving the quality of research and the level of scientific potential of each of the parties to the partnership, which often serves as an argument in support of the internationalization of R&D [17].

### 3. Some results of the participation of Ukrainian sciencein the "Horizon 2020"

In this chapter we would like to brings some results of the projects with the participation of Ukraine in the "Horizon 2020":

1. The "EXCEPT" project is performed for the priority "Social Challenges" (the total sum of financial support is 2,497,416.25 million euros; the coordinator is Estonia, from Ukraine took part the International community organization "Kyiv Economic Institute" with financial support of 96,500 million euros; term of the project − 3 years).

The aim of the project is to investigate the impact of the European labor market on minimizing the negative factors of social exclusion of European youth (poverty and material deprivation, subjective well-being and health, as well as the ability to achieve parental independence), since unemployment and temporary employment are among youth is much higher than for the rest of the population.

The results of the project: in the process of reaching the bulletin, 386 online events were held for young people from nine European countries, as well as a different social status. Interviews were conducted with youths from nine selected European countries including Ukraine in order to reach an in-depth understanding of how disadvantaged youths perceive their social situation and try to cope with it in different economic, institutional and cultural environments; quantitative methods were applied using EU-28 and national micro-data in order to identify the causal interrelationships and dynamic processes of youth’s social exclusion in different national contexts. As the results were provided suggestions for reforms and policies that help improving the social situation of young people who face labour market insecurities and also involve youth own voice in this process [18].

2. The project "GRAGE" was performed for the priority area "Advanced science" (the total financing 828 000 euros, coordinated by Italy, from Ukraine as a partner participated Taras Shevchenko National University, the term of the project − 4 years).

The aim of the project is to increase scientific knowledge and research skills of the project participants, as well as staff development and career prospects. The project focuses on addressing the complex socio-economic tasks for creating more harmonious and balanced society based on the trend of aging population, urbanization, environmental degradation and other project participants have accumulated the experience of different countries participating in the project have developed a research program that focused the issues such as: green building, food, urban agriculture, information and speech technologies, and the like. To maintain adequate living standards of older people, improve the environment and solve other important socio-economic needs of the society.

As a result of implementation of the project was created a powerful network of knowledge and practical skills to address issues related to the needs of older persons, prepared and published reports of the project implementation, which were the benefits for authorities and politicians to tackle these issues [19].

3. The project "PROGRESS" was performed for the priority area "Industrial leadership" (total funding 727 402,61 million euros; coordinator – USA, from Ukraine took part the Institute for space research of NAS of Ukraine; term – 3,5 years).

The aim of the project is the forecasting of space weather events that affect the level of geomagnetic activity, in terms of their occurrence and consequences.

In the course of the project developed new models for predicting weather events using a variety of approaches based on neural networks and NARMAX (interactive regression modeling using effective inputs). Also developed set models for the prediction of electron fluxes encountered by the satellites in the geostationary orbit.

The results of the project can be used in both fundamental science and practical activities. Scientists working in the field of space weather and space physics in general, get a new understanding of the physical processes of plasma in the near-earth environment.

The results of the project are useful for energy companies that receive notice of geomagnetic storms that can damage electric grids [20].

**Conclusions.**

1. The participation of Ukraine and the CIS in the EU Framework Programs, which began in 1994 with the Fourth Framework Program, indicates that participants from the CIS countries gain experience with each subsequent EU Framework Program.

2. Ukraine is one of the active participants in the international projects of the "Horizon 2020" program, in which it participates not only as a participant but also as a coordinator.

3. Association in "Horizon 2020", have gained the following benefits to Ukrainian participants: have reached a new level of cooperation with the European Union in the field of science, technology and innovation in joint research projects; apply for scholarships and significantly increase the involvement of Ukrainian scientists, research organizations and institutions, higher education institutions, small and medium-sized enterprises in joint European research, providing more opportunities for reform in the scientific and innovation sphere of Ukraine; established international cooperation between scientists, business and industry from around the world; have access to scientific databases, the world's leading scientific communities, to market their own ideas, know-how and technology; were able to involve high-tech industries of Ukraine in the implementation of projects and receive additional orders for the creation of innovative products.

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# SECURITY BENCHMARKING IN THE FRAMEWORK OF EFFECTIVEMANAGEMENT OF THE ECONOMIC FINANCIAL SECURITY SYSTEM

**Abstract.***The process of managing of the financial security is quite new for domestic enterprises. That is why the question of implementation and improvement of the work of this tool to ensure the profitability of enterprise has not been resolved. In this context, benchmarking is an effective and necessary element in the process of implementing the financial security system in the business entities. In this context, we have analyzed the approaches of scientists according to the essence of this definition and proposed our own definition of this concept. At the same time we have added a safe kind as a specific type of enterprise research to the types of benchmarking and will facilitate faster and more efficient management of the financial security system and its use in the business mechanism of the enterprise. That is why in this article much attention is paid to the features of "secure benchmarking" and to the process of its using. Also, the article deals with the object of secure benchmarking and principles of its implementation.*

## Introduction.

In the context of the volatility of the external environment of the enterprise there is a need to form a comprehensive management approach which will be based on the possibility of rapid adaptation to the requirements and needs of the business, because of its absence it may lose its existing competitive advantages or incur significant financial losses.

In this context, the financial security system is a rational and effective toolkit that fully and thoroughly protects the enterprise from the existing and possible threats with the developed algorithm of actions for their elimination. For this reason its use contributes to the stable and efficient development and functioning of the enterprise at all stages of its life cycle. Unfortunately it is now obvious that the domestic market due to its low efficiency will remain insufficiently prepared for the recession in the global economy and global financial crises.

Also given the systemic and cyclical character of the manifestation, we can say about the approaching of the next financial crisis.

As foreign business experience shows, one of the effective tools to ensure a high level of financial security and the system as a whole is benchmarking, the emergence of which associated with changes in approaches of managing a modern enterprise and

increased attention to the activities of its competitors.

The analysis of the features of using the benchmarking research to build an effective management of the enterprise and use the latest technologies in production, service delivery were reflected in the achievements of many domestic scientists, including Kovalenko O.V, Grossul V.A and others. The issue has also been addressed in the work of foreign scientists such as Rigbi D., Kemp R., Watson G. and others.

Appreciating their contribution to the study of the features of the use of the legal type of competitive intelligence for domestic enterprise of this type of marketing research to ensure their security is quite relevant.

## 1. Benchmarking as an Instrument for Achieving the Stable Functioning of the Enterprise Financial Security System.

The concept of benchmarking (“term benchmark”) appeared in the early 1970s at the first strategic Planning Institute, Cambridge (USA). However, the essence of this concept, without using such a name, was realized in the 1950s in Japan, where the results of intellectual and production activity of enterprises of competitions were actively copied, which is still observed [1,p.140].

So, the scientists distinguish five stages of formation of the process of “benchmarking”.

1) interpretation as a reengineering or retrospective analysis of products;
2) competitiveness benchmarking (late 1970s-mid1980s);
3) linking as much with the comparison of its products with non-competitors as with the study other sectors of the economy(from the second half of the 1980s);
4) the development of strategic benchmarking, evaluating successful enterprise strategies of partners (not necessarily competitions) to develop a company strategy;
5) global benchmarking, which may become the instrument for sharing an international experience in future, taking into account the national culture of company processes.[2, 3]

At present, there is no approach to understand this concept in national literature, which is related to the peculiarities of its interpretation and translation. However, the most commonly used and “classic” is the statement of “benchmarking” proposed by the head of Global Benchmarking Network, Kemp R . The author believes that benchmarking should be understood as “finding the best practices that lead for better performance improvement” [4]

A slightly broader concept has been suggested be the ex-chairman of the American Society of Quality by Watson G., by which benchmarking in the process of systematic and continuous measurement, evaluation of processes of business leaders of their own information is useful for improving.[5]

In general we can say that foreign scientists under the concept of benchmarking understand research of features of enterprise management, that is the industry leader using some effective methods that can be used in the economic mechanism of their own enterprise to obtain growth in its competitive certain achievements of realization of all financial

interests and etc.

In native literature is is possible to find enough statements for the description of this scientific category. Thus, Khristenko O.V. [6, p.154] under benchmarking considers "systematic activity of the enterprise and gain the desired competitive position in the market". Dotsenko I.O. [7] has been proposed in his scientific research to consider benchmarking like the financial security tool based on the systematic, study and adaption of the best methods of enterprise activity, which improves the effectiveness of the activity of the enterprise in the conditions of exposure to internal and external risks.

A new approach to the disclosure of the essence of the concept of "benchmarking" was proposed in the work of V.Negodenka, M.Vargatiuk and M.Scherbata [8, p.210].

The authors propose to shift the focus of the attention of the scientists in the study of this process from an object based approach, which focuses on the mechanism, model system technology, development, etc. and on the statistical and dynamic approaches. So when considering benchmarking by a statistical approach it is worth exploring it as a management method with identifying its advantages, disadvantages or specific features. The dynamic approach will reflect benchmarking from the point of view of a particular process with the isolation of certain processes over a predetermined period of time. Thus, this approach will consider benchmarking as a rather complex system that functions with the acquisition of certain features and functions.

In our opinion, Zelenska A. offers the complete definition of benchmarking, which is used for both competitiveness of the organization as a whole and for certain types of products by studying adapting, synergizing and introducing the best experience of representatives of the competitive and non-competitive environment.

As mentioned in the scientific publication led by Kujenko T.B [9, p.248] benchmarking should be carried out not only at the level of the enterprise, but also at the level of the state. The authors argue that this is the necessary condition for ensuring effective public policy which has a direct impact on the competitiveness of domestic enterprise. From our point of view, the support of the benchmarking process by the state would help to create the conditions for stable and efficient functioning of the enterprise with the development of perfect economic and management mechanisms. This support may be provided through the introduction of certain benefits for the companies using benchmarking tool, such as tax breaks or the financing of programs to assists the business in applying a secure benchmarking in their activities.

So, it can be concluded that scientists determine the strategic importance and necessity of using benchmarking to ensure high-level domestic business and gain additional competitive advantages not only at the micro level but also at the macro level. At the same time, it can be used not only for the analysis at the competitors of the enterprise, but also for the study of the peculiarities of doing business by leaders of other industries and sectors of the economy in order to be able to identify effective methods of managing an economic

agent.

Thus, benchmarking should be understood as the process of finding effective and efficient methods of managing competitors and businesses from related sectors of the economy to form a reference model of management company with the increasing competitive advantages. In the scientific literature there are several types of benchmarking which relates specifically to the financial component of the activities: strategic benchmarking-researching of the successful strategies of the activities of competitors and firms in related fields to create a strategy for work development;

-internal benchmarking is a kind of comparison that is based on a study of changes that have taken place with goods and services that are by the enterprise for a certain produced period of time;

-external benchmarking is identifying effective methods of managing an enterprise outside the company among the most developed and well-known business representatives;

-competitive benchmarking comparing the results of the competitive benchmarking of manufacturing activities with the products of competing firms to identify possible ways of improving them;

-functional benchmarking is the study of functional and the process of features of business leaders from different spheres of economy to improve their own business processes;

-associative benchmarking is an economic associative benchmarking is an economic association of entities within a certain framework operated by businesses of management [7].

In our opinion “security benchmarking “ should be added to the list, with the aim of investigating the peculiarities of providing financial, informative and other types of security at rival businesses to ensure improvement of the implemented financial security system (Figure 1).

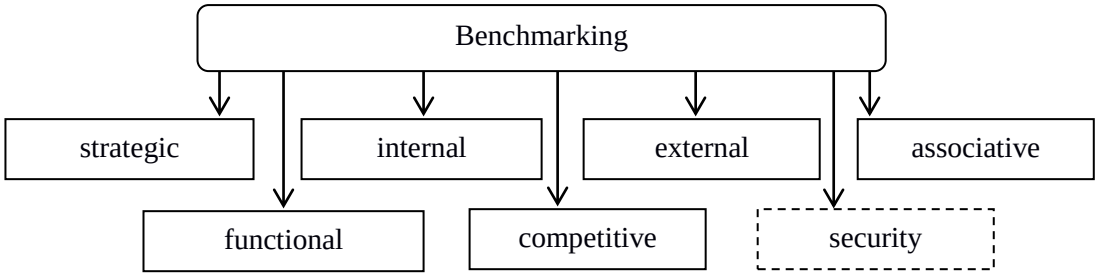



**Fig. 1 Classification of the types of benchmarking in the activity of enterprise**

*Source: generated and supplemented by the author*

The necessity of introduction this type of benchmarking will conditioned by the difference from other types and by some specific characteristics. So, since ensuring a safe state of business activity is possible in many areas, which will be explained by the list of functional components of financial security and , in fact, economic security, it is still necessary to add business security to their list, in the context of ensuring the preservation of the property of the enterprise, the security type of benchmarking is quite deep and necessary

to ensure rapid adjustment of the enterprise is financial security system.

## 2. Features of using secure benchmarking in the process of financial security management.

As a result of understanding the scientific material, we can offer the following statement of "secure benchmarking"- a process of finding and identifying effective methods and tools used by competitors or businesses from related industries in the field of safety and its effective functioning for obtaining the best experience in building the security system of enterprise, including its financial component. Given the fact that this type of benchmarking will be based on an assessment of the security potential of the enterprise, the necessary is to identify the object of the future research process and the results of its analysis. Our set of objects and research results are presented in Figure 2.

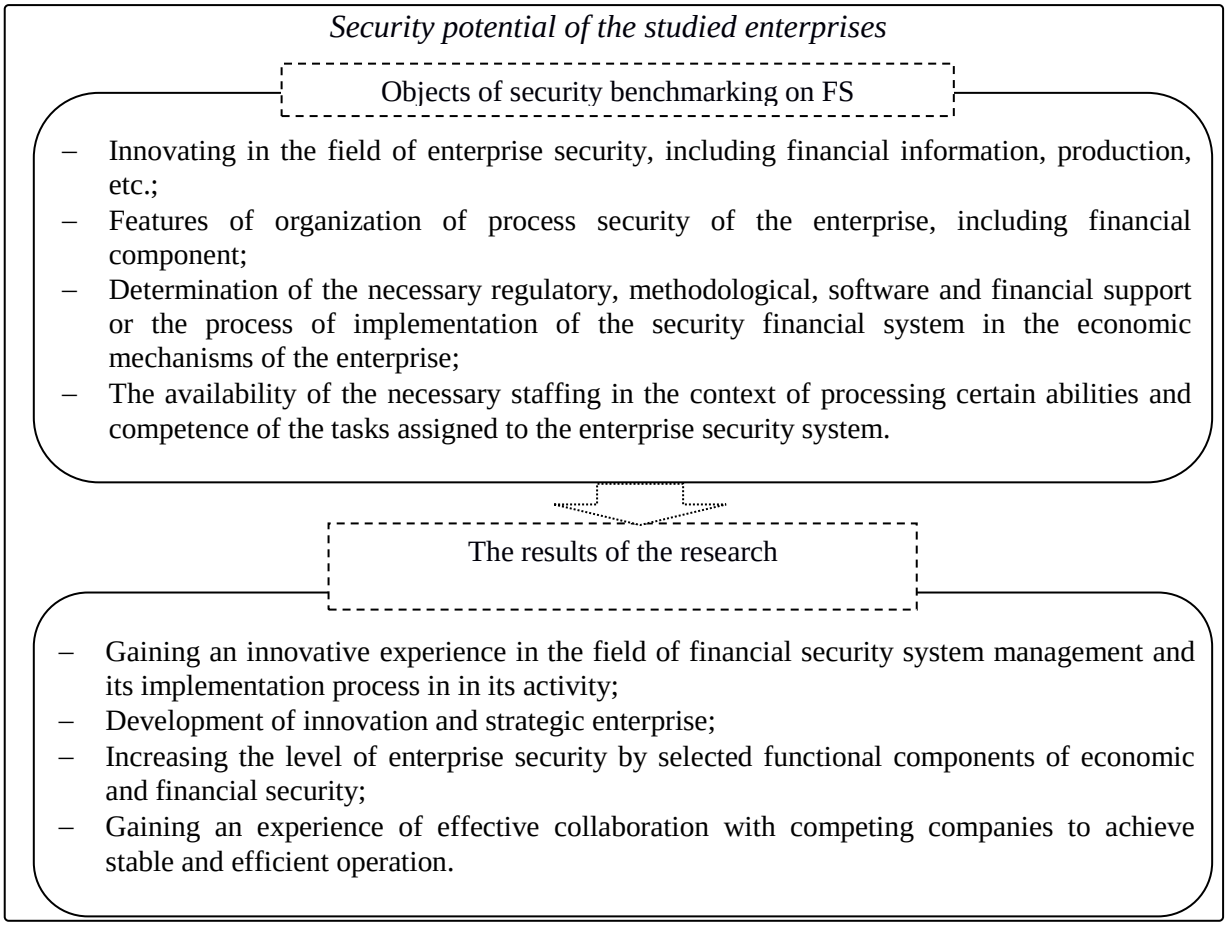



**Fig. 2. A set of benchmarking objects and its security results.**

It should be mentioned about the specificity of secure benchmarking, which will be explained by the complexity of the study and comparison of this process, because the introduction of financial security system is an enterprise mechanism with a certain kind of competitive advantages and therefore requires the protection of information according its using from competitors, which will be in the management implementation in the used system of the enterprise, because at the moment the cooperation of competitions or even enterprises from different spheres in order to exchange their own improvements of economic activity, production of products, stabilization of favorable team climate is quite

controversial and rarely used on domestic companies .

On the whole, we can say that benchmarking is one of the type of legal competitive intelligence, it must be based on certain principles, the use of which is the necessary condition to ensure the legal nature of this instrument [5; 10; 11;12]:

1. The principle of reciprocity: as benchmarking is an activity based on the exchange of information between participants in the process, there should be boundaries for the exchange of information, the procedure for sharing is well-coordinated and discussed to ensure the partners confidence and effectiveness of this research.

2. The principle of analogy the enterprise that will be selected for partnership in this process, carry out similar operating processes, but not necessarily it can be a competitor. This will be done for the industry to maximize the impact of the benchmarking process;

3. Measurement principle: the selected processes at the research enterprises should be compared and compared, and it is necessary the definition of main peculiarities in some processes and the possibility of analyzing them for further using in their own activity;

4. The principle of reliability: the information that is provided to the enterprise by the participants in the benchmarking process to be truthful, reliable and complete in order to provide an extended analysis and deeper study of the chosen processes.

The use of benchmarking of these principles will contribute to the safety and efficiency of the management of certain enterprise assets to identify key features of a stable enterprise of the financial security system. As we noticed earlier, security benchmarking is an essential element in reducing costs and reducing the financial support. Its purpose is to ensure the fruitful cooperation of two or more enterprises (in the form of benchmarking alliance) to create an effective set of fundamental elements of the financial security system for using them in their future enterprise.

**3. The process of applying the security benchmarking in enterprises.**

Considering the fact that security benchmarking is rather complicated, it should be carried out according to a predefined algorithm of action so the process of this research must go several steps to obtain an effective result (Fig. 3).

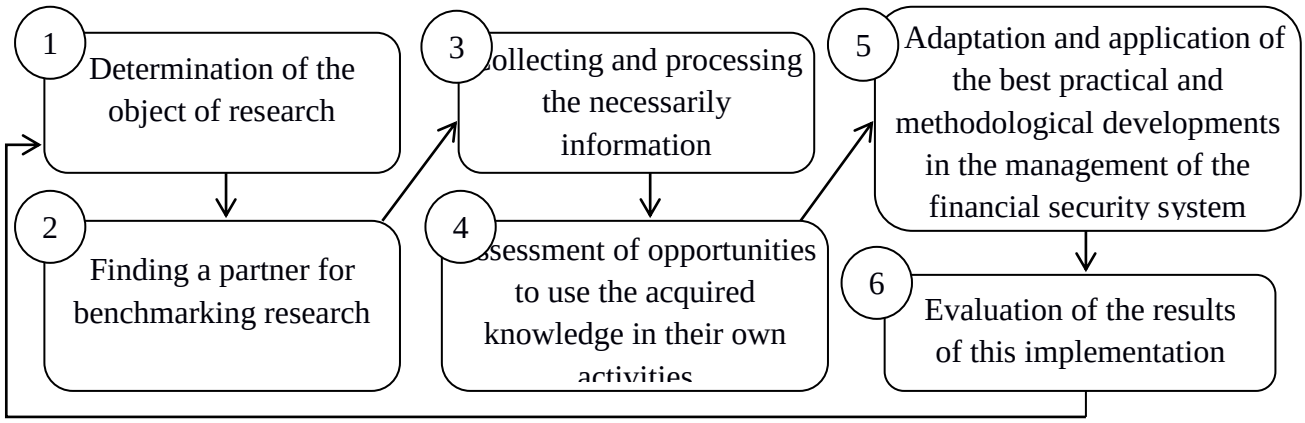



**Fig. 3. Algorithm of the process of applying secure benchmarking in the financial security management**

*Source: developed by the author on the basis of [6; 10; 12; 14]*

Let's consider more detail each of the steps we define. The first step is to determine the object of the research. That is in the course of its activity certain limitation hare identified in the system by enterprise; it is used or found that the goal and tasks that they set for the system are not achieved. As this affects directly to the security of the enterprise, the company may decide to use a benchmarking research to evaluate the peculiarities of building a financial security system at other enterprises of the object of interest to the company.

The next stage of benchmarking is the search a partner for security benchmarking it is a difficult and painstaking process, as among the Ukrainian businesses are quite difficult to find companies applying the financial security system in its economic mechanism. After identifying such business representatives, we should agree on the features of the benchmarking survey, outlining the boundaries of information that will be need and the goals that are set before this analysis.

In the third stage information will be collected and processed. Each part is provided pre-agreed amount of information according the chosen object of research to identify certain advantages of the approach used in a competitive enterprise. This will give the opportunity to gain an innovative experience of their own and related industries, as well as facilitate the establishment of links between them.

The fourth stage is characterized by an assessment of the possibilities of using the acquired knowledge to develop for its own activities, as secure benchmarking is chosen with similar with the operational processes the effectiveness. Those methods that have been distinguished and implemented with its own results.

The fifth stage will be the adaptation and application of the best practical and methodological developments in the activities of the company according to the financial system. This stage is very important and very necessary as the process of introducing information all the employees of a company or a certain unit which is connected to this process, about the results of secure benchmarking, a team will be formed to be involved in implementing identified improvement methods or tools chosen by the implementation of the financial security management system should be in accordance with the developed plan.

The last, the sixth stage, is evaluation of the results of its implementation. At this stage the analysis of the result will be carried out its comparison with the desired effect from the implementation of selected developments in its own activity. The economic purpose of the implementation effect will also be determined. If the enterprise has achieved the research, it considered to be completed and appropriate. The company can start a new benchmarking research, which will explain other issues and some problem moments of its activity in the field of financial security management. Otherwise, the company may apply to another enterprise to offer a secure benchmarking of the some research object.

Given the peculiarities of using benchmarking in domestic enterprises we can

distinguish the following obstacles to the use of this research:

– the shortage qualified resources and qualified personnel for doing benchmarking research;

– the inaccessibility of the necessary information and difficulties in finding partners for secure benchmarking;

– possible changes on the part of employees and management of the entity.

It should also be noted the list of rules which are the domestic scientists propose to observe [6, p.156] when applying benchmarking in the economic mechanism of a company;

First, the essence of benchmarking is not in the “inspection check’’ of the functioning of a company but in identifying the basic differences of the research.

Secondly, the use of methodological developments that are presented in benchmarking should be implemented after their adaptation to the needs and specific feature of the company.

Third, it is necessary to use balanced scorecard of business, which will help to reduce the consumer value of the company products.

Fourth, the process of using benchmarking should regularly obtain at the enterprise.

Fifth, benchmarking goals must be consistent with the tasks and objectives in order to maximize the impact of legal competitive intelligence tool.

On this basis, we considered that it is necessary to delineate the field of tasks that are put before secure benchmarking. It is important to remember that the research effect exceeds the amount of effort. This will be explained by a number of factors:

– cost minimization;

– increase of competitive positions of enterprise;

– the opportunity of identification of the weakness of the secure financial system;

– to develop and use new ideas and low cost development;

– promotes the implementation of the best world practices;

– recommends using only those methods that have already a positive effect;

– contributes to a faster and less risky process of making significant improvements to the financial security system;

– allows to create the process of improvement and making positive changes.

**Conclusions.**

Thus, as a result of our research, we can conclude that benchmarking is an effective marketing research identifying innovative experience on the partner enterprises to adapt them to their own activity to ensure financial growth. The use of this type of legal competitive on domestic companies will create additional competitive advantages, and the use of world experience to solve certain problems will help to enter the enterprise into a new international sales market and sales of own products. Security benchmarking is based on the study of peculiarities of conducting the processes to ensure the safe activity of the company in various functional and financial components. The organization of the process of management and implementation of the financial security system will reduce the costs of implementation and

help to identify certain shortcomings in the systems that business entities are used.

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# THE BOOK TRADE AS A SUBCATEGORY OF THE INTERNATIONAL TRADE IN CULTURAL GOODS OF THE EUROPEAN UNION IN THE CREATIVE ECONOMY SECTOR: A STATISTICAL ANALYSIS

**Abstract.***The article reveals the role and importance of culture in modern society. Topical issues of trade in cultural goods and book trade are investigated. The scopes and significance of the international trade in cultural goods for the creative economy is investigated by case of the European Union. A definition of the notion "statistics of culture" is formulated. A statistical analysis of international trade in cultural goods in EU Member States is performed. The dynamics of book trade in EU is analyzed. It is stated that this article is the basis for further interdisciplinary research in order to fully cover the issues of cultural economy and cultural statistics.*

## Introduction.

Although the culture is an integral component forming the unique characteristics of a nation, a kind of its identification code distinguishing a given country from the other ones, its statistical coverage still remains to be the narrowest of all. As a consequence, the activities associated with the culture have been often overlooked by public administrations whose attention used to be confined to short-term development programs (strategies) pertaining to selected types of cultural activities, based, for the most part, on outdated regulatory acts. The openness and comprehensiveness of the culture-specific data is critical for organization of research. The very fact of its incoherence between EU Member States is another evidence of this. Culture is not the outcome of one economic sector which gathers goods or services, either in terms of production or dissemination. Cultural activities often cross several economic sectors (e. g. industry, services, communications and trade sectors, etc). Culture encompasses various social practices currently recognized as cultural within a specific group and even these social conventions are evolving ones. Being aware of the importance of the culture in the continuing process of the social development, in 1995 EU Council of Culture Ministers adopted the first resolution on the promotion of statistics concerning culture and economic growth. This resolution invites the European Commission 'to ensure that better use is made of existing statistical resources and that work on compiling comparable cultural statistics within the European Union proceeds smoothly'. In response to this request, the European commission has encouraged the creation of the first European working group on cultural statistics via the European pilot group on cultural statistics, known under the acronym 'LEG-Culture' (Leadership Group Culture). The international dimension of the development of cultural statistics has become far more pronounced over the course of the last decade.

Given that the development of cultural statistical data has been a major concern of several international authorities (Council of Europe, UNESCO, UNCTAD, OECD, WIPO), several EU member countries have thus demonstrated their interest in resuming work in developing cultural statistics at the European level. It is worth to be noted that the commonly accepted definition of the cultural activities are adopted by ESSnet-Culture: "Cultural activities are understood as any activity based on cultural values and/or artistic expressions. Cultural activities include market or non-market oriented activities, with or without a commercial meaning and carried out by any kind of organisation (individuals, businesses, groups, institutions, amateurs or professionals)" [1].

One of the culture sectors is book publishing. The book has always been a means for building public awareness, a firm background of intellectual capacities and ideology, and, above all, an indispensable tool of free-time activities for adults and children. But book publishing as a whole and book trade in particular tend to be ignored in the economic context either as a cultural activity or a subcategory of economic activity, which results in a "one-sided", mostly socio-humanitarian, approach to investigating this problem. But the topic relating to the book as an integral part of the creative economy in general and the culture statistics in particular is very exciting problem for scientific research; it has a great variety of issues requiring analysis and assessment for formulating future strategies for book publishing development, which has incited the author to write this work.

## 1. The overall characteristics of the creative economy.

It was in 2001 when J. Howkins named creative types of activities as cultural industries or the creative economy [2] on the basis of a study giving evidence that human creativity has become a considerable part of economic resources [3]. The Department for Digital, Culture, Media & Sport (United Kingdom) defines the creative economy as one that "includes the contribution of those who are in Creative Occupations outside the Creative Industries as well as all those employed in the Creative Industries", emphasizing that creative industries is "a subset of the Creative Economy which includes just those working in the Creative Industries irrespective of their occupation (they may either be in creative occupations or in other roles e. g. finance)" [4].It follows that in a broader sense the creative economy refers to economic relations that occur in business entities' interactions aiming at exchange and consumption of intellectual activity products and based on the intellectual property [5].

According to"Creative Economy Report 2013 Special Edition: Widening Local Development Pathways",great many models of industry groupings and classifications exist, dividing them into purely creative industries and purely cultural ones [6]. It should be noted, however, that the largest share of creative industries belongs to the culture. When this problem is considered through the prism of statistics, it is worth to be remembered that UNESCO Framework for Cultural Statistics was developedin 2009 (see Fig. 1).

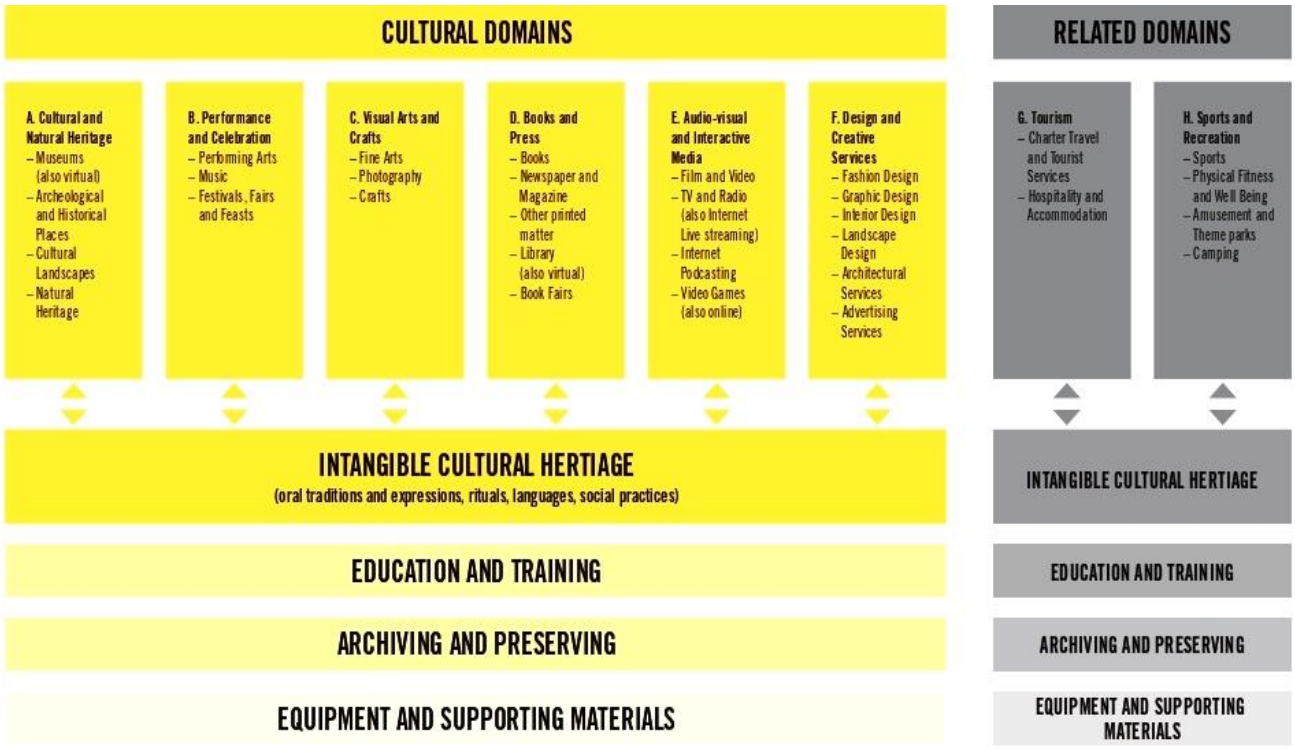



**Figure 1. UNESCOFrameworkforCulturalStatisticsDomains**

*Source: [7]*

In view of the abovementioned definition of the term “cultural activities” and the well-known term “statistics”, the definition of the notion “statistics of culture” can be given: statistics of culture is a subsection of the social statistics, which covers collection, processing, analysis of statistical data and publishing of statistical information about phenomena and processes reflecting the cultural development and based on cultural values or artistic expressions. Statistics on international trade in cultural goods measure the value of cultural goods traded between EU Member States (intra-EU trade) and between Member States and non-EU countries (extra-EU trade). Such statistics provide a picture of the contribution of culture related products to the international trade and give some idea of the impact of the culture on the economy [8].

When discussing processes of trade in cultural goods from the creative economy perspective, it should be emphasized that foreign trade per se is considered as an indicator of the effective operation of the cultural sector and as an economic dimension of culture, being thereby a measure of the culture’s contribution in the economic sector. Cultural goods in international trade are goods identified according to the CN that involve ‘creation’ or ‘artistic expression’ in the production process and the purpose of which is to transmit aesthetic, symbolic or artistic values. CN eight-digit level goods meeting those criteria were identified in seven of the 10 cultural domains (in particular, heritage, books and press, visual arts, art craft, performing arts, audio-visual and multimedia and architecture) and aggregated into 12 meaningful cultural groups. Trade in goods is not relevant for the archives, libraries and advertising), which rather involve trade in services [9].

Therefore, to reflect the significance of contribution of cultural goods in economic processes, the data were selected for statistical analysis, which characterize the indicators of international trade in cultural goods in the EU Member States, namely, between Member States and other countries of the world (Tables 1-6). As "goods" refer to movables, or the goods with physical dimensions, foreign trade in licenses and copyrights is not included.

**Table 1.Dynamics ofExtra-EU28 Trade in Cultural Goods by Product (Total Imports), 2013–2017**

| Year | Extra-EU28.Total Imports (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain $\Delta_\delta = \gamma_i - \gamma_{i-1}$ | benchmark $\Delta_\delta = \gamma_t - \gamma_0$ | chain $T_л = \frac{\gamma_i}{\gamma_{i-1}} 100$ | benchmark $T_\delta = \frac{\gamma_i}{\gamma_0}$ | chain [3] | benchmark [4] | $A\% = \frac{\gamma_{t-1}}{100}$ |
| **2013** | 14817403 | | | | | | | |
| **2014** | 16586953 | 1769550 | 1769550 | 1,1194238 | 1,119424 | 11,94237614 | 11,94238 | 148174,03 |
| **2015** | 19000336 | 2413383 | 4182933 | 1,1454989 | 1,282299 | 14,54988749 | 28,22987 | 165869,53 |
| **2016** | 18175204 | -825132 | 3357801 | 0,9565728 | 1,226612 | -4,342723202 | 22,6612 | 190003,36 |
| **2017** | 19500970 | 1325766 | 4683567 | 1,0729437 | 1,316086 | 7,294366545 | 31,60856 | 181752,04 |

Source: constructed by the author by[8; 10].

Data fromTable 1show that Extra-EU28 TradeinCulturalGoodsbyProduct (TotalImports)was gradually increasing in 2013–2017, except for 2016.The growth is also confirmed by the computations showing that ImportsExtraEU-28 Totalwas gradually up, with the annual growth of 1170891,75thousand euro, or7.1 %.

**Table 2. Dynamics of Intra-EU28 Trade in Cultural Goods by Product(Total Imports), 2013–2017**

| Year | Intra-EU28. TotalImports (Thousandeuro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 20209145 | | | | | | | |
| **2014** | 21287759 | 1078614 | 1078614 | 1,0533726 | 1,053373 | 5,33725697 | 5,337257 | 202091,45 |
| **2015** | 23258660 | 1970901 | 3049515 | 1,0925838 | 1,150898 | 9,25837708 | 15,08978 | 212877,59 |
| **2016** | 23994707 | 736047 | 3785562 | 1,0316461 | 1,187319 | 3,164614814 | 18,73193 | 232586,6 |
| **2017** | 26078524 | 2083817 | 5869379 | 1,0868449 | 1,290432 | 8,684486124 | 29,04318 | 239947,07 |

*Source: constructed by the author by[8].*

FromTable 2 is can be concluded that Intra-EU28 TradeinCulturalGoodsbyProduct (Total Imports) was also growing in the analyzed period. The computations show that its average annual growth made 1467344,75 thousand euro, i. e. 6.5%.

[3]The rate of increase can be derived by deducting 100 from the rate of growth (chain growth in this case).
[4] The rate of increase can be derived by deducting 100 from the rate of growth (benchmark growth in this case).

**Table 3. Dynamics ofExtra-EU28 Trade in Cultural Goods by Product (Total Exports), 2013–2017**

| Year | Extra- EU28 Total Exports (Thousandeuro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 22463585 | | | | | | | |
| **2014** | 23804008 | 1340423 | 1340423 | 1,0596709 | 1,059671 | 5,967092964 | 5,967093 | 224635,85 |
| **2015** | 27645669 | 3841661 | 5182084 | 1,1613871 | 1,230688 | 16,13871496 | 23,06882 | 238040,08 |
| **2016** | 26810231 | -835438 | 4346646 | 0,9697805 | 1,193497 | -3,021948935 | 19,34974 | 276456,69 |
| **2017** | 28075565 | 1265334 | 5611980 | 1,0471959 | 1,249826 | 4,7195938 | 24,98257 | 268102,31 |

*Source: constructed by the author by[8].*

As can be seen from Table 3, Extra-EU28 TradeinCulturalGoodsbyProduct (Total Exports)also decreased in 2016, just likeImportsExtra-EU28 Totalin the same period. But its annual growth was 1402995 thousand euro,or 5.7 %.

**Table 4.Dynamics ofIntra-EU28 Trade in Cultural Goods by Product (Total Exports), 2013–2017**

| Year | Intra-EU28 Total Exports (Thousandeuro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 21689623 | | | | | | | |
| **2014** | 22830176 | 1140553 | 1140553 | 1,0525852 | 1,052585 | 5,258519247 | 5,258519 | 216896,23 |
| **2015** | 25622071 | 2791895 | 3932448 | 1,1222897 | 1,181306 | 12,22896836 | 18,13055 | 228301,76 |
| **2016** | 26100455 | 478384 | 4410832 | 1,0186708 | 1,203361 | 1,867077802 | 20,33614 | 256220,71 |
| **2017** | 28076854 | 1976399 | 6387231 | 1,0757228 | 1,294483 | 7,572277955 | 29,44833 | 261004,55 |

*Source: constructed by the author by[8].*

FromTable4 it can be concluded that in the period in question the annual growth in Intra-EU28 TradeinCulturalGoodsbyProduct (Total Exports)made 1596807,75 thousand euro,or 6.6 %.It can be seen fromTable 5 that GlobalTrade in Cultural Goods by Product (Total Imports), fluctuating in 2015–2016, rapidly grew in 2017.

**Table 5.Dynamics of GlobalTrade in Cultural Goods by Product (Total Imports), 2013–2017**

| Year | GlobalTotal Imports (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 35617280 | | | | | | | |
| **2014** | 38459798 | 2842518 | 2842518 | 1,0798073 | 1,079807 | 7,980727332 | 7,980727 | 356172,8 |
| **2015** | 42709402 | 4249604 | 7092122 | 1,1104947 | 1,19912 | 11,04947041 | 19,91203 | 384597,98 |
| **2016** | 42622096 | -87306 | 7004816 | 0,9979558 | 1,196669 | -0,20441869 | 19,6669 | 427094,02 |
| **2017** | 46049413 | 3427317 | 10432133 | 1,0804117 | 1,292895 | 8,04117423 | 29,28953 | 426220,96 |

*Source: constructed by the author by[8].*

The computations show that its annual growth made 2608033,25 thousand euro,or 6.7 %.

**Table 6.Dynamics ofGlobalTrade in Cultural Goods by Product (Total Exports), 2013–2017**

| Year | GlobalTotal Exports (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 46683560 | | | | | | | |
| **2014** | 49861651 | 3178091 | 3178091 | 1,068077306 | 1,068077306 | 6,807731 | 6,807730602 | 466835,6 |
| **2015** | 56580579 | 6718928 | 9897019 | 1,134751414 | 1,212002234 | 13,47514 | 21,20022338 | 498616,5 |
| **2016** | 56147469 | -433110 | 9463909 | 0,992345253 | 1,202724664 | -0,76547 | 20,27246637 | 565805,8 |
| **2017** | 58623546 | 2476077 | 11939986 | 1,04409953 | 1,255764256 | 4,409953 | 25,57642562 | 561474,7 |

*Source: constructed by the author by[8].*

FromTable 6 it can be concluded thatGlobal Trade in Cultural Goods by Product (Total Exports) was permanently growing compared with Global Trade in Cultural Goods by Product (Total Imports). Data of Table 6 give evidence that the total exports of the global trade in cultural goods by product is higher than the total imports of the global trade in cultural goods by product. It follows from the computations that the annual growth in the total exports of the global trade in cultural goods by productmade 2984997 thousand euro,or 5.8 %.

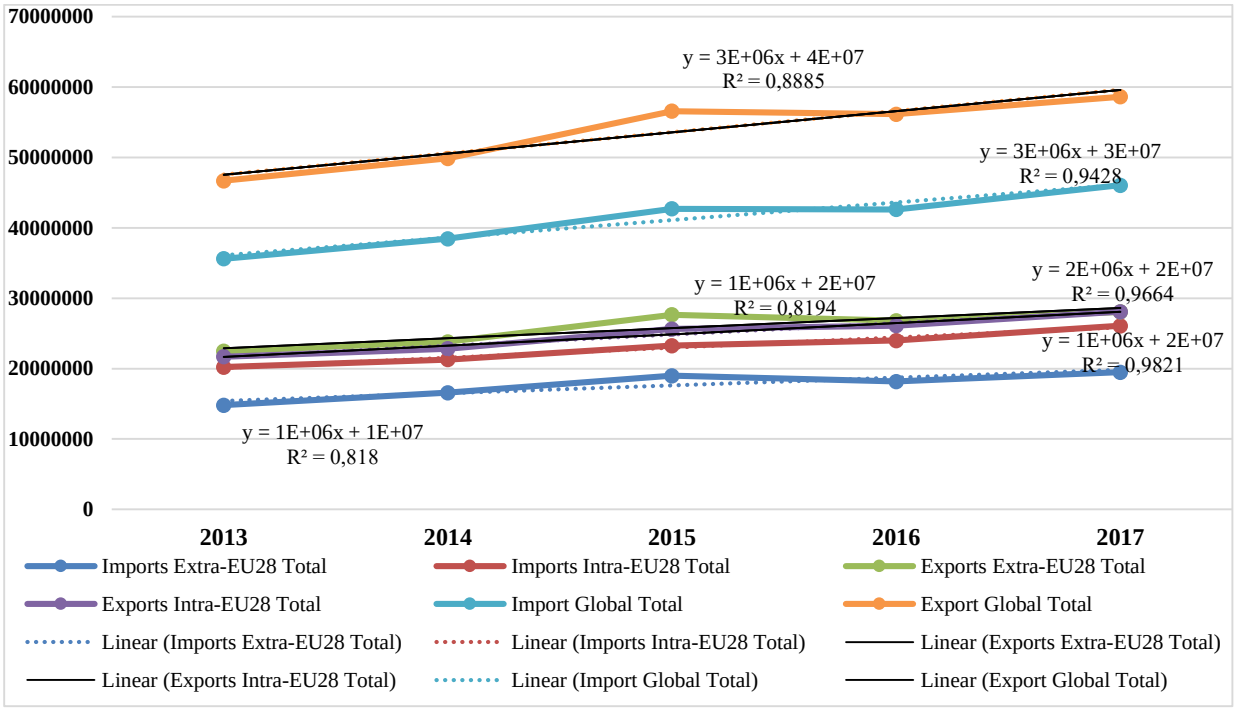



**Figure 2. Trade in cultural goods outside and inside EU, 2013–2017**

*Source: computed by the author in Microsoft Excel software by [8].*

As can be seen from the above given data and the author's computations, the indicators' growth in 2013–2017 was even and sustainable, without random fluctuations. This allows for taking the linear trend equation for indicators of foreign trade in cultural goods for analytical alignment of time series and the best possible depiction of the main development trend (Fig. 2):

$$Y_t = a + bt, \quad (1)$$

where*a*refers to theinitial level of trend in the moment or in the period assumed as the beginning of time t; *b*refers tothe average absolute rate of change in the aligned levels of the time series.

The coefficient of determination ($R^2$) is maximally approximated to 1, i. e. lies in the range of 0.7–0.9 and 0.9–0.99, corresponding to significant and very significant by the Haddock rating scale of correlation intensity [10].

**2. A statistical analysis of book trade in the EU Member States.**

Publishing of books, newspapers, magazines and electronic information is one of the biggest employers among the creative industries. Wide use of English at global scales means that that book publishing is a globally related industry [11]. Thus, book publishing integrates statistics of services and statistics of goods, with copyright being a service and book being a good, thus demonstrating that this activity is quite specific one. Thesetwoareashavebeentraditionallyregardedaseachother'santithesis. However, the economic aspects of culture have increasingly become a matter of everyday reality for persons working in the cultural field [12]. Going back to Fig. 1, it should be emphasized that books and press are located in a separate module D that constitutes a part of the core CulturalDomains and includes books, newspapersandmagazines, otherprintedmatter, library (also virtual), booksfairs. However, the core CulturalDomainsneeds some clarifications, because, books and magazines like libraries, are divided into traditional and electronic (i. e.e-books, e-magazines). Using the data for 2011-2012, the DepartmentforCulture, Media&Sportconstructed a Table of creative intensity showing that the largest share of creative content was expectedly found inartistic creation (91.5 %), translation and interpretation activities (82.2 %), Performing arts (78.8 %); however, the creative content in book publishing is 49.9 %, which is more than in publishing of newspapers (48.8 %), publishing of computer games (43.1 %), other software publishing (40.8 %).

Considering that the books make a part of the core CulturalDomains in the creative economy, the analysis should continue by bookselling in EU, with selecting the indicators measuring the bookselling between EU Member States and between EU and other countries (see Tables 7-12). The methodology remains analogous to the one in the previous section.

**Table 7.Dynamics of Intra-EU28Book Trade (Imports), 2013–2017**

| Year | Intra-EU28 Book Trade (Imports) (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 3923322 | | | | | | | |
| **2014** | 4187484 | 264162 | 264162 | 1,067331 | 1,067331 | 6,733121 | 6,733121 | 39233,22 |
| **2015** | 4530542 | 343058 | 607220 | 1,081925 | 1,154772 | 8,192461 | 15,47719 | 41874,84 |
| **2016** | 4818241 | 287699 | 894919 | 1,063502 | 1,228102 | 6,350212 | 22,81024 | 45305,42 |
| **2017** | 5002805 | 184564 | 1079483 | 1,038305 | 1,275145 | 3,830527 | 27,51451 | 48182,41 |

*Source: constructed by the author by[8].*

The computations allow us to say that Intra-EU28 Book Trade (Imports) was gradually increasing in 2013–2017 by 269870,8 thousand euro, or 6.26%.

**Table 8.Dynamics of Extra-EU28Book Trade(Imports), 2013–2017**

| Year | Extra-EU28 Book Trade (Imports) (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 1824839 | | | | | | | |
| **2014** | 1759317 | -65522 | -65522 | 0,964094 | 0,964094 | -3,59056 | -3,59056 | 18248,39 |
| **2015** | 1941303 | 181986 | 116464 | 1,103441 | 1,063822 | 10,34413 | 6,382152 | 17593,17 |
| **2016** | 1769788 | -171515 | -55051 | 0,91165 | 0,969832 | -8,83505 | -3,01676 | 19413,03 |
| **2017** | 1708124 | -61664 | -116715 | 0,965157 | 0,936041 | -3,48426 | -6,39591 | 17697,88 |

*Source: constructed by the author by[8].*

Table 8 shows a reduction in Extra-EU28 Book Trade (Imports),followed by the rapid growth in2015, and the subsequent fall. The computations revealed that its absolute increase and the rate of increase (%) were mostly negative, and its annual growth was 1.6%.

**Table 9.Dynamics of Intra-EU28Book Trade(Exports), 2013–2017**

| Year | Intra-EU28 Book Trade (Exports) (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 4104108 | | | | | | | |
| **2014** | 4273897 | 169789 | 169789 | 1,04137 | 1,04137 | 4,13705 | 4,13705 | 41041,08 |
| **2015** | 4819807 | 545910 | 715699 | 1,127731 | 1,174386 | 12,77312 | 17,4386 | 42738,97 |
| **2016** | 5150512 | 330705 | 1046404 | 1,068614 | 1,254965 | 6,861374 | 25,4965 | 48198,07 |
| **2017** | 5271516 | 121004 | 1167408 | 1,023494 | 1,284449 | 2,349359 | 28,44487 | 51505,12 |

*Source: constructed by the author by[8].*

The computations shown in Table 9 allow for the conclusion that the dynamics of Intra-EU28 Book Trade (Exports)was positive throughout the period in question. Its annual rate of growth made291852 thousand euro,or 6.4%.

**Table 10.Dynamics ofExtra-EU28 Book Trade(Exports), 2013–2017**

| Year | Extra-EU28 Book Trade (Exports) Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 2592946 | | | | | | | |
| **2014** | 2607394 | 14448 | 14448 | 1,005572 | 1,005572 | 0,557204 | 0,557204 | 25929,46 |
| **2015** | 2782304 | 174910 | 189358 | 1,067082 | 1,073028 | 6,708231 | 7,302813 | 26073,94 |
| **2016** | 2608546 | -173758 | 15600 | 0,937549 | 1,006016 | -6,24511 | 0,601632 | 27823,04 |
| **2017** | 2722800 | 114254 | 129854 | 1,0438 | 1,05008 | 4,379988 | 5,007972 | 26085,46 |

*Source: constructed by the author by[8].*

The computations shown in Table 10 give evidence of the stable positive upward dynamics in Extra-EU28 Book Trade (Exports), with the annual growth of 32463,5 thousand euro,or 1,22%.

**Table 11.Dynamics of the Global Total Books Trade (Imports), 2013–2017**

| Year | Global Total Book Trade (Imports) (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 5811292 | | | | | | | |
| **2014** | 6009226 | 197934 | 197934 | 1,03406 | 1,03406 | 3,406024 | 3,406024 | 58112,92 |
| **2015** | 6552492 | 543266 | 741200 | 1,090405 | 1,127545 | 9,040532 | 12,75448 | 60092,26 |
| **2016** | 6649056 | 96564 | 837764 | 1,014737 | 1,144161 | 1,473699 | 14,41614 | 65524,92 |
| **2017** | 6778401 | 129345 | 967109 | 1,019453 | 1,166419 | 1,945314 | 16,64189 | 66490,56 |

*Source: constructed by the author by[8].*

The dynamics of the Global Total Book Trade (Imports)had the positive tendency, with the average annual growth of241777,3 thousand euro,or 3.93%.

**Table 12.Dynamics of the Global Total Book Trade(Exports), 2013–2017**

| Year | Global Total Book Trade (Exports) (Thousand euro) | Absolute increase | | Rate of growth | | Rate of increase, % | | Absolute value of 1 % increase |
|---|---|---|---|---|---|---|---|---|
| | | chain | benchmark | chain | benchmark | chain | benchmark | |
| **2013** | 6739405 | | | | | | | |
| **2014** | 6937447 | 198042 | 198042 | 1,029386 | 1,029386 | 2,938568 | 2,938568 | 67394,05 |
| **2015** | 7650414 | 712967 | 911009 | 1,102771 | 1,135176 | 10,27708 | 13,51765 | 69374,47 |
| **2016** | 7803907 | 153493 | 1064502 | 1,020063 | 1,157952 | 2,006336 | 15,79519 | 76504,14 |
| **2017** | 8048217 | 244310 | 1308812 | 1,031306 | 1,194203 | 3,130611 | 19,42029 | 78039,07 |

*Source: constructed by the author by[8].*

The annual dynamics of the Global Total Book Trade (Exports)was positive in2013–2017. According to the computations, its annual growth made 327203 thousand euro,or 4.53%.

The above given statistical analysis allows us to conclude that all the book trade indicators in EU had upward tendency in 2013–2017, except for Extra-EU28 Book Trade. The polynomial mathematical function of the fourth order was selected for analysis of the simulated dynamics of the indicators of Extra-EU28 Book Trade (Imports) and Extra-EU28 Book Trade (Exports) (see Fig. 3) [10]:

$$Y_x = a + b_2x + b_2x^2 + b_3x^3 + b_4x^4. \quad (2)$$

The coefficient of determination ($R^2$) equals 1, which is characterized as very significant.

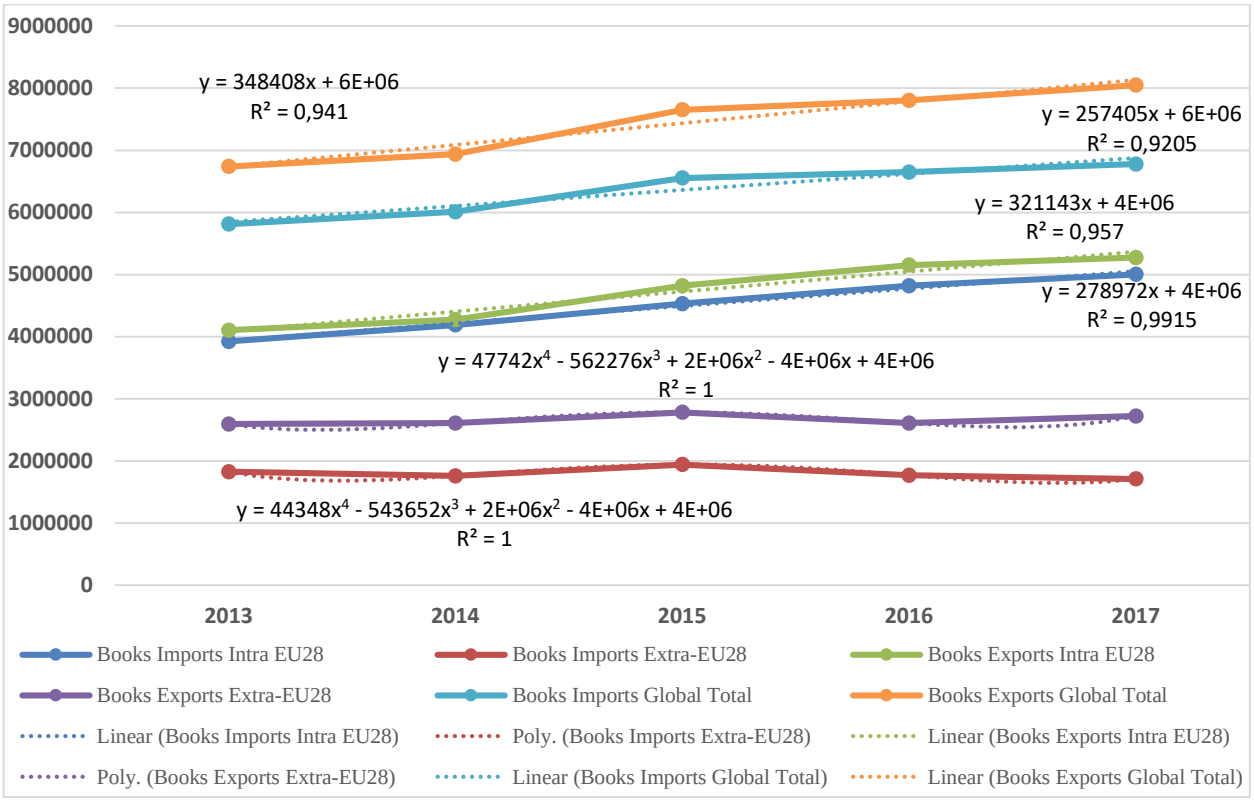



**Figure3. Trade in books inside and outside EU, 2013–2017**

*Source: computed by the author in Microsoft Excel software by[8].*

The linear mathematical function was selected for the indicators of Intra-EU28 Book Trade (Imports), Intra-EU28 Book Trade (Exports), Global Total Book Trade (Imports),Global Total Book Trade(Exports):

$$Y_t = a + bt.$$

According to the Haddock rating scale of correlation intensity, the coefficients of determinations ($R^2$) are characterized as significant and very significant, ranging from 0.92 to 0.99 (Fig. 3).

**Conclusions.**

The research gives ground for the conclusion about the continuing growth in the creative economy industries, which is confirmed by the indicators of international trade in cultural goods. The analysis of the dynamics of international trade in cultural goods of EU in 2012–2017 shows that its indicators featured the average annual growth by 6%. When analyzing the dynamics of book trade as a specific economic activity, it should be emphasized that its indicators featured instable but positive dynamics.

In spite of the continuing advance of innovative technologies and rapid expansion of Internet, the research results give evidence that international trade in cultural goods on the whole and books in particular has not stalled, but intensified, which is an indication of public interest in these goods. However, any present-day research of economic processes

cannot ignore a comprehensive interdisciplinary approach to investigating the role of states and governments in these processes.

This research can lay the grounds for further scientific analyses.

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# ADULT EDUCATION REFORMS IN UKRAINE: PROBLEMS AND PROSPECTS

**Abstract.***The article is devoted to assessment of legal support and searching the ways to solve the problem of adult education in Ukraine. The main aim of the research is to substantiate scientific recommendations for adult education improvement. On the basis of this goal, a critical assessment of forms of adult education and its differences were made: self-esteem, experience, readiness for learning, problem-oriented learning, motivation. The lack of complex regulation of adult education is revealed, which is balanced by regulation of its different elements at the level of regulatory acts. The alternatives how to solve the problem of adult education have been researched: an adult education support campaign, an "extended voucher", changes to the policy of adult education and training. To analyze the state of adult education, a mechanism of interaction between customers and consumers of adult education services has been developed. The tasks are defined to develop a national adult education strategy, based on the basic integration strategy: vertical and horizontal; the institutional instruments for implementation of chosen strategy are substantiated.*

## Introduction.

The education system is a powerful catalyst for the country's economic development. In today's context of rethinking the content of education, the value of researches is growing, which are able to provide, firstly, the link between producers and consumers of educational services; secondly, reliable diagnostics of ongoing processes (e.g. change in real demand for educational services, situations in the education system, problems in specialists' training, dependence of professional careers on education, future-oriented forms of education and qualification upgrade). In addition, scientific researches allow to identify the categories of population that are able to consume the offered educational services in different regions, to determine the real cost of services, to control the process of entry of educational institutions into the labor market. It is possible to increase the impact of education on economic development of the state by enhancing professional competencies through the system of adult education of economically active population. The welfare of the country is increasing along with educational level of population, which is an important indicator of life quality. In Hamburg (1997) and Incheon (2015) UNESCO Declarations, adult education was called the key to the 21st century.

Adult education has become the subject of research in several sciences: sociology of management (S. Klimov, L. Lesokhina, V. Onushkin), psychology (N. Ivanova, G. Gorskaya, V. Gurin, Y. Kulutkin, A. Rean, D. Reter, etc.) andragogy (S. Vershlovsky, M. Gromkova, E. Degtyarev, O. Kukosyan, M. Makhlin, G. Sukhobskaya, O. Ehrlich), law (O. Lazorenko, R. Kolishko), acmeology (V. Bederhanova, O. Bodalev, A. Derkach, S. Zmiev, G. Knyazeva, N. Kuzmina, O. Sitnikov) [14]. Ukraine is characterized by specific problems related to adult education, including the following:

- lack of comprehensive legislative regulation of adult education and training system, concept and strategy for the formation of the policy of adult education and training. In 2018, a draft Law of Ukraine “On Adult Education” was submitted for discussion, with emphasis on non-formal and informal adult education. It is unclear how adult employment problems will be solved;

- lack of separation. In most countries of the world, adult education is seen and functioned as a distinct and independent area of educational services, and in Ukraine it is part of overall educational process;

- insufficient development of theoretical foundations of adult education and their practical application. In most countries of the world, adult learning is based on specific principles that are different from traditional pedagogical ones. In Ukraine, a new science of adult education is being actively developed - andragogy, but in practice all adult education of population is based on traditional pedagogical principles and technologies, that significantly reduces the effectiveness of education;

- lack of the training system for the specialists in the sphere of adult education of population. Teachers involved in adult education in Ukraine do not have special andragogical training - they are ordinary teachers of higher education;

- lack of an adequate level of information support for adult education, both at the level of educational institutions and at the level of consumers of educational services;

- the attitude of the customer to education as an entertaining event, only thematically business oriented, as evidenced by the universities curricula for elderly population. Basically, it is tourism, sports, cultural development. This is due to the reluctance of employers to hire people aged 45+.

Thus, the solution of the problem of development and implementation of scientifically-proved theoretical and practical recommendations is of great importance for reforms and development of educational services for adult population, which will be able to solve the problem of employment of elderly people.

**1. Assessment of legal support for the formation and development of adult education.**

Adult education refers to the whole complex of educational processes through which people develop their abilities, knowledge, skills and personal qualities, improve or acquire new professional qualifications, or apply them in a new direction to satisfy personal and social needs.

The analytical note on certain aspects of the draft law of Ukraine "On Adult Education" (consolidated version dated 20.02.2019) defines the terms: "adult education" and "adult learning". If the problem of "education" emphasizes its own education and upbringing, then the problems of adult learning also include the direction of development, which is peculiar for non-formal and informal (spontaneous) adult learning. Then the terms are defined as follows. Adult education is a component of lifelong learning, aimed at realizing the right of every adult individual to receive continuous education, considering their personal needs, social development priorities and the needs of economy. Adult learning is a process of personal and professional development of an adult individual aimed at ensuring the health and well-being of an adult, their employment, involvement in active social life, promoting economic development of society [1].

In Article 18 of the Law of Ukraine "On Education", adult education is defined as a component of lifelong learning aimed at realizing the right of every adult to receive continuous education, considering their personal needs, social development priorities and the needs of economy. The components of adult education are the following: postgraduate education; professional training of employees; retraining and/or qualification upgrade training courses; continuous professional development; any other components provided by the law, proposed by the entity of educational activity or self-identified by a person [2].

The lack of complex regulation of adult education is balanced by the regulation of its individual elements at the level of regulatory acts. In particular, "professional training of employees" and "non-formal professional training of employees" are regulated by the Law of Ukraine "On Professional Development of Employees" [3], a voucher is provided to maintain the competitiveness of individuals in the labor market [4], the problem of professional training, retraining and qualification upgrade of employees is recorded in the employment contract as an additional condition for its signing between the employer and the employee (Article 16 of the draft Law of Ukraine "On Labor") and is carried out by the State Employment Service, which is subordinated to the Ministry of Development, Trade and Agriculture of Ukraine in 2019 [5]. Nowadays adult education is beginning to be seen as a leading educational direction, with primary education being regarded as its basic condition and pre-requirement. This idea is clearly reflected in the works of modern andragogy scientists. As attitudes to education and training change, many forms of adult education are beginning to be seen as mainstream education, rather than an optional extra [6].

Currently, there are three forms of adult education in Ukraine recognized by UNESCO and embodied in the Adult Education Concept – formal education aimed at obtaining or changing educational level and/or qualification in educational institutions and educational establishments in accordance with defined educational and professional programs and terms of study, measures of state certification, which is confirmed by the provision of relevant education documents; non-formal education – is carried out in educational institutions or public organizations (clubs, groups), during individual lessons with a tutor, coach and is usually not accompanied by the provision of a document.

In Article 1 of the Law of Ukraine “On Professional Development of Employees” “non-formal professional training of employees” is defined as the acquisition of professional knowledge, abilities and skills by employees, not regulated by the place of acquisition, term and form of training; informal (spontaneous) education – individual cognitive activity (life, social experience) [3]. Non-formal and informal professional education in modern conditions becomes a significant factor in the socio-economic development of the country. It enables a person to be flexible and able to adapt to situations of uncertainty, to participate in the creation of new material and cultural values actively, to develop the ability for economic transformation and social changes. Therefore, experts propose to allocate in the draft Law a separate section for the recognition of the results of non-formal and informal (spontaneous) education and to prevent discrimination regarding the possibility of confirming the training results [7]. The challenge for Ukrainian society is the organic combination of formal, non-formal and informal (spontaneous) education.

There are five major differences in adult learning in the scientific literature: 1) self-esteem - adults should be involved in planning and evaluating their learning; 2) learning experience - experience provides the basis for learning activities; 3) readiness for learning - adults are most interested in learning subjects that are directly relevant and affect their work or personal life; 4) problem-oriented learning - adult learning is problem-oriented, not content-oriented;5) motivation for learning - the principle of equality of opportunities regardless of gender, race, nationality, language, origin, social status, faith, beliefs and attitudes, adult age, sexual orientation, disability, religion or atheistic views [8].

**2.Ways to solve the problem of adult education.**

There are three options in scientific literature to solve the problem of adult education in Ukraine:

1) Information campaign for adult education support. A significant breakthrough in this direction was made by the State Employment Service of Ukraine (SES), where the official version of the portal https://skills.dcz.gov.ua/ was introduced on the official website on December 27, 2019. Training (courses) are offered for three categories of consumers: SES employees, employers, and general population. Consumer surveys have shown that all of these categories want to train and upgrade qualification remotely. This will solve the problem of education of people with disabilities, internally relocated people from Donbass and Crimea, military men, people living in rural areas, etc. [9].

2) “Extended Voucher”. Created to support citizens aged 45+. According to the Resolution of the Cabinet of Ministers of Ukraine No. 207 of 20.03.2013 “on Approval of Procedure of Granting of Vouchers to Maintain the Competitiveness of Individuals in the Labour Market”, as amended in accordance with CMU Resolutions No. 342 of 13.08.2014 and No. 779 of 30.09.2015, Article 30 of the Law of Ukraine “On Employment of the Population” and the Order of the Ministry of Social Policy No. 661 of 25.06.2015, on the basis of the voucher, retraining, specialization, qualification upgrade are carried out in professions and specialties according to priority types of economic activity, training at the

next educational and qualification level. Sociological surveys have shown that the voucher program has received support from the population of Ukraine. Among the reasons are the discrepancy between the needs of the labor market and the professions whose voucher is being honored, the lack of interest of employers in specialists aged 45+, access to providers of formal education exceeds the informal greatly.

Voucher training involves training of public officials and local government officials. Under the state social program for equal rights and opportunities for women and men for the period up to 2021, it is planned to conduct 300 trainings for 9000 people in 2018-2021.

Voucher programs are also intended for teachers. Teachers education is revealed in the draft concept of the National Program for Human Rights Education [10]. But the project does not provide for the equal access of citizens to formal and non-formal adult education, it is only provided for the creation of communities of practical teachers, that is a part of spontaneous system of adult education. There is no equality of access for providers of formal and non-formal adult education.

3) Appropriate changes to the policy of adult education and training. We should agree with Kolyshko R. and Lazorenko O., who have proposed to concentrate efforts on this option, which will solve the problem of attracting people aged 45+ to the labor market; to solve the problem of adult social inclusion in the development of integrated territorial communities gradually; to bring education providers closer to the needs of adult population; to make a political impetus for development of andragogy. Recommendations to public authorities on setting tasks in the field of adult learning policy have been developed [11].

Taking into account the above mentioned differences of adult learning and options to solve the problems of this learning, it is necessary to work out a mechanism of interaction between all subjects of the adult learning process, their detailed study and awareness of the categories of "customers" and "consumers" of educational services.

The main customer and consumer of educational services is the adult population. The person who makes the decision to receive formal, non-formal or informal education is oriented mostly on the possibility of employment, the level of labour remuneration corresponding to the educational and professional level. Salary in the market conditions is the real price for the offered labor services, as well as a real assessment of their quality, which is determined by the obtained education and qualifications. That is, the specialist is the subject of educational services market, which mainly forms the payment demand for these services, and under the influence of which the structure of directions, volumes of training in educational institutions and by means of self-education are formed.

In the process of education, adult population acquire competencies, acquisition of qualities and abilities, which are the basis for the formation of human capital, which is the object of purchase and sale in the labor market. The combination of professional abilities and skills "soft skills", which are highly valued by employers, allows you to respond to the challenges of the labor market promptly and in a timely manner.

That is, the employer is interested in obtaining a highly professional, innovative, active, creative worker and thus generates an indirect demand for educational services. Fig. 1 shows the scheme of interaction between customers and consumers of educational services.

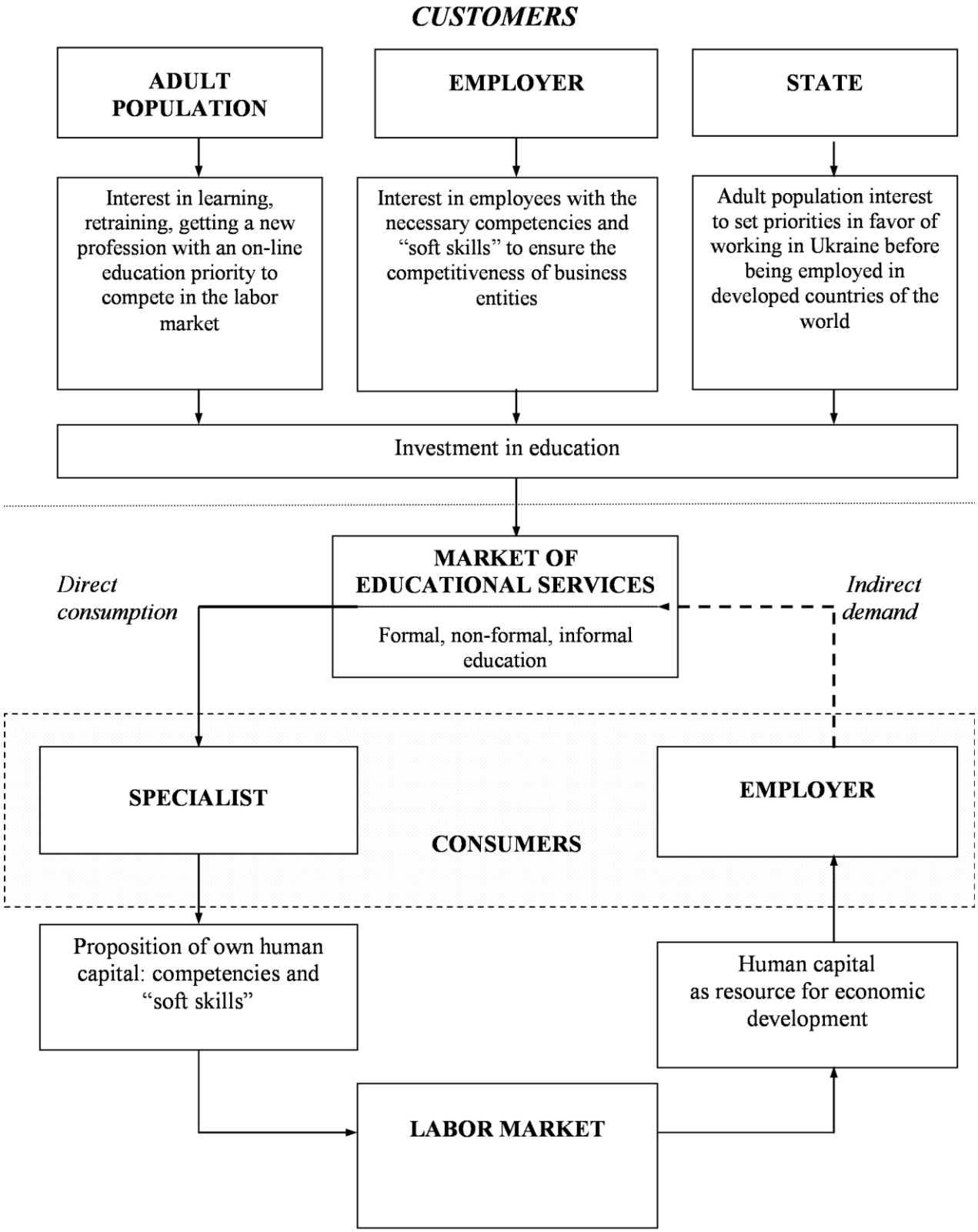



**Fig. 1. Mechanism of interaction between customers and consumers of education services for adults**

The interest of the employer, who is an indirect consumer of educational services, first of all, should influence the training of specialists, because the further employment of adult population depends on them. The employers' passivity certainly influences the fact that an adult who is forced to change his profession due to various reasons, especially unemployment, does not receive practical recommendations on the choice of training options in accordance with the needs of the labor market.

The educational services market for adult citizens has not acquired a major market characteristic yet - customer orientation, which is determined by the ambiguity and diversity of the structure of consumer base of educational services market. Employers respond to the quality of educational services the most strongly.

In the world society, 30-50% of the budget of educational institutions is formed at the expense of employers, which enables them to participate in the educational process, to stimulate the improvement of the quality of education and its focus on the development of skills that are directly beneficial to business.

Data from the World Bank have shown that the peculiarity of Ukrainian employer is that, unlike foreign colleagues, he is not ready to invest in the education of existing and future employees, does not consider the lack of employees' competencies as a major obstacle to the development and functioning of business entities.

In order to facilitate effective interaction between employers and the system of adult education, it is necessary to identify and solve a complex of problems.

Firstly, overcoming the imbalance in professional training of adult citizens without considering the employers' needs. In order not to be an outsider after completing formal or non-formal studies, you need to understand current trends in the labor market.

Secondly, labor proposition and demand are directly dependent on infrastructure and economic development of the region. Employers are ready to encourage workers by paying them for retraining, upgrading, retraining in their educational institutions by definite specialty, improving working conditions and providing social packages.

Thirdly, according to the State Employment Service, there is an increasing tendency of staff shortage from 48,9 thousand people in 2018 to 164,2 thousand people in 2020, i.e. more than three times. In general, there is a tendency of shortage of all working specialties. Thus, the largest shortage of skilled workers with tools is 95,6 thousand people, the smallest shortage of specialists is 5 thousand people. Excess of vacancies can be seen for managers – 94,7 thousand people. Workers in the maintenance and equipment of machinery are of the greatest demand: the forecast of job growth is to 21.8% in 2020, while the share of the unemployed in this professional group will increase to 19% during this period. In 2020 there will be a tendency of growth in vacancies of other professional groups: in the sphere of trade and service and the most basic professions – by 16.1% each, for skilled workers with tools – by 15.2%. The lowest demand is observed for qualified agricultural, forestry, fish farming and fishery workers – vacancies will increase only by 2.9% [12].

The appearance and exacerbation of the problem with staff shortage is also associated with influence on the formation of employment potential of adult population of the following factors:

- the low level and unsystematic character of vocational guidance of adult population in mastering a new profession, which leads to significant problems with recruitment for professional training for the sphere of industry;

- aging of labor resources, on the one hand, and lack of motivation of employers in training and retraining of employees aged 45+ on the other. Employees whose average age is nearing retirement continue to work because of low pension coverage;

- activization of consequences of external labor migration. As a result of the annexation of Crimea and armed hostilities in eastern Ukraine, a new type of migration of the population has been created since 2014 - the movement of internally displaced persons (IDPs), which has reached levels comparable to, and perhaps even greater than, external migration. For 2014-2017, there is a tendency of decreasing migration growth, and in 2018 it increases again to 18,6 thousand people [13, p. 151-153];

- reduction of opportunities for retraining, obtaining a new profession, orientation of educational institutions to provide education in the field of services, in spite of the situation in the labor market, which requires skilled workers for industry.

To solve the problem of existing and future staff shortage in professions, it is necessary to strengthen state regulation and create a modern system of professional training, retraining and qualification upgrade of adult citizens, obtaining a new profession in accordance with the demand in the labor market.

The main directions and measures for the regulation of this problem should be:

1) continuation of systematic monitoring of demand and supply in the registered labor market by the State Employment Service;

2) ensuring annual forecasting by comparing vacancies and staff shortage by professional groups and types of economic activity;

3) society rethinking of vocational guidance with adult population according to the Decree of the Cabinet of Ministers of Ukraine “On approving the plan of measures for realization of the Concept of state system of vocational guidance of population for the period up to 2023”

4) increasing the importance of the value of vocational educationfor adult population and employers, above all, the centers of vocational education of the State Employment Service (SES).

5) motivation of employers to attract private investment in the sphere of adult education with compulsory employment of the latter. Development of preferential taxation systems for employers who work together with educational institutions, development and adoption of the Law of Ukraine “On Adult Education”;

6) increasing the importance and value of non-formal professional training for employees. Expanding the list of professions for non-formal training and obtaining a relevant certificate;

7) updating jobs that are currently uncompetitive and the employment conditions that are insufficient to attract professionals to the working professions. Changing state attitudes to the system of protection, remuneration and working conditions, which will support the growth of labor supply and make it appropriate for the labor demand.

All these measures should become the basis for the development of national strategy for adult education. Such a strategy serves as a concrete form of an appropriate basic economic strategy adapted to the conditions of circulation of public welfare and reproduction of social capital. It is based on a basic integration strategy, the classic version of which was proposed in the works of M. Porter, P. Drucker, I. Ansoff and others. The basic strategy of integration proceeds from the following principles: integration unites previously isolated or separated elements into a coherent structure, gives them new systemic quality; possible vertical and horizontal integration; integration forms a qualitatively new market power, creating competitive advantages for its participants on the basis of obtaining a multivariate synergistic effect [14, p. 158-170].

R. Akkoff considers the concept of integration from the subject plane as a combination of economic entities, deepening their interaction, developing relationships between them. This approach highlights the problem of coordination of socio-economic interests. In this regard, two aspects of integration are distinguished - situational and process. Situational aspect is the state of interdependence of the elements (pre-requirement to preserve the system), and process - the process of integration, interpenetration, merging of individual elements into a single system [15, p.215].

An educational organization is a system, that is, a consciously coordinated socio-economic entity with defined boundaries, which functions on a continuous basis to achieve a common purpose or goals [16, p.46]. Moreover, each element that is part of an organized group can achieve its goals more successfully than on its own.

On this basis, it is necessary to distinguish two types of integration strategy - vertical and horizontal. In the first case, there is a vertical of economic power, which relies on the technological or purely financial chain and is a synthesis of different industrial organizations, closely related technologically or financially. In the second case, a system of control over the local market of homogeneous organizations is created in order to strengthen the market position and reduce the level of competition.

The integrative educational structure for adult population can combine the following elements in their activities:

- to be simultaneously engaged in the vocational guidance of adults, their education, retraining, obtaining a new profession for the demand in the labor market;

- to apply both traditional and innovative teaching methods, especially on-line platforms;

- to implement both modular (block) and integrative (end-to-end) learning formats;

- to provide educational services through the development of certified training programs that are able to respond to rapid changes in the labor market flexibly;

- to expand educational services in non-formal and informal (spontaneous) education, promote recognition of the results of this type of education by employers;

- to cooperate with adult education stakeholders in the country.

It is necessary to highlight the group of institutional instruments as the most important for implementation of the chosen strategy. The set of institutional instruments of the integration strategy is shown in table 2.

As it can be seen from the table below, there are 5 institutional instruments that ensure the implementation of integration strategy of market entities of educational services for adult population.

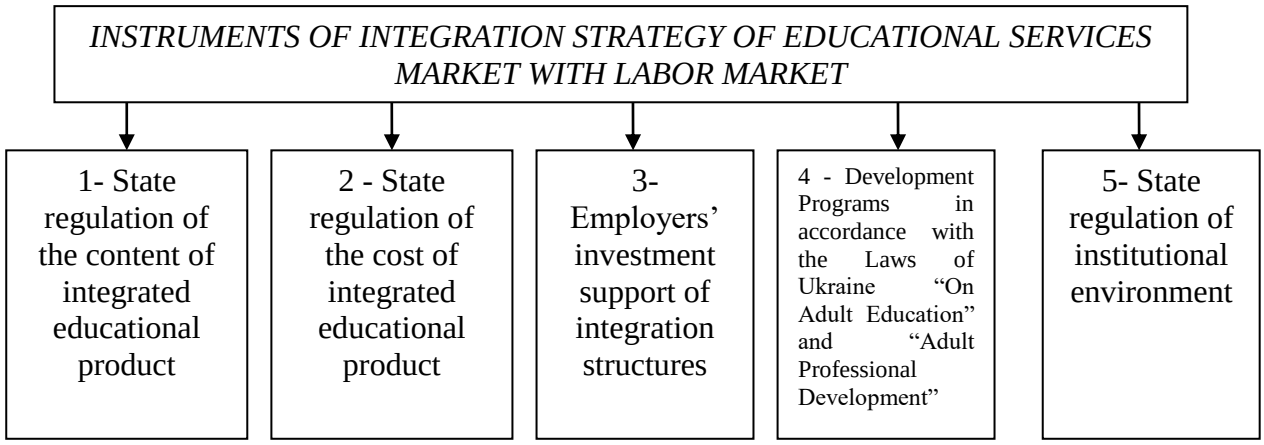



**Fig. 2. The main institutional instruments to ensure the implementation of integration strategy of market entities of educational services for adult population.**

They include:

1) state regulation of the content of integrated educational product (IEP). Instruments: educational programs, first of all, certified programs, on-line learning; licensing and certification requirements for educational organizations and programs; qualification requirements for specialists providing educational services; recognition of the results of non-formal and informal education according to the Resolution of the Cabinet of Ministers of Ukraine No. 340 of 15.05 2013;

2) state regulation of IEP cost parameters. By setting the minimum cost of such a package to avoid dumping and profanity from dishonest market participants. When establishing a stable market balance, regulation of the cost parameters of IET will be reduced to recommendations addressed to educational organizations;

3) financial-investment support by employers of integration education structures and associations of consumers of educational services, diversification through contributions to special commercial capital, which operates in cooperation with social capital, etc.;

4) programs for the development of adult education, for example, the program of prevention of unemployment through vocational guidance with adults: retraining, obtaining a new profession for the demand in the labor market; voucher for maintaining the competitiveness of individuals in the labor market, etc.;

5) state regulation of institutional environment, due to recognition of specifically profitable nature of social capital integration, the formation of specific scientific and educational zones for segments development of the market of educational services for adult population.

Thus, the integration strategy of market entities of educational services for adult population has appeared to be a concrete form of an appropriate basic economic strategy, adapted to the conditions of access to public welfare and reproduction of social capital. Two branches of this strategy are distinguished: the integration interaction of educational organizations providing services to the adult population and the integration interaction of consumers of educational services. The tactical instruments of integration strategy of market entities of educational services provide effective realization of both its branches.

## Conclusions.

Summarizing all above mentioned, it should be noted that the reform of adult education requires innovative approach, considering the challenges of economic and social policies of the state, the impact of globalization processes, increasing informatization and information exchange, the spread of consequences of labor migration on employment of adults, the opportunity to gain employment in the labor market.

Nowadays, adult education is beginning to be seen as a leading educational direction, with primary education being regarded as its basic condition and pre-requirement. According to the form of adult education, the formal education is dominant; non-formal and informal (spontaneous) education, non-formal vocational training of workers are not widespread, they are held by the problems of recognition the results of such education, confirmation of learning outcomes, that are not clearly stated in the legislation of Ukraine.

There are three options in scientific publications how to solve the problems of adult education: an adult education support campaign, an “extended voucher,” and related changes in the policy of adult education and training. The last option is of great priority now. It will solve the problem of adult social inclusion in the development of integrated territorial communities, bring education providers closer to the needs of adult population, and provide a political impetus for the development of andragogy.

One of the solutions to this problem is the mechanism of interaction between the subjects of adult learning process, which defines categories: “customers” (adult population, employer, state) and “consumers” (specialists, employers) in the educational services market and the market labour.

The main problem to launch this mechanism is the lack of customer orientation, which is determined by the ambiguity and diversity of the structure of consumer base of educational services market, employers’ interest in adult education and employment.

The offered mechanism should be the basis for the development of a national strategy for adult education. It is based on the basic integration strategy: which includes vertical and horizontal strategies and a set of institutional instruments that are most important for implementation of the chosen strategy.

The institutional instruments have been highlighted, that ensure the implementation of integration strategy of market entities of educational services market for adult population. This strategy is effective in development and implementation of innovations, new adult education technologies. The implementation process itself requires systematic approach that involves planning a set of works and controlling their implementation. This requires further scientific research in this area.

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# RISK MANAGEMENT CONCEPT IN INNOVATIVE ACTIVITIES OF MODERN ENTERPRISES

**Abstract.***Innovative activity is associated with risk, since there is practically no full guarantee of a positive result. As a result, innovative projects are more dependent on the uncertainties that are the cause of the risks. Innovation risk is the probability of losses arising in the event an entrepreneurial firm invests in the production of new goods (services) that may not find the expected demand in the market. The main goal of risk management is their qualitative and quantitative assessment and application of methods to minimize, avoid or prevent it. To minimize risks, it is necessary to have sufficient information about all the possible risks that, with one or another probability, may arise during the implementation of an innovative project. When implementing an innovative project, there is always a high probability that a new product will not be accepted by the market, and the funds will be wasted.*

## Introduction.

The strategic direction in the development of the Ukrainian economy is the transition to an innovative model based on the development and implementation of new generations of equipment and advanced technologies. The implementation of the state innovation policy, within the framework of which it is supposed to update the material and technical base of production, the creation of new high-tech enterprises aimed at overcoming the technological lag of the domestic economy from the developed countries of the world. Building innovative potential depends on the desire of the enterprise not only to survive in tough competitive conditions, but also to squeeze out competitors, enter new markets, providing itself with a path to economic growth [5-8].From the general scientific point of view, development is a complex irreversible process of a logical transition from one state to another, aimed at achieving a new quality. Enterprise development is the process of transition from the current state of the enterprise to a better (perfect) compared to the previous state in accordance with the goals. For this reason, the innovative development of the enterprise occurs, first of all, through the use of the results of scientific and technological progress, namely innovation (new equipment, advanced technology, etc.), which ensures the production of competitive products [9-12].

Innovative development is the main condition, which guarantees the expanded reproduction of scientific and technological potential, the creation of high-tech industries, as well as the transition to new technological structures [5-6]. To establish Ukraine as a high-tech state, it is necessary to increase and effectively use the potential of fundamental science, to promote the development of applied research, and is the basis for innovative and technological re-equipment of domestic enterprises. An important reserve for accelerating the innovative development of domestic enterprises is the unique technological potential of the military-industrial complex. It is necessary to create effective technology transfer mechanisms and relevant structures under state control that could effectively introduce new high-tech developments into the production of competitive products oriented to the consumer market [8].An important component of the transition of the Ukrainian economy to an innovative path of development is the creation of an appropriate infrastructure that provides the necessary conditions for the implementation of innovative priorities, the creation and implementation of new equipment and advanced technologies in production. Today, only the necessary links of innovation infrastructure are being created; they must form effective mechanisms for innovation shifts in the country. The need for accelerated innovative development of all sectors of the national economy, industrial enterprises and the implementation on this basis of an active social policy aimed at significantly improving the quality of life is associated with the solution of many organizational and economic problems in the implementation of scientific and technical programs, within the framework of which an innovative update of the material and technical base is assumed production, the creation of new high-tech enterprises that meet modern requirements of scientific and technical progress [8-10].

The solution to these problems is associated with new approaches to the activation of innovative processes in the basic sectors of the economy, in the institutional support of innovative activities, to the level of financial support for innovative development. The innovative development of enterprises is possible using the results of scientific and technological progress, an active creative search for innovators, highly qualified designers and technologists capable of realizing the innovative idea of scientists, as well as prioritizing the financing of innovative processes and programs, contributing to the creation of production of higher technological structures [13-16].Today, the innovative potential of domestic enterprises is quite low, due to the low pace of technological re-equipment of their fixed assets, the lack of significant results in innovative processes and curtailing the volume of scientific research. Accelerating the innovative development of manufacturing enterprises is possible provided an integrated approach to solving the problems that hinder innovation processes in the real sector of the economy. Comprehensive impact on the innovative development of manufacturing enterprises is carried out due to market demand for innovative goods and services, understanding the need for innovative updating of means of production, development and implementation of new equipment and advanced technologies [8-12].

Innovation activity in Ukraine has negative development trends, the number of enterprises engaged in innovation activity is reduced, and research in scientific institutions and higher educational institutions is being curtailed due to reduced funding. Today, only eight technology parks are registered, an insufficient number of innovative enterprises, scientific and technical centers, technology incubators, venture firms, technology transfer centers, innovation clusters, etc. Based on the crisis state of the innovation sphere of the national economy, maximum efforts should be made to rectify the situation. It is necessary at the state level to develop measures to enhance the innovative activities of enterprises, to determine innovative priorities for the development of domestic production, to create favorable working conditions for innovators, to provide them with appropriate status and respect in society [8, 11, 17].

Now the implementation of the innovative model for the development of the Ukrainian economy, the problem of improving the efficiency of innovative activities of business entities is of great importance, since its solution will allow for the technological re-equipment of enterprises, switch to a new technological structure, and create conditions for improving the quality of life of the population. Creation of innovations, their implementation in new equipment, technology, in new products is the basis of innovative development of the enterprise.

**1. Risks in the innovation activity of enterprises.**

As experience in the development of the economy of various states shows, risk is an integral factor in a market economy. Limited resources, increased competition lead to an increase in the uncertainty of economic conditions. The growth of uncertainty leads to an increase in the risks of enterprises. As a result, such features of risk at the present stage, as its totality and inclusiveness, have led to the emergence of claims that the risk problem acquires general economic significance, since risk is perceived as one of the main factors of modern and especially future society. Some authors, in particular Robert Schwebler, Ulrich Beck, even see this as the beginning of the process of forming a new stage in the development of society - the «risk society» and argue that humanity has already entered this new phase (stage) of development [2-4].

The reason for this change, according to the aforementioned authors, is that in modern conditions the majority of threats and the risks caused by them are no longer local in nature, but become global. The main problem of future economic growth will be not so much the growing need for funds to finance new investments, but rather the need to reserve capital in order to meet the needs that will be caused by risks. This approach is reflected in such a definition of a risk society: «A risk society is a post-industrial formation that differs from an industrial society in certain features, the main difference is that the distribution of benefits was characteristic of the industrial society, and the distribution of threats for the risk society and the risk is due to this» [2, 3, 11].

Moreover, many experts in the field of risk theory suggest that in the near future it will be logical to further transform the «risk society» to a higher level society - a society based on risk management.

That is, the company will build its economic development strategy not only taking into account risk, but even on the basis of risk management. There are many different definitions of risk in the economic literature. Some authors define risk as an activity related to overcoming uncertainty in an inevitable choice situation, during which it is possible to quantitatively and qualitatively assess the probability of the expected result, failure and deviation from the goal [2, 4, 20]. You can also meet the definition of risk as the possibility of an event that negatively affect the activities of the enterprise or technical system, is determined by the probability and consequences. Risk is not the event itself. Risk is an opportunity [2]. At the same time, some scientists define risk as an event or a group of random events that cause loss of an object that is affected by this event.

There is a definition of risk as the expectation of negative consequences of economic activity. It is noted that risky activity does not always bring only losses, the result can also be zero or profitable. Or it is determined that the risk is the conscious activity of the enterprise, aimed at solving the situation of uncertainty in order to obtain the most acceptable result and as a result of decision-making under incomplete, inaccurate and (or) conflicting information, that is, uncertainty or incomplete certainty. Under the uncertainty should be understood the impossibility of assessing the future development of events both in terms of the probability of their implementation, and for their manifestation. Uncertainty is something that cannot be evaluated, that is, we are talking about incomplete certainty (risk). The conditions of uncertainty that occur with any type of entrepreneurial activity related to the fact that economic systems in the process of their functioning depend on many reasons. Accordingly, we can distinguish economic uncertainty, political uncertainty, natural uncertainty, temporary uncertainty, etc. [18-20].

Innovative activity, in comparison with other types of activity, is more associated with risk, since there is practically no full guarantee of a positive result. As a result, innovative projects are more dependent on the uncertainties that are the cause of the risks. Innovation risk is defined as the probability of losses arising in the event an entrepreneurial firm invests in the production of new goods (services) that may not find the expected demand in the market. Considerable attention is paid to the study of the risks affecting the implementation of innovative projects in the economic literature, in particular, some authors classify these risks into groups such as financial, organizational, marketing, product and personnel management risks.Risk management in innovation is understood as a set of practical measures that can reduce the uncertainty of the results of innovations, increase the usefulness of implementing innovations, and reduce the cost of achieving an innovation goal. To manage the risks of innovation, it is necessary to identify possible risks, that is, analyze and evaluate the identified possible risks. Risk classification is one of the stages of risk analysis; it allows the identification and assessment of risk in the future, as well as the development of methods for managing them. Classification consists in the distribution of risks among groups according to various classification criteria [11, 19].

The most common methods of responding to risks are, firstly, to avoid innovative risks, and secondly, the adoption of innovative risks, when an analysis and assessment of likely risks is carried out and the company's activity strategy is developed in case of their occurrence, as well as minimizing the level of influence of innovative risks. Risk minimization can be carried out through the distribution of risks between project participants in order to make the participant responsible for the risk, which is able to best calculate and control risks and the most financially stable, able to overcome the consequences of the risks. Methods for minimizing risk include external risk insurance, setting limits, diversification, and creating reserves and reserves. The choice of a method of minimizing economic risk is determined by several factors, in particular, the propensity of the decision maker to take risks, types of risk, and the like. Moreover, the main condition for this choice should remain economic feasibility. Risks can be minimized through the diversification method. This method allows you to reduce risks by distributing investments in various areas, such as, for example, in different markets, financial instruments, and trading strategies. Portfolios of risky assets can be formed in such a way that if, as a result of unforeseen events, one of the investment projects proves to be unprofitable, then other projects can be successful and profitable [1-4].

Also quite often in their activities in order to minimize or optimize risks, entrepreneurs use insurance and hedging methods. Insurance as a system of economic relations includes the formation of a special fund of funds (insurance fund) and its use (distribution and redistribution) to overcome through the payment of insurance indemnity of various kinds of losses, damage caused by adverse events (insured events). The company may independently establish a reserve fund to cover losses, and may apply to the insurance company. Hedging is an effective way to reduce the risk of adverse changes in the price environment by concluding derivatives contracts (futures and options). By buying and selling futures contracts, an entrepreneur protects himself from price fluctuations in the market and thereby increases the certainty of the results of his production and business activities. There is a significant difference between insurance and hedging. During hedging, the company avoids the risk of losses, refusing the opportunity to make a profit. In the case of insurance, the company pays an insurance premium in order to avoid the risk of losses, however, it retains the opportunity to make a profit [2-4].

Some authors propose new methods of risk management, in particular, this is the method of total risk management. The essence of this method is to create a system of corporation activities aimed at the continuity of the improvement process. The methodology of the total risk management method is that the company constantly keeps records and monitors risks. When making any management decisions, a forecast of risks or negative consequences is made and thus the process of continuous improvement of company management systems is established. Moreover, the risk is understood as the possibility of an undesirable development of the situation in all processes - from the operation of individual equipment to the implementation of the enterprise’s market strategy [8, 11, 19, 20].

When making a decision in a risk environment, the following risk management rules must be considered: you cannot risk more than it allows equity; you need to think about the consequences of risk; you cannot risk more for less; a positive decision is made only in the absence of doubt; you can't think that there is only one solution, perhaps there are other solutions. The implementation of the first rule requires determining the ratio of the maximum possible amount of losses and the amount of the investor's own financial resources represents a degree of risk, which leads to bankruptcy. This indicator is measured using a risk coefficient according to the formula (1):

$$Rf = \frac{Md}{Fr}, \quad (1)$$

Rf is the risk factor; Md - the maximum possible amount of damage (uah.) Fr - the volume of own financial resources (taking into account precisely known receipts, uah.).

Studies of risk situations showed that the optimal risk ratio is 0.3, and the risk coefficient, which can lead to bankruptcy of the investor, is 0.7 and higher. Thus, the risk of an innovative project is a set of risks that combine the elements associated with this particular innovative project, that is, for each specific project and the entity producing it, there will be its own set of risks. The implementation of innovative projects has certain features that must be considered in the process of managing innovative risks. These features include [2-4]: the extension of innovative projects in time (for individual projects, the project cycle can last for years); quite often, a large number of participants (lenders, investors, customers, consultants, designers, policyholders, etc.) are involved in the implementation of innovative projects; innovative projects are often complex, that is, a combination of «simple» forms of economic activity (scientific, technical, financial, credit, insurance, etc.); innovative projects can also be international in nature, as a result of which innovative risks of various countries and policies may arise.

The risks of innovation can be considered in two aspects: firstly, as the possibility of threats to the enterprise; secondly, as the consequences that these threats can cause. The so-called microenvironment risks can have a significant impact on innovative projects of an enterprise (Fig. 1) [2-4].

After identifying all the possible risks of the implementation of the innovation project, the so-called quantification of risk is carried out, that is, a quantitative expression of the probability of occurrence of each such risk and an assessment of its impact on the implementation of the innovation project. So risk quantification is carried out quite often in conditions of limited access to complete and objective information, and also because the subjective factor of experts significantly affects it, it is advisable to understand the results of risk quantification not as absolutely true calculations of possible losses, but only as a basis to separate innovative risks into substantial (that is, those that you should pay attention to and apply appropriate means of response) and insignificant (those that can be ignored whether or not to use any means of response on them).

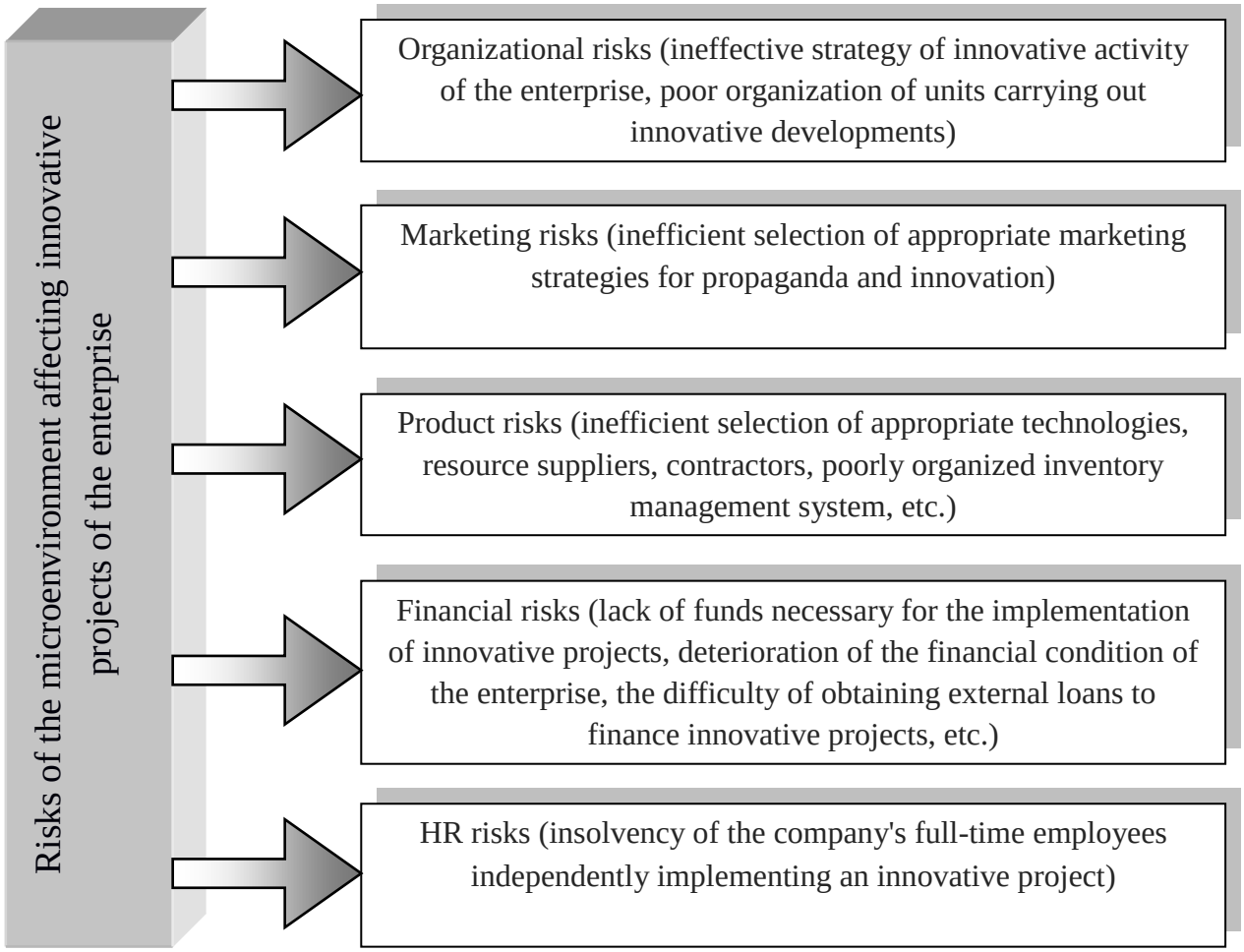



**Fig. 1. Types of microenvironment risks affecting innovative projects of the enterprise**

*Source: edited by the author based on [2-4]*

So, innovation risk is inherent in any enterprise that implements innovative developments that require significant financial injections. Based on this, it is quite safe to argue about the dualistic nature of risk - on the one hand, it allows you to get certain competitive advantages, and on the other hand, it can lead to a negative result in the form of losses, as well as bankruptcy of the company. It is for these reasons that there is a need for risk management, its identification and minimization.

## 2. Identification, minimization of risks of innovative projects and a mechanism for their evaluation

Identification of risks in the implementation of innovative activities is a very complex issue. The main problem is that in the scientific and methodological literature, for the classification of innovative risks, it is proposed to use the basic classification of risks. But innovative risks are specific in nature, which means that they need additional delimitation. Innovative risks are associated with the introduction of new technologies, new products, with access to new markets. The combination of these causes of risks leads to a different level of threats, the maximum of which is determined by the simultaneous presence of all risk factors [2,3].

The determination of the risk category, which corresponds to the interest rate of the probability of success, was carried out expertly, taking into account the marketing approach to the promotion and marketing of innovative products. Innovative activity is determined by the very riskiness in comparison with other types of activity, since there is no full guarantee of a positive result. Thus, the innovative activity of enterprises enhances the riskiness of its functioning, the likelihood of loss of resources, funds, etc.

The risk minimization algorithm for innovative projects contains the following steps [18-20]:

1. Construction of an enlarged classification matrix of risks of the investment project.
2. Analysis of the matrix and identification of the most likely risks.
3. Construction of a chain of risks and the establishment of dangerous links.
4. Determination of the overall risk of the innovation project.
5. Risk ranking by the magnitude of their impact on the result of the implementation of an innovative project and the search for the most significant for subsequent analysis.
6. Conducting detailing of certain risks through in-depth analysis in order to find the causes of their occurrence.
7. Development of measures to minimize the impact of established risks on the result of an innovative project.
8. Assessment of the overall risk of the innovation project after measures to minimize them.
9. Making decisions on the implementation of the project in the new organizational and economic conditions.

The proposed structure of the algorithm provides an integrated approach to risk analysis of innovative projects, which allows more confident to make decisions on the implementation of innovative projects in difficult conditions of economic uncertainty. The risk in a quantitative sense can be expressed in absolute and relative values, which reflect the degree of uncertainty in the implementation of the decision. In absolute terms, risk can be estimated by the magnitude of projected losses, and in relative terms, as the amount of losses relative to a certain “base”, which may be production costs, the cost of fixed assets, enterprise assets, profit, the cost of individual resources, etc. [2-4].

The absolute value of risk (Wi) by the i-th parameter is calculated by the formula (2):

$$Wi = Pi \times \beta i \quad (2)$$

$Pi$ – the planned value of the i-th parameter with a favorable result;

$\beta i$ – calculated value of the degree of risk (coefficient of variation).

The advantage of this calculation is that the i-th parameter ( $Pi$ ) can be a wide range of indicators, according to which the company predicts losses in case of a certain risk or group of risks [2-4].

It is also possible to calculate the absolute level of the non-recessed part ( $Li$ ) by formulas (3) and (4):

$$Li = Pi \times 1 - \beta i \quad (3)$$

$$Li = Pi - Wi \quad (4)$$

The calculation of risk in relative terms (Ri) is recommended to be calculated by the formula (5):

$$Ri = \frac{Li}{Pi} \quad (5)$$

After an absolute, relative and generalizing expression of a quantitative risk assessment in decision-making, the result obtained is refined using qualitative assessments, and, finally, the final result indicates the magnitude of the risk, which can be minimal, medium or maximum.

To quantify the risk, use the magnitude of the expected loss, multiplied by the probability that these losses occur; the optimal solution as to whether or not to take risks is the minimum value of possible losses, which is calculated by the formula (6):

$$V = V1 \cdot I1 + V1 + V2 \cdot I2 \quad (6)$$

$V$ – real risk loss;

$V1+V2$ – losses from decisions made;

$I1,\cdot I2$ – the likelihood that errors will occur when making these decisions [2,3].

Since the losses also increase with each stage of the promotion of the innovation project, and no one can compensate them, in case of failure at the next stage of the development of the innovation project, the amount of expenses will be significantly higher than in the previous stages, since it covers the amount of all losses in the previous stages. The amount of losses from risks arising from the implementation of an innovative project is determined by the probability of this type of risk and the threat of a situation that form the importance of risk. Each enterprise, based on the specifics of its activities, uses its own methods for calculating the possible costs of unsuccessful innovation. To attract investment deposits in domestic enterprises, it is necessary to reduce a significant degree of uncertainty, which causes the onset of adverse risk events. Therefore, enterprises must develop a system for calculating innovative risk, based on the specifics of their activities, industry characteristics, in order to determine the boundaries of the acceptable level of risk, to assess the possible losses that the company may allow in the event of an adverse event [1-4].

Therefore, the risk management of innovation is to implement a set of practical measures to reduce the uncertainty of the results of innovations, increase the usefulness of introducing innovations, and reduce the cost of achieving an innovation goal. The main

stages of innovation risk management are: identification of possible risks; analysis and assessment of risk factors by direct and indirect methods (frequency of occurrence, magnitude and consequences of risks, etc.); development of a risk management strategy (collection and analysis of information on risks arising in the process of project implementation, actions aimed at eliminating risks); development of an action plan to reduce risks and eliminate the consequences of events that may occur as a result of risks; monitoring the innovation process and making tactical decisions on risk management; choice of risk management method; analysis of the situation and development of recommendations for taking into account the experience gained in the future.

It is impossible to completely avoid the risks of innovation, but they can be minimized. One of the traditional options for minimizing innovation risk is the diversification of innovation, which consists in the allocation of resources and efforts of researchers to carry out various innovative projects that are not related to each other. If one of the projects proves to be unprofitable, then other successful ones can cover the losses that arise. The next way to minimize investment risks is to transfer (transfer) risks through the execution of contracts for too risky work on the project by an external organization. This transaction can be beneficial for both parties if the receiving party has the risk and has better conditions for reducing losses or managing risks.

In practice, the method of reducing innovative risks through their insurance is widely used. At the same time, domestic insurance companies avoid insurance of innovative projects. In many cases, negative results can be avoided or the risk of innovation can be reduced by simple direct management impacts on individual risk factors, for example, assessing the prospects of an innovation project, checking expected partners, selecting personnel involved in the implementation of an innovation project, etc. [2-4, 8-11]. The choice of option to reduce innovation risk depends on certain factors, among which the most important are the experience of the head and the capabilities of the enterprise. To obtain a more effective result, it is advisable to use several methods to minimize risks at all stages of the implementation of innovative projects. An important task for enterprises in the process of developing and implementing an innovative project is to optimize risks in order to prevent their negative consequences. In addition to traditional methods of minimizing risks (obtaining primary information, limiting, reserving, diversifying, business planning, organizing stocks, using derivatives, checking business partners), it is advisable to use specific measures in managing innovative processes (Fig. 2) [2-4]:

Thus, taking risks into account in the management of the innovation process will increase the likelihood of successful implementation of innovation projects, create an effective management structure in accordance with the requirements of innovation, and reduce the number of negative phenomena of a socio-psychological nature in the process of innovation changes.

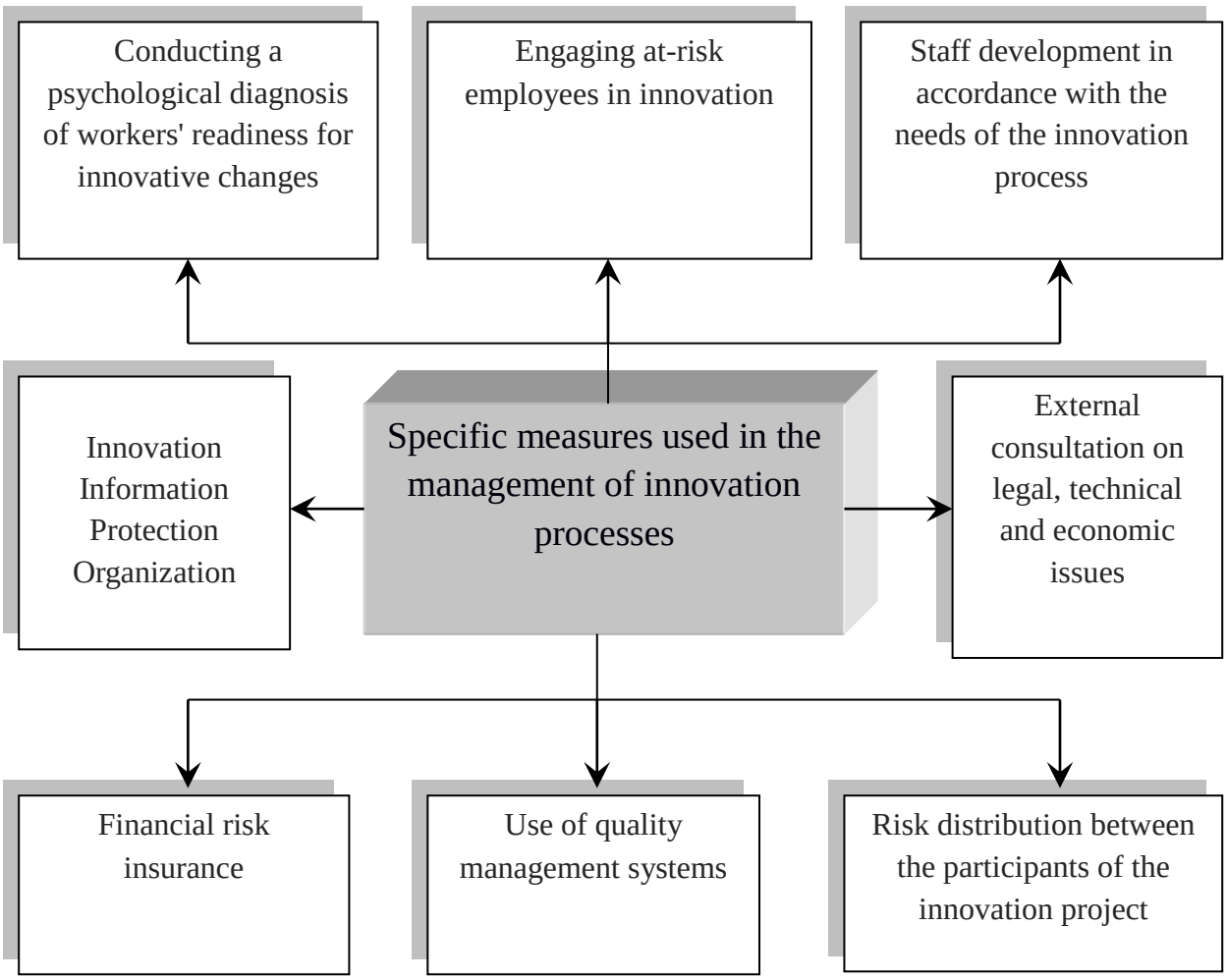



**Fig. 2. Specific measures used in the management of innovation processes**

*Source: compiled by the author based on [2-4]*

**Conclusions.**

The main goal of risk management is their qualitative and quantitative assessment and application of methods to minimize, avoid or prevent it. To minimize risks, it is necessary to have sufficient information about all the possible risks that, with one or another probability, may arise during the implementation of an innovative project. When implementing an innovative project, there is always a high probability that a new product will not be accepted by the market, and the funds will be wasted. Creating innovations is a rather lengthy process and can take years. First they create an idea, then they realize it and finally enter the market.

This process is quite difficult and requires both significant financial and other expenses. In this case, you can make a mistake at any stage. For example, a promotion and sale strategy can be expensive, which, in turn, makes even the most successful innovation unprofitable, and on the other hand, it is also impossible to refuse costs, because there is a high probability of losing competitiveness in the market. Innovation risk arises when an economic entity carries out innovative activity, so this type of risk can arise under such conditions [1]: when implementing a cheaper production method compared to the one that was used earlier.

Such latest developments bring superprofits, while the company will be the sole owner of this development; in the case of the production of a new product or the creation of a service on old equipment. In this case, we are talking about the risk of a mismatch of the quality level in connection with the use of equipment that does not allow us to provide the necessary quality; in the case of the production of a new product or service using new equipment or technologies.

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# MODERNIZATION OF THE REGIONS OF UKRAINE: ITS FEATURES

**Abstract.***Building an innovation vector for the development of Ukrainian regions aims to stimulate innovation and modernization of the economy and to seek adequate tools that would be adapted to modern conditions and not only identify problems of regional innovation development, but also allow comprehensive understanding and search for concrete measures for their further and purposeful development; elaboration of theoretical bases, understanding of the essence of processes of modernization of society and economy and substantiation of their role in ensuring sustainable economic development of Ukraine. The development and implementation of a clear long-term economic policy is a benchmark for the innovative development of the national economy, which is complex and systematic, affecting all areas in the social, political and economic life of society.*

## Introduction.

In today's context, economic system of Ukraine is currently in a state of constant transformation, which is associated with modernization. In the process of modernization, management mechanisms of economic growth by improving economic infrastructure, the use of the latest technologies of information transfer is a transition from the traditional society to the modern, from the agrarian - to the industrial, post-industrial (postmodern). Nowadays, the term "modernization" is quite widespread, both in the scientific world and in everyday life, and implies complex, complete, qualitative changes that affect all aspects of social life: economic, social, legal, political, and cultural.*Modernization* (from the Greek. Moderne - the latest) - improvement, restoration of the object, bringing it in compliance with new requirements and norms, specifications, quality indicators. In specific areas of social life, modernization solves the following tasks:

– economy - the use of technology based on scientific knowledge, industrialization, development of the market of goods and labor, the existence of incentives for the creation and introduction of innovations. An important feature of economic modernization is the trend

towards equalization of income between economic sectors, regions and socio-occupational groups.

– social sphere - specialization of people, public and state institutions by type of activity. This specialization is less dependent on gender, age, social origin and more and more on the personal qualities of a person, his qualification, education.

– politics- formation of nation-states, separation of powers, ability of the state to make structural changes in economy, politics and social sphere while preserving the stability of society; the establishment of political democracy.

– culture - the spread of literacy, the diversity of schools and currents in philosophy and science, confessional pluralism, involvement of large groups of people in the achievements of culture, rationalization of consciousness, the spread of values of individualism.

Modernization is an objectively existing, socio-historical process for strengthening the economy, raising the cultural level of the population, and the prestige of the country. It should be noted that the creation of a modern infrastructure must go hand in hand with the modernization of the public consciousness, with political stability being a guarantee of a harmonious development of society.Regional policy acts as a tool for modernizing the spatial structure of the economy, and regional features of industry management and infrastructure placement determine the initial conditions for modernization: the state and structure of the production apparatus in the regions, the sectoral structure of production, including industry, and the susceptibility of regions to innovations. Despite the comprehensive scientific interpretation and analysis of modernization processes, in Ukraine, unfortunately, modernization still stands for:underdevelopment, as it is carried out by borrowing from economically developed countries mainly technical and cultural achievements;partiality,incompleteness - borrowing only technical, scientific achievements, without profound changes in socio-political relations, legal and cultural norms.

Therefore, building an innovative vector of regional development of Ukraine aims to stimulate innovations in order to modernize the economy and find adequate tools that would be adapted to the current conditions and not only to identify problems in regional innovation development, but also to allow comprehensive understanding and search for specific measures for their further and purposeful development.

## 1. Defining the concept of "Modernization of regions"

At the moment, there is a need for a new regional policy in which the priorities of economic reforms and modernization must be combined with the tasks of regional development of Ukraine. The economic essence of modernization is determined by the progress of society, by changing its material basis - the technical, technological and economic basis. Thus, the term modernization describes a large number of simultaneous changes in different spheres of society. However, there are different interpretations of modernization. In particular, German researcher V. Zapf is considering the modernization of:

- as a secular process initiated by the Industrial Revolution, during which a small group of modernized societies developed;
- as a multifaceted process in which those who have fallen behind are catching up with those who have gone forward;
- as an attempt by modernized states to respond to new challenges to innovation and reform [2].

Interesting enough is P. Shtompka's approach, which has identified three meanings of the term:

- modernization is synonymous with all progressive socio-economic changes as society moves in front;'
- the term "modernization" is identical with the term "modernity" and means a complex of social, political, economic, cultural and intellectual transformations. These include the processes of industrialization, urbanization, rationalization, bureaucracy, the dominant influence of capitalism, the spread of individualism and motivations for success, the consolidation of reason and science;
- the term "modernization" refers to underdeveloped societies and describes their efforts to "catch up" with the leading, most developed countries that exist with them at one historical time, within a single global society. In another language, and in this case, "modernization" describes the movement from the periphery to the center of modern society [3].

The scientist M. Mikhalchenko notes that «… modernization orients society and its structures, spheres for improvement, advancement, the development and realization of new goals, tasks, priorities, strategies. Modernization is a creative and transformative function of development. But it is specific - as a means of renewing societies. Modernization is indeed an unfinished project and a project that never completes on a global scale. A society that has completed a modernization project can go to the historic landfill»[4]. Considering the category of "modernization" and theoretical approaches to its understanding, we can state the lack of a unified approach to its understanding and make the following generalizations:

- modernization - a process that involves the simultaneous qualitative changes at all levels in all areas and affects all members of society;
- modernization is not possible without innovations, but taking into account the historical and national characteristics of the country;
- modernization implies improvement of social, economic, political, cultural, environmental components for the purpose of sustainable development;
- modernization involves the use of effective management systems.

Recently, modernization has become quite important as a modern institute for solving structural and technological problems of the economy. However, its use in practice requires a deepening of the theoretical foundations of the relationship with both the general principles of economic theory and the specific tasks of industrial policy.

## 2. Features of modernization processes in Ukraine

The strategy of modernization of regional industrial complexes of Ukraine is a system of managerial and organizational decisions aimed at changing the material and technical base of a complex of industries based on the introduction of technological innovations as a result of the development of regional cross-sectoral innovation links in specific areas within specific industries. According to the report by the Global Innovation Index 2018, prepared by Cornell University, the INSEAD School of Business and the World Intellectual Property Organization, in 2018, Ukraine ranked 7th and ranked 43rd, ahead of Thailand and behind Greece. And in the below-average income bracket, Ukraine came in 1st place. The basis of Ukraine's innovative competitiveness is human capital and research, as well as the knowledge and results of research. Their effective implementation is a major competitive advantage [5]. Thus, in 2017, there was a reduction in the number of industrial enterprises engaged in innovative activities (by 9% compared to 2016 to 16.2% of all industrial enterprises), which took place due to a significant reduction in innovatively active enterprises. This took place in 2018-2019 [5].

Modernization of the industry on the basis of development of new technologies implies the existence of mechanisms of communication between partners not only in the sense of a formal communication process, but also in the sense of having confidence. The effectiveness of communication depends on the presence of trust in the system of interaction between its participants. Industrial policy has always acted in two ways:

– in the practical plane - as a system of views and concrete actions regarding the development of industry, individual industries and enterprises, including goals, objectives and methods of achievement;

– in the theoretical context - as an economic category, which determines the most important relations between the authorities, business and society in relation to meeting the needs of society, the formation of an effective structure of the industrial system, the growth of technological level, innovation and competitiveness of industrial production, without affecting specific enterprises.

In these circumstances, modernization reflects not only the general nature of change - "renewal", "improvement", but also the nature of the interaction of economic entities and society in the implementation of industrial policy, forming a kind of institutional platform for solving complex problems of innovation, efficiency and competitiveness. This is especially true of industrial regions - Dnipropetrovsk, Donetsk, Zaporizhia, Poltava, Kharkiv, Kiev and Lugansk regions, which are defined as industrial regions whose industrial production indices are (table 1).

In general, some regions produce almost 2/3 of the country's industrial output. As shown in the table the absolute leaders for 2018 are Dnipropetrovsk and Zaporizhzhya regions. Today, these industries are a powerful industrial complex. In the structure of industrial production of the region the largest share is of ferrous metallurgy, electricity, mechanical engineering and metalworking, non-ferrous metallurgy.

**Table 1.Industrial production indices by regions of Ukraine**

| Regions | Роки | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| **Dnipropetrovsk** | 98,4 | 92,5 | 92,1 | 99,3 | 100,1 | 103,0 | 98,0 |
| **Donetsk** | 90,0 | 68,5 | 65,4 | 106,4 | 89,1 | 102,6 | 101,1 |
| **Zaporizhia** | 96,8 | 96,8 | 95,3 | 96,9 | 106,2 | 103,6 | 94,1 |
| **Poltava** | 97,2 | 92,9 | 96,2 | 100,1 | 98,9 | 101,5 | 101,7 |
| **Kharkiv** | 94,6 | 94,8 | 88,2 | 105,8 | 106,1 | 102,9 | 98,8 |
| **Kiev** | 91,3 | 85,9 | 94,6 | 104,4 | 95,8 | 98,1 | 98,2 |
| **Lugansk** | 88,5 | 58,0 | 34,0 | 139,0 | 69,0 | 83,0 | 87,0 |

The individual groups of regions differ significantly by type of industrial activity. Industrial regions as the main carriers of the industrial brand of Ukraine inherited its main structural problems. Meanwhile, each of them has its own peculiarities of the structural and technological structure, which determines the nature of their development and features of the regional strategy.Regarding the modernization of the economy of industrial regions, we must bear in mind that its challenges are of economic origin but materialize at the regional level, significantly affecting the overall state of both national and regional economies. The economy of Ukraine's industrial regions is significantly deformed, and structural contradictions such as:

- ✓ small and even decreasing share of high-tech products;
- ✓ breach of value chains through reduced production of finished products;
- ✓ strengthening of raw material and semi-finished production structure.

Industrial regions, as the main carriers of the industrial brand of Ukraine, inherited its main structural problems, although each of them has its own peculiarities of structural and technological structure and economic development, which in each case should determine the regional character of the modernization strategy. Much of the territorial strategies in the developed countries of the world are created in the light of new economic geography, in which the potential of sub-state entities - regions and especially the largest cities - is constantly growing. In new geospatial coordinates, macro-regions and metropolitan areas are becoming key heights of the economy, where production, accumulation and predominant use of economically significant factors: capital, labor, and knowledge are taking place in a concentrated form. Emphasis is placed on the structural and institutional support for the growth of an individual region or city in the economy and social sphere, making it a real world, national and intellectual, industrial and financial center, with the involvement of transnational businesses, which will enhance innovation and human resources, technological and financial investments.It is important to reiterate that the process of modernization is not possible without innovative activity of enterprises or regions as a whole. Unfortunately, it can be stated that in comparison with 2016, the volume of financing of innovation activity in 2017 in Ukraine as a whole decreased both nominally and as a percentage of the GVA of industry - from 4.6% to 1.4% (Pic. 1) .

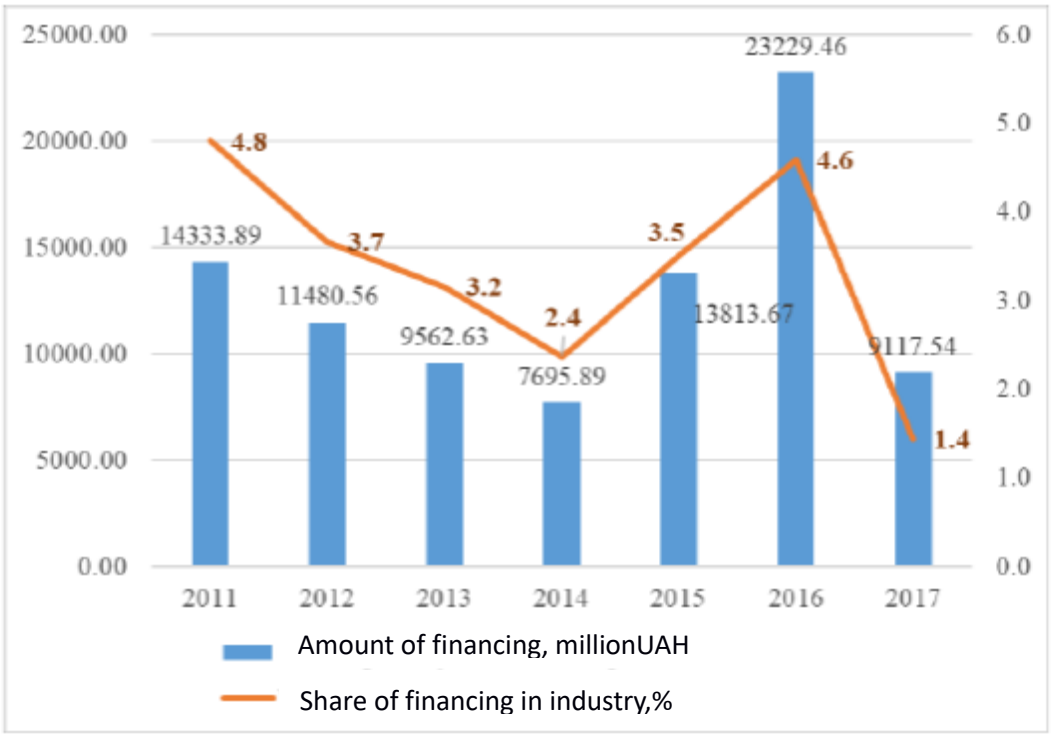



**Fig. 1. Dynamics of financing of innovation activity**

The main source of financing for innovation costs are the own funds of enterprises as a whole by industry (Pic. 2)

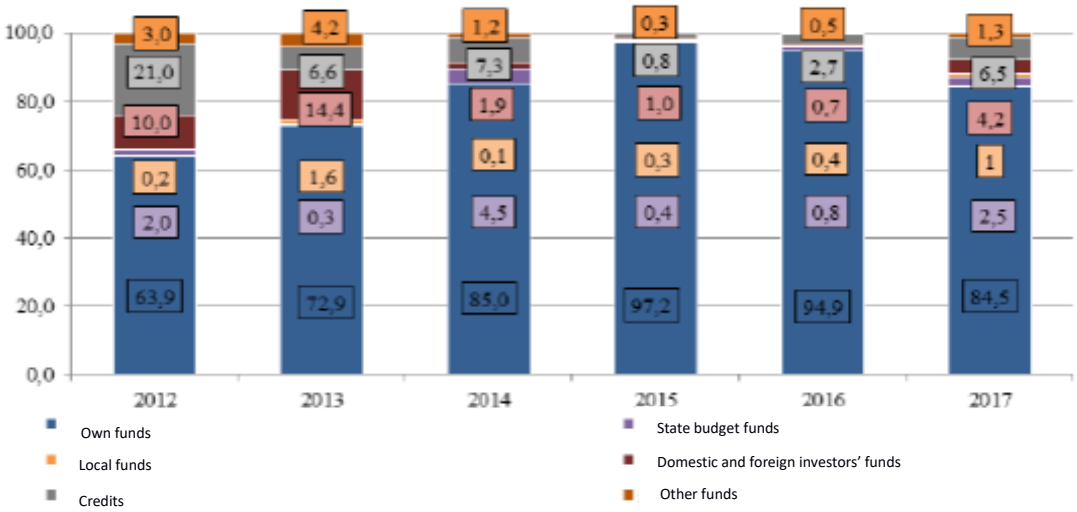



**Fig. 2. Dynamics of the total volume of financing of innovational activity 2012-2017**

In 2017, enterprises spent money on innovation mainly for the purchase of machinery, equipment and software - 64.7% of the total amount of financing for innovation or UAH 5898.84 million, which is by 20.7 pp. less than in 2016 (Pic. 3). Instead, the share of R&D spending increased from 10.6% in 2016 to 23.8% in 2017.

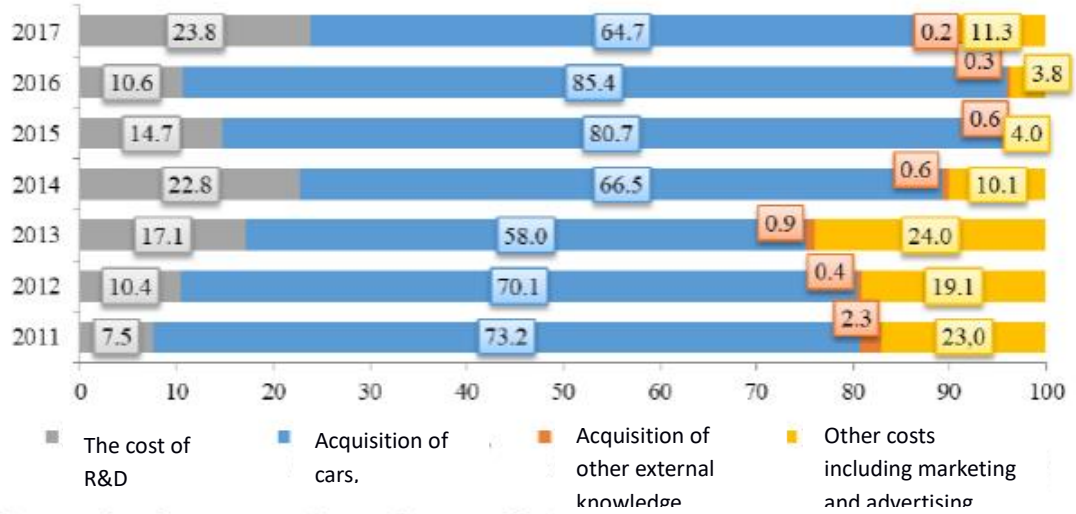



**Fig.. 3. Dynamics of directions of innovative expenses for 2011-2017**

No less problematic is the position of foreign economic relations of industrial regions is the import, mainly of high-tech products, which are hardly produced in Ukraine. The demand for mechanical engineering products, which is needed not only to support existing production, but also becomes a key factor in technological development and modernization of the economy, has become particularly acute. In 2018, imports of such goods amounted to $ 57141.0 million, or 115.2%. Foreign trade operations were conducted with partners from 221 countries [10].

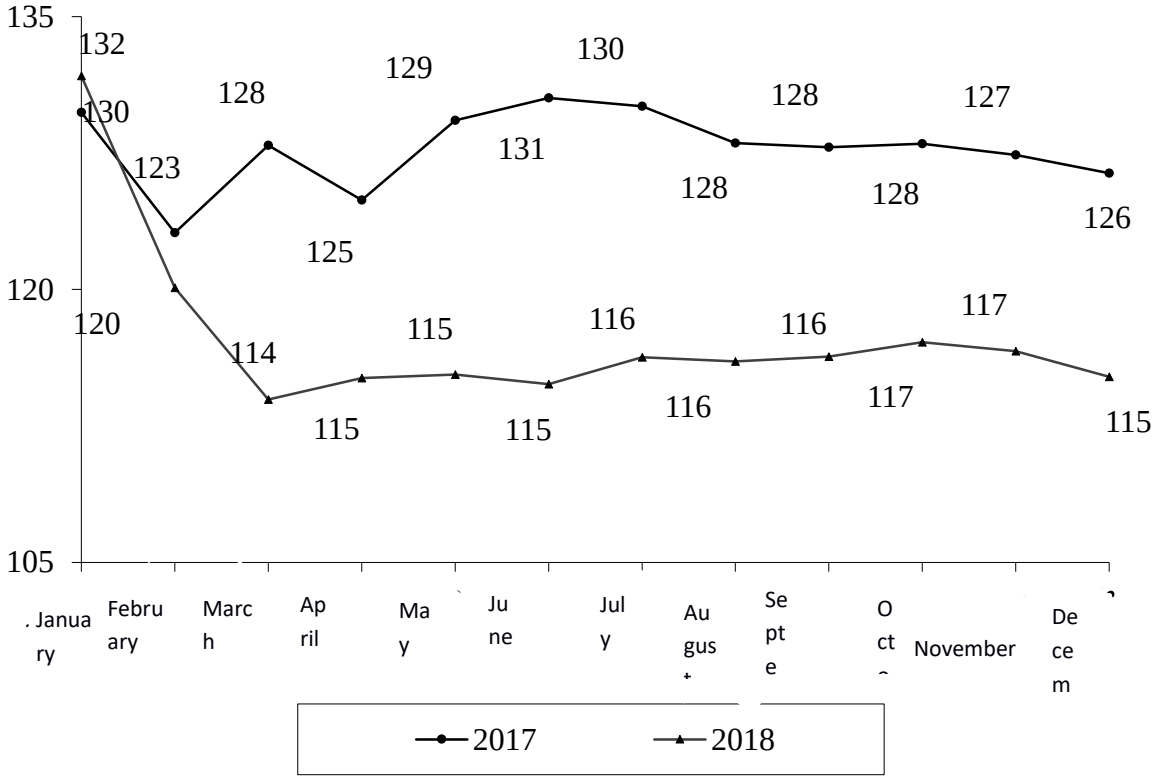



**Fig. 4. The growth rate (decrease) of imports of goods**

Unfortunately, despite Ukraine's desire to join the economy of innovative type, it is noticeable that de-industrialization of the country is actually taking place, which hinders any attempts to implement modernization processes. Industrial production fell by almost a third (28.7%) over 25 years of economic transformation. The number of employees decreased by half (by 44.12%), and nearly 2 million people were laid off. We lost entire industries, especially the innovative spectrum of activity - electronic industry, instrument making, machine tools, machine tools, agricultural machinery, special types of mechanical engineering for the mining, chemical and metallurgical industries. It can be argued that Ukraine has almost lost an industrial platform on which an innovation-type economy can develop.

The importance of industry remains high, despite the fact that its volume has been declining in recent years. According to estimates in Ukraine, the processes of innovative modernization of industry are of particular importance for the regions in the context of the urgent need to solve important strategic problems related to updating the technological and technological base of the industrial sector of the economy and expanding the scale of production of finished products with high added value; ensuring balanced industrial, social and environmental development; restructuring of social infrastructure; strengthening their business image. The relevance of the study of this problem is exacerbated by the processes of decentralization of national economy management, as well as the search for ways to activate the economic development of regions. Solving the urgent problems of modernizing the economy of the regions of Ukraine can not only be ensured by the efforts of the state center and its governing bodies. Here, the involvement and involvement of regional and local authorities is needed and their initiative and responsibility should be enhanced by decentralizing governance between the different levels of government in order to create a favorable regional economic space for all types of economic activity, attract investment and human resources, generate and promote innovation in accordance with market needs. Management decentralization processes are able to give the state policy of modernization of the national economy the features of integrity and balance of interests.

In Ukraine, the processes of innovative industrial modernization are of particular importance for the regions in the context of the urgent need to solve important strategic problems related to updating the technical and technological base of the industrial sector of the economy and expanding the scale of production of finished products with high added value; ensuring balanced industrial, social and environmental development; restructuring of social infrastructure; strengthening their business image. Along with the need for radical changes in the structure of the economy, an equally important problem of their transformation is the change of behavioral stereotypes of economic agents. The problems of the regions of Ukraine is specific and not simple result of cyclical economic development and aging of basic industries. The deep and stable economic and social ties established in the region, albeit devoid of a solid economic foundation, gives rise to institutional and social resistance to change and form a kind of "social contract" for economic activity that blocks changes in economic structure.

## Conclusions.

The notion of modernization is multifaceted and debatable. For this reason, it is necessary to note the need for more detailed coverage of economic issues related to modernization. Addressing the challenge of ensuring the financial and price stability of regions, which some scientists point out, sometimes conflict with each other, at least for developing countries. At this stage, in our opinion, modernization in Ukraine can be characterized as reflected and partial. Reflected, because our country has only recently embarked on the path of independent statehood, so it has to draw on the experience of those who have passed this path. Therefore, based on the above, we emphasize that understanding the problems of the modernization processes at the theoretical level will prevent many possible errors in state construction. The question of the purpose and the ideal image of these changes remains open. Modernization in practical terms includes elements of a shocking nature and implementation of a number of reforms in a rather short timeframe. Therefore, when it comes to modernization, we do not mean any exclusively evolutionary process that will last for decades. Of course, many reforms take a long time, but that does not mean that they have to be delayed. Ukraine is facing the need to tackle two related problems: technological modernization of the economy and smoothing out regional differences in development.

The modernization of the economy of the country and its regions is an important factor in increasing international competitiveness. Therefore, in today's conditions, successfully maintaining its status in the market is helped by the so-called "intellectual leadership", that is, an important factor is changing the role of man in the system. Structural modernization of the country's industry, its regions and institutional reforms will also be integral, contributing to the transition to a higher stage of modernization. We are convinced that there is no real alternative to the modernization strategy as a quality upgrade of the country. One can discuss the priorities and mechanisms of such modernization in terms of specific reforms, but the implementation of the modernization project is the only means not only to solve urgent problems, but also to ensure the dynamic development of the country. Given the sharp aggravation of a number of political, economic, social and demographic problems, it can be argued that the degradation of society and the institution of the state can be an alternative to modernization. So far, the Ukrainian political elite has not been able to clearly formulate its vision of modernizing reforms. According to recent events, the behavior of the Ukrainian political elite is determined by the interests and goals of the state, with the government being seen as a tool for lobbying the latter. There is no mechanism of feedback between government and society, which significantly reduces the effectiveness of both the government itself and the effectiveness of civil society. In such circumstances, it is the scientific and expert community that must constantly form public opinion on the need and directions of modernization, while civil society must press for power to prevent the very idea of modernization.

The current model of the country can last for a long time, both due to only partial changes and improvements to the political system, and thanks to a favorable global economic environment, but it has no historical perspective in the medium and long term.

The driving force of the modernization process should be the internal potential of the country, because its realization occurs under the conditions of fierce competition in world markets. It hardly makes sense to look for external "partners" or "donors" in this process, which does not mean refusing to actively use the opportunities arising from international economic, political and cultural cooperation in different formats. To date, the modernization process has not become a matter for the modern Ukrainian elite. At the same time, civil society has not yet put pressure on the elite in this area. Today, we need to combine expertise, a pragmatic approach to policy-making and public support in understanding the duration of transformation processes, the limitations of processes and the need to prioritize.

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# STUDY OF THE MODERN WORLD TRENDS INFLUENCE ON THE HOTEL INDUSTRY AS AN INTEGRAL PART OF THE QUALITATIVE TRAINING OF TOURISM SPECIALISTS

**Abstract.***In our article, we are considering a question of the approaches to training the staff in tourism industry, that will work in hotels. The primary focus is on one of the conditions for the qualitative training of tourism specialists, namely, the study of the modern world trends influence on the hotel industry. The relevance of this area of research is determined by the current pace of life, and so the need for continuous monitoring of trends in the intellectual economy and their adaptation in the strategic development of professional competences. The article outlines the current problems of achieving a high level of professional training in tourism. The main global trends in the hotel industry have been systematized. The influence of world trends on the hotel business has been revealed. The results of the study can be used to enhance competence in the hotel industry.*

## Introduction.

The hospitality sphere is open to society as a specific world system, so its interest in the new conditions in Ukraine with its unrealized resources of tourism potential requires the development of new approaches to the management of the hotel industry for many reasons. Firstly, internal mechanisms of business and health activity of the population, lifestyle and living conditions are rapidly activated and modified, mobility and migration of the population significantly increases. Secondly, the development of tourism and hospitality is opening the way to expanding international relations on a global scale. Thirdly, the hotel and restaurant business is at the top of the investment performance rating: they are paid off in the short term and with high returns. In the context of globalization of world economic relations, tourism, as a prerequisite for the development of the hotel industry, becomes an important source of foreign exchange earnings not only for industrialized countries but also for developing countries.

The share of profits from foreign tourism in total exports of goods and services in Spain is 60%, in Austria - 40%, in Greece - 36%, in Switzerland - 12%, in Italy - 11%, in Portugal - 21%, in Cyprus - 52%. In developing countries, foreign tourism accounts for 10–15% of exports of goods and services (India, Egypt, Paraguay). In some countries, this figure is much higher: Colombia - 20%, Jamaica - 30%, Panama - 55%, Haiti -73% [1].

Given the important economic importance of tourism in general and the hotel business in particular, their rapid and worldwide global development, as well as Ukraine’s desire to integrate into the global tourism society, it is advisable to modernize the composition of professional tourism education.

The issues of development of staff training methods in the tourist direction of economy were studied by a number of Ukrainian and Russian scholars: Fedorchenko V.K., Zorin I.V., Haranina E.N., Ziaziun I.A., Kvartalnov V.A., Sakun L.V., Chernii H.V. and others. However, current trends in tourism development create new conditions for the training of professional and competent personnel with their further employment.

Therefore, the task of improving the organization of the educational process in the training of specialists in tourism, formation of their professional and business qualities is leading to this day, both for the program of further tourism development and for the formation of the educational system in the country in new transitional conditions.

At the time of Ukraine’s independence, the tourism industry has not been recognized as a part of the economy and has been considered as an additional one. At that time, there were only four centers for training specialists in the tourism industry: Kyiv and Simferopol Universities, the Trade Union Tourism Institute, and the Hotel Industry Vocational School [2]. Since its independence, Ukraine has made significant steps in tourism education and has established its own system. Today, more than 130 higher educational institutions, 4 research institutes of the Ministry of Health of Ukraine and the Scientific Center for Tourism Development of the Ministry of Culture and Tourism of Ukraine provide scientific, methodological and personnel support in the field of tourism[3]**.**However, it is worth noting that the tourist education system in Ukraine is only in the stage of its development, and many important tasks remain to be completed in order to achieve a high level of professional training.

Solving these important tasks is impeded by a number of contradictions, in particular, between:

− Requirements of the labor market for the professional training of tourism specialists and their level of qualification, which does not correspond to the current world trends and growing needs in the conditions of information and technological development;

− necessitytoincreaseteleveloffundamentalcharacteroftouristeducationandimperfection oftheprofessionaland qualification structure of personnel;

− processes of humanization, humanitarization of educational activities and their formal consideration in the professional training of future specialists in the field of tourism;

– needs of cultural training of specialists in the field of tourism, taking into consideration ethno-national, socio-cultural and other peculiarities of different regions and under estimation of this direction;

– necessitytotakeintoaccountthepeculiaritiesofformationanddevelopmentofthenatio nalsystemoftouristeducation, progressiveideasofforeign practices in the professional training of specialists in the field of tourism and lack of their research in the national pedagogical science, often ignoring in pedagogical practice;

– growing needs for the theoretical substantiation and scientific and methodological support for the development and functioning of tourist education and the lack of specialized research institutions in Ukraine [4, p.68].

That is why, in our opinion, the essential conditions for new, better training of tourism professionals should be:

1. Combination of theory and practice (creation of educational establishments on the basis of operating hotels, paid internships, etc.).

2. Introduction of several foreign languages to the curriculum (for example, English, Russian, Polish and one more European language at choice).

3. In-depth study of such courses as “Psychology” and “Conflictology”, “Business Ethics”, etc.

4. Active engagement into the foreign programs (for example, European Association of the Vocational Hotel and Tourism Schools (AENT), Tempus, Trans-European Mobility Partnership Scheme for University Studies, Erasmus Mundus, Window for the external cooperation, Jean Monnet Programme – Understanding European Integration, Youth in Action Programme, created for the purpose of cooperation and mobility in the field of tourist education and adopting the experience [5, p.24].

5. Study of the impact of trends on the industry.

In particular, in our article we will research the trends influence on the hotel industry.

## 1. Major global trends at the hospitality industry.

First of all, we describe the concept of "trend", because there are similar concepts, such as a tendency. So, the tendency characterizes the direction of the world in general and tourism in particular. The tendency audience are innovators. Usually these are expensive and niche products. But the trend is when a third of the population follows the trend, it is characterized by cheapness, mass. A sustainable trend is one that lasts for three or more years. This got information from marketers doing research at the tourism industry. Trends are different analytics campaigns, and there are programs such as Google Trends and Trend Wather. There is even a trendwatcher profession.

Hospitality is an integral part of the tourism industry. These are thousands of businesses around the world that share a common purpose: providing tourists with the services they need and want. In these conditions, the problem of finding and creating new ways of development, constant updating of own policy with the dynamic development of the market of hotel and tourist services is acute.

The relevance of the study is due to the fact that the rapid development of tourism, qualitative changes in tourist demand and supply determine the emergence of new trends at the hospitality industry, in accordance with which the further development of the hotel industry. Nowadays, a powerful system of accommodation and service for guests has formed in the world, which has formed the material and technical basis of the tourism industry - the hotel industry. In the broad sense, the hotel industry should be understood as the hospitality industry, which provides accommodation, food and other additional services provided by the hotel industry. In the narrow sense of the word, hospitality is just accommodation.

Guest experience has always been synonymous with guest loyalty. Many factors determine guest pickup. As technology evolves and people travel more, trends change rapidly. The hoteliers need to cooperate and adapt to these new trends to evaluate the experience and satisfaction of guests. 2019 will be no different. Thus, the overall globalization trend is realized at the hotel industry, first of all, at new forms of partnership between enterprises. Collaboration is crucial, as no service provider can alone accommodate tourists and provide integrated development. The effect of the merger trend is usually realized through mergers and acquisitions, which is the most popular method used by hotel companies to strength their position at the global market, with an increase in the number of franchise agreements and foreign investment [6].

Internet resource monitoring has identified the general trends of the hotel industry, which are noted by various specialists (Sarbendra Sarkar MD & Founder, Cygnett Hotels & Resorts, Clinton Anderson, President of Saber Hospitality Solutions, Sergei Skorbenko director of digitalwill - hotel marketing and advertising agency). The trends are follows:

1. Mobility is a necessity. A trend that went into the absolute. More than half of armor today comes from mobile devices. This is preceded by the phases of finding, exploring and comparing hotel deals, which are also done with the help of a smartphone (rarely - a tablet). At the same time, not only OTA sites, but also feedback sites, along with numerous forums and social networks, are exposed to "mobile" study. The site of the hotel is subjected to the most rigorous analysis: offer, package of services, pricing policy, gallery, contacts. Each section and function of the site should be convenient and adaptable for "mobile" clients. The high usability of the hotel site is the strongest online booking guarantee.

2. Personalization. The trend that emerged last year will intensify in 2020. As technology advances and the growth of companies that innovate know-how, individual marketing experience becomes more and more expected by the customers themselves. And more efficient. Today, you will not be surprised by the use of personal e-mail addresses or the welcome bonuses and special offers that come from companies just before your birthday. The purpose of the visit of guest is now as never-before-important for a hotel staff. The information that a guest would like to see and visit will also not be superfluous at the hotel database. CRM can be a great tool not only for accounting and control, but also for personalized marketing.

3. Experts expect that by next year, 80% of internet traffic will account for video. Video marketing is a tool that works great at the hotel business. You have something to show, to sell a guest not just a service but an emotion. Video enhances customer conversion and loyalty.

4. Experimental Marketing: Give your guests an experience. This approach is the overriding task of hotel marketing of the future. Whether it is a business traveler or a family with children, your goal is to make the stay as positive as possible. The competition at the hotel business is high, but guests are returning to those who provide emotion combined with impeccable service.

5. Update your OTA strategy. Recent Tnooz research has shown that over the past two years, the number of travelers who visited when choosing a hotel and OTA site has dropped from 40% to 30%. While the number of those attending OTAs alone has increased from 48% to 60%. Disappointing data, given the cost of OTA services for the hotel. In such circumstances, it is necessary to optimize your direct information feed as soon as possible in order to compete effectively with OTA sites, to refuse cooperation with which is not possible and reasonable.

6. Customer content. Another growing trend is the confidence in user-generated content. These are photos of visitors to your hotel, their videos and even reviews made by hotel guests on forums and on their social networks. Yes, more than 70% of Americans say they review product reviews before making a purchase.

7. Messengers and chatbots as new channels to attract guests. It's really easier for people to ask their questions and put tasks at Messenger, recording and thus fixing the situation. Messenger at the hotel manager's arsenal is, in turn, an effective tool for identifying the interests and needs of a potential guest, as well as for getting instant feedback and feedback that require an immediate reaction from the hotel. The marketer has the ability to run advertising through Facebook Messenger. Specialized chatbots programs for hotels are a matter of time [7]**.**

In contrast to the specialists during the hospitality internship, students of the senior courses at FGRITB analyzed and identified the most visited, extraordinary, conceptual hotels of Ukraine among guests (clients).

The European and world hotel business is booming. People are beginning to travel more, so demand for high-quality hotels is growing. But the offer is also increasing, forcing entrepreneurs to keep a close eye on current trends and innovations.

1. Mobile payments

For the first time, experts have predicted the emergence of mobile payments for leading roles in the hotel business. Most people use mobile transfers, so any hotel owner should make the most of mobile transactions.

2. Ecology

Eco-friendly products, eco-friendly holidays - this is what modern people want.

People want to travel while getting the most out of their time, but without harming the environment. The participation of the hotel in eco-actions, as well as its compliance with environmental standards can be a strong argument for tourists and vacationers

3. Individual services

The hotel industry is slowly but surely moving to maximize the individualization of its services and services. Mobile applications and loyalty programs play an important role in this case.

4. «Smart »numbers

Technologies are out of place, and people want them to be provided not only at home but also during vacations. If you make use of some services from your mobile phone or tablet, guests will appreciate it. For example, it could be controlling the light level, the position of the backrest, etc [8].

As for Ukraine, this trend is also gaining in popularity, for example: “2019 was a year of Quality and excellence in tourism”. Is was announced by Taras Demkura, Senior Vice President of the National Tourism Organization of Ukraine, at the opening of the Lviv International Forum of the Tourism and Hospitality Industry on October 16.

In addition, owners of large tour operators confirm a new trend at the format of a new holiday: «TUI Magic Life – this is a new format of relaxation, which takes into account the interests of all generations and modern trends.

TUI Magic Life are hotels embodying a unique entertainment concept that was previously available only to European tourists. Its feature is in a very rich animation program, which includes all the variety of entertainment and sporting events. The infrastructure of each hotel concept is designed so that guests can not only relax, but also get a lot of new experiences without leaving the hotel [9].

So, as we see the global trends reflected at the internal development of the hotel business. We will personally test the use of these trends in practice.

## 2. TheimpactoftheworldwidetrendsonUkrainianhotelbusiness.

One of the main reasons for the restraint of inbound tourism is the lack of a sufficient hotel base, which can ensure the reception of foreign tourists at the global level, since the hotel business and tourism are closely linked and economically interdependent. Today, Ukraine ranks one of the last places among European countries in terms of hotels: 27 thousand inhabitants per hotel, while in the Czech Republic - 2.3 thousand, Estonia - 3.4 thousand, Bulgaria - 3.9 thousand [10].

The modern market of the enterprises of the hotel industry is dictated by the tough competitive conditions, which require the domestic means of offering high quality services. At the same time, scientists and practitioners draw attention to the fact that in Ukraine hotel services are now far behind world standards [11, 12]. But at the same time, they also highlight the high potential of domestic hotel enterprises [11-16].

However, first of all, in order to eliminate the existing problems, it is necessary first of all to adapt the developments of related fields of the hotel industry to the world standards.

Therefore, in order to improve the quality of hotel services in the first stage, we propose to conduct a thorough analysis of current trends and evaluate their implementation at hotels.

Considering that the technologies are developing and people are traveling much more, the trends are changing rapidly. That is why hoteliers should adapt for these new trends in order to evaluate experience and satisfaction of guests. The resource monitoring allowed to define the following modern trends in the hotel sphere: site of the hotel should be adapted to mobile devices, sale of the positive experience for a guest to share, the use of OTAs, use of video marketing, inspiration of guests to posting comments in the social networks, use of messengers and chat bots, learning the purpose of the guest's visit and its advantages, in order to propose that particular service, which will be interesting for him, possibility to use electronic funds transfer, providing personalized services, use of smart rooms (table 1).

**Table 1.The results of a survey of hoteliers about attitudes to the trends**

| Attitudes of hoteliers to trends | Don't know | Heard | Implement |
|---|---|---|---|
| The site of the hotel is adapted for mobile devices | 0% | 100% | 33% |
| Sell a positive experience for the guest to share | 17% | 83% | 0% |
| Using OTA | 17% | 83% | 0% |
| Using video marketing | 0% | 100% | 17% |
| Encouraging guests to review at social networks | 0% | 100% | 100% |
| Using messengers and chatbots | 0% | 100% | 33% |
| To study the purpose of the visit of the guest and his tastes in order to offer exactly the service that he will be interested in | 0% | 100% | 100% |
| Ability to pay by electronic payments | 0% | 100% | 100% |
| Provision of individual services | 0% | 100% | 100% |
| Use of smart numbers | 17% | 83% | 0% |
| Ecology | 0% | 100% | 33% |

*Source: Created by the author based on survey results*

Regarding the specified trends, a survey of hotel owners, who visited the International forum of hoteliers and restaurateurs in Lviv, has been conducted. After receiving data and summary of results, it is possible to draw the following conclusions:

1. All residents surveyed believe that following global trends will have a positive impact on profitability, but only half of the owners of Ukrainian hotels and 100% of hotels belonging to the world networks are operating.

Therefore, it is possible to note the partial impact of non-international hotel chains in Ukraine.

2. The most influential are the trends related to internet and online technologies (social media reviews, electronic payments) and those related to the individuality of the guest (to provide the guest with individual services, to study the purpose of his visit).

3. Trends are the least influential: the use of smart rooms, the sale of a positive experience to share, and the use of OTAs. And if the introduction of new technologies (the use of OTAs and smart numbers) is often extremely expensive to implement at a hotel, then the trend of "giving the guest a positive experience" is due to the lack of interest in new trends at the market.

Summarizing I would like to point out that it is nice to see that in Ukraine this trend is also gaining momentum in various areas of the tourism industry. This trend is very important, because customer attention is a requirement of a new time and a new generation.

"Now we see an interesting trend: generation Z is one of the most active audiences. Their annual tourism expenditures account for about 25% of total revenue. They rest about 4 weeks a year, and every year the number of rest days and the frequency increases, with a reduced number of days per trip.

And in order to remain interesting at the market, it is necessary to introduce new formats of rest: these are 3-4 day tours to European countries, in addition, this format gives the opportunity to increase the flow of tourists to Ukraine".

**Table 2. Comparison of software at the world market and at the Ukrainian market**

| | Scope in which it applies | World market | Ukrainian market |
|---|---|---|---|
| 1 | Online hotel reservations | Program Cloudbeds | Bitrix |
| 2 | Meeting the needs of different types of real estate, hotels, motels, resorts, clubs | eZee Frontdesk | System Fidelio Front Office (FFO) |
| 3 | Property management system including hotels, the program is designed for hoteliers | Panel Frontdesk Anywhere | PSM – Property Management System |
| 4 | Hotel reservations and cloud data management PMS | Hotelogix PMS Hotelogix | OtelMS Front Desk |
| 5 | CRM systems automate customer engagement, increase sales and improve customer service. | CRM - system | LOGOS |
| 6 | Our goal is to provide more powerful software for clients who have outgrown their current system. | RDP (Resort Data Processing) | Amo CRM |

*Source: Created by the author*

Confirmation that many hotels in Ukraine are lagging behind the developed countries is a comparison of technologies by application. Such a table (table 2) is a good indicator of what is at the Ukrainian market and what is not enough for the good operation of hotels. These trends, which are being implemented in European countries, help to serve guests quickly and efficiently. The formulation of this table led me to believe that our hotels lack the adherence to world trends, which simplify and save time to accept the guest. The purpose of this table was to show that the Ukrainian hotel business needs to look at all the programs they have used before and to choose a more convenient option for booking guests.

So, according to the research of this section, we can note the difference in approaches to follow the trends at Ukrainian hotels and at hotels of international chains. In technological terms, we can note the weak influence of trends.

## Conclusion.

In modern times, when vocational education, in particular, the tourism one, intermediates integration processes, the service industry needs professionals who possess innovative technologies and programs, customer communication skills, foreign languages and strategic thinking. A prerequisite for this aspect is the study of the world trends influence on the domestic market.

In our article a survey was conducted that showed the indirect impact of global trends. Residents surveyed believe that following global trends will have a positive impact on profitability, but not everyone implements them in their activities. Trends, related to online technologies and those related to guest identity, are the most influential. Innovation trends are the least influential factor, which is primarily due to lack of funds and indifference to guest needs. Confirmation that many hotels in Ukraine are lagging behind the developed countries is a comparison of technologies by application.

Hotels strive to cease to be a place to spend the night, trying to create a significant and lasting effect from a stop at them.

A lot of new hotels are positioning itself as the next generation of communities, offering experiences for interacting with fellow travelers and local residents. This is not just a place to relax, these hotels encourage communication and networking and build the experience of staying at them around social networks.

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# POLITICAL COMPETITION AS A CATALYST OF INSTITUTIONAL REFORMS

**Abstract.***In the article, the emergence of political elites and the creation of oligarchic groups in the post-Soviet space are considered as a synchronous process. It is shown that the relationship between government and business determines the form of a hybrid political regime. The emphasis is on the influence of the maturity level of the political environment on the quality of the institutions being formed, which allows to give recommendations for reforms strategy*

## Introduction.

The processes taking place in the countries of the former USSR affected all aspects of social, political and economic relations. They originated in the bowels of the Soviet socialist system, and continue to this day. Assessing such large-scale shifts is a challenge. In theoretical analysis, the cause and effect of changes occurring in a multi-level socio-economic system are often confused. This leads to false conclusions and errors in macroeconomic policies. Therefore the identification of the driving mechanisms of market transformations seems important for the development of a long-term strategy for economic development.

Despite the fact that the post-Soviet countries arose as a result of the collapse of a single and fully centralized economic system, the degree of their dependence on the previous path turned out to be different. This prompts the search for nodal points and critical junctures that determined the direction of further trajectories of economic development. The initial premise of this analysis is D. North's thesis that political systems tend to establish ineffective property rights, because firstly, an effective structure requires high costs of control and regulation, and secondly, the introduction of effective rules would irritate powerful political groups with special interests "[1]. Therefore, "... the structure of property rights, which maximizes rents for the ruling class, is in conflict with the structure that would ensure economic growth" [2]. The rent-seeking, restrictions of competition and of access to organizational structures are the main essential features of the state.

The above problems concern, as a rule, the activities of the state with a stable institutional structure. The emerging socio-economic environment is accompanied by additional difficulties. Its characteristics are, firstly, the combination of institutional elements not adapted to each other, and secondly, a high degree of dependence on the previous development path. This requires a special approach to the choice of a reform strategy.

## 1. The critical fork in the post-Soviet trajectory.

At the initial stages, the transformation scenarios in the post-Soviet space were similar. Party, regional and industry groups have transformed into new coalition structures. Departments not only adapted to the new institutional system, they actively changed it and became actually generators of institutions. At the same time, groups with special interests were clearly visible. They were represented, on the one hand, by a bureaucracy claiming a part of the income, and on the other, by departments aimed at keeping this part at their disposal. In the absence of competition, the costs of control and regulation were extremely high, which naturally led to the ineffective implementation of property rights. The desire to maintain political and economic rent became an incentive for cooperation. The reformers sought so to carry out economic reforms that the political coalition remained in power. Rent-seeking behavior coincided with the chance to take possession of real assets. The forms and schemes of privatization made it possible to give this process a legal character. In the new institutional structure, oligarchs have become full owners, their contributions to their companies are estimated at hundreds of millions of dollars.

The direct presence of power elites in the private sector led to the manipulation of prices of factors of production and to monopoly profit. The elites feared the economic and political risks of a free economy, since the activity of the masses could become a threat to their privileges [3]. Therefore, for them, the conservation of economically ineffective, but politically safe institutions for rent-taking has become preferable. They used their power, influence and resources to establish, protect and reproduce these institutions. This has become fertile ground for the emergence of institutional traps and misuse of market institutions. It turned out that institutions can work differently than in the systems from which they were borrowed. Studies show that countries in this kind of trap, even with an abundance of resources and favorable geographical preconditions are usually not capable of development [4].

The emergence in the post-Soviet space of the oligarchic system of property rights has become a “critical juncture”, which predetermined further changes in the economy and politics [5]. There is a wide classification of regimes that have arisen as a result of post-communist transformation, from consolidated or liberal democracies (Baltic countries) to politically closed authoritarianism (Turkmenistan) [6]. Most hybrid socio-political systems constitute a certain gray zone with varying degrees of influence of undemocratic structures, up to new varieties of autocratic rule covered by a democratic veil. In political regimes prone to authoritarianism, democracy is curtailed and the masses activity is low; in transformational regimes - on the contrary: the progressive development of democratic freedoms and high civic engagement[5]. The synthesis of economic and political power was called "controlled clan capitalism" [7]. However, there is a fundamental difference between his models; it consists in the ratio of power and business.

[5]Examples of high civic activism are the Rose Revolution in Georgia in 2003 and the Orange Revolution in Ukraine in 2004.

Today, regimes close to authoritarianism are leaning toward the classical scheme of the "natural state" [8][6]. In these countries, since the beginning of the 2000s, a regime has been firmly established with the maximum centralization of political power. The restraint mechanisms and balances are nominally preserved, but are really weakened or inactive [3]. Such a political system is characterized as "competitive authoritarianism" - a hybrid regime that admits the external attributes of democracy, but uses various means to exclude the real possibility to change of power [9]. It is even claimed that a variant of state capitalism has been created, where the state is the sole owner of impeccably formalized rights [10]. The sovereign title gives the right to register, reshape and revoke any rights, although it allows individual entities to partially realize them[7]. Power at its discretion guarantees the share of the property only to loyal subjects, if they follow the certain rules. That is, managed capital is not fully owned by the owners, it is capitalized only through the capitalization of power as a whole. Such a regime provides exclusive privileges to power elites, creating barriers around the privileged sector, which suppresses competition and innovation.

Countries with imperfect democracies suffer a reverse bias - the privatization of power and state by business structures. Economic power allows them to manipulate the political system and initiate such legal mechanisms that provides the elites with further extraction of sustainable economic rents. This form of a hybrid regime with a "horizontal power" can be described as a "competitive oligarchy." It broadens the circle of participants in the political struggle; the size of personal wealth serves as a limitation on entry into it. Clans rule the state; power is used as a tool for the redistribution of property and market dominance. Hence the inconsistency of reforms: the course turns with each change in the balance of power.

## 2. Competition between elites as a driving force for institutional reforms

The principles of democracy that have spread to the political market stimulate the emergence of new opposition groups. This removes the problem of the complete absoluteness of rights, but gives rise to the problem of their coordination in the struggle for power. Even with an established system of institutions, we are not dealing with demand in general for law in general, but with the demand of certain interest groups for specific elements of law. Property rights are distributed among interest groups depending on the "contractual strength" of each of them. A definite system of property rights is emerging, individual subsystems of which may come into conflict with each other. The mechanism that determines which of the conflicting rights should be restricted is the political market.

The desire of the authorities to extract maximum monopoly rents is limited by opposition forces, which are potential competitors in the struggle for power. Elites are faced with the need for cooperative behavior; their peaceful coexistence depends on a balance of interests associated with the process of creating rents.

[6]According to Freedom House, from the post-Soviet countries, Russia, Belarus, Kazakhstan, Azerbaijan, Uzbekistan, Turkmenistan, and Tajikistan are not free; Ukraine, Moldova, Georgia, Armenia, and Kyrgyzstan are partly free; Baltic countries are free. Source: *https://freedomhouse.org/report/freedom-world/freedom-world-2019/map*
[7]An example is the "YUKOS" affair in Russia.

The wider the circle of elites, the more opposition groups, and the more unlikely it becomes to achieve a double balance, which means concentrated economic and political power. A democratic political system and the presence of strong opposition groups are key factors in the development of inter-elite competition in the political market [11]. Open access in politics leads to creative political destruction. Creating a rent that benefits for only a narrow group of interests becomes less likely. Opposition parties have strong incentives to keep an eye on the ruling group and to publicize attempts to undermine the constitution, manipulate laws and establish favorable rules for themselves to the detriment of society. Competition between the elites contributes to the development of democracy and the involvement of the general population in making government decisions.

Meanwhile, the assessment of the institution of democracy is mixed. On the one hand, it is considered the best competitive selection mechanism between political parties and influence groups [12]. At the same time, the thesis is put forward that in countries with unstable democracy the parliamentary form of government is optimal [13]. On the other hand, there are many explanations why politically free regimes are not able to create the conditions for effective economic activity [14]. Among them, the most authoritative is the argument about the influence of groups with special interests on the choice of economic and political institutions [2], up to the recognition of the modern form of democracy as a limited autocratic system [15].

The introduction of democratic principles into the political system in the post-Soviet space is even more pessimistic. Democracy is seen as a threat to economic development, since this political system allows lobbying groups to extract significant private rents in an unregulated political sphere [16].Therefore, attempts to weaken administrative leverage have been criticized, while increased government intervention is considered the key to the success of institutional transformations [17].The authors insist on the need to ensure first of all political stability, and not democratization so that economies can develop at a fast pace. Economic development is considered possible even in conditions of underdeveloped institutions, while their improvement is associated with significant transformational costs.

Indeed, a fundamental change in the post-socialictic system has created adaptation difficulties. New institutional elements were implanted and the functioning principles of the old ones were radically changed. Artificially embedded institutional elements were confronted with resistance from established norms. An inconsistency arose between implantable formal institutions and prevailing informal norms.

The problem is that transforming societies have different mentality, value orientations, and features of spiritual and religious culture [18]. They are under the burden of historical experience, and therefore have their own special ideas about economic processes and acceptable rules of behavior. The perception and interpretation of imposed formal institutions by economic agents was filtered out through an established prism of values. As a result, new institutions underwent mutations, became ineffective, and lost their social functions.

Studies show the absence of any connection between the indices of court justice, contract execution, business freedom, protection of property rights, and the pace of economic growth in transitive economies. A deformed relationship between implanted institutions and the nature of economic processes has discovered. It is revealed that the ability of the government to effectively regulate the private sector has a positive effect on economic growth in the short term, which, however, becomes negative in the long term [19]. An explanation of these phenomena should be sought in the distrustful attitude of society towards government decisions, in the ingrained ability of private business to circumvent laws, decrees and other formal norms.

The analysis shows that anti-corruption measures in transitive economies have a negative effect in a short period, which indicates a close relationship between the government and business inherent in highly corrupt countries. In an undeveloped institutional environment, corruption can have a stabilizing effect on the economy, but it poses a serious danger as market institutions develop. Therefore, to achieve a significant positive result, the fight against corruption should not be episodic, but long-term.

A similar nature of the relationship was found between the growth rates of transitive economies and the index of political stability. The low probability of government destabilization is an obstacle to economic growth in transitive economies with fragile institutions. In addition, a complete absence of the influence of the level of democracy on the economy in transitive countries was found. However, with the maturity of the institutional framework both political stability and democratic freedoms become positive determinants of growth.

Such a conclusion completely refutes the view that political stability is the key to the successful development of a transforming economy. And the experience of Eastern European countries dispels fears that democracy and a government accountable to society may block reforms or reverse them. Democratic countries with frequent government changes have made greater strides in protecting property rights, competition, and the rule of law than states with suppressed or manipulated democracies [20]. Political instability and change of power have a beneficial effect on the quality of institutions in imperfect democracies, where institutions are “plastic” and are strongly influenced by elites. The real prospect of removal from power increases the interest of the current ruling faction in the checks and balances that will protect it in the future from the arbitrariness of competing elite groups. The separation of powers and other democratic elements are perceived by the ruling elites as insurance in the event of adverse changes in their political fate.

Thus, political instability becomes a catalyst for progressive institutional reforms in transitive countries. Conversely, with the irremovability of power, elites outside the control of society are not interested in improving the institutional climate, since their own private assets are protected by an “administrative resource”. Only with the threat of a real loss of power, and with it a privileged regime for its assets, universal norms and rules become

irreplaceable for elites. The development of economic policy remains the function of political elites, but opposition control and pressure from the masses force them to account and make decisions in the public interest. Such a political regime is becoming less “elitocentric" [21]. Democracy disciplines elites in the public interest.

Recent studies show that elites can develop capacity for collective action through coordination [22]. In order for interaction between elites to be based on formal rules, rather than private agreements, the number of participants in the negotiation process must be large. An increase in coalition members forces them to value public goods higher. As a result, redistributive institutions, through which some groups succeed at the expense of others, become less attractive. The wider the coalition controlling the institutional choice, the greater the chances of the country moving to “an open access” order.

According to the classic dilemma "voice vs. exit" masses express their attitude to the behavior of elites [23]. A preference in Russia is “leaving” to informal networks and small groups, as well as for an independent search for ways to adapt to adverse external conditions [24]. In Ukraine, “voice” has become the main form of expression of the opinion of the masses. It manifests itself in active political participation and public control over public policy.[8] Although it is still widely believed that the Eastern Partnership countries will never become “full-fledged democracies with Western European standards” [25], moving in this direction seems to be the only reasonable solution.

Thus, in conditions of fundamental institutional transformations, a special role belongs to the political sphere. Its quality has a significant impact both on the functioning of the economy and on the effectiveness of the institutions formed. Studies show that the institutional indices of post-socialist countries are particularly sensitive to the level of control over corruption in government and to the effectiveness of government decisions [19]. This means that the smaller the influence of individuals on the legislative process, the institutional reforms are more successful. Only under the condition of competition among the elites and the participation of the masses in assessing their activities, is a transition to the open access order possible.

## Conclusion.

The reform process in post-Soviet economies is characterized by two distinctive features. First, artificially implanted institutions show a deformed relationship with the rate of economic growth, which is due to their inconsistency with the prevailing norms in society. Secondly, since new institutions are not the result of unconscious selection, but are established by the political establishment, the quality of the political sphere largely determines the adequacy of introduced formal institutions to the nature of economic processes. The fate of institutions depends on the attitude of influential social groups to them, especially political elites, which determine the direction of reforms. The transition to "the open access" order is possible subject to competition among the elites and the participation of the masses in evaluating their activities.

[8] Evidence of high civic engagement is Euromaidan in Ukraine in 2013-14.

Competition in the political market is becoming a catalyst for effective strategies. The open process of developing reform programs and evaluating their implementation contributes to informed decision-making and the consolidation of democratic institutions.

In conditions of institutional instability, first of all, the state of political institutions, namely, the maturity of parliamentary and presidential democracy will determine the path of further development. This conclusion is consistent with the well-known hypothesis of "an institutional hierarchy" [26], which establishes the dependence of economic institutions on the type or quality of political ones.However, democratic freedom only promotes prosperity if it is complemented by economic well-being and civic self-awareness. For society to become an active subject of institutional transformations, democratic principles must be developed in parallel with an increase in living standards and the development of civic culture. It should be understood that this is not the result of one month or a year, but of long historical development under non-authoritarian regimes, political and economic competition, accountability of the authorities and the rule of law, when the accumulation of physical capital and social capital reinforce each other [27-37]. After many years of authoritarianism, the institution of democracy should be introduced gradually; the population should be trained in civilized forms of its implementation.

This specificity explains the poor susceptibility of standard reform models, and encourages their critical review. Moreover, an understanding of this specificity makes it possible to determine the basic strategy of institutional transformations in post-Soviet countries. The first step should be the implementation of radical transformations in the political sphere, aimed at minimizing corruption, eliminating the possibility of individuals influencing the legislative process, increasing the professionalism of officials, ensuring free and transparent political competition. The second step is institutional changes in close combination with reforming the structure of the economy, improving the principles of its functioning, with the parallel maturation of new visions and standards of behavior among the main players - economic agents. Transformational transformations are a complex and multidimensional process, which can be fruitful only if it is based on the principle of unity of formal institutions with the social, cultural and economic characteristics of the system.

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# THEORETICAL AND APPLIED ASPECTS OF THE NATIONAL ECONOMY SOCIAL CAPITAL' FORMATION

**Abstract.***The aim of publication – justify and develop theoretical positions, methodological approaches and scientific and practical recommendations on forecasting and designing of the social capital at the level of the national economy. The growth of the social capital has as consequence the reduction of the "friction forces in the economy", expressed in the economy of the transaction costs, savings from the reconstructing institutions and organizations based on the clear specification of property rights, creation of the organizational structures to ensure their effective exchange, comparison and cost savings arising in this process. In the basis of forecasting and designing as specific mechanisms of the state regulation of the social capital relies the process of the planned development of its main elements (trust, norms, rules, social relations, goodwill, culture) is laid, which aims to reduce transaction costs by reducing the risks of the opportunistic behavior, the level of the uncertainty, costs of reconciling the interests of the economic agents and property rights protection, overcoming of the information asymmetry, increasing of the information exchange, saving the costs on monitoring and control of counterparty, minimizing direct damage and consequences of incomplete contracts in the scale of the national economy. Forecasting and designing of the social capital is based on the principles of the formation of the strategical goals of the priority directions of the social and economic policy.*

## Introduction.

The category “capital” is one of the most widely used in modern framework fundamental theoretical and applied practical research. Its application requires the use of a balanced multi-component and multi-subject historical and logical approach. The impact of certain phases of the development of social relations on understanding of the essence of this basic concept has significantly influenced the development of a modern dynamic and cognitive approach to understanding capital. Its definition continues to be specified and renewed due to the implementation of sophisticated accents and changing priorities in the approaches to formulating scientific viewpoints of different authors.

## 1. Theoretical bases of the national economysocial capital' formation as an object of regulation.

A pride of place among the above-mentioned viewpoints goes to the category of social capital of the national economy (SCNE) (Fig. 1).

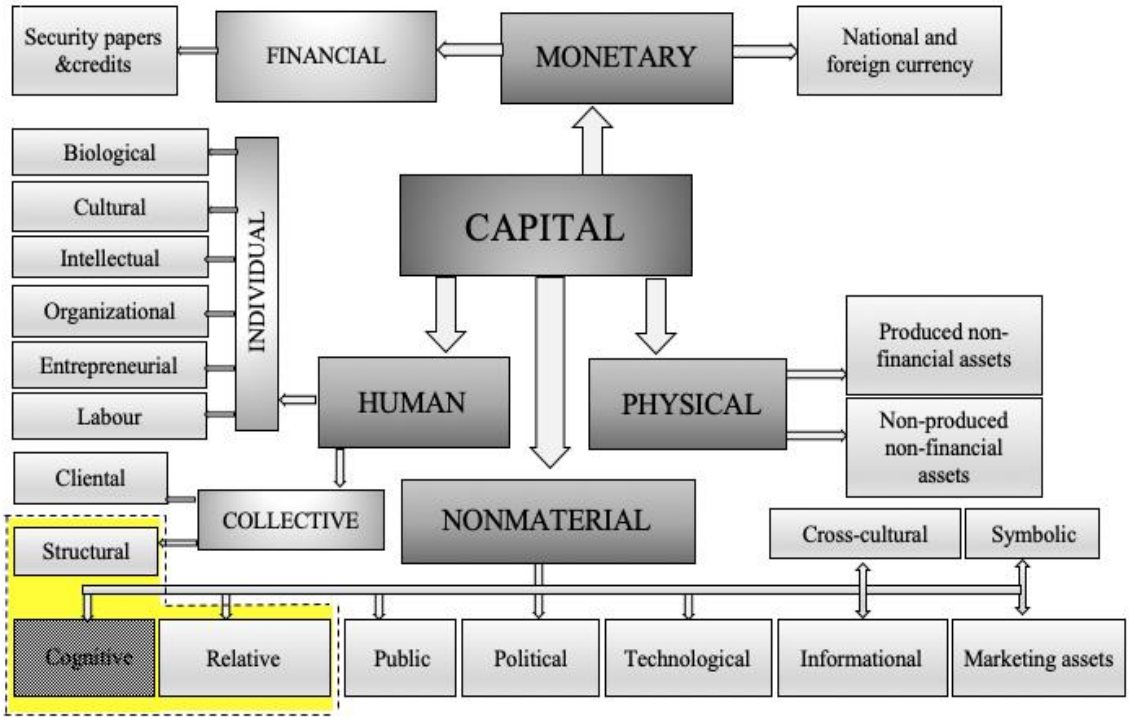



**Fig. 1. Most common types of capital (Economics)**

*Note: hypothetical SCNE is highlighted with colour*

*Source: developed by the author*

The first approach to study the subject as a scientific research was carried out by Hanifan L. in 1916 [1]. He studied concepts relevant to the category, their meaning and influence on the processes of social development.Numerous researchers who study the economic nature of SCNE phenomenon can be conditionally assigned to one of the three directions:

– Bourdieu's followers understand its essence mostly as "…a set of real or potential resources that are associated with a stable network of [durable networks] more or less institutionalized relationships of mutual acquaintance and recognition… or, in other words, group membership" [2]. The value of social capital (SC) is seen in the usefulness when it provides certain benefits to its consumer. The scientist calls these kinds of resources "the ability to dispose necessary conditions and prerequisites for practice; … the structure of domination and power over other agents" [2], linking them with the possibility of strengthening the position of a person in society as a whole, developing other types of capital, increasing their position in the network, prestige, influence and importance. The peculiar viewpoint of the followers of this strand of research is that they investigate the results or consequences of using capital as an individual characteristic for a particular personality, that is SC carrier;

– Coleman's followers [3] do not specify a single definition of the category. They focus on the functions and usefulness of SC as the unity of personalized human and group (organization) resources. In contrast to Bourdieu's position, the implementation of SC is associated not only with positioning itself in society, but mostly with the function of convenience of using it as a public resource, public welfare in order to facilitate personal activity of economic entity at macro-, meso- and microeconomic levels of management. That is why they distinguish SC sources, such as trust and establishing relationships, the descent of man and the history of his or her descent. Regardless of the point of view on understanding the SC essence, it should be acknowledged that followers of all aspects of the study of this phenomenon are unconditionally acknowledge SCNE as the source of power and welfare; it originates and exists only under the conditions of mutual relations among people;

– Fukuyama's followers focus on the network of moral relationships “trust among groups of individual agents who share informal norms or values ... <...> norms and values can range from simple principle of reciprocity between two friends to the complex value systems created by organized religions ...” [4]. The followers of this scientific field consider SCNE as public resource and define it as informal norms and values. They understand it as a property not so much of an individual, but as a resource for the development of associations and entire states. The source of the SC is natural co-operation of people, their integration into self-governing groups to collectively address important issues based on compliance with obligations, compliance with norms of reciprocity, and avoidance of opportunistic behaviour. The implementation of an alternative approach allows classifying options for determining the content of SC from the standpoint of identifying the ultimate goal of functioning, that is the formation of social networks, social norms and values (Table 1).

**Table 1.Substantive approaches to defining the objective of SCNE function**

| Approach | | Objective of SCNE function |
|---|---|---|
| content | type | |
| formation of social networks | networking | Formation of a system of relatively autonomous / closed systems of high density of social connections of interconnected individuals in the form of networks. It provides an individual and intra-group level of analysis of the individual's connections and network structure |
| formation of norms and values | communitarian | Formation of a set of social norms, relationships of trust, reciprocity, involvement of individuals in the activities of voluntary associations at the level of civil society, region, ecosystem and community |
| | institutional | The production and preservation by social institutions (Governmental Authorities (Public Authorities)) of the obligatory attribute of civil society, such as normative and cultural conditions of the institutional structures/institutional residents’ activities that constitute the institutional environment of economic and social behaviour |
| | synergistic | Implementation of bridging, exclusive (bridging is a mutual support in critical situations) and bonding, inclusive (bonding is expansion of ties and formation of new resources) SC as an extra-economic enzyme and catalyst for economic and social development, derived from the functioning of social associations and the institutional environment of the phenomenon |

*Source: summarized by the author on the basis of [5]*

A number of researchers of the processes of state regulation of increasing SCNE have noted the peculiarities that extend the study of its significant differences in comparison with the alternative types of capital resources/assets of the steady increase of individual and collective welfare of the nation:

– SCNE system of elements as an object of forecasting/design requires definite arrangement according to certain classification features (Fig. 2);

– social investment (in the broad sense of the word) occurs at the same time, in the form of funding the formation of SC, HC, and transitional/mixed forms of these two types of capital;

– it is necessary to find out the nature of the investments in SCNE in terms of characteristic features of the process of transformation of investment expenditures into expenses for the formation of profitable intangible (intellectual interpersonal) assets, which are expected to pay off in future. Counterparties that incur the cost of forming SCNE tend to assume predominantly moral obligations. In future, the realization of the obligations, with high probability, but not automatically, generates counter-obligations because of the potential for their managers to obtain additional benefits;

– conscious regulation of investing processes requires logical sequence of determining the value of investments in SCNE, its transfer to gross costs, differentiated calculation of the efficiency of profitable (in the process of comparing the value of property titles or specific goods with incurred costs), as well as unprofitable investments (patronage, mutual help, volunteer work, etc.);

– a clear distinction should be made between mandatory social costs of the institutional sector of governmental authorities, which are carried out by budgetary funds, and public expenditures that are legitimately regarded as social investments;

– when making social investments, account should be taken of the non-static unbalanced and complex cause and effect chain of realization of the whole set of social phenomena with forced or unforced violations of the established logic of events that is generated by the society as a whole. At the same time, there is a high capacity of meaningful and meaningless events, the number of external manifestations of social phenomena is very large and ambiguously interpreted. All of them can be violated in one way or another, except for sociological. The model should include the results of psychological, political, economic, medical, pedagogical research and the like;

– the established approaches to the measurement of SCNE are considered unsatisfactory and outdated, that rapidly lose their relevance because they do not reflect flows in the value of capital; instead, an approach (for example, a cognitive approach to modelling J. Forrester's system dynamics [6]) is proposed, according to which SCNE elements are treated not as absolutes with qualitatively implicit changes, but as relevant which include the detected changes in the scale of the phenomenon;

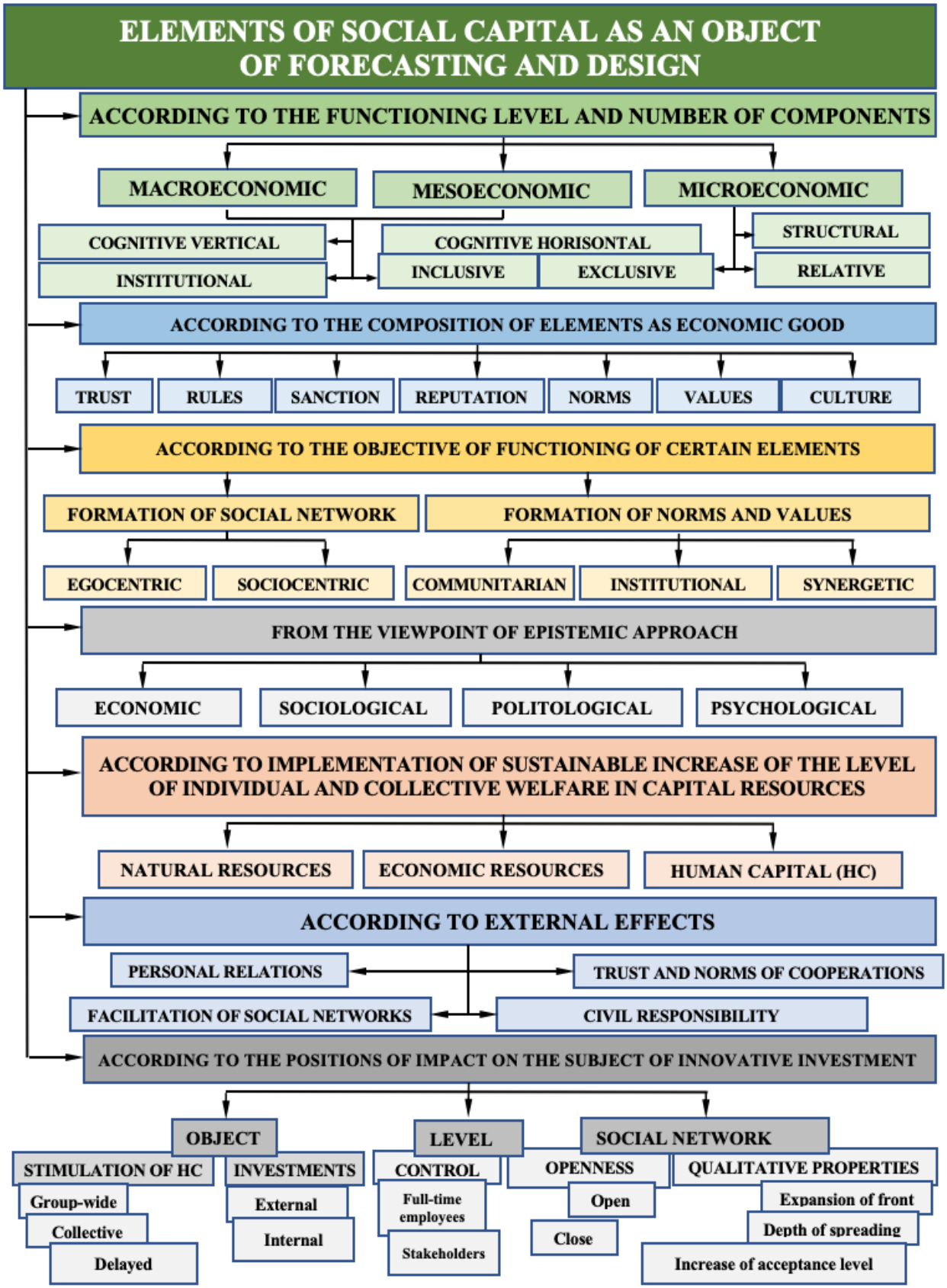



**Fig. 2.SCNE elements as an object of forecasting and programming**

*Note: HC* – human capital*

*Source: summarized by the author on the basis of [2-5]*

– for updating methods of forecasting and programming of a set of processes in the environment of SCNE functioning, as a complex system with nonlinear feedbacks, methods of system dynamics (with graphical diagrams of causal relationships and global effects of one parameter on the other in time) are used [7-9], with some caveats. G. Gordon's Discrete Event Programming (GPSP (Global Purpose Simulation System)) method, as well as the latest techniques of agent-based model (ABM) bottom-up simulation [10-13], and the influence of performance agents on the global behaviour of the system as a whole;

– the study of transactional costs of the national economy hold a special place in the studies. The decrease of the costs actually serves as a source of social investment returns in the amount of the increase in the value of SCNE;

– a detailed study of the cycle of groups of cause and effect relationships of transformation processes in the process of simulation of SCNE, as well as the behaviour of decentralized agents involved in its formation is necessary. It is also necessary to study the features of manifestation of main prototypes of relations among individuals and social groups that cause a direct impact on the formation of SCNE. The causes of uncertainty in social investments, institutional environment of social capital formation in all its various forms, functional forms, multivariate identifying promising strategies for transformation of social capital are also an important field for investigation.

## 2. ApproachestomeasuringSCNEas an object of regulation.

Basic model of SC micro-level [14] considers it as a set of functioning of three components. The issues of strength of the group members' connections with other individuals, the inclusion of individuals in social networks, the degree of density of the social networks are considered in the process of studying *structural* component. *Cognitive* component, which is a passive reflection of organizational culture, consists of language, thesaurus and narratives shared by the group members. *Relational* component is represented by trust, social norms, level of identification with the group, commitments and expectations.

The two-component SC model of the national economy is represented by the approach with separation of structural and cognitive components (Fig. 3).

The cognitive component also includes the relative component. In this case, it consists of norms, values, attitudes, beliefs of a person facilitating joint activity, perception of help and support, reciprocity, willingness to share resources and trust within the group.

Cognitive SC has two levels: individual level as a basic willingness to cooperate and group level as a successful collective interaction. The preconditions to form SC at the personal level are: the willingness to cooperate (the tendency to trust others, help, care for the well-being of the environment, take on social responsibility, etc.), the willingness to defend their interests (non-aggressive confidence (persistence) in the process of self-interest, the obligation of mutual services such as assertiveness, cognitive flexibility, ability to adapt and interact effectively with the workgroup.

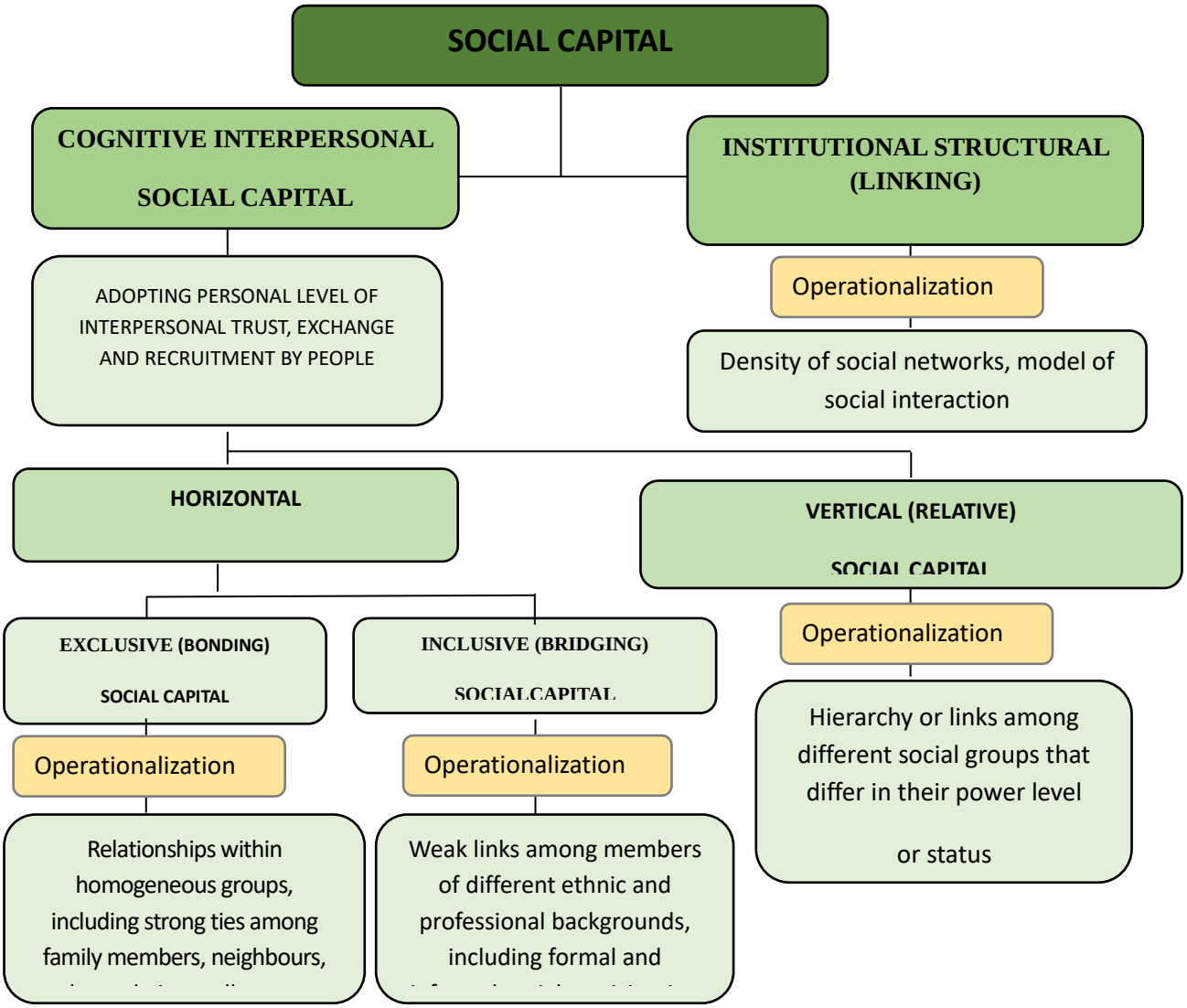



**Fig. 3.Two-component SCNE structure**

*Source: improved and specified by the author*

Examples of complete, valid, open methods of measuring cognitive SC at the community level of neighborhoods that compactly reside in a particular territory (neighborhoods, satellite cities, villages, urban settlements, etc.) are the 7-scale A-SCAT (Adopted Social Capital Assessment Tool) and the 8-scale ONYX. Based on the results of the studies, graphs of relationships between the scales are displayed, showing level of correlation *r* and the level of their significance *p*. Cognitive SC of the group level is formed under the condition of high level of cognitive SC of individual level, as well as understanding of the collective goals by the members of the work groups and the availability of agreement regarding the means to achieve them.

The macro-level SC provides formal relationships and structures that include the rule of law, legal system, type of political regime, level of decentralization, and the level of participation in the political process. It should be noted that a unified methodology for measuring SC level and "generalized confidence" at the macroeconomic level has not yet been developed. This is explained by the fact that misunderstanding permeates not only the

sphere of calculation of the components of the final formula and the dimension of the results, but also their interpretation. Recent methods can only provide the coefficient with a range of normative values that allow formulating judgments about the "manifestation level" of SC in society, the extent to which citizens are involved in social networks and the nature of their interaction.

The main methods of quantitative measurement of SC are to calculate its level on the basis of "distal" and "proximal" Putnam indicators, SOCAT method, Fukuyama "confidence radius", and rating index.

The following definitions include more detailed characteristics of SC types:

– bonding social capital (BoSC) includes social networks of micro- and cognitive levels of closely and strongly interconnected individuals (within a family, a highly identical homogeneous ethnic group) of homogeneous groups formed and used to maximize daily life easiness ("getting by in life") [15]. The sources of information on the structure, origin and quality of personal social connections within the framework of the formation of objects of SC are the results of conducting basic social research of the economical entities, the analysis of self-centered social networks, etc. The mechanisms of BoSc implementation are the provision of social (emotional, instrumental, evaluative and informational) support, normative guidance through manifestation of standards of behaviour within the group, demonstration of potential roles in real life, personal contacts, psychological and physiological factors;

– bridging social capital (BrSC) are social networks of remote individuals who are poorly connected through cross-cutting, more meaningful than family, relationships (business partnerships, acquaintances, handshake acquaintances, friends from other ethnic groups), which can be used to get on in life ("getting ahead"), to organize a "social lift" channel [16];

– linking social capital (LSC) includes social networks of cohesive individuals who occupy different positions in hierarchical structures. Their membership facilitates access to get support from official institutions [17].

Large-scale measurements of the parameters of SC functioning at the meso- and macro-levels of the national economy have recently been carried out with sufficient frequency. Traditional directions of such actions are summarized in Fig. 4.

Turning to the practical plane of quantitative measurement and regulation of the SCNE, it should be noted that one of the most universally representative indicators of its functioning in society is generalized (consolidated) trust.

Unlike the specific in-group trust, directed onto certain situations or groups, the generalized out-group trust can be defined as confidence in the rightness, honesty, sincerity of the people as a whole outside the context of a particular situation, personal acquaintance, ethnicity, religious or other affiliation. Generally, the concept of trust is an absolute

polysemic homonym and contains the following meanings: structure, disposition, attitude, feelings, expectations, faith, intention [18].

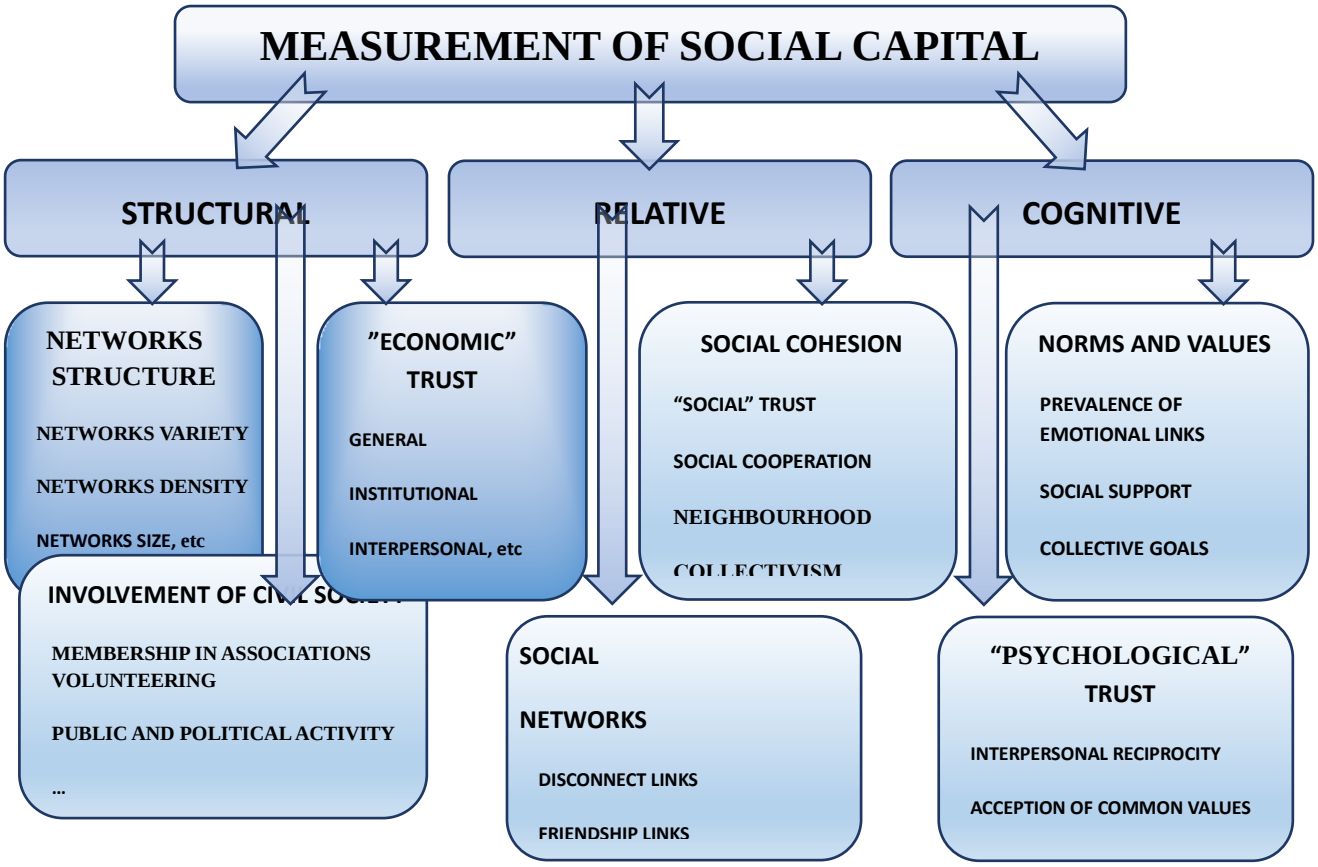



**Fig. 4. Trendsandindicators of social capital measurement**

*Source: developed by the author*

Higher levels of credibility are associated with a higher standard of living, the effective functioning of political, public and economic institutions, tolerance and subjective well-being.

### 3. Strategic trends in the increase of SCNE regulation efficiency.

Strategic trends for improving the efficiency of the state regulation of SCNE were formulated by us in order to achieve the UN Sustainable Development Goals [19; 20].

Having been substantiated by previous studies, SCNE is defined as a set of structured socio-economic relations based on mutually recognized informal institutions (norms and values). Compliance with the norms and values benefits the subjects of relations in the form of social rent, expressing the amount of savings from restructuring institutional institutions and organizations based on a clear specification of ownership rights, creation of organizational structures to ensure their effective exchange, comparison and cost savings that arise during consideration of its impact on the formation of welfare of the nation.

The institutional environment of the SCNE is a set of political, legislative, economic and socio-cultural factors for the formation of its regulatory, supportive and cognitive environments, purposeful regulation by means of managerial, psychological and social

technologies as a set of processes and methods of multiple application of governmental authorities of the symbolic capital of conditional values that provides "in advance" generalized trust to its carrier from the side of the target audience in the face of the institutional object (agent) and institutional sector of the national economy. It is based on the use of the unconditional positive reputation potential of the state in order to achieve commercial and non-economic benefits at meso- and macro-levels of transformational modernization of the national economy due to the deliberate use of "soft incentive force" to accept civilization values of the subject of influence.

The substantive content of the institutional environment of SCNE functioning is presented in detail in Fig. 5.

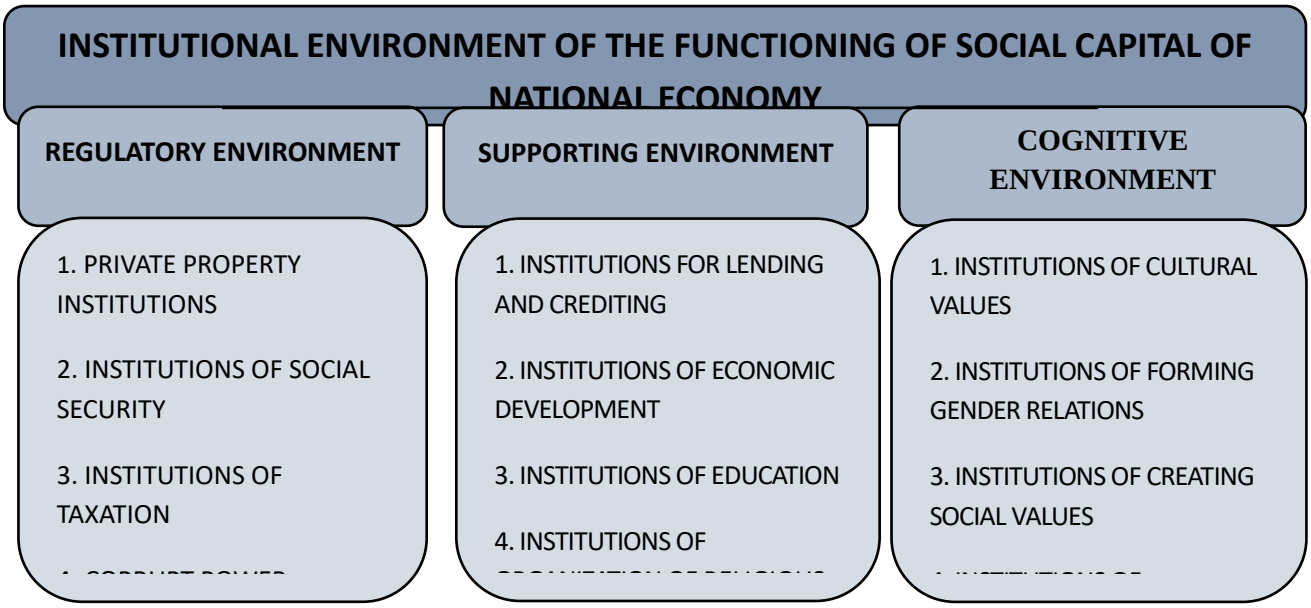



**Fig. 5.Institutional environment of SCNE functioning**

*Source: developed by the author*

A characteristic feature of the strategic reform of institutional environment for the deployment of SCNE in the context of modern economy is that it is against the backdrop of the phenomena of transformational modernization that are linked to the latest trends in social development.

State regulation of the institutional environment of the SCNE is one of the strategic trends of practical implementation of the provisions of neo-institutional theory. It takes into account the peculiarities of changing dynamics of the architectural structure of the national economy in time. Unlike the mathematically rigorous neoclassical theory of modeling general equilibrium in statics, which took scientific and technical progress as the socio-economic development at first, later it was investment in human capital, the neo-institutional theory modifies it, while remaining at the fundamental positions of scarcity of resources and competition. It broadly involves analytical tools of microeconomic analysis of neoclassical theory.Changes in the economy are an ever-increasing process as a result of

daily choices by individuals, entrepreneurs, and organizations of economic exchange that pursue the goal of improving their situation. The main long-term source of change in modern age is the knowledge of individuals/entrepreneurs who create organizations. The speed of economic change depends on the intensity of the process of cognition, and their orientation depends on the knowledge-driven expectations of benefits that are associated with the acquisition of knowledge.

The strategic direction of increasing the efficiency of the state regulation of SCNE is the implementation of its compliance-control procedures at the institutional and organizational levels. The residual attention is paid to its individual level. At the institutional level it is a matter of patterns of development, selection and change of social institutions, the effectiveness of procedures of “posing to society” positive and negative incentives that direct people's behaviour in a certain direction, eliminate entropy, transform social environment into less uncertain. At the organizational level we speak about the choice or certain organizational forms, depending on the nature of the existing institutional environment. At each level, the interaction of institutional objects (agents) of the national economy is connected with inevitable costs and losses, which have the generic name of the transnational expenditures of the national economy.

The subject of regulatory application of neo-institutional theory, as a coherent conglomerate of ideas for the formation and measurement of the SCNE, is:

– broad concept of institutions (informal/formal rules, mechanisms of coercion to comply with the rules), factors influencing institutional dynamics (changes in the structure of relative prices due to the technological progress, opening new markets, population growth; ideology – subjective models which individuals perceive and evaluate the surrounding world), institutional environment – fundamental political, social and legal rules under which the processes of production and exchange take place (stating the main reasons for preservation of inefficient institutions) [21-42];

– institutions of public sphere (theories of rational public and social choice);

– institutions of private sphere, securing property rights and their reliable protection at meso- and macroeconomic levels (the theory of property rights);

– organizational forms of cooperation among individuals within the generally recognized “rules of the game” (theory of “agent-agent” (agency theory));

– positive theory of construction of organizational schemes for the implementation of agency relations in the field of “separation of property (interests of principals) from the control of agents (hired managers)” at the stages of conclusion of agreements;

– theory of transactional expenditures of the national economy in the sphere of their application at the stage of contract execution, determination of quantity and quality of goods/services transferred at the stage of implementation of the agreement;

– normative theory of design of organizational schemes for optimal risk allocation among market agents (mechanism design theory);

– study of regulatory structures (governance structure) for each class of agreements that minimize transactional expenditures of the national economy. These are special mechanisms used to assess the behaviour of contractual parties, to resolve emerging disputes, adapt to unexpected changes, apply sanctions to violators, which involves a combination of assumptions of unlimited rationality and opportunism (Fig. 6).

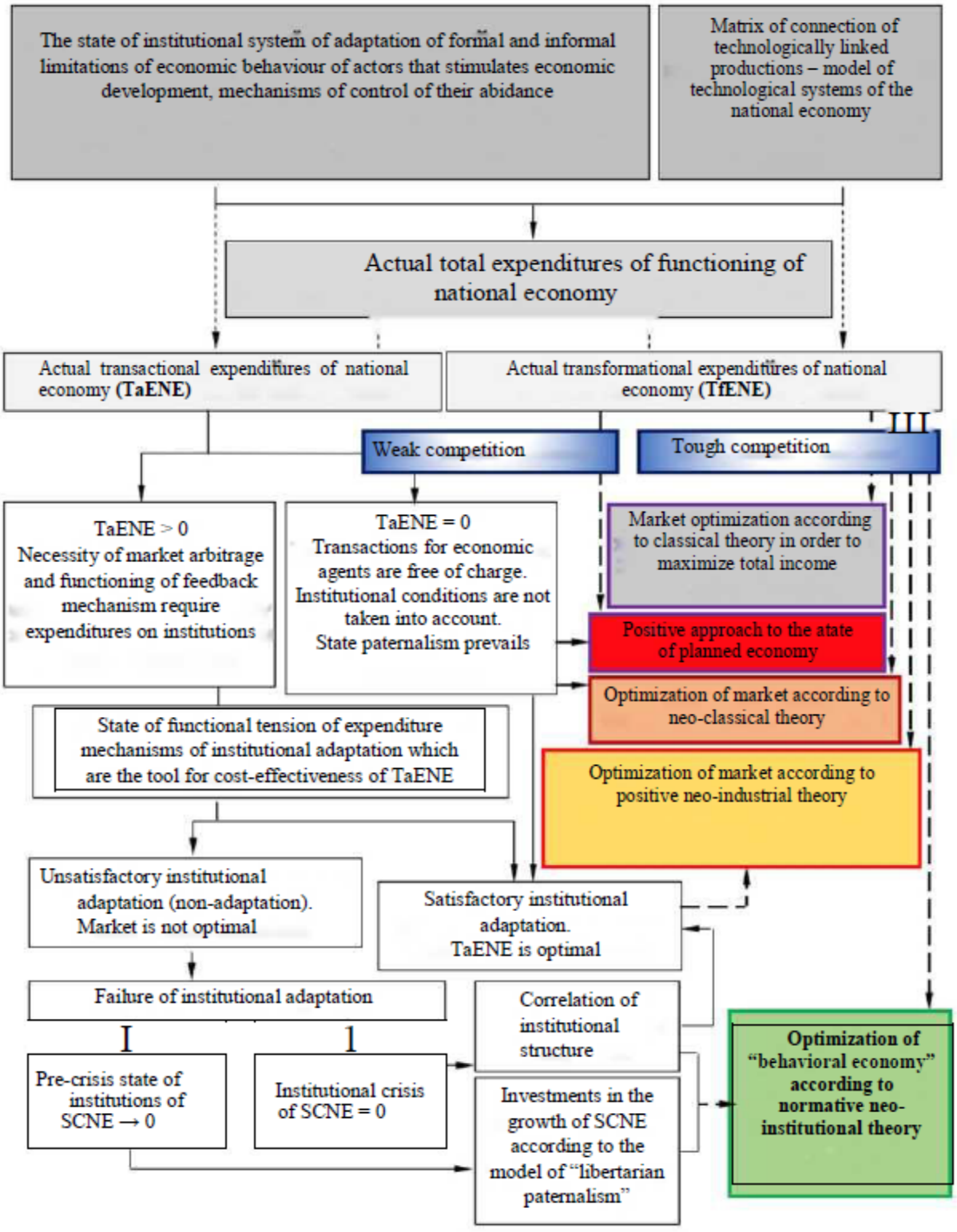



**Fig. 6.Influence of transactional component of social capital on the institutional evolution of the national economy** */Source: developed by the author*

Awareness of the importance of social capital of the national economy in the market economic mechanism and formation of well-being of the nation require realization of a complex theoretical model of the reproductive approach to its functioning. At the same time, the efficiency of state regulation in the process of formulating strategic directions should be increased.The formulated approach measures up the requirements for:

– substantiation of a systematic approach to the revelation of the essence of the economic phenomenon, its renewal and development. It is based on the sequential change of stages of reproduction, correspondence of the content and public form of manifestation, ensuring the conditions of transition from simple to extended reproduction of functioning conditions;

- determination of the essence of the phenomenon through the system of social and economic, social-legal, organizational, economic and market relations. They describe relatively separate but process-related subsystems and arise among entities that are direct carriers of capital assets, as well as the among entities that express relationships regarding their self-renewal and growth in the interests of achieving the ultimate goal of functioning. There is also generalization and complementation of characteristic features and functions in which the essence of the positive potential of capital assets is revealed;
- definition of the structure of elements that express the content of the social and economic category of SCNE in the composition of the objects that characterize material side of deployment on the one hand. Definition of entities, as well as the system of economic relations among them for the reproduction and development of capital assets, reflecting the public side of functioning on the other hand;

– substantiation of the material content of SCNE as an economic phenomenon, applying the principle of “process-result” to the dynamics of its change. In accordance with the principle its reproduction is considered as a process of constant restoration of the ability of entities to produce collective capital assets (formation, distribution, exchange and the use of elements of BoSC, BrSc, LSC) and, as a result, the ability to perform productive social functions assigned to it. The volumes and directions of socially recognized useful costs and expenditures that characterize its production as a process of intermediate consumption of institutional units of the national economy in the course of shaping the welfare of the nation (value of comparative indices of the achieved level of development) are determined;

– identification and characterization of the structures of the system of economic relations of SCNE reproduction, which includes subsystems (formation as a public good; determining the value of assets as a marketable product; distribution, exchange and use as a co-evolutionary social market network well-being). It also includes relations of formation, distribution, exchange and use that form a single coherent system on the basis of their interconnection; the system of measures for their improvement, which correspond to the stages of capital reproduction and subsystems of relations of the essence is suggested. They are: social and economic (development and emergence of new forms of expression of

property relations, interaction of economic interests of among entities, etc.); social and legal (creation of safe and favourable conditions for the formation and improvement of legislation, etc.); organizational and economic (promoting the introduction of new forms and methods of social capital formation, development of cooperation and division of labour, etc.); market (formation and development of competitive environment, achievement of sustainable development goals by ensuring and institutionalizing multiple equilibrium of social development, smoothing inequalities, enhancing pro-social and eliminating anti-social instances of asset use, etc.);

– disclosure and purposeful improvement of the structure of the mechanism for regulating economic relations of SC reproduction. The structure includes the totality of its hierarchical components (micro-, meso- and macroeconomic level), varieties (value orientation, direct social impact, limited solidarity and inductive trust). Each of them consists of the elements such as entities, objects, methods and instruments of regulation. The functions of each element of the mechanism are defined: level of the household activity (formation of BoSC), level of non-financial corporation, regional (sectoral), national innovative ecosystems (formation of BrSc, LSC), marketing function (planning, coordination, stimulation, control, information, combination of separate functions in the process of programming and forecasting).

## Conclusions

The basis for the development of practical directions for improving the efficiency of SCNE formation and its functioning includes our interpreted and adapted to practical needs of controlled regulation of the national economy theoretical principles of functioning in modern conditions formulated by Veblen T. [22] and the researcher of social and legal aspects Commons J.R. [23; 24], as well as the factors of the transformational renovation of the SCNE elements under the conditions of modernization of current economy [39].

In general, they are formulated as follows:

– collective economic interests, the carriers of which are technocrats-intellectuals engaged in industry, who are interested to increase labour productivity and its efficiency. The sphere of functioning of real capital (industry) by itself does not contain social antagonisms. Public contradictions and conflicts have to do with the functioning of capital in the financial sector, fictitious capital and its pressure on the industry;

– the task of economists is to study the norms, customs and their evolution in order to explain the decisions made by economic agents at different times and under different circumstances;

– the basis of institutionalism are neo-orthodox theories, which assume the presence of hedonistic motives of human behaviour, formulate alternatives to individualistic competition, explore other problems of economic theory;

– the content of regulatory influence on the processes of realization of economic phenomena (agreements) for the dominance of the institutional economy is the wilful

introduction of the influence of collective institutions on the control of individual actions on the basis of social psychology and law in order to achieve acceptable for society agreements (market, administrative, distribution) contradictions of the economic system on the way of establishing final amount of "reasonable value";

– the principles of economic behaviour are performance, rarity, evaluation of future well-being. Productivity is related to the “technical concept” of cost value, which is determined by the administrative type of transactions, but is also determined by the future usefulness of the assets, their rarity, value of the stock, future net income from the use of a particular type of capital. “Fair value”, in addition to what is said, is also determined by taking into account the costs that are interpreted as a psychological internal counteraction to incentives to act in a certain way;

– the basis for establishing “reasonable value”, providing an objective quantitative public assessment of the value of goods in order to ensure the stability of society are the psychological motives of activity, agreements and culture as main concepts of modern political economy.

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# INNOVATION DEVELOPMENT OF THE SYSTEM OF MANAGEMENT OF ENTERPRISE PRODUCTION POTENTIAL IN THE KNOWLEDGE ECONOMY

**Abstract.***The article analyzes theoretical approaches to defining the concept of the innovation development of the system of management of enterprise production potential, identifies its main features and components. The results of the analysis reveal the main content of the concept of innovation development of the system of management of enterprise production potential. The key problems are considered and identified during the study of the system of management of production potential in the knowledge economy. The external and internal factors of influence on the innovation development of the system of management of enterprise production potential are formulated. The technology of improvement of the system of management of production potential is offered for the effective work of the enterprise in the knowledge economy. Despite the fact that the domestic regulatory framework is not yet fully aligned with all standards of the knowledge economy, and the introduction of measures to innovate the development of enterprise capacity management system will ensure the receipt of economic and technological effects related to increasing the efficiency of enterprises.*

## Introduction.

The problem of rapid development of the knowledge economy poses a number of problems for every Ukrainian enterprise operating in today's market conditions, among which its most important problem is finding innovative ways to develop its own production potential. Innovative development of the enterprise's production potential management system creates competitive advantages, the achievement of which is a key factor for success in the knowledge economy, which confirms the relevance of the topic under study.

Ukrainian scientists Bublyk M [1], Chukhray N [2], Dulyaba N [1], Kopach T [3], Matseliukh Yu [4], Petryshyn N [5], Serhiychuk V. [5] , Shakhno O [6], Shpak N [7], et al. worked on the development of the knowledge economy. The prominent Ukrainian scientists: Kuzmin O. [8], Melnyk O. [9], Sytnyk Y. [10], Chukhrai N. [2, 11], and others worked to find ways to improve the capacity management system of manufacturing enterprises, to improve their efficiency.

The emergence and rapid development of information technology as a basis for the development of the knowledge economy formed the prerequisites for the study of new models of management of IT enterprises [12-14]. However, the problem of formation of innovative development of the system of production potential management of the enterprise requires further development and carrying out of researches in the conditions of development of knowledge economy.Overcoming the crisis, which has long been a sector of Ukraine, requires appropriate action at both the macro and microeconomic levels. And the latter should bear the brunt. Mamonov K. A. and Kolontaevskij [15] believe that the formation of the enterprise resource base should be carried out at sufficiently long intervals. This creates an urgent need to create innovative solutions to the problem and reject the ability to adapt the already well-known ways to solve it through refinement or modification.

The objective of the work is to identify the principles of formation of innovative approaches to the development of the production potential management system and the development of technology to improve the production management system of enterprises in the knowledge economy.

**1.Managing the enterprise production potential in the knowledge economy**

Nowadays there are three main approaches to defining the concept of «production potential» [16]: 1) resource approache; 2) institutional approache; 3) functional approache. The most often used resource approach, where "production potential" is the aggregate of production capabilities of the enterprise (fixed assets, inventories, fuel and energy and labor resources).The concept of "potential" means the actual or probable ability of the system to perform purposeful work, which is a factual sign of the existence of business processes [17]. According to Chukhrai N. I. [11, p. 95]theinnovation potential of an enterprise is a set of indicators or factors, which characterize its strength, sources, capabilities, resources, reserves, abilities, resources and numerous other production reserves that can beinnovatively used in production activities .

Production potential is realized through the ability of industrial production to produce products based on the use of all kinds of resources. The production potential should include the tools and objects of labor, the level of technology, etc.

Considering the structure of the production potential of the enterprise, it is possible to distinguish those components that have all the characteristics of the potential, but at the same time create a relationship between the real market environment and the management of the enterprise, and therefore enable real and effective management decisions. The production potential of the enterprise can be distinguished production potential of product quality, the production potential of the product value and production potential of the product delivery. These are the types of potential that directly interact with the environment, represent the product and the whole enterprise.

Given the possibilities of the knowledge economy, the activity of domestic enterprises becomes able to use innovative resources based on information technologies, which significantly expands the classical concept of "production potential": the role of social

components of social development (social minima [18], the level of development of educational technologies [19]). increased demands are placed on the level of protection of the environment and society (spreading the values of the green economy among entrepreneurs [20], reducing the damage caused by pollution from production [ 21-24]), smart- technologies [25-35] etc.There are two directions of capacity building: an external, related to attracting resources to the enterprise from the outside, and an internal, the search and implementation of internal reserves of the enterprise, including the identification of reserves.The ability to generate motives innovation is a very important feature of management and development management mechanism. Presence in the mechanism of management of motivational factors testifies the possibility of its self-organization.Among the main directions of improvement of forms and methods of resource management, an important place belongs to the formation of information support of the enterprise and increase of the scientific level of planning with the application of information technologies.

## 2. Assessment of factors influencing the management of the production potential of the enterprise.

Factors influencing the production potential of the enterprise - a set of all driving forces and reasons that determine the dynamics of this indicator [11; 36-43].The first stage is the consideration of external factors influencing the production potential of the enterprise.

1. Economic factors: inflation rate; unemployment rate; the level of income of the population; subsistence minimum, which determines the cost of consuming more important material goods and services, that are necessary for a person to support his life. These factors require the management of the enterprise the rapid reaction, which will ensure the complete preservation and smooth functioning of the enterprise.

2. The government policy is first of all fighting; revolution; changes in taxes and tax charges, that lead to a deterioration of the financial position of the enterprise.

3. Government regulation should be considered as a set of measures of government bodies of legislative, executive and control nature aimed to stabilize and adapt the current economic system to the changing conditions of the country's development.

4. Scientific and technological progress affects the technical equipment of the workplace, the level of use of scientific and technological achievements. In connection with production capacity management, the company keeps track of all innovations and changes that will help the organization to occupy a leading position in the market.

5. Demographic factors. The demographic situation in the country characterizes the reproduction of the population by its basic structural elements in the spatial and temporal definition. Based on the specifics of the enterprises, it should be noted that demographic growth in Ukraine can benefit the enterprise.

6. Socio-cultural. This is primarily the educational level, social security in the correlation of income of citizens. It should also be noted the criminalization of society, which has a significant impact on the activity of the enterprise [44-53].

7. Demand. This factor influences the popularity of the services provided by enterprises.

8. Suppliers. An important factor on which depends the quality and timeliness of the performed works that ensure the functioning of the enterprise.

9. Competitors. This is a driving force in the development and life of our enterprise because there are many companies in the market trying to take first place in the industry.

10. Geographic factors - related to location, climate and natural resources, including minerals, that the enterprise can use.

The next step is to consider the internal factors, that impact the production potential management system of the enterprise. There are:

1. The condition of the material base and the degree of moral and physical deterioration. In the process of production, fixed assets gradually wear out and as a result, lose their original and consumer value.

2. The degree of moral and physical deterioration of real estate enterprise. Every object of activity of the enterprise gradually wears out and because of it the organization dose the planned updating and repair of the real estate.

3. Enterprise strategy. Choosing an enterprise strategy according to the market situation is related to assessing its benefits and risks, analyzing its relevance to the market situation, as well as the level of organization of production at the enterprise and management of production potential of the company.

4. Qualification level of personnel. Personnel policy defines the general line and basic guidelines in the work with the staff for the long term, the main purpose of which is to preserve the personnel potential of the enterprise to ensure its functioning.

5. Availability of innovative capabilities and potential. Innovative capabilities reflect the ability of an enterprise to improve or upgrade, they characterize the maximum number of innovative products, that is possible with the full attraction of available innovative resources.

6. Availability of advanced technologies and advanced equipment. The ability to produce products by volume and quality critically depends on the level of development of the technical and technological base of the enterprise.

7. The level of the image of the enterprise. This factor plays an important role in the life of the company, as the market is saturated with competitors and therefore the image is a very important and integral part of the life of the organization.

8. Condition of the quality control system. Controlling is one of the functions of management, that provides quality and systematic management of the enterprise.

9. The efficiency of the enterprise is one of the most important general indicators, that characterize the performance and financial condition of the enterprise.

10. The effectiveness of the organizational structure. The evaluation of the effectiveness of organizational systems is carried out to choose the most rational variant of the structure or the way to improve it.

## 3. Innovation development of the system of management of enterprise production potential.

According to the results of the research of the production potential of the enterprise and functioning in general, the following main problems were identified in the research:

- existence of outdated equipment at the enterprises, characterized by the cost overruns of raw materials, electricity and which does not allow to increase the volume of production and sales, where the production base is long overdue;
- the equipment is not competitive on the market because it consumes a large amount of electricity and has a significant loss of raw materials;
- the high cost of material procurement and an improper level of their quality in the conditions of idle production facilities of the enterprises.

**Table 1. Technology of the innovation development of the system of management of enterprise production potential**

| Name of the stages of improving the management of production potential of the organization | Legend of stages | The operating structure of the stage | Resource support for stage implementation | Previous stages | Expected duration of the stage (t), days |
|---|---|---|---|---|---|
| Gathering information on the problems of improving the organization's production potential management | A | Identification of responsible persons, their responsibilities and powers. | Information and material resources | - | 2 |
| Evaluating and analyzing the information collected about managing the production potential of the organization | B | Full and in-depth analysis of collected information | Intellectual, information and material resources | A | 1 |
| The choice of the most appropriate measures for managing the production potential of the organization | C | 1.Processing of collected data. 2.Designing of the received data on the organization. | Intellectual, information and material resources | B | 1 |
| Conducting a comparative analysis of the same type of enterprises | D | 1. Analysis. 2. Determination of the most profitable enterprises | Intellectual resources | B | 2 |
| Reporting of responsible persons on the completed work | E | 1.Systematization of the received results. 2.Processing of the proposed data. | Material resources | C | 1 |
| Analysis and selection of the most optimal production base of the same type of enterprises | F | 1. Defining of the same type of enterprises. 2.Selection of responsible persons. | Intellectual, information and material resources | E | 3 |
| Assessment of existing market needs | G | 1.Processing of existing data. 2. Analysis of market demand and opportunities of the enterprises. | Intellectual, material resources | E | 1 |
| Implementation of the production line at the same type of enterprises | H | 1.Identification of responsible persons. 2. Standardization and launch of the production line. | Intellectual, material resources | F | 5 |
| Summarizing the work done | J | 1.Analysis of the performed work. 2. Costing. 3. Budgeting of enterprises. | Intellectual, material resources | G | 1 |

It is necessary to implement proposed measures and develop technology for their implementation to improve the process of production potential.The developed technology of implementation of improvement of the system of management of production potential of the enterprises should be represented in tabular form (Table 1).

Organizational support is defined as the set of methods and tools that regulate the interaction of employees with technical tools, as well as with each other in the process of development and exploitation of the production system.It follows that the innovation system of organizational support of production potential is a set of structural services and departments of the enterprise, which provide the innovation development and decision making in the field of the production potential of the organization.Based on the specific economic conditions of the activities, enterprises choose a convenient method for managing production potential.

## Conclusions

Taking into account the main components of the production potential of the enterprise by the resource approach it is proposed to include in their composition information component that is available in the knowledge economy. The impact of the information component of the production potential can only be estimated after the end result of the enterprise's operation, ie production, has been achieved. Social components have the ability to manifest themselves in conjunction with the introduction of the latest technologies of production, marketing of products and their utilization after consumption. The introduction of innovative development of the system of production potential management contributes to a qualitative leap to the formation of the knowledge economy in the world.

The article studies and critically evaluate several specialized literary sources on the problem of managing the production potential of the enterprise. According to the results of such analysis, the main content of innovative development of production potential of the enterprise is revealed. Despite the fact that the domestic regulatory framework is not yet fully aligned with all standards of the knowledge economy, and the introduction of measures to innovate the development of enterprise capacity management system will ensure the receipt of economic and technological effects related to increasing the efficiency of enterprises.

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# Chapter 3. POLITICAL SCIENCE, PSYCHOLOGY AND SOCIOLOGY

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## PSYCHOLOGICAL BASES OF OCCUPATIONAL HEALTH OF SPECIALISTS OF ECONOMIC SPHERE

**Abstract.***In this article it is aimed at showing the psychosocial foundations of occupational health of specialists of the economic sphere. The essence, types, components and criteria of occupational health of the specialists of the economic sphere are determined. The principles of formation and development of their occupational health: stages, regularities, dynamics are singled out. The psychosocial specificity of the study and the levels of the formation and preservation health of specialists of the economic sphere are revealed. The conceptual model of the formation and preservation health of specialists of the economic sphere is proposed and is implemented as a theoretical and a methodological strategy of the systematic and the holistic process in the direction of ensuring the focus on the result, presented in the form of a healthy personality who responsibly manages his own health and realizes himself in society, and the image of a specialist who independently sets goals for the formation and preservation of professional health, chooses the best ways and means of achieving them.*

### Introduction.

Public changes that take place in the country require a modern specialist in activity, autonomy and responsibility - actions that characterize the value attitude to professional activity and their own professional and personal development[1].

The expert's self-reflection reflects socio-cultural contradictions, the trends of globalization and local conservatism, conflicting aspects of the interaction of cultures[2].

There is a loss of established ideas about professional activity, through which the specialist determines himself and his place in society, that is, there is a crisis of professional formation at the level of self-consciousness, both as an individual person and within the generations. Sharp social changes, as well as the development of the system of mutual influence of cultural traditions, the strengthening of migration processes have led to increased subjective involvement in various real and virtual professional groups of specialists [3].

In these conditions the integrity and formation of the psychological structure of the professional health of the individual becomes of great significance [4].

The issue of health and professional health is the subject of research by many scholars, which leads to the presence of a large number of approaches to the interpretation of this phenomenon. In particular, the problems of preserving human health in modern conditions and peculiarities of its personality-professional formation, the specifics of life and professional development of the personality within the limits of ontogenetic research of problems of life self-realization, its professional self-determination as a component of life development, motivational-adaptive content of professional activity, strategy the formation of a healthy lifestyle, medical pedagogical and psychological and pedagogical problems of the formation of a healthy lifestyle in youth, in particular the student[7].

At the same time, existing approaches to the study of the phenomenon of professional health do not allow to analyze its structure as a holistic and complexly organized psychological education; operationalize the hierarchical model of professional health professionals.

Thus, there are currently unresolved problems in the field of professional health professionals, in particular the economic sphere of activity, and the unwillingness to highlight the socio-psychological foundations of the processes of its formation and preservation under the influence of global transformations of modern society and the development of the state.

**1. Conceptual model of occupational health of economic professionals**

Proposed conceptual model of professional health of specialists in the economic sphere; The analysis and generalization of the results of the research phase is carried out.

The conceptual model of professional health professionals of the economic sphere model includes determining the level of professional health of each specialist with relevant conclusions and recommendations; preparation of SWOT-analysis of health; development for managers and specialists of the economic sphere of programs for the prevention of chronic fatigue syndrome, emotional burnout syndrome and professional deformation; counseling on individual health improvement programs, as well as developing and conducting corporate health-motivational mini-projects.

In order to operationalize the proposed model at the stage of the study, it involved 630 specialists of the economic sphere (bank employees, financial analysts, economist enterprises, investment projects and programs managers, managers) with different experience and professional experience ( the average age of the subjects was 31.5 years). The professional group of working with internal clients (administrators, assistants, managers) was 240 people: 130 men and 110 women; A professional team working with external clients (sales managers, customer service managers, consultants) - 220 people: 124 men and 96 women; and in the professional group of executives (at different levels - from the head of the department to the general manager of a medium-sized business) - there were 170 participants - 92 men and 78 women.

It is determined that managers are more focused on the past and present, and those who work with internal clients - for the future ($p \leq 0,01$). We believe that this can be explained: in most cases, leaders have a rich life experience, a successful career that they remember with pride; in this their position implies an active participation in the life of their organization, decision-making; the future worries them to a lesser extent than other professionals who can only predict a successful career in the future. With regard to the high level of personality-situational anti-capability in the field of economic affairs, especially those who work with external clients ($p \leq 0,01$), we consider it logical: specialists who work with people are well aware of their possible reactions, actions, actions and can foresee them. Specialists working with external clients have to contact every day with a lot of new people, due to which their experience of communication is more diverse and large.

It is revealed that specialists working with internal clients are more inclined to solve difficult situations through strategic planning and emocional support search, and those who work with external clients - through proactive and reflective overcoming ($p \leq 0.01$). We believe that professionals who work with external clients are often in contact with new people, they have to deal with conflict situations, work in a constantly changing environment, and if possible, they seek to estimate potential risks and potential problems; and specialists working with internal customers often plan their future, and seek support from more experienced and relevant individuals.

A number of gender differences have been identified: men have higher rates at all three levels of occupational health than women ($p \leq 0.05$), except for health status (by degree of predisposition to diseases). It can be assumed that men are more likely to take leadership positions than women and have time and resources to maintain their health; Men pay less attention to manifestations of diseases and various ailments, therefore, in the questionnaire, self-esteem high marks about health and other indicators of professional health.

It is established that men have a more pronounced temporal orientation "Future", and women - "Transcendental future" ($p \leq 0.05$); women have a more pronounced tendency to emotional immersion in today's events, and in men - to structuring current events and planning future events ($p \leq 0.05$). In our opinion, this corresponds to certain facts and gender stereotypes: men are more focused and able to structure events that occur, and women are

more inclined to religious ceremonies, more often turn to astrologers, horoscopes, search for certain "signs" given by the universe, etc. Men have a more pronounced spatial and temporal anti-smoking capacity than women ($p \leq 0.05$). Men have a greater tendency to strategic planning, reflection and preventive overcoming than women ($p \leq 0.05$). Perhaps this is in line with the public opinion: men are considered to be better strategists who can assess all risks in advance and take the necessary preventive measures, and women prefer to act in a situation.

It was found that the indicators of professional health are positively interrelated with the temporal prospects of the future and the subjective perception of the present time. This corresponds to the understanding of the prospect of the Future (according to F. Zimbardo), and also due to the fact that professionals who feel active participants, the creators of their lives in the present, pay attention to strengthening their health. It has been shown that for professionally healthy at all levels of specialists, high indicators of all three aspects of anticipatory ability are characteristic: they are well anticipating changes in space, time and communications with others, avoiding stressors and using the available opportunities in a timely manner.It was found that pro-active behavior indicators are more positively correlated ($p \leq 0,01$) with indicators of all three levels of occupational health, except for indicators of "Search tool support" and "Search for emotional support". Search support from the outside, in turn, is inherent in infantile, self-sufficient specialists. In other aspects, the findings are consistent with numerous studies of proactive behavior.

It is found out that positive and rather high self-esteem of the experts of the economic sphere will be my physical and mental health is rather an indicator of their subjective well-being than the objective state of health. The lack or lack of competence in the field of management of their health is a potential limitation in the activities of specialists in the economic sphere. Moreover, self-preservation of health implies not only the awareness of the need to constantly fight for it, but also the confidence in their capabilities on this path. The latter means that the specialist must be able to "decipher" his mental state and influence it, know his most powerful and weak individual-typological features, be able to impartially, adequately assess the level of his physical and mental capabilities. Self-esteem, adequate self-esteem, ability to control your psyche and keep it under control are also important, which helps the specialist to protect himself from professional stress and contributes to the preservation of his professional health.

## 2. System program-purpose project of formation and preservation of professional health of specialists of economic sphere

The system program-target project of formation and preservation of professional health of the specialists of the economic sphere is proposed and the results of the formation stage of the research are presented. Within the framework of the system program-specific project of the formation and preservation of professional health of the specialists of the economic sphere, the "Model of Strategic Prevention of Professional Health of Specialists in the Economic Sphere" was proposed, which consisted of 5 stages: diagnosis, capacity, planning, implementation and evaluation.

The diagnosis included the process of collecting and analyzing information about the needs and resources of specialists in the economic sphere in order to get an idea of the scale and context of the problem of professional health. This information should be collected using both quantitative and qualitative methods, and include archival statistics. The assessment informs about planning and decision-making on prevention, the basics of developing the model and the need for changes in the selection of health-care programs, policies on professional health professionals in the economic sphere.

After completing the diagnosis of professional health professionals of the economic sphere, measures are required to develop and implement an integrated plan for solving socio-psychological problems of specialists at the level of the entire organization. This applies to such aspects as: corporate development and rallying of specialists; development of high organizational culture and "healthy" atmosphere in the team; professional and administrative support; effective leadership, adequate to the level (stage) of organizational development of the company and personnel; standards of formal and informal behavior in the organization; corporate loyalty and career growth of specialists; fair company career policy, no discrimination based on nationality / race, gender, age; clear and transparent (fair) system of fines and incentives; clarity of official duties and legitimacy of power.

The main tasks of socio-psychological support for the formation and preservation of professional health professionals of the economic sphere: psycho-emotional unloading; psychocorrection of personality deformations acquired as a result of burnout; learning "healthy coping" - constructive models of behavior of resistance; development of managerial skills (expansion of repertoire of managerial actions and strategies): increase of communicative competence, sensitivity (empathy) and communicative skills [5, 6]; development of relaxation skills, self-regulation and self-control; formation of positive and active living installations; development of creative potential; activation of the motivation of self-actualization and personal growth; planning personal and professional careers; Individual counseling on healthy lifestyles; creating an adaptive professional environment.

Within the framework of the programmatic and target-oriented project, a model is proposed for the formation of socio-psychological foundations for the formation and preservation of professional health professionals of the economic sphere.

The main directions of the process of social and psychological support of professional health of the specialists of the economic sphere are singled out: increasing the competence in the field of health, strengthening the reserve capacity of specialists and developing healthy behavior skills; prevention of dysfunction, or reduction of sources of professional stress. In practice, the implementation of these areas provided for the use of the following types of social and psychological support to ensure the effective professional activity of specialists in the economic sphere:

1. Psychological education - assistance in mastering the psychological knowledge necessary for self-improvement, improving the psychological competence in the field of health (lectures, special literature, video and audio materials, etc.).

2. Psychological diagnostics - the study of individual psychological peculiarities of the specialists of the economic sphere, on the basis of which assistance in individualization of professional activity, increase its efficiency, as well as self-knowledge.

3. Psychological prevention - prevention of the emergence and development of destructive mental states in the professional activities of specialists in the economic sphere ("burnout", internal conflicts, etc.).

4. Psychological counseling - analysis of specific situations that arise in the process of professional activity, and help in choosing the most appropriate solution.

5. Psychological training - a specially developed complex of psycho-technicians, exercises and games that help in the development of the necessary qualities and skills, which allows not only to acquire new knowledge, but also to develop skills and habits of a healthy lifestyle.

6. Psychological correction - assistance in correcting or correcting existing negative mental states or personality traits, distorting the professional health of specialists in the economic sphere.

It has been shown that preventive activities aimed at the formation and preservation of professional health professionals of the economic sphere should be carried out at three levels: the specialist, the production group and the organization as a whole, since the action of preventive programs should be directed not only to a separate specialist in the economic sphere, but also to groups, as well as the organization as a whole, in order to provide social support in the process of changing relationships and style of life.

The system programmatic target project included comprehensive health improvement programs that contained a combination of leading aspects of the formation of the professional health of future professionals in the economic sphere. In particular, for the students of the universities of the economic profile of vocational training, a training workshop on the optimization of lifestyle "Self-management of health" was developed. Applicants of higher economic education have become participants in seminars and seminars on the basis of a formula for healthy self-preservation. Each session consisted of three modules: 1) diagnostics of the basic components of professional health, methods of control and self-regulation; 2) stress; support for the body and the psyche, overcoming the syndrome of chronic fatigue and emotional burnout; 3) practical self-management.

In the Institute of Master's and Postgraduate Education at the University of Banking, the NBU, since May 2011, facultative classes "Business and Health" were offered to undergraduate students (specialties in finance and credit, banking, accounting and auditing). A coaching format was chosen for conducting classes, which was based on the idea that higher education graduates already have the key knowledge and skills necessary to maintain their occupational health status.

The content of the elective has aroused interest and practical value, and since September 2013, the selective discipline "Professional Health Management" was introduced, the purpose of which was to train graduates to be not only consumers and purchasers of health, but their creator, through conscious actions of the formation of social and an economic motive for the preservation and strengthening of their health. Another important point is the choice of a systematic approach to health, which allows individuals to control not so much the hidden symptoms of the disease, how to be able to assess the reserves of health reserves and be able to adapt to existing loads and conditions. At the trainings of higher education students, using exclusive information on professional health, the newest original diagnostic, adjusting and health-improving technologies, learned to independently develop comprehensive health improvement programs taking into account personal health, target-based prophylactic complexes for the locomotor system, vision, psycho-emotional states.

The ideology of the proposed health-saving programs contributed to the active and interested in mastering the methods of maintaining work capacity and resource status in the workplace, taking health-improving massage and self-massage, and auto-training. The self-monitoring module for objective and subjective health indicators provided an effective algorithm for the assimilation and subsequent use of positive healthy thinking - positive healthy emotions - positive healthy behaviors - positive healthy skills.

The analysis of the results of the diagnosis of the level of subjective control (according to J. Rotter) showed that the ratio of introversion and extraversion from respondents approached to a balanced one. This is one of the indicators of an adequate attitude to the problem of formation of professional health and responsibility for its preservation. With regard to personal qualities such as neuroticism and psychosis, they decreased by 42% and 55% respectively. Self-confidence increased 1.5-2 times, and in some cases 3 times. Respondents noted an increase in motivation for the formation of professional health, a willingness to intensify the acquired skills of managing their psycho-emotional and physical condition, professional self-preservation. Implementation of health practices on health management gives a positive dynamics of results. Future experts in the economic sphere become more energetic and full of enthusiasm, it becomes easier for them to cope with stress and internal tension. The moral climate in the team improves, the relationship in it; the number of occupations is significantly reduced.

Note that the analysis of the diagnostic testing of personnel and monitoring their activities during the working day allowed to conclude that more than 80% of specialists in the economic sphere organized the work process from the standpoint of healthcare-saving approach. On the basis of the analysis of data of medical examination and psycho-physiological examination of specialists of the economic sphere, there is a positive dynamics of reduction of diseases, increase of productivity of activity; the cost of medical care is significantly reduced.

This becomes a particularly significant trend in the current conditions of development of the Ukrainian economy, which requires the effective implementation of the latest educational and recreational technologies, the success of which, in turn, is largely determined by the willingness of business space participants to operate in a continuous innovation regime, engagement in flexible, prompt response to the changing needs of modern societies.

It should be noted that health management in the workplace is more effective than traditional activities such as visiting fitness centers, swimming pools or expanded health insurance. The peculiarity of organizational health programs lies in the fact that all the knowledge and skills acquired can be used by specialists on their own and do not require significant additional costs.

In general, the implementation of the system program-target project for the formation and preservation of professional health professionals of the economic sphere has allowed: to increase the loyalty of specialists of the economic profile to organizations; to make more effective corporate governance; improve the company's image; build motivation for health and healthy lifestyles; to discover the hidden potential of each specialist; increase productivity; Improve the psycho-emotional climate of the team; to optimize the level of self-actualization of employees; to form a group of like-minded people, oriented on mutual understanding and interaction, which has a significant impact on the quality of life and professional health of specialists in the economic sphere.

Theoretical and methodological analysis and generalization of scientific approaches to the problem of studying the professional health of the individual are carried out. The main directions of professional health research, which are mostly pragmatic in nature, consist in the development and implementation of programs to strengthen it, and to eliminate the negative effects of stress in the workplace.

It is shown that the programs of strengthening the professional health of the specialists of the economic sphere are aimed at achieving the goals of the prevention of the phenomenon of "burnout"; increase of productivity of activity due to improvement of physical and mental condition of specialists, improvement of moral and psychological climate in a team and others like that. In both foreign and domestic practice, the diversity of approaches to strengthening professional health professionals in the economic sphere is to develop health management programs, stress management and includes information and diagnostic and rehabilitation and prevention modules. It should be noted that a significant place in the programs of health management occupy medical issues. Socio-psychological aspects of professional health professionals in the economic sphere are only partially considered in programs of stress management and in programs for improving wellness. The aforementioned articulates the need to develop a conceptual model of professional health professionals of the economic sphere, which will solve issues related to its formation and preservation at different stages of the professionalization of these specialists.

It was determined that the professional health of specialists of the economic sphere is an integral characteristic of the functional state of the organism in terms of physical and mental parameters: an assessment of the ability to work, resistance to the adverse factors that accompany this activity. The main indicator of professional health professionals is ability to work, which reflects the indicated capabilities of a specialist and is defined as the maximum possible effectiveness of his professional activity, is determined by the functional state of the organism and takes into account its physiological value and consists of three groups of factors: physical status, psychological status and socio-psychological characteristic.

The indicators of professional health of the specialists of the economic sphere are: emotional stability, self-confidence, adequacy of behavior (adaptability, social activity), responsiveness, moral health (honesty, adherence to high moral principles), full life (social well-being, professional and personal success), sociability etc.

The basic principles of formation and preservation of professional health of specialists of the economic sphere, which integrate complex interpersonal relationships and are a measure of harmonization of social needs of the society and the possibilities of a specialist in the conditions of professional activity, are singled out. It is determined that the professional health of specialists of the economic sphere depends on their ability to restore the disrupted state of functioning in accordance with the regulation of the volume and type of professional activity; their professional health combines elements of psychosocial continuity of "generations" of professional groups, an integrated assessment of their life and work ability, especially in the context of fulfilling common tasks; professional health is determined by the motivation for professional activity and, in this sense, acts as a measure of social well-being.

The set of individual psychological characteristics of the personality and characteristics of the professional environment influencing the professional health of specialists of the economic sphere, which include: value orientations (high significance of physical and mental health, family life, interesting work and materially secured life), behavioral manifestations (adequate behavior, high level of energy, ambition and involvement in work, low level of hostility to others), stress factors of the professional environment (excessive preference coping strategies (search for social support, social contact, aggressive actions) and ways to relieve stress (communication with friends, sense of humor, active rest), coping strategies , physical education, etc.).

A conceptual model for the formation and preservation of professional health of the specialists of the economic sphere is proposed, which presents the main provisions of the theoretical-methodological, methodical and applied nature, which reveal: methodological principles, structural-functional model, stages (with definition for each stage of its goals , content, methodological support); programs for ensuring the processes of formation and preservation of professional health specialists of the economic sphere at different stages of their professionalization.

The construction of a conceptual model for the formation and preservation of professional health professionals of the economic sphere pursued the achievement of interrelated goals, which consisted in increasing their professional competence in the field of professional health, development of healthy behavior skills; increase of stress resistance, including through training of professionally oriented trainings and health improvement programs.

The conceptual model of the formation and preservation of professional health professionals of the economic sphere provided: at the initial stage of the development of professional consciousness - the acquisition of an optimal set of knowledge, skills, skills that contribute to the formation and maintenance of professional health as a professional-quality quality effective expert in the economic sphere; support of high motivation for work in the economic specialty; formation of the ability to rational spending of forces on educational activity and, subsequently, rational spending of forces in the process of future professional activity; at the second stage - the formation and formation of professional consciousness in a specialist in the economic sphere with experience of up to 10 years - a high level of interpersonal communicative relations with management and colleagues in the team, socio-psychological compatibility, the success of the activities performed (timeliness and error-free professional actions, the ability not to create preconditions for yourself and for others for obstacles in professional activity; carrying out professional activity without threats to health); at the third stage - the formation and improvement of professional consciousness among specialists of the economic sphere with a work experience of 10-20 years - ensuring the reliability of professional activity (error-free performance of professional duties during the required time and under the given conditions of activity); ensuring labor safety (exclusion of accidents and occupational diseases); at the fourth stage - improvement of professional consciousness among specialists of the economic sphere with experience of more than 20 years - increasing the stress resistance to negative factors of the professional environment; continuing professional longevity.

**Conclusions.**

The socio-psychological specificity of the research of professional health specialists of the economic sphere was revealed, which was to determine the socio-psychological factors of their professional health, such as: determining the place of professional health in the system of values of specialists; study of the structure of stress factors in their professional activities; Identification of the relationship of individual psychological characteristics and specifics of professional health professionals; Identify the main strategies and ways to overcome stress situations in professional activities; formation of professional qualities that will support the support of professional health professionals of the economic sphere; achievement of the optimal ratio of energy (personal) costs and achieved results in the course of professional training ("effectiveness / resources").

The optimization of this process was seen in the need to take into account the typology of competence of a specialist in the economic sphere, namely: learning to know (vocational and methodological competence); learning to live together (social and communicative competence); learning to do (competence in the activity aspect, implementation of plans in life); learning to be (competence in the personal aspect).

The system program-target project for the formation and preservation of professional health professionals of the economic sphere at various stages of their professionalization based on the strategies of the system approach, the social cognitive theory, the model of behavioral potential and the constructivist socio-psychological approach during its realization is developed and implemented.

System program-target project for the formation and preservation of professional health of specialists of the economic sphere allowed to solve the problem of increasing the professional and creative activity of specialists; contributed to the development of the socio-psychological competence of specialists in the formation and preservation of their professional health; to influence group self-awareness in the direction of maintaining and maintaining professional health; effective use of various forms of moral encouragement; the formation of a favorable socio-psychological climate, etc.

The main components of the effective implementation of the project are the formation of professional health, taking into account active social and psychological methods of training and assistance; carrying out of measures in the direction of professional self-realization of specialists of the economic sphere, in particular, vocational guidance competitions; creation and development of services of psychological support and assistance to the specialists of the economic sphere; motivation and stimulation of the specialists of the economic sphere for productive work; implementation of preventive and motivational training aimed at developing the competence of specialists in the field of professional health formation, raising the level of professional self-awareness; assimilation of effective forms of work (self-disclosure, self-expression, self-knowledge, empathy, development of sanogeneous thinking and reflection, the need for relaxation); the formation of effective skills for maintaining health in the workplace and setting up a healthy lifestyle.

In the prospect of research, we see the definition of the characteristics of professional health professionals of other fields of activity, as well as the study of the process of becoming a professional health at different age stages of life personality (maturity, late maturity, in old age). The in-depth study and the problem of attracting and training psychologists, teachers, and managers to participate in the process of formation and preservation of professional health of the individual in various spheres of his activity is in need of in-depth study. It is urgent to further develop socio-psychological trainings and correctional systems that will promote the prevention of negative manifestations associated with professional destructions of specialists, as well as their professional health.

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# ANALYSIS OF PSYCHOLOGICAL READINESS FOR INTERPROFESSIONAL INTERACTION OF SOCIAL WORKERS: THEORETICAL AND METHODOLOGICAL ASPECT

**Abstract.***Professional activity of an individual in a social sphere depends on the specificity and type of work (professional practice or academic discipline) that has its own theories of social work. Interprofessional interaction of specialists in the social sphere is considered to be a purposeful, socially determined, and dynamic process of direct or indirect simultaneous influence of subjects on each other as a result of performing a certain professional activity, with the guiding role of the subject, possessing a set of theoretical and practical training is the realization of the content of the professional activity of one and the needs of the other. The methodology of interprofessional interaction of specialists in social sphere is defined: features, characteristics, main forms: purpose, subject, methods, feedback and content of social and psychological support of professional activity in the context of interprofessional interaction. When investigating the roles of the social worker, the classification of the functional responsibilities of the professional activity of the social sphere specialist is distinguished: arbitrator, defense lawyer, mediator, companion of interprofessional interaction, sponsor, representative of social security institutional agency, surveyor, supervisor, consultant; types of participants of interprofessional interaction: collaborator, confrontator, equivocator, abettor, oppositionist, set-offer, accommodator, neutralizer; competences of interprofessional interaction of specialists of social sphere for successful professional activity It is determined that one of the urgent problems today is to align the legal support of interprofessional interaction and the system of training social specialists with the tasks and functional responsibilities that they should face in the course of their professional activity.*

## Introduction.

Social work is an integral part of society, aimed at solving problems of different categories of population. The priority of public policy is the introduction of decentralization, reform and modernization mechanisms of the social sphere in accordance with European social standards. Social work is featured and successfully improved in 144 countries. The professional activity of the social sphere specialist in dealing with the client is determined by subjective laws, the most characteristic of which are: awareness of the need to organize the activity not by order, but by internal desire; ability to take responsibility for identifying and solving important professional problems.

The professional training of social experts is central to modern scientific research. In today's context, this problem is being analyzed in the context of a renewed social contract, which requires a specialist to be competitive, stress-resilient, flexible, healthy, and productive.

It is this task that should be solved by the professional training of future specialists in the social sphere, combining the accumulated experience and modern innovative approaches. Today's reform of vocational education is posing *new* challenges for professionals who need to have profound professional knowledge, determined by the specifics of the future profession, to have practical skills and expertise to effectively perform functions in professional activity. Specificity of such activities in the social sphere is determined by actions aimed at achieving the goal and condition of the objects of interaction - this is social, psychosocial and socio-pedagogical assistance to individuals, groups and communities in need of social support, protection, and service.

The relevance of the chosen topic is determined by several trends specific to this situation. Firstly, the particular social expectations of interprofessional engagement in the social field and the associated need to significantly increase the professional level of the modern specialist. Secondly, humanities discipline, the complex nature of the problem under study: there is virtually no humanities discipline the for which the interaction problem would not be central. Thirdly, strengthening the integrative processes in science, professional activity, and the penetration of the idea of synthesis into public practice. Interprofessional situations are an integral part of the latest forms of organization of the educational process.

**1. Current professional activity of specialists in the social sphere.**

Social work was initiated in connection with the development, formation, regulation mechanisms and interaction of interpersonal relations in order to improve the level of functioning of society and solve problems that arise in the process of social existence. Undeniable is the fact that social work has emerged as a historically conditioned phenomenon, the prerequisite of which was the unselfish help, care and display of charity.

The professional activity of a specialist in the social sphere should be oriented to work with all categories of the population, be directed to the activation of socio-cultural and socio-pedagogical functions of society, family, community, and individual. Specialist in the social sphere is called to create a system of social assistance to the development of personality, create the conditions for the greatest promotion of psychological comfort.The actions of a specialist in the social sphere in his professional roles are a set of specific operations necessary to implement a number of professional functions, in particular:

– diagnostic (diagnostics, analysis and evaluation of social work objects);

– prognostic (forecasting and modeling of social work of all social institutions in society);

– human rights protection (use of legal support to protect the rights and interests of clients);

– organizational and managerial (organization of activities of social services to provide various types of assistance and social services to the population);

– socio-economic (promoting and providing the necessary assistance and support to different categories of the population);

– control and supervision (exercising control over the implementation of the

decisions made, targeted use of the funds provided for pinpointed social assistance);

– communicative (formation of strategy and tactics of cooperation of social sphere specialist with clients and interprofessional interaction);

– preventive (implementation of social, judicial, legal, medical, psychological, pedagogical and other mechanisms of preventing and overcoming social destruction);

– psychotherapy (counseling, adjustment and assistance to different categories of population);

– medical (introduction of healthy lifestyle of the population);

– pedagogical (identification of interests and needs of people in different activities);

– educational (formation of interest of social sphere specialists in training and advanced training, use of innovative teaching methods, new technologies);

– research (identification of problems, specific topics of research; selection, analysis of reference maerials, experience; use of scientific methods of gathering primary information and its processing);

– advertising (organization of advertising of social services, propaganda and dissemination of ideas of social protection of the population).

The Ministry of Social Policy of Ukraine is actively engaged in introducing innovations into the social sphere. In the areas of innovation in the social sphere, as described above, thorough methodological work was carried out, pilot projects were carried out and implemented (for example, on the issues of reforming the social assistance system, introduction of the single window system, development of information and analytical systems for accounting and monitoring of social benefits, paradigms of social services system, transition from maintenance of social service institutions to assessment of quality of services and construction of social services market, etc.). Significant scientific and practical contributions to social innovation in Ukraine have been made with the support of international donors such as the World Bank, various European Union projects for Ukraine, both domestic and international. Such projects create a unique forum for Ukrainian and European professionals, involving government, public and potential commercial organizations in the dialogue. [1].

The main models of innovative systems in the social sphere include the following technologies:

✓ psychologically oriented (the main point is to assist the client by optimizing his or her own efforts to use his / her personal and social resources to influence the situation;

✓ social technologies of psychodynamic concept (basic position - behavior of personality is characterized on the basis of internal factors, regardless of social influence on personality);

✓ social technologies of existential concept (the basic point is that the process of analyzing the client's behavior must take into account how he or she perceives and interprets their ideas about the world around them, as he or she evaluates his/her own social status);

- ✓ social technologies of the humanistic concept of social assistance (the basic position is the understanding of a person as a holistic personality interacting with his or her environment);
- ✓ social role technologies functioning in the system of social development (the basic position - "social role" - the kind of behavior expected of a person by other people when performing their social functions);
- ✓ social technologies, united around the communication model (the basic position is the analysis of the structure of communication tools that facilitate or complicate communication, as well as the differences of schemes, nature of communication of people in the information exchange process);
- ✓ crisis-intervention or crisis intervention technologies (the main provisions are assistance to clients who are in a state of deep psychological crisis and need urgent intervention to withdraw from a maladaptive state);
- ✓ social technologies of the problem-oriented model (the basic position is the idea of dynamic psychology, in particular ego-psychology, providing for short-term fragmentary intervention of a specialist in the social sphere when interacting with a client);
- ✓ behavioral technologies (the basic position - human behavior in general terms is determined by the influence of the environment, which controls it through various stimuli);
- ✓ sociology-oriented technologies of social development (the main position – focus on the social context of assistance: social determinants of the emergence of difficult situations, social norms and pathology, social control over the behavior of the individual);
- ✓ social technologies of the system model (the basic position - society is regarded as a complex social system, based on a set of interrelated elements in the form of social organizations and institutions whose interaction influences human life);
- ✓ system-ecological technologies of social work (the main provision is to help maintain the balance between the client and the environment, the negative changes in which cause the client maladaptive processes);
- ✓ socio-radical technologies (the main provision is to assist the client in the development of his or her social consciousness and above all his/her political and legal competence);
- ✓ social technologies of the Marxist model (the main provision is assistance to the client through joint collective actions aimed at raising self-awareness and effecting social changes in society);
- ✓ cultural technologies (basic position - the systematic role of culture to determine the nature and dynamics of social and human life);
- ✓ “problem solving” technologies (the main point is to help clients understand themselves as “causal agents” capable of finding solutions to existing problems; form a correct perception of a social specialist as a specialist who has knowledge and skills that may be useful to the client; helping the client perceive social assistance agencies and society

at large as complex and partially open to the influence of the system);

- ✓ complex-oriented technologies (integrating conceptual approaches of several humanities - sociology, psychology, and pedagogy);
- ✓ technologies based on the cognitive model (the main point is to help the client, focusing on the peculiarities of his thinking, attitudes and prejudices, which direct his or her social actions towards themselves and towards others);
- ✓ vitalistic technologies of complex social development and social work (the main provision is overcoming the aggravated reaction of the client to negative evaluations; ensuring the client's ability to see himself/herself ready to practically solve his/her problems; localization and cancellation of blocks inhibiting the positive development of the situation in the client; belief in success; raising the client's awareness of the possibilities of solving his or her problems, primarily, of the rights forming its basis) [7].

Thus, the state social policy aims to promote the adaptability of the individual in society, while creating innovative systems to effectively integrate theoretical approaches and technologies based on the methodological foundations of psychology, sociology, law, economics and other sciences, which have integrative and complex character. The emergence of various technologies and methods of social development is caused by changes in social relations, which in each society reflect the specific historical specificity of its development. Therefore, national science aims not only to adapt the world experience of social development, but at the same time develop their own innovative systems, methods and models based on cultural traditions and knowledge, taking into account the state and capabilities of Ukrainian society.

At the present stage, a large number of public and private educational institutions carry out professional training of social sphere specialists in the higher education system, but it is at the stage of reform and continuous improvement of both theoretical and practical provisions in accordance with the conditions and prospects of the state development.

The need to improve the training of social specialists is conditioned by the current state of urgent problems of social development presented in the "Strategy of innovative development of Ukraine for 2010-2020 in the context of globalization challenges" and the prospects for development in the higher education system and the perfection of the educational and scientific process presented in" Concepts of humanitarian development of Ukraine for the period up to 2020". That is why it is necessary to take into account the modern tendencies of the development of higher education for training of specialists in the social sphere, whose bases are the processes of globalization, integration and systematization introduced into a single educational and scientific space, the development of technologies and innovations in the higher education system in the direction of social work that defines the professional levels, skills, and competences.

Researching the content of social and psychological support for professional activity in terms of interprofessional interaction. There are three main dimensions: 1) system of

measures aimed at improving, optimizing professional activity; 2) specific activity, support of the individual in the profession; 3) personality transformation process, gaining new experience, new qualities, traits, etc.

According to the above-mentioned provisions, we have determined the leading criteria and indicators for the training of specialists in the social sphere, which will affect the effectiveness of their future professional activity, in particular:

- ✓ identification of the main labor market requirements for the development of a regional component;
- ✓ organization of the learning process (modeling, forecasting, development strategy and application of technologies for educational innovative environment, methodical and administrative support of the educational process based on the latest achievements of psychological and pedagogical science);
- ✓ application of psychological and pedagogical support of the educational process (content, forms, methods, and techniques);
- ✓ innovative content of educational and professional programs, qualification characteristics of specialist training;
- ✓ increased efficiency of students’ independent research work in the relevant training area;
- ✓ compliance of scientific and pedagogical workers with the modern requirements of higher education (advanced training, inernships, mutual visits and analysis of training, work experience exchange, etc.);
- ✓ integration and partnership (involving state and non-governmental institutions, institutions and organizations for interprofessional interaction).

Implementation of the leading criteria and indicators is characterized by a number of contradictions that characterize the interaction of various aspects of training social specialists, which have inconsistency or inconsistency under the influence of social problems, socially dangerous phenomena, requirements of social work and society’s requirements to a specialist in the social sphere.

The effectiveness of such implementation within the interaction of trends implies awareness of the methodology of social work in the complex study and systematic consideration of any process or phenomenon, the definition of principles that ensure its effectiveness, in particular:

- ✓ taking into account the requirements of the labor market with respect to the relevant specialists;
- ✓ coherence of the content of the step by step training of specialists in the social sphere;
- ✓ content and systemic nature of the educational process in higher education institutions;
- ✓ flexibility and variability of educational and professional programs;

- ✓ individualization and specialization due to the necessary balance between the number of normative disciplines (general and vocational training) and elective educational disciplines (general and vocational training based on the free choice of student and higher education institution);
- ✓ consistency and continuity in teaching educaional material;
- ✓ dynamic, gradual complication of tasks suited to different types of educational and practical activity,
- ✓ implementation of an interdisciplinary approach;
- ✓ feedback of theoretical learning and practice;
- ✓ expansion of the range of social roles and activities;
- ✓ performance of various professional functions by students during training sessions and practice.

One of the main aspects of the professional activity of social specialists is educational work, which includes:

- ✓ interactive lectures on social work issues (the main form of training, which is not purely informational in nature, but mostly problem-setting and searchable);
- ✓ workshops (an active form of learning, similar to trainings and business games, which gives the opportunity to activate the full potential of the individual, awaken his/her curiosity, activate emotions, etc.);
- ✓ specialized trainings (an interactive form of teaching whose purpose is the transfer of knowledge by way of theoretical lectures, business games with further analysis, as well as practical classes, the result of which is the formation and development of certain social interaction skills);
- ✓ master classes (method of teaching and specific training to improve practical skills most often taught through direct and commented demonstration of working methods);
- ✓ discussion methods (methods that create the conditions for expressing one's own views and beliefs, comparing them with the opponents' positions, defending one's opinion);
- ✓ social design (scientific and practical activity aimed at diagnostics of actual and perspective social problems, development of resource-provided optimal options for their solution).

Thus, the professional activity of a specialist in the social sphere is a multidimensional concept aimed at addressing issues regarding the functioning of the social system, improving the conditions and quality of a person's life, improving his/her social well-being and quality of life

## 2. The essence and components of interprofessional interaction of specialists in the social sphere

The decisive direction of the state policy of Ukraine is the solution and implementation of the problem of creating interaction between the subjects of the social system.The concept of "interaction" is a complex, ongoing process that is part of the philosophical, social-psychological, pedagogical, legal, medical sciences, etc. In a society, interaction is a system of interconnections between individuals, social groups, a set of all social relationships.Theories of interprofessional interaction represent it as a material process, accompanied by the transfer of matter, movement and information: as cooperation, joint activity, empathy, and communication.

The diversity of approaches to the definition and structure of interaction has led to the conclusion that interprofessional interaction as a socio-psychological category is an integrating factor that pieces parts together into a holistic process of direct or indirect interaction of objects (subjects), which gives rise to their mutual conditionality and connection. Interprofessional interaction is a purposeful, socially conditioned, dynamic process of direct or indirect simultaneous influence of subjects on each other as a result of performing a certain professional activity, with a guiding role of the subject, possessing a set of theoretical and practical training whose purpose is to realize the content of professional activity of one and meeting the needs of another. Interprofessional interaction is a functional interaction that has a business character and differs from interpersonal interaction. It contributes to the achievement of the individual goals of each and the purpose of cooperation with a high level of awareness and a positive emotional background.

Features of interprofessional interaction are as follows:

- ✓ an interprofessional partner always acts as a person of importance to the subject;
- ✓ good understanding of business matters is inherent in the interaction participants;
- ✓ productive cooperation is the main task of interprofessional collaboration.

The problem of interprofessional interaction has a relatively independent content, it specifies the interconnections of personality and profession, identifies those factors that mediate the relationship of individuals in professional activity. Its effectiveness is determined, first of all, by the formation of a person as an individual, as a subject of activity, cognition, and communication. This, in turn, implies that the formation of a person as a subject of interprofessional interaction is of a long nature, due to the specific features of occupational genesis.

*Signs of interprofessional interaction* are: depth, problematic and critical thinking; openness and readiness for dialogue, tolerance, empathy; flexibility in finding alternative approaches to solving the problem; variability and flexibility in communication strategies; involvement in interprofessional activities; the presence of a common goal; general motivation; decision making responsibility; and joint efforts to solve problems.

*The main forms* of interprofessional engagement are joint activities that involve subject-subject relations, in terms of purpose, subject matter, methods of implementation

and feedback. The goal contributes to the solution of the problem by combining common efforts, in the process of which knowledge, tasks and meaning of cooperation, communication, emotional influences, constructive actions in solving the problem and reflective thinking of work play an important role.

*The subject* of interprofessional interaction is a professional task.

*The ways* of interprofessional interaction are: motives, readiness for professional activity, practical actions, communication, professional actions, correctness in decision making, mutual assistance, and responsibility.

*Feedback:* understanding, subjective activity, and emotional empathy. These processes are carried out through mechanisms of empathy (understanding of relationships, feelings, mental states of another person in the form of empathy), reflection (awareness of the person as perceived and evaluated by other persons or groups); attribution (a process in which a person or group explains the causes of behavior or events), identification (a way of knowing which establishes the similarity of objects by finding common ground and different elements in their characteristics) and stereotyping (the process of forming an impression of a person on the basis of made stereotypes).

In the process of researching the roles of the social sphere specialist we distinguish the following classification of the functional responsibilities of the professional activity of the social sphere specialist, in particular:

- ✓ *arbitrator* (a person who, in the case of engaging him/her in a professional activity in the social sphere, resolves controversial issues and decides on their content);
- ✓ *defender* (a person who defends the rights and duties of a person in society);
- ✓ *mediator* (a person providing social assistance to the parties in resolving a conflict situation in the mediation process, in particular, helping the parties to the conflict to adjust the communication process and analyze the conflict situation so that they themselves can choose the solution that would best satisfy the interests and needs of all parties to the conflict).
- ✓ *companion* to interprofessional interaction (a person who participates in social assistance to vulnerable groups of the population);
- ✓ *sponsor* (a person who initiates, organizes and submits proposals for the social work process);
- ✓ *representative of the institutional support of the social sphere* (a person representing the interests of different categories of population with social assistance);
- ✓ *overseer* (a person who handles cases, issues requiring special knowledge in the social field);
- ✓ *supervisor* (a person who provides methodological assistance to a colleague on social work);
- ✓ *counselor* (a person who assists a client in solving social problems).

Characterization and analysis of the theoretical study of the nature and components of interprofessional interaction of specialists in the social sphere enabled us to distinguish the types of participants of interprofessional interaction, in particular:

1. *Collaborator* – person whose activities are aimed at productive and effective social cooperation to meet the needs of the client.

2. *Confrontantor* – person who constantly opposes the ideas of another specialist in the social sphere, which negatively affect the consistency of their professional activity.

3. *Equivocator* – person who avoids active interprofessional interaction, in particular, has a meaningful assertion of personal position and uncertainty and unpredicability in making their own decision.

4. *Abettor* – person who encourages and assists other professionals in the social field to achieve their own goal and professional position.

5. *Oppositionist* – person who denies, opposes and impedes the activities of other specialists in the social sphere to solve social problems.

6. *Set-Offer* – person who resorts to active counteraction and contrast interaction in social work.

7. *Accoder* – person who is able to adapt to different conditions of professional activity, regardless of the type and conditions of interaction.

8. *Neutralizer* – person who occupies a neutral position and a position of non-interference with his or her professional activity in solving any problems.

One of the urgent issues today is to align the system of training social professionals with the tasks and functional responsibilities that they are to fulfill after graduation from higher education. That is, the question is raised about the creation of a continuous multilevel system of training for the social sphere, which is directly related to the task of improving the multilevel structure of educational institutions providing social education.

Thus, the formation of professional development of a social sphere specialist for interprofessional activity should be carried out on the basis of unity of theory and practice of teaching, realization in educational activity of reproduction and creativity, rational and emotional, ensuring interdisciplinary approach.

## 3. Organizational and methodological support for the process of training social specialists for interprofessional interaction.

The complexity and multidimensionality of the problem identified defined a wide range of reference sources in both general psychological and socio-psychological aspects.

The methodological basis of the study is systematic, terminological, socio-systemic, structural-activity and synergistic, sociological, competent methodological approaches. In particular, the use of a systematic approach makes it possible to consider interprofessional interaction as an object of activity of specialists in the social sphere; terminological approach contributes to the formation of conceptual and categorical apparatus of research; a synergistic approach allows to trace the genesis of the system of vocational training of social sphere specialists for interprofessional interaction; sociological approach provides

perspective on the basis of the specific activity of social sphere specialists to substantiate the structural and functional model of personal trajectory of training social sphere specialists for interprofessional interaction; the competence approach forms the conditions for considering the competence of social sphere specialists in interprofessional interaction as a result of integration of knowledge, skills acquired in the process of studying the disciplines of vocational training; interdisciplinary approach, which necessitates the use of theoretical provisions of other humanities disciplines – sociology, psychology, ethnography, law, and social work.

Theoretical analysis of scientific sources, the results of the survey of students and specialists in the social sphere, made it possible to highlight the main problems that arise in the process of professional training of future social sphere specialists, in particular:professional-personal formation of the student in the "person-to-person" system; lack of educational disciplines that would allow to expand the range of theoretical knowledge about interprofessional interaction, would contribute to professional self-improvement in the direction of successful interprofessional activity;optimization of practical and methodological training of students, taking into account the practical-oriented nature of professional activity of future specialists in the social sphere based on the principles of interprofessional interaction.

Analysis of research papers and modern practice allows to identify and characterize the following leading principles of organizational and methodological support for the process of training specialists in the social sphere: basic principles of the theory of cognition: objectivity, scientific base, historicism, a comprehensive approach to the study of social reality phenomena; the fundamental nature of the training of specialists in the social sphere, which in its content provides a thorough assimilation of systemic knowledge, which is the basis of development, and in the future – own professionalism; sustainability and continuity in the content of education, which helps identify effective approaches to the application of innovative methods and technologies for its implementation at all levels of specialization; problems and innovations in the organization and implementation of quality education of future specialists in the social sphere; communication and intercultural interaction whose application provides effective formation of skills and abilities for the purpose of diverse intercultural communication; ensuring an international standard of training as one of the important indicators of the quality of mastery of future professionals in the social field, consistent with objective international standard methods of assessment.

Formation of professional readiness of specialists in the social sphere should be carried out through the established relationship between such disciplines as "Technology of social work", "Social work with different categories of clients", "Applied methods in social work", "Legal support of the social protection system", "Social design", "Social work in the field of employment", "Management of social work", "Methods of calculation of social benefits", and more.

An interdisciplinary approach in the modern practice of teaching professional training disciplines to social specialists is effective in terms of acquiring theoretical knowledge and practical skills, the following methods, forms and techniques can be defined: brainstorming; "Decision tree"; discussion with the involvement of experts; business game; commenting, evaluation (or self-assessment) of participants' actions; master classes; method of analysis and diagnosis of the situation; method of projects; modeling; PRES-formula (from the English. Position - Reason - Explanation or Example - Summary) - a method aimed at developing and consolidating the skills of argumentation, justification and protection of one's position in discussion, dialogue, during business meetings; problematic method; public speaking; work in small groups; and cross-curricular trainings.

Thus, the result of the future acquisition by specialists of the social sphere of high-quality professional education is the set of the following competencies acquired in the process of study at a higher education institution:

- ✓ *educational and cognitive,* which allows to improve the educational activity, increase its efficiency of assimilation and productivity of application, contain common competencies (knowledge), in particular: general knowledge about social systems and general doctrines; knowledge of different approaches to the interpretation of cultural facts; a sufficient level of knowledge of anthropological, sociological knowledge, psychological, sociological, and historical information related to the concept of interprofessional interaction; knowledge of geopolitical concepts; understanding of the essence of secularism and its consequences; knowledge of approaches in philosophy related to tolerance, pluralism, social justice, particularism and universalism; knowledge of legal and administrative mechanisms of regulation of social processes; knowledge of political and social aspects, client rights at international, European and national levels; general knowledge of cultural differences in views on basic values (parenthood, gender issues, parenting, etc.); understanding of different terminological components of the category "interprofessionalism" (integration, identity, diversity, assimilation, acculturation, ethnocentrism, ethnicization, inculturation, tolerance, mediation, multiculturalism, racism, empathy, and relativism);
- ✓ *interpersonal interaction,* which includes active and reflexive listening skills; ability to distance oneself from their own stereotypes; possessing a palette of tools for establishing interaction with representatives of other cultures; ability to evaluate the attitude of the client to the problem situation, the social worker him/herself, readiness to reorganize the situation in order to improve interaction; ability to identify and mobilize client resources; ability to pause in time to analyze the situation; ability to identify the client as a reliable source of information having his/her own vision of the situation;
- ✓ *communicative,* whose formation provides the ability of the individual to perform subject-subject interaction by the means of language in the educational space of higher education and beyond, which contains the ability to identify and schematically reproduce the system of communicative codes of the client; ability to diagnose difficulties

that may arise in the context of intercultural interaction; ability to ensure mutual understanding throughout the customer relationship; ability to inform the client about the forms of social intervention, his/her social rights, taking into account the ability to understand the information given to him/her in the context of personal, group or community cultural specificity; ability to identify ethnocentric expressive communicative elements that are important or insignificant in different situations; ability to integrate the symbolic, ethical and subjective context of communication with consideration of all aspects of communication interaction (client, social worker, institution, and society); ability to feel the limits of what is permissible and forbidden in intercultural interaction;

- ✓ *intercultural*, which in its essence is an indicator of the formation of the ability of the future social sphere specialist to effectively participate in interprofessional communication at different levels of its implementation;
- ✓ *socio-cultural*, which contributes to the formation of systematic and deep knowledge of another culture, study and awareness of the traditions and realities of the country or peoples;
- ✓ *technical (skills)* – ability to facilitate communication between professionals and clients, clients themselves through the cross-cutting competencies of professional activity, rather than specific, characteristic of work only with a certain target group; ability to analyze difficult situations taking into account the cultural context; possessing tools to solve problems caused by interaction; knowledge of the methods and techniques of social intervention (diagnostics, mediation, personal support, social orientation, mediation, etc.); ability to actualize and apply specific professional skills to the cultural context of the situation; sufficient awareness of possible pitfalls in the situation of interprofessional interaction (relativism, ethnicity, domination, etc.).

In order to determine the effectiveness of training of future specialists in the social sphere, the structure of the content of the professional education is defined in the higher education institution, which includes the following components: as a whole and creating an intercultural environment for peace and harmony; psychological and pedagogical – characterized by the awareness of social sphere specialists of the differences as concerns representatives of a particular culture (stereotypes of behavior, actions, and mentality), values of another culture, formation of skills and competences to effectively adapt to certain cultural conditions and establish effective intercultural communication; methodological – involves the availability of appropriate forms, methods and a set of pedagogical tools that contribute to the content of foreign language training and the formation of intercultural competence in the training of future professionals in the social sphere [5].

Based on the results of the theoretical analysis of the problem, we have identified the competences of interprofessional interaction of the social sphere specialists for successful professional activity, in particular:

1. Interprofessional-social-labor (ability to analyze the situation in the labor market, act in accordance with personal and social benefits, and have a relationship ethics).

2. Interprofessional-personal (orientation of the subject who performs inter-professional interaction, toward continuous development).

3. Interprofessional-intellectual (self-development of cognitive processes, individual interpersonal interaction).

4. Interprofessional-gnostic (ability to determine the effectiveness of methods, means and forms of professional activity, to analyze the result achieved, its relevance to the goals and objectives of social work, the completeness and strength of mastering the knowledge of interprofessional interaction).

5. Interprofessional-information (application of information technology to form the ability to independently search, analyze and select the necessary information, its organization, transformation, storage, and transfer).

6. Interprofessional communication (effectiveness of interpersonal and interpersonal communication).

7. Interprofessional-axiological (development of values, value attitude to professional activity and personal growth).

8. Interprofessional-cooperative (productive partnership in joint activity).

9. Interprofessional-reflexive (analysis of their own mental states, their actions; ability to distinguish, analyze and compare with the subject situation their own actions; individual's awareness of how he/she is perceived by communication partners).

However, a thorough analysis of research findings and empirical materials allows to ascertain the lack of systematic theoretical, methodological, scientific and technological support for training of future specialists in the social sphere for practical work. At the same time, experience has shown that the educational process in the context of the process of training specialists in the social sphere today has many opportunities to solve these problems.

**Conclusions.**

Nowadays, the development of the higher education system and the professional activity of social specialists requires appropriate directions for the formation of social enrichment of Ukrainian society.

Comprehensive training of social experts with relevant professional competences in higher education institutions is of top priority, it will allow timely response to socio-economic changes in the country and effectively interact at the level of institutions within one sector (civil society organizations) and between different sectors (across civil society) state authorities and local self-government; law enforcement agencies; social, educational and medical faciliies; mass communication, etc.).

Professional interaction is the main link in establishing different relationships in the professional environment, manifesting itself in the form of joint activities, communication, emotional empathy. The main characteristic of a professionally mature person is his/her

professionalism, which is related to the concept of "competence". One of the main competencies and professionalism of a specialist is a properly organized process of interprofessional interaction.

Interprofessional interaction of specialists in the social sphere is considered as a purposeful, socially determined, dynamic process of direct or indirect simultaneous influence of subjects on each other as a result of a certain professional activity, with the guiding role of the subject, possessing a set of theoretical and practical training is the realization of the content of the professional activity of one and the needs of the other.

One of the topical issues today is a rethinking of theoretical and methodological foundations and conceptual and methodological approaches to the preparation of a modern specialist in the social sphere, formation of his/her professionalism in accordance with the requirements of the personally oriented paradigm of higher professional education**.**

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# RESOURCES DEVELOPMENT OF THE COMPETENCES OF PERSONALITY COMPETITIVENESS IN TERMS OF INNOVATIVE ACTIVITIES

**Abstract.***The article reveals theoretical and applied resources, development of competences of personality competitiveness in terms of innovation. Announced a legislative initiative innovative transformation of the modern Ukrainian education in the context of the competence approach. Presents the results of scientific research in the field of organizational psychology; economic psychology. Discusses the study of innovation competence of the individual, which is carried out using the author's questionnaire "Express diagnostics of innovativeness". The components implementing the author's "technology of formation of psychological readiness of the personnel for innovative activity": "1.Model examination and correction of organizational-innovative environment of the organization (external environment), which includes: "1.1. A model of organizational expertise and innovative environment of organizations", "1.2. The correction model for the creation of favorable organizational and innovative environment of organisations"; "2. Model examination and correction of the internal psychological readiness of the personnel for innovative activity (internal conditions), which includes: "2.1 the Model of expertise internal psychological readiness of the personnel for innovative activity", "2.2 Correctional tiered model of reflexive-innovative training and coaching." Presented educational program "training of managerial competence of the managers on the formation of psychological readiness to innovative activity, as a resource for the development of competences of personality competitiveness in terms of innovation.*

## Introduction.

In conditions of large-scale modernization of the functioning of society, objectively isolated as the main priority of innovative development. Identified new priorities of development of education, which are due to the need for fundamental changes aimed at improving the quality and competitiveness of education − the strategic challenges facing the national system of education in the new rapidly changing conditions, its integration into the world educational space. The issue of implementation of educational innovations remains relevant for Ukraine now. Only after he developed innovative personality, able to create changes and perceptions shift, we will be able to become a competitive nation. Because of variability, the transformation ceases to be the exception and becomes the rule, the essential characteristic of the functioning of society and each member in particular. Mutability becomes the rule for every human in the twenty-first century. Variability, dynamism as essential signs of human life becomes a pattern. And Ukrainian society in General and education in particular, needs to prepare a person for life in new conditions, to form competitive innovative human [6, pp. 126-130; 8; 9].

New pedagogical developments have the potential to significantly improve the quality of the educational process, but often, after a deep acquaintance with the essence of the new teaching methods, the staff of educational institutions do not use it or go back to old forms and methods after the collision with the difficulties of implementing innovations. Among them, the complexity for managers, psycho-pedagogical staff who worked for many years in typical system, the need to change not only activities, but also his personality, that is, a system of values, behaviors, relations and so forth. Individual innovations determine the need for updating the content of education (e.g. information and computer technologies of training; competence-based learning, etc.) that causes the common personal resistance and makes it impossible innovations. Even with a large significance, innovation, economic support, management and society is the destruction of the innovative project on the level of psychological factors and conditions. Therefore, an important and priority issue is the need to develop competences and competitive individual in the innovation activity of Particular importance to this issue is in the conditions of innovative transformations of modern education. Psychological readiness of the individual to innovative activity is one of the main resources for the development of competences of competitiveness of the individual and the organizational development of educational institutions in general.

The purpose of this section of the monograph is to highlight the problem of psychological and organizational resources for the development of competencies of individual competitiveness in terms of innovation. Theoretical and applied aspects of the named topic are revealed in the following paragraphs: 1. Legislative initiatives of innovative transformations of modern Ukrainian education in terms of competence approach; 2. Competence of "innovativeness" - the main indicator of ensuring the development of competitiveness of the individual; 3. We have presented a complex system of scientific and methodological support for the implementation of technology of forming psychological readiness for innovative activity as the main resource for the development of competencies of personality competitiveness; 4. Managerial competence of leaders in the formation of psychological readiness for innovative activity - a key to the development of competencies of competitiveness of the individual. Results of scientific research of the author in the field of organizational psychology are presented; economic psychology.

## 1. Legislative initiatives of innovative transformations of modern Ukrainian education in the context of competence approach

At the state level has created a legislative and regulatory framework, regulations and laws on stimulation of innovative activity in social, political and economic spheres. In the Law of Ukraine "On education" (2017) [3] noted, the purpose of education is the full development of the human personality and the highest values of society, her talents, intellectual, creative and physical abilities, formation of values and necessary for the successful fulfillment of competencies, the education of responsible citizens capable of conscious public choice and direction of its activities for the benefit of others and society,

the enrichment on that basis of the intellectual, economic, creative, cultural potential of people, improving the educational level of the citizens to ensure sustainable development of Ukraine and its European choice [3]. According to expert estimates, the most successful in the labour market in the short term will be experts who know how to learn throughout life, to think critically, set goals and achieve them, to work in a team, to communicate in a multicultural environment and possess other skills [7]. Characteristics of the modern society and education of the XXI century is a market of skills and competences in a rapidly changing innovative transformations.

In the Law of Ukraine "On education" States that "competence is a dynamic combination of knowledge, abilities, skills, ways of thinking, attitudes, values and other personal qualities that defines a person's ability to socialize successfully, to provide professional and/or further training activities" [7, p. 3]. Turning to the problem of developing classifiers of occupations and qualifications in terms of higher education, we can note the features of the modern market competences: − on the one hand, this is offered by the educational institutions of the knowledge and skills necessary for the development of subject competences in the educational process. on the other hand, this competence we already have a separate entity and the competences demanded by the labour and in the interest of the employers, that is, the so-called key competencies, which later develop into competence. In the modern socio-economic conditions, employers are interested in such graduates of institutions of General secondary education and vocational education institutions that have a high level of competence: innovative, socio-professional, intellectual, psycho-pedagogical, information and communication and others [8].In today's socio-economic conditions, the "labor market" and "personality market" are developing, which place high demands on the younger generation. Today's graduates in the near future have to bear the brunt of the problems that need to be solved in the post-industrial society of modern civilized market relations. In this regard, one of the priorities of the modern school is to create the conditions for the formation of a competitive personality, able to independently, effectively, responsibly and morally solve social and personal (professional and non-professional) problems. Creating appropriate conditions for the development of such a personality will allow educational institutions to improve the quality of preparation of graduates - future entrants / students and professionals, to professional self-determination, independent life, self-realization, socialization, and to create a high level of their competitiveness in a rapidly changing environment.

That is why the relevance and importance of studying and solving the problem of "scientific and methodological provision of the formation of competencies of personality competitiveness in terms of innovative activity", which is one of the components of the topic "Scientific and methodological provision of teacher training for the implementation of competency-oriented learning" is of particular importance. One of the important components of a person's competitiveness is the key “competence of innovativeness”.

## 2. Competence of "innovativeness" is the main indicator of development of competitiveness of personality

At the modern stage of innovative development of the State relevance of the study "competence of innovativeness" − one of the key competences necessary for successful self-realization and ensure its competitiveness on the labour market and the mobility and career prospects for life. This is evidenced by the regulations and normative legal documents adopted in Ukraine. In particular, the Law of Ukraine "On education" indicated, the purpose of vocational education is the formation and development of personality competences necessary for professional activities of a particular profession in the industry, ensuring its competitiveness in the labor market and the mobility and career prospects for life. The achievement of this goal is achieved through the formation of key competencies required for each modern person to succeed in life [2]. Common to all competences are the following skills: reading with understanding, ability to Express their thoughts orally and in writing, critical and systemic thinking, the ability to logically justify the position, creativity, initiative, ability to constructively manage emotions, assess risks, make decisions, solve problems, ability to cooperate with other people. One of the most important are competence of innovativeness [3; 7].

The integral indicator of "innovativeness" we started (designed, scientifically-grounded, embedded) as the target in the process of a comprehensive empirical study of "the formation of the psychological readiness of the personnel of organizations to innovate" (V. P. Chudakova, 2016 ) [9; 11-13]. For the purpose of uniting in the same context means theoretical and empirical approaches to the study of the investigated problem on the basis of system methodology, component-structural and dynamic analysis. For this special psychological and pedagogical literature have been studied and proposed to use sets of criteria of efficiency of pedagogical activities and criteria of efficiency of innovative activity. Summarizing the specific content of such criteria for subsequent implementation of the empirical study, we introduced a work the term "innovativeness" – is an integral index of development of psychological readiness to innovative activity. On a qualitative, theoretical level is a possible list of criteria of efficiency of innovative activity. At the empirical level is a separate vector in a multidimensional space of conditions and factors of formation of psychological readiness of the staff of educational institutions to innovative activity.

We consider "innovativeness" as a separate vector, which integrates the contents of a combination of indicators of efficiency of innovative activity and used us as a target, which must be maximized using established empirical relations with other selves and the regularities of its functioning in the course of innovation. The indicator "innovativeness", is the evaluation of the first common factor in the set of empirical correlates of the level and trend of innovative activity, allows to identify staff educational institutions with a high level and the trend of "innovativeness", and to study the characteristics of the latent structure of personality factors and traits that determine innovativeness.

The process of formation of psychological readiness to innovative activity is driven and focused, multi-dimensional displacement of the individual in the space of functions and features to the cluster of staff of educational institutions with a high level of innovativeness (V. P. Chudakova, 2016) [9; 11].

Consider especially the study of "innovativeness" by using the author's technique of "Express-diagnostics "Innovativeness" (Chudakova V. P., 2016) [9; 11; 12; 13]. To clarify interrelations and the influence of "external" and "internal" conditions and factors on the target − the integral indicator of "innovativeness". All other parameters in the study we considered as factors the factors and conditions the level of "innovativeness" of the individual. The term "innovativeness" should be taken as the designation of integral level trends, the intensity and activity of the personnel of educational organizations in the implementation of innovative activities, which is considered a separate personality trait, the potential success of innovations, and at the empirical level as a vector in a multidimensional space of properties of the person. The use of this working period was an interim, subsidiary, step to the integration of theoretical and empirical components of the study. This was due to the fact that most theoretical constructs, due to their abstract and high-level of generality, cannot be measured directly. "Innovativeness" of staff organizations – is an integral characteristic of the peculiarities of his individual activities on implementation of innovations, which largely covers the content of a previously defined term "integral indicator of efficiency of innovative activity" (theoretically possible set of objective indicators of efficiency of innovative activity). Some narrowing of the content of "innovativeness" provided an opportunity for its measurement (like other personality traits) in terms of educational organizations by the participants of psycho-pedagogical process [10; 11; 12; 14]

The term has become an effective tool of self-examination and adjustment of process innovative activity and, simultaneously, reflects psychological content of the innovative activity and its determination at the individual level. So, "innovativeness" is a separate vector, the integral contents of a set of efficiency indicators of introduction of innovations and used us as a target, which maximized the use of empirically identified relations with other selves and the regularities of its functioning in the course of innovative activity [9; 11; 12]. The first step of the study was the construction target of "innovativeness" according to experts (managers) and self-evaluation. The second step is the direct examination of the state of formation of the "innovativeness" of the personality, which is carried out using the method of questionnaire type, the author's questionnaire "Express diagnostics of innovativeness" (V. Chudakova, 2016), in its validated operating 1677 respondents. According to the results determined by the "level of innovativeness" (positive, zero and negative) and "the tendency of innovativness" (emotionally-practical; theoretical-intellectual) staff of educational institutions. The basis of its inherent value judgments of the respondents, it was tested and described in the publications of the author [9; 11; 12].

Theoretical and methodological basis of the technique is the fact that in psychological and pedagogical literature [9; 11; 12] have been studied and proposed to use sets of criteria of efficiency of innovative pedagogical practices and criteria of efficiency of innovative activity. We summarized the specific content of such criteria for subsequent implementation of empirical research. To this end, in the beginning we proposed to use the term "integral indicator of efficiency of innovative activity". On a qualitative level is a checklist of constituents of efficiency of innovative activity (rate, quality, feasibility and the like), and empirical (statistical) level is the assessment of the first common factor from an array of estimates of the components of the effectiveness of the implementation process of innovation. This methodology was not clearly defined and psychometrically proven algorithms formalization of the initial judgments of the staff. Therefore, the necessary and acceptable from the standpoint of psycho-diagnostics cases, we used the procedure of factor analysis and estimation of latent factors for building an integrated indicator of "innovativeness". The vectors obtained are considered as auxiliary characteristics of the basic space of personality traits used in the study. Their real purpose is the individualization of psychological correctional work with staff of educational organizations in the course of special psychological training [9].

### 3. Ensuring the implementation of the technology of formation of psychological readiness to innovative activity is the main resource for the development of competencies in competitiveness of personality.

Based on theoretical and empirical analysis of the literature and science and educational practice the problem of formation of psychological readiness of the personnel for innovative activity we clarified unresolved contradictions and inconsistencies [9]. Practice of innovative transformations are faced with an important contradiction between the need for rapid organizational development through effective innovation and inability of the personnel to implement it, and often the reluctance of the adoption of the new, lack of psychological readiness to innovative activity. As you know, the success of innovations depends on the ability of the staff of educational institutions to innovative activity [9]. To resolve these contradictions and socially important problem we have developed and introduced the author's "Psycho-organizational technology of formation of readiness of the personnel of organizations to innovate" (hereinafter "Technology") and a comprehensive system of scientific-methodical support [8-13]. The basis is the technological approach, the purpose of which is to develop (design) and implementation of humanitarian (luminographic) technology, a variation of which is psychological-organizational technology aimed at solving specific problems in organizations [4]. The results of the implementation have confirmed the necessity and the possibility of psychological assistance to psychologists, managers of all levels, managers and staff of organizations aimed at the solution of certain psychological and organizational problems with innovative changes.

"Technology" is a professionally roomy, versatile tool that is primarily intended for psychologists who have a fundamental basic training. But, for economic reasons, not all educational institutions can introduce to your staff psychologist (despite the fact it is found that, for certain reasons, not all psychologists are ready to work with leaders and staff of organizations (Gavrilova T. L. Karamushka From. Kosarchuk, V. Chudakova) [2; 4; 5; 9]. Given these circumstances, we have developed a Technology that can be used successfully to learn in terms of special training and consultation (training seminars, coaching), with the help and support of experts, managers and specialists work with the staff associations, managers, teachers, methodologists, teachers, counselors, and all who are interested in issues of organizational development and personal effectiveness, as well as those in the activity who the change and development of individuals and groups plays a significant role [1; 9, 14].

Speaking about the prospects and the possibility of mass implementation of proprietary technology can be noted that it is playable not only the author but also other specialists to guarantee the achievement of planned results (psychologists, as well as in special training in the field of monitoring and evaluation, and correctional-developing activities), teachers, methodologists, managers, scientists and the like). It is advisable to use the author developed the program of the special course of the training seminar "the administrative competence of leader on the formation of readiness of the personnel of educational institutions to innovative activity in the conditions of the educational environment" (which will ovaritis on) [9; 12; 13].

"Technology" consists of two interrelated and complementary parts corresponding to the study of internal and external conditions of realization of innovative activity, namely: "1. Model examination and correction of organizational-innovative environment of the educational organization (external environment)" (hereinafter referred to as "1. Model examination and correction of external conditions"); "2. Model examination and correction of psychological readiness of the personnel for innovative activity (internal conditions)" (hereinafter referred to as "2. Model examination and correction of internal conditions"). In turn, each model includes key components of: information and meaning; as well as diagnostic and prognostic interpretatsii; correction and development.

Consider each of the components of the author's "Technology":

"1.1. Model examination of organizational and innovative environment of educational institutions" (hereinafter 1.1. Model") [9; 12; 13]. According to the results of its implementation: clarified so the development level of the team differ from the "ideal" of where exactly the reserve in achieving the best results; the factors (strengths and weaknesses), determining the effectiveness of innovative activity of the staff, and which suspend it, or block; clarified thereby creating an unfavorable environment.

"1.2. The correction model for the creation of a favorable organizational-innovation environment of educational institutions (hereinafter referred 1.2. Correctional model"), fully described in publications [9; 12; 13].

The results of its implementation have provided an opportunity to develop constructive measures to overcome the identified problems; to conduct an expert assessment of alternative proposals for constructive measures to eliminate the identified shortcomings; to identify priorities and areas of work of the staff to eliminate deficiencies and create a favorable organizational-innovation environment [8; 9; 15].

*"2.1. Model examination internal psychological readiness of the staff of educational institutions to innovative activity"* [8; 9].The results: determined the state of internal psychological readiness of staff of educational organizations to innovate; find out what you can expect from the staff under the conditions created by the organization; identified the psychological determinants underlying the personal profile, factors that influence the implementation of innovative activities; interaction of internal and external conditions and factors influencing the efficiency of innovation activity is revealed; structural and semantic analysis of latent factors of personal determination of "innovativeness" of the personnel is carried out, psychological differences of personnel with positive and negative "innovativeness" are revealed. The forecasting of the organizational staff's readiness for innovation is made. Their expediency of first of all involvement in carrying out innovative activity is found out.

2.2. Correction stage of implementation "2. Model" [8; 9; 11; 12] reveals the content, structure and psychological features of implementing educational programs special psychological preparation: a) "individual" program for the staff of educational institutions with the purpose of formation of psychological readiness for innovative activity; b) "General" program for managers development of managerial competence of managers in the formation of the psychological readiness of the personnel for innovative activity; in the conditions of reflexive and innovative training, coaching and counseling. Let us consider each of them.

a) "2.2.1. Correctional tiered model of reflexive-innovative training and coaching "Psychological means of self-improvement and development of creative potential of personality" (hereinafter RIT) [8; 9; 20; 11; 12], what is "individual" a special psychological training on the formation of psychological readiness to innovative activity of personnel of organization. In the process of developing this course was considered the main psychological factors that affect the psychological readiness of staff for innovation activities that we have identified in the course of the study.

Reflexive-innovative training (RIT) is a psychological practice, during which the person reinterprets a situation in which it is located, the problems it wants to solve, the objectives it seeks to achieve through an intensive search for new ways and means of solving problems, which it faces. RIT is designed for managers, managers, psychologists, educators, teaching staff, students and parents, academics, consultants, and those in which changes and development of individuals and groups play a significant role [8; 9; 10; 12; 13].

Course program RIT is aimed at mastery of social-psychological competence, which enables the following tasks: − to develop reflective skills, i.e. the ability to analyze the situation, behavior and status in this situation, as members of the group and of the individual; − acquire the skills to perceive themselves and others, which contributes to the development and adjustment of norms of personal behavior and interpersonal interaction; − to develop emotional resilience in difficult situations and the ability to adapt quickly; − to learn the ways of getting rid of anxious feelings, phobias, fears and other psychological traumas and traumatic memories; − to master the methods of overcoming professional stress and professional burnout syndrome; overcoming pessimism and depression; to master the technology for solving interpersonal conflicts and overcoming of conflict situations; − to develop communicative competence; − to learn the tools of efficient interaction and understanding with people; − to develop the ability to resist the manipulative influence; − develop the ability to respond flexibly to the situation, to move quickly in different environments and different groups to reach a new level of control over their state; − to master the technology to create self-esteem and confidence; − to clarify and develop value-motivational sphere of the person, to master the technology of creating positive motivation; − to learn the strategies of decision-making and setting strategic and tactical goals and determine their impact on the effectiveness of innovative activity; − to open its Mission, which impels the person to move forward and incorporates its beliefs, values, actions and sense of self-worth and joy [8; 9; 12-20].

b) "General" program for managers development of managerial competence of managers in the formation of the psychological readiness of the personnel for innovative activity reveal in the next paragraph.

## 4. The administrative competence of leaders on the formation of psychological readiness to innovative activity is the key to developing competences of competitiveness of personality

With the launching of the educational project by the head of the educational organization it is necessary: first, to conduct a thorough analysis of the state organizational-innovation environment as an objective factor favourable external conditions for innovation activities; second, the Manager must know the personal characteristics and individual characteristics of subordinates, to be able to reasonably determine what returns he has a right to expect from employees in those conditions which are created in educational institutions, and also to understand due to what primarily creates unfavorable environment, which motivational conditions need to change first. This will give the opportunity to obtain General guidance in the choice of methods of creation of positive motivation that will be most effective in the process of formation of psychological readiness of the staff to innovative activity and to find psychologically prepared employees for implementation of innovative projects [9].

Implementation of innovative educational projects is a complex process and requires consideration of many factors (factors) that determine the effectiveness of their implementation.

An important place is occupied by psychological and organizational factors that: first, associated with expertise (diagnosis, evaluation, prediction) of the state of the organizational innovation environment, identification of problems and choice of development strategy of the organization, elimination of faults and formation of the favorable environment for innovation activities; second, associated with examination of level of formation of psychological readiness of the staff of educational institutions to innovative activity. Selection of the employees psychologically ready to implement innovative projects, the formation of "teams" interested in individual development, self-improvement and in the achievement of collective goals; third, associated with the correction of identified deficiencies at the stage of examination and scientific-methodical support of formation of readiness of managers and staff of educational institutions to innovative activity, effective interaction in the process of development and implementation of the project, overcoming barriers against innovativeness ; creating favorable psychological climate and atmosphere of creative activity and efficiency of team members; the fourth, associated with psychological support at the stages of design, implementation, monitoring results of the innovative project. With the aim of solving the above problems, we have developed and introduced the author's "Technology" [9].

On the modern Manager has a wide range of duties. Among them, one of the priorities is the training of employees to perform the tasks of professional activity in the conditions of innovative transformations. Realizing their responsibilities, they must teach and educate by combining high demands, integrity, trust and respect for people, constant caring for them, helping them out of life and service difficulties.

An important prerequisite for the formation of the necessary qualities of a Manager of a professional is mastering the content of the course "Managerial competence of the managers on the formation of readiness of the personnel of educational institutions to innovative activity". The program is a comprehensive system of specially organized educational interactions between the participants and their mutual enrichment: aimed at improving the personal effectiveness of students in different life and business situations of interaction with people. The program promotes the maximum use of personal creativity in life and professional activity [8; 9-21].

The program of the course "Managerial competence of the managers on the formation of readiness of the personnel of educational organizations in innovation activities" is aimed at mastering certain knowledge, abilities, skills, namely: mastery of a complex system of methodological support of introduction in practice of work of educational institutions of different types, psychological and organizational technologies of formation of readiness of the personnel of educational institutions to innovative activity as a factor of improvement of their professional competence; to equip managers with the knowledge of the regularities of formation of psychological readiness to innovative activity and development of the personality and the teaching staff; to master the methods of diagnosis and knowledge of the psychological characteristics of staff effectively influence the improvement of

microcharacteristic each person as an individual, personality, subject of work, individuality; to possess certain socio-psychological knowledge and skills in the field of communication, activities, personal development and psychotherapy, allowing you to solve problems of effective implementation of professional activity; to master the technologies interactive methods for individual self-improvement and problem-solving organization. The program of the special course is aimed at solving the following tasks: developing the ability to interact with staff in order to increase their professional maturity, develop moral qualities, psychological readiness skillfully, with dignity to perform the entire cycle of social and industrial responsibilities; mastering the technology of solving interpersonal contradictions and overcoming conflict situations; to develop the ability to adequately perceive themselves and others, which makes it possible to develop and adjust norms of personal behavior and interpersonal interaction; to acquire methodological and practical tools of effective interaction and understanding; to develop emotional resilience in difficult life situations and the ability to adapt quickly to master technology to create new effective behaviors in particularly difficult situations (to master strategies for decision-making, setting and achieving strategic and tactical goals [8; 9].

According to the results of the implementation of the said program, it was found out that "Technology" is suitable for reproduction not only by the author, but also by other specialists, with the possibility of achieving the planned results, not only by psychologists, but also by special training in the said special course, by other specialists.

**Conclusion.**

Summing up, we note that modern educational institutions are not able to provide a decent financial incentives of innovative activity participants. Therefore, a primary attraction to the innovative transformation of the part of the staff of educational institutions who are psychologically ready to innovate, will partially solve the problem of incentive. Based on this backbone, the formation of new norms and practices, organizational culture. The involvement of other team members, should be individualized and gradual, after attracting them to participate in specialized training, coaching. To address this challenge is the introduction of the author's "Technology" [8; 12]. The results of its implementation have provided an opportunity for participants to uncover new opportunities for successful innovative solutions to many tasks of professional activities, the effective formation of the individual through personal effort and reserves; to seek in ourselves mobilizing factors out of the difficulties, the extreme and problematic situations. The introduction Is allowed for a short period of time to solve the problem of intensive formation and development of abilities which are necessary for activating the creative potential of personality in life and professional activity; to form the psychological readiness of the personnel to innovation as the basis for the development of competences of competitiveness of the individual [9].

The problem of formation of competences of personality competitiveness in terms of innovative activity is multidimensional and multifaceted, and will require further multi-faceted studies.

It is possible to develop and adopt (at the highest levels) new laws, concepts, regulations, government programs promoting the development of man and society, which will contribute to the quality of education; to allocate millions of hryvnia for the construction and modernization of educational institutions, implementation of projects of various levels and directions holding etc. But if the staff entrusted with the responsibility to implement them in practice of work of educational institutions will not be psychologically ready in both professional and psychological context, the result will be not only negative, but will threaten the development and psychological security of the child, the staff, the family, society and the state as a whole.

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# GENDER INEQUALITY IN HIGHER EDUCATION AND SCIENCE: GLOBAL AND NATIONAL ASPECTS

**Abstract.***It is established that the problem of gender inequality, including in higher education and science, remains extremely urgent both in Ukraine and in the world. It has been determined that a comprehensive approach to the issue of equality between women and men should be the basis for shaping gender policy in Ukraine. At the same time, due to the lack of education, the population has not reached the level of tolerance needed to overcome gender inequality. It is revealed that with a focus on the European model and taking into account its own specificity, a gender policy course in the Ukrainian society is formed. It is substantiated that gender inequality in higher education and science begins immediately after schooling. It has been established that various social programs have been implemented by the world community to address the problem of gender inequality in science. A new wave of feminization of science has been investigated, the reason for which is the decrease in the attractiveness of scientific activity, which leads to the outflow of men into more prestigious fields of activity. It is established that the Ukrainian situation in higher education and science is very different from the western one: the percentage of women in Ukrainian science is higher than in politics, business and industry. Priority steps have been formed to improve the gender situation in the higher education system of Ukraine, namely: increase of productive longevity and reproductive age of women; creation of a catalog of social rights and updating of social legislation of Ukraine by gender rights; listing the social risks and social standards in this directory.*

## Introduction.

In the process of historical development, a huge variety of different types of discrimination arose in society. People felt inequality on various grounds. So in the world there have always been racial, religious, physiological, ethnic, gender and other types of discrimination. According to Article 1 of the Law of Ukraine "On Ensuring the Equal Rights and Opportunities of Women and Men", discrimination on the basis of article is actions or inaction expressing any difference, exclusion or privilege on the basis of gender, aimed at limiting or making it impossible to recognize, use or exercise human rights and freedoms for women and men on equal grounds [1].

The problem of gender inequality, including in higher education and science, remains extremely urgent, despite the fact that the first attempts to equalize female and male in this area date back to the mid-nineteenth century.Domestic and world scientific and humanitarian thought are mainly concentrated on determining the subject of gender studies, defining the very concept of “gender”, establishing a theory of gender and the main directions of gender policy. However, there is little research aimed atthe study of the gender aspect of women's activities in science. That is why the development of this topic is extremely relevant.

## 1. Global trends in gender policy implementation.

### 1.1. Gender policy in the world.

The processes of updating the forms of social life at the world and national levels, the radical changes taking place in the modern political and legal situation of women, today actualize the problem of gender equality, the solution of which requires the implementation of a gender policy aimed at creating a new worldview on the role of women in society as a whole and higher education and science in particular. The successful implementation of gender policy, especially in these areas, is one of the factors for the implementation of democratic reforms – a necessary condition for Ukraine to enter, as a full partner, the world community [2].The basis for the formation of gender policy in Ukraine should be an integrated approach to the problem of equality of women and men, which provides for the introduction of a gender approach in all areas of public policy through the improvement and evaluation of decision-making processes, the creation of legislation, strategic policies and programs in all areas and at all levels with the goal of ensuring the principle of gender equality. At the same time, the principle of gender equality is combined with the traditional principle of supporting women, has not lost its relevance due to the fact that women still occupy lower positions than men in all institutions of Ukrainian society: social, economic, political and scientific [3].Discrimination of women can be manifested in the following areas:

1) family life: significant time spent on housekeeping by family women (women spend 3 hours on homework on weekdays, 5-6 hours on weekends, men up to 1 hour), domestic violence;

2) labor: women often lose in the competition for the widespread stereotype that work must be provided primarily for men; women's business opportunities are limited; the general structure of women’s employment is in the form of a pyramid: the higher the social status of the post, the less women keep these posts; women's wages make up about 70-80% of men's wages;

3) socio-political sphere: among the deputies of the parliament, women make up 23% in Europe and 14% in the world; in Ukraine, only three women head ministries, two more – the chairman of the regional council of people’s deputies of the regional state administration;

According to the UN Development Program, women create more than half (about 55%) of world wealth, given the unpaid work of housewives. At the same time, women account for about 2/3 of the time spent for work, but they receive only about 10% of world

income. And according to the International Labor Organization, women possess only 1% of all property in the world [4].

EU countries are leaders in the world in terms of the number of women in national parliaments. Even at the level of EU structures, women make up more than 30% of the members of the European Parliament. Now in Austria, Great Britain, Spain, Italy, the Netherlands, France and Croatia, the percentage of women among EP deputies is in the range of 40-49%. And in countries such as Estonia, Ireland, Latvia, Malta, Finland, Sweden – more than 50%. The smallest percentage of women in the EP is in Lithuania, Hungary, Cyprus [5].

With regard to education, gender inequality is almost not manifested at the level of applicants for higher education. So in most countries there are more women among graduate students than men. But, at the same time, inequality persists in science, where the number of women is only one third of the total number of scientists; at the level of remuneration; number of publications and citations.

Council of Europe structures – the Committee on Equality between Men and Women and the Department of Human Rights have already proposed the concept of parity democracy, which significantly reduces the level of problems of gender equality. The main idea of this concept is that true democracy involves the equal participation of men and women on the basis of equality in all scientific, political and state administrative structures, at all levels of decision-making [6, p. 180].

According to a study of the World Economic Forum 2018 (hereinafter referred to as the WEF), not a single country has yet achieved full equality between men and women. The greatest progress has been made in healthcare and education - the global values of the corresponding indices are at the level of 96 and 93% (that is, the gender gap has been bridged by 96 and 93%, respectively). The gender gap in the economic and political spheres remains significant – 60 and 20% [7].

The World Economic Forum in Geneva in October 2018 published the new Global Gender Gap Report. The first three places in it were taken by Iceland, Finland and Norway. Also Sweden, Rwanda, Ireland, the Philippines, Slovenia, New Zealand and Nicaragua were included in the top 10. Ukraine took sixty-ninth place, the “gender gap index” for it is 0,7, gender inequality is bridged by 70%. A total of 144 countries are included in the rating, Yemen, Pakistan and Syria close it [8]. The global gender gap index, according to WEF experts' estimates, is 0,68. The authors of the report write that while maintaining the current trends, as a whole, it can be completely closed in 83 years, that is, during the life of girls born today. Looking closer, it will be most difficult to close the income and health gaps: it takes as long as 170 years, experts say.

However, in different parts of the planet this process goes differently. The gender gap is likely to narrow in southern Asia, Western Europe, Latin America and sub-Saharan Africa.

Much slower inequality is decreasing in the Middle East and North Africa, East Asia and the Pacific, and the worst is in Eastern Europe and Central Asia [9].

It is worth noting that appropriate measures can be highly effective if the ethnic population of the region has a high level of tolerance. This may explain why gender discrimination still takes place in Ukraine. Due to lack of upbringing, our population has not reached the level of tolerance that is necessary to overcome gender inequality.

### 1.2. Gender Policy in Ukraine.

With a focus on the European model and taking into account its own specifics, a gender policy course is being formed in Ukrainian society. This policy direction is new to Ukraine, but it already has its own history of formation. In connection with the proclamation of the course of European integration by Ukraine, the gender issue, which is a priority in the European Union, has gained particular importance in the political processes of the state. A feature of the formation of state gender policy in Ukraine is that it is built on the basis of international normative legal acts ratified by Ukraine and is regulated by national normative legal acts on equality between women and men [11, p. 12-17].

The reasons for normative and legislative initiatives are numerous manifestations of discrimination based on sex in all spheres of life of Ukrainian society [12]. In addition, the consciousness of Ukrainian women themselves regarding their own rights remains rather low. Statistics, however, indicate an imbalance of privileges in our society.

According to the State Statistics Service in Ukraine, there has always been a significant difference in the salaries of men and women. And 2016 was no exception. On average, men were paid 35% more in 2016 than women (in 2015, 36% more). At the same time, the difference is significant in individual sectors: for example, men earn almost 60% more women in banks, 30%–in IT sector, 20%–in science, 10%–in public administration and defense, 5% - education, 1%–in construction [13].

This discrimination is explained by several reasons: the majority of top managers are men because they do not go on maternity leave, while their salary is 41% higher than that of top women (in 2015, the difference was 26% in favor of men). Among specialists whose salary is much lower than that of management, on the contrary, there are more women. And when hiring women, as a rule, they agree to the amount that the employer offers, and men are traded, and often successfully. Moreover, as workers, women are often better than men: they are more hardworking and executive [14]. An important indicator of the real progress of society towards the establishment of gender democracy is female political leadership. Today, Ukraine takes 117th place in the representation of women in politics among 134 countries [15].

The basis of gender policy in Ukraine, such as the presence of women in government bodies and local self-government, especially in senior positions, remains poorly conceptually developed and practically implemented [16]. In the current parliament, 12% are women. This is a historic high in the history of independent Ukraine. And, surprisingly, this is more than representing women in local councils [17].A comparative analysis of gender balance in local executive bodies and in local governments reveals that they are the most gender sensitive at all levels of political power [16].

The employment and economic activity of women of working age in Ukraine is lower than in the corresponding age group of men. The level of economic activity of women of working age (15-54 years) during 2013-2015 amounted to 71,7%. At the same time, the level of economic activity of men of working age (15-59 years) increased by 2,3% for five years, reaching 74,0% in 2015. The level of employment of women of working age has a more positive dynamics, but also less than that of men, and has lower growth rates than the corresponding indicator for men (2,4% compared to 5,8%) [18].

The development and implementation of the conceptual and political-practical foundations of solving the gender problem in Ukraine should be carried out simultaneously at three levels:

1) the macro level, provides for the adoption of the law on quotas with a view to the balanced participation of men and women in the corridors of power;

2) the average level, involves the activation and increase in the importance of public women's organizations and political parties;

3) the micro level, involves painstaking work on changing the political identity of Ukrainian women, on releasing them from the complex of the secondary nature of their own situation and understanding politics as a purely male affair. In this direction, state educational and socio-psychological programs should operate [16].

A general concept of gender policy in Ukraine exists. But it contains mainly general directions of policy development and recommendations for improving gender equality, but the development of national mechanisms of action remains the main problem area of state gender policy. Therefore, the relevant issue remains the joint work of legislators, scientists, public organizations to create an effective system for introducing declared norms and values into real public life [20, p. 34-42].

## 2. Analysis of gender issues in higher educationand science.

### 2.1. Gender Inequality in Science: Global Experience

Having equal opportunities in getting an education and almost the same success in studying any sciences, women and men, as it turned out, have different preferences when choosing the type of occupation. Even in the USA, where women more than in other countries deal with technology, men predominate in engineering. There are more women in medicine and biology, and they make up two-thirds of veterinary students. The exact reasons for these benefits are the subject of discussion: unconscious prejudices and stereotypes, parenting, or something else.

Traditions and remnants of the past are partly to blame. Before World War II, the role of women in many countries, particularly in North America, was reduced to child-bearing functions and housework. Many universities in the West did not accept women until the middle of the last century. Only in the middle of the last century women received a hope for equality.

The rapid increase in the number of women in world science falls on the 60s of the last century. It is explained by the increase in the educational level of women and partly by the rise of the movement for the equal rights of women – feminism. The participation of women in scientific and technical activities is most noticeable in the countries of Eastern Europe, in the USA, Germany, Italy, Sweden, Canada. In conditions of positive economic development, the involvement of women in the sphere of highly skilled labor and scientific creativity is now considered a positive factor and is stimulated by the state [12].

UNESCO is also worried about the problem of gender inequality in science: according to this organization, covering 129 countries, today in the world only one in three scientific researchers is a woman. Over the past decade, the share of female researchers in the world has increased by only 12% [13].The results of the study suggest that gender inequality in higher education and science begins immediately after studying at school, where the ratio of men to women is approximately the same – 51% versus 49%. 68% of men and only 32% of women receive a bachelor’s degree. A woman will become a specialist with a probability of 30%, and a doctor with a probability of 25%. Finally, women occupy 29% of the total number of researchers and 11% of leading academic positions. The proportion of women heading academic institutions varies significantly between countries and amounts to 6% in Japan, 27% in the USA, 29% in France and 34% in Spain [123].

Thus, it is quite obvious that “the higher a woman rises up the career ladder, the less air remains for her”. According to 2014, 5,2% among professors ware women, and this indicator was even lower – 2,6%among professors of the highest category [14].

The proportion of women among members of scientific academies in Europe ranges from zero level (Australia, Greece, Portugal) to 14,6% (Turkey), 12,3% (Iceland), 11,1% (Norway) [29]. In the UK, the proportion of women among members of the Royal Society of London is 3,6% (in 2015). As for the participation of women in state science policy-making bodies, in the EU countries their number varies from 4 (Austrian Council for Research and Technology Development) to 37% (Spanish National Research Council) and 40% (Danish Medical Research Council) [16].

One of the brightest examples of gender inequality in the science is awarding the Nobel Prize. The proportion of women in the total number of Nobel laureates is 3,3%. Therefore, we can conclude that among the scientific elite, the minimal representation of women suggests gender inequality. Such discrimination of women among the highest scientific community was called the Matilda effect. It is biased towards the contribution of women scientists in research, linking their work with male colleagues.

It is worth noting that in order to resolve the problem of gender inequality in science, the world community introduced various social programs, quotas were held in some universities, public speeches took place, and the status of women in science somewhat improved at the beginning of the twenty-first century. But, as recent studies show, male scientists continue to refer more often to the work of other male scientists, more often become prize winners, generally get a job [17].

In many respects, the above trends depend on the model of education of women in modern society. So, most women from childhood have a priority in creating a family and raising children. Therefore, they are from twenty to thirty-five years fully focused on family affairs. As you know, the most productive age for mental activity is the period from twenty to forty years. Therefore, women have to make a choice between a career as a scientist and family well-being, and not every girl is able to make this choice in favor of science. An alternative, in this case, is to choose the profession that allows you to combine family life and work. Men do not have to make such a choice [10].

In overcoming gender inequality, Sweden, Finland, Denmark, Norway and Iceland are examples. All these states are among the five most prosperous countries in terms of gender compliance, including in science.For example, Denmark was one of the first to pay attention to the need to equalize the rights of women and men. And with the adoption of the 1915 constitution, women received full political rights and freedoms on a par with men. This was facilitated by the women's movement for the equality of their rights, originating from the middle of the XIX century. An interesting method of combating gender inequality in Denmark was the reform of the preschool education system. The essence of the reform is that children from three to five years old are in these institutions, allowing women to continue their scientific and labor activities [11].

However, in conditions of economic instability and rising unemployment, as practice shows, women suffer more than men. Recently, a new wave of the feminization of science has been observed, the reason for which is the decrease in the attractiveness of scientific activity, which leads to the outflow of men to more prestigious areas (where salaries are higher). In addition, in the United States and other economically developed countries, women have become considered an "additional resource", which allows to accelerate the development of scientific and technological progress and maintain scientific leadership 1].

**2.2. The specificity of the gender issue in domestic higher education and science.**

In the XXI century in Ukraine, as in many other countries, women have equal rights with men in access to higher education and science. In the Ukrainian school, the number of men and women is commensurate –among 158,5 thousand 52,4% of women are university teachers of III-IV degrees.Now this fact is perceived by society as a norm. But it was not always so. In fact, in Ukraine, women got free access to higher education and science only in the 1920s. And before that, a small number of Ukrainian women received higher education and studied science only abroad, in those countries where discrimination against women was abolished [12].

The Ukrainian situation in higher education and science is very different from the western one. The percentage of women in Ukrainian science is higher than in politics, business and industry. It is difficult to talk about discrimination in higher education and in science in Ukraine, because we have a different society structure.

In the 2017-2018 academic year in Ukraine, women accounted for 50,9% of all students in higher education institution of III-IV levels of accreditation. But at the same

time, there were 80% of them in the specialties of the humanitarian areas, and 24% in engineering. Mostly “female” are the areas of education and the service sector – 69% each, but among those who study military sciences, only 12% are women [13].

Such an uneven distribution of women and men, depending on the specialty, is present not only among students. Higher school of Ukraine as a whole is characterized by horizontal segregation, that is, the presence of “male” and “female” industries, specialties, directions. Among teachers of higher education institutions of III-IV levels of accreditation in the specialties of the humanitarian direction, women make up 73%, in the direction of economics and finance – 67%, social sciences – 75%, pedagogy – 67%. In total, more than 60% of women in higher education are concentrated in the above-mentioned “female” areas. Among teachers of natural sciences there are fewer women – 45%, as well as among IT – 43%, and among teachers of technical sciences, whichis the largest group after humanities, women only make up 13% [17].

In addition to horizontal, there is also vertical segregation in the Ukrainian school, that is, a decrease in the proportion of women at higher professional levels, and this applies both to the administrative sphere and to scientific and teaching. Despite the fact that education is one of the most feminized industries, only in 2016, a woman minister first appeared in Ukraine. Among the rectors of universities of the III-IV levels of accreditation of state and communal forms of ownership(there were 269 such universities in Ukraine in 2016), only 9% of women of the total number headthese universities. The situation with gender balance among pro-rectors or deputy rectors is somewhat better – among them 228 women and 763 men [28].

Obtaining scientific degrees and academic titles, which are the main steps in the teaching career, is accompanied by a decrease in the proportion of women at each subsequent stage. So, among teachers with a bachelor's degree, women make up 76%, masters’s degree – 69%, candidates of sciences –43%, and doctors – 33%. A similar picture with the academic title – among teachers without a scientific title, 59% of women, with the title of associate professor – 43%, and doctors of science – 21,6% [13].

This inhibition in the career advancement of women concerns not only their ambitions or the fundamental desire for equality. It directly affects their financial situation. In the Ukrainian school (as in other areas of employment), statistics show that there is a difference in the pay that men and women receive. But the causes of gender inequality in pay are related to the presence of a degree and academic rank.

There are differences in the amount of time devoted to science by women and men, verification of student work, preparation for lectures and seminars, and filling out official documentation. But women devote more time to preparing for classes (an average of 30% of working time compared to 27% for men). Male and female teachers are equally published in scientific journals and participate in conferences in Ukraine, CIS countries and the West [18].In Ukraine, as in most scientifically developed countries, the number of women belonging to the scientific elite is insignificant. Among the leaders who take responsibility

for the development of a whole scientific field, the main posts, as a rule, are occupied by men. Among the academicians and corresponding members of the NAS of Ukraine as of January 1, 2016, with 190 full members, only 3 persons (or 1,6%) are women.Given the above, it can be concluded that gender inequality in science in Ukraine is mainly associated with women's attempts to combine an academic career, family and parenting.

## 3. Directions of solving the problem of gender inequality in higher education and science.

From the study it follows that the essence of the principles of gender policy in science is that gender equality should be ensured and gender parity should be approved in the academic environment as factors for the further successful development of the national higher education system. So, the urgent question is the introduction of gender planning of leadership positions in universities of the III-IV level of accreditation.

Based on the fact that principles must be effective, pursuing a gender policy in higher education requires highly qualified specialists in gender issues who are gender sensitive, that is, are inclined to perceive gender dimensions, and are knowledgeable in the mechanisms of regulating gender processes in order to develop and implement gender strategies, the formation and development of gender culture and the like. That is, the time actualization of gender education of the managerial staff of universities and the application of a gender approach in the preparation and improvement of their qualifications.

At the national level, a deep gender analysis requires both the Constitution of Ukraine and all Ukrainian legislation. The primary steps on the path to legal audit should be the following: create a catalog of social rights and replenish the social legislation of Ukraine with gender rights; catalog the list of social risks and social standards; in the Labor Code, provide for norms that ensure gender equality.At the family level, the state must also fulfill partnership functions and create a family-friendly and female scientist-friendly work environment, which will lead to a greater involvement of women in the scientific field. Partnership functions of the state can be manifested in the following: state support of paternity; the role of men in ensuring gender equality (for example, dad schools); flexible working hours for women scientists; part time; equipment of children's rooms at faculties of higher educational institutions.In addition, one of the possible impetus for an increase in the number of women leaders may be an increase in productive longevity and reproductive age.

When women no longer have to choose between a successful career and starting a family, it will be easier to realize their scientific ambitions. In order for a country to be competitive in terms of science, it needs to maximize its intellectual capital. The data collected means that since cooperation is one of the main drivers of scientific results and influence, targeted programs for the development of international cooperation can significantly help equalize chances for female scientists. However, if there was a simple solution or program that could improve the current state of affairs, they would have been used.

Unfortunately, the imbalance on a global scale is based on certain forces inherent in each individual country or related to its history, which almost imperceptibly contribute to

the unevenness of the system and reduce women's access to science and their development in it. Any realistic policy to increase the participation of women in the scientific field should take into account the difference in the social, cultural, economic and political context in which higher education applicants learn how to create science and research. Each country must, with great care, identify small mechanisms that contribute to the restoration of the former order of things. No country can afford to neglect the intellectual contribution of half its population [18].

**Conclusions.**

Gender inequality is one of the most important and most difficult in solving the social problems of mankind. The solution to this issue is the eradication of historically established stereotypes, most of which are taught from childhood. These stereotypes are stored in the subconscious mind that getting rid of them is quite difficult. It is necessary to learn to think more loyally and tolerantly in relation to the opposite sex. More than one generation of people must be replaced in order to speak of complete equality between men and women in all spheres of human life. Although, it is worth noting that over the past two and a half centuries, with the advent of the feminist movement, this problem has been resolved faster.

Also, we should not forget about the educational system existing in the world. Each new generation gives more freedom in choosing their place in the world for their descendants. This allows you to erase those programs that were previously actively imposed by society and choose the path that a person really wants to go through life. Gender inequality in science is a consequence of gender stereotypes, so when raising children it is important to pay attention to the formation of tolerant thinking. It is also important to borrow experience in resolving this issue in other socially and economically developed countries of the world. But when implementing measures that gave a result abroad, it is necessary to pay attention and make adjustments to our own mental and national characteristics.

Further scientific research, in our opinion, should concern primarily issues such as: developing a strategy for implementing the principles of gender policy in the public administration system of Ukraine; determination of the directions of gender education of public service personnel; identification of factors that impede women during entry into power structures; defining the principles of gender planning for leadership positions.

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# Chapter 4. PHILOSOPHY, JOURNALISM AND LAW

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## ORGANIZATIONAL FUNDAMENTALS FOR PREVENTING CORRUPTION IN LOCAL SELF-GOVERNMENT BODIES

**Abstract.***Corruption is one of the most global problems in the world today. It has its social predisposition, negatively affects all spheres of social life, able to constantly adapt to new realities. Local self-government bodies are a major area of corruption in the country, since these bodies are the closest to the territorial communities and provide the largest number of administrative services.This article identifies the political, economic, socio-psychological, legal, organisational and managerial causes and conditions of corruption in local governments. The state of corruption at the local level is considered. Considering that a significant factor favourable to corruption is public attitudes towards corruption. The main ways of improving the mechanisms of prevention of corruption in local self-government bodies are identified, among which the education of intolerance of the population to corruption manifestations is a priority.*

### Introduction.

Corruption, as a negative social phenomenon, is one of the major threats to Ukraine's social development. The destructive effect of corruption is manifested in the decline of prestige and authority at all levels, the destruction of the moral foundations of society, the merging of corrupt public officials with shadow criminal circles, the dangers of the development of pseudo-civil social relations. Social aspects of corruption are manifested in political, economic, cultural and other spheres of life of Ukrainian society on a scale close to the critical indicator.

The impact of corruption on the administrative and social environment of public servants, the transformation of their moral norms and values, the corporate culture of the civil service is very significant today. The public danger of corruption is that it:

- undermines the authority of the state, state power, adversely affects the functioning of the state apparatus;
- limits the constitutional rights and freedoms of citizens who personally suffer from corruption, both economically and morally, while losing faith in the democratic and humanistic values of the state;
- violates national principles of the rule of law;
- leads to inhibition and distortion of political, legal and socio-economic reforms, impedes the formation of the rule of law, civil society;
- impedes the development of market relations, especially in the sphere of medium and small businesses, and limits the flow of investment into the economy of the country;
- interferes with the formation of partnerships between the authorities and thesociety, violates the procedure established by the regulatory and legal framework forthe exercise of authority by public authorities and local self-government officials,representatives of business structures;
- grants illegal privileges to oligarchic groups, subordinates state power and society to their interests;
- promotes criminalization and shadowing of economic relations, legalization of proceeds illegally, which feeds organised crime, first and foremost economic, becomes an indispensable condition for its existence;
- violates the principles of social justice, the inevitability of punishment, destroys spiritual, moral and social values.

Therefore, the fight against corruption is the main focus of both national and regional and local public authorities.

## 1. Causes and conditions of corruption in local self-government bodies

The spread of corruption in various spheres of life distorts social relations, disrupts the normal order of things in it, starting with a breach of official duty, and entails a breach of other social relations. It is one of the main reasons for the division of society, relatively speaking, into formal and informal. The causes and conditions of corruption are understood above all by the specific circumstances on the basis of which corruption offenses arise and are committed [1]. The causes that lead to corruption in different countries of the world are typical in nature, namely: imperfect mechanism of protection of property rights and lack of a clear and clear economic policy in the state; ineffectiveness of the bureaucratic power and the lack of normatively detailed procedures for providing the country's population with administrative services, the irresponsibility of the controlling and law enforcement structures; considerable tax pressure, unnecessary complexity and confusion of legalprinciples of taxation; weak and inefficient judicial system; lack of adequate legal framework for combating corruption, etc. [2, p. 13].

Since 1995, Transparency International has been compiling an annual Corruption Perceptions Index (CPI), which assesses corruption in the public sector. The index is based on several independent surveys, which include international financial and human rights experts, including from the Asian and African Development Banks, the World Bank and the international organization Freedom House. Countries in the ranking are ranked according to the level of corruption on a scale of 100 points (indicating that corruption is almost absent in the life of society) to 0 points (which means that corruption is very strong and actually replaces the state).

Denmark is ranked first in the 2018 global ranking, with 88 points, second with New Zealand with 87 points, and third with Finland with 85 points. The worst score in Somalia is 10 points. Ukraine gained 32 points out of the 100 maximum, which is 2 points more than in 2017, and climbed from 130 to 126 in the global Corruption Perceptions Index. Among the neighboring countries, Poland, with 60 points, is the highest, with 36 points, and Russia with the lowest, with 138 points with 28 points. Belarus ranks 70th with 44 points.

According to the organization, the growth of Ukraine's indicators has occurred, in particular due to the positive assessment of the situation by the business. Transparency International Ukraine notes that the introduction of a procedure for automatic reimbursement of value added tax, the expansion of the ProZorro system and the activities of the Institute of Business Ombudsmen have had a positive impact [3].

The main causes of corruption in Ukraine are considered by citizens: lack of adequate punishment for corruption - 80.1%; dishonesty of politicians and civil servants - 58.1%; population's habit of solving everything through corruption - 39.6%; absence of clear procedures and rules of activity of state bodies –31,7%; low level of awareness of the population about the existing procedures and rules of work of state institutions - 23.9% [4, p. 13].

It should be noted that almost every fifth citizen of Ukraine considers the main cause of corruption to be the moral decay of the society, which gives rise to apathy, pessimism, a fall in confidence in the government and other negative emotions. Sociological surveys show that a large part of Ukrainian citizens do not evaluate corruption negatively and consider it possible through corrupt relationships (giving bribes, using the capacities of relatives, friends, acquaintances, who are in public service, etc.) to resolve personal issues.

According to polls, approximately 75% of Ukrainian residents are convinced that bribes must be given in order to resolve issues in public authorities. All this testifies to the low moral and psychological readiness of the population to decisively counteract both corruption in general and corruption in particular. That is, in such a moral and psychological situation, society not only resigned itself to the existing situation, adapting to it rules of conduct, but also recognizes corruption relations as acceptable in terms of morality and effective - from the standpoint of achieving results.

Therefore, only if effective public awareness work can change the attitude to corruption practices and, thus, the anti-corruption potential of society will increase significantly [5, p. 171].

Researchers point out that the causes and conditions of corruption in the country are closely related to such phenomena as crisis and imbalance of economic relations, high taxes, falling labor productivity, rising unemployment, budget deficit, legal nihilism, worsening [6, p. 11-12].

Among the various causes of corruption in Ukraine deserve special attention: low economic standard of living of the population, imperfection of legislation, public attitude to it. Today, many simply do not imagine any activity without bribing someone and therefore do not resist extortion. Most entrepreneurs tend to pay extra money if they are required to do so [7, p. 325].

The basis of a corruption-friendly public mentality is the life of Ukrainians on the principle of finding an individual solution to their problems. Such a mentality pushes for the search for corrupt ways of overcoming their problems, and the opacity and complexity of permitting and control procedures in the relations between the authorities and citizens lead to the prosperity of such ways.

It should be emphasised that on the one hand, a state official is involved in corruption, on the other - an entrepreneur or just a citizen. Therefore, it is dangerous to merge the state apparatus and local self-government bodies with business and commercial structures, and to form their business relations outside the legal field. According to analysts, at present there is no entrepreneurial structure that would systematically pay large sums of money to officials and racketeers to alleviate such pressure [8, p. 111–114].

The peculiarity of local self-government bodies is that they are the closest to the territorial communities and solve a large part of local affairs, acting within the law, under their responsibility and in the interests of the population. UN experts say: “Decentralization of governance after the collapse of the old system has raised the problem of local government corruption throughout Eastern Europe. This is one of the reasons why the fight against corruption has to start at the local level, as is the case in Bulgaria, Poland, Serbia, etc., where the emergence of “clean” municipalities and local branches of non-governmental organizations directly combating corruption can be observed.Local administrations are more responsive to the will of the people than the state and regional levels, which further strengthens the case for local anti-corruption activities. Local residents can evaluate the work of local governments, judging by the quality of the services they receive.That is why it is so important for local self-government to strive for a functionally integrated system that maintains a high level of integration, honesty and pride at all levels of public authority, private institutions (business structures) and civil society institutions. These three types of institutions should work together in a coalition to fight corruption and to achieve greater

integrity and transparency in local service delivery. Working together is easier at the local level, where the number and variety of players is less than at the national level” [9].

The main causes and conditions for the spread of corruption in local governments include the following:

1) political, related to the authority of local government officials, closed system of governance, imperfection of anti-corruption policy, lack of initiative and inefficiency of public formations;

2) economic, which are manifested in the misuse of public resources in the personal interest and in the absence of transparency of many economic processes. They are conditioned by the wage mismatch of vital needs when local government officials try to replenish their wealth from other sources;

3) socio-psychological, which consist in low activity of the public, self-interest of civil servants, professional and moral deformation of behaviour of some of the leaders, which is manifested in a condescending attitude to the facts of corruption;

4) legal ones, based on the imperfection of anti-corruption legislation and the existence of legislative loopholes, whereby local government officials have the opportunity to “bypass” the law;

5) organisational and managerial manifestations in the improper regulation of the activities of officials, the so-called "nepotism", and the absence of mechanisms to prevent leaders and members of criminal groups from penetrating the authorities.

For these reasons, counteraction to corruption in local self-government requires a systematic approach and application of a set of scientifically sound measures, in the process of implementation of which, in our view, one should be actively working to identify, promote and put into practice moral- ethical principles of the functioning of the public service as an institution providing management services to citizens and legal entities.

## 2. State of corruption in local self-government bodies

According to statistics, at the level of local public authorities there is the highest number of corruption abuses and offenses, since at this level the highest number of administrative services is provided and the greatest number of interactions of citizens with government institutions and officials occurs - potential entities of corruption. In addition to the traditional abuse of power, office forgery, obtaining undue benefits in local governments, gain patronage for friends, acquaintances and relatives, receive "kickbacks" for the budgetary orders for household work, receive illegal remuneration for the right of additional information during the tender procedure. Local corruption occurs with the direct interaction of a citizen and a local government official. Individuals and entrepreneurs encourage corruption by bribing an official in order to gain individual privileges and competitive advantage. This is usually a decision to grant ownership or lease of land; issues related to changes in ownership, construction permits, and temporary trade or service facilities.

Given that corruption at the local level has the character of full satisfaction to the parties, virtually all parties benefit from illegal actions. Usually, there are no complaints because corruption is specific and unclear to the general public [10, p. 184].

According to a public opinion poll on corruption in Ukraine, conducted by the Kiev International Institute of Sociology, USAID / Get Involved! Program, public conviction has increased significantly over the past three years [11]. A survey conducted in July-August 2018 shows that 45.7% of the polled consider the oblast government to be very corrupt (8.2% more than in 2015), 38.5% called the city and village council very corrupt 6.1% more than in 2015).

The study noted that a significant percentage (46.8%) of adults believe that providing bribes, informal services or gifts in certain circumstances may be justified if necessary to manage the important business; 41.5% - that corruption cannot be justified under any circumstances. However, compared to 2015, the population's tendency to justify corruption decreased slightly (by 2.9%, from 49.7% to 46.8%). As before, people under 60 are more likely to justify corruption than older people, women, than men, and urban residents than people in rural areas.

Similar data were obtained by the sociological group “Rating” within the project “Portraits of the Regions”, which, from November 16 to December 16, 2018, conducted a survey among Ukrainian citizens over the age of 18 years in all regions of Ukraine and Kiev (excluding the occupied territories Donetsk and Lugansk regions and Crimea). In total, 40,000 respondents were interviewed in the personal interview method (1,600 in each area). Among the most important problems for the country, 72% of the polled identified the conflict in the east of Ukraine, 41% of the citizens - corruption in the authorities [12].

According to the results of the poll, the activity of the central government is rated worse by the citizens of the oblasts than by the local ones. Thus, only 6% are satisfied with the work of the Verkhovna Rada (88% are not satisfied). The level of satisfaction with local heads is higher than that of the oblast authorities: 23% are satisfied with the work of the RSA and 43% with the work of local heads. Among the regional state administrations, relatively the best estimates were recorded for the activities of Kharkiv and Lviv regional state administration, the worst - for the Nikolaev, Kherson and Lugansk regional state administration. Mayors and village heads are most satisfied in Khmelnytskyi, Kharkiv, Lviv and Odesa regions, and least in Kherson region.

Respondents are more likely to see an increase in the level of corruption in Ukraine as a whole (42%) than in the oblast (32%) or by residence (28%). About 40-50% of those polled believe that the bribery situation has not changed at the central orlocal levels. Only 5-8% of respondents said that corruption was reduced. The worstlevel of corruption at the oblast level was assessed in Dnipropetrovsk, Luhansk,Odessa, Vinnytsia regions. At the level of their own settlements - in Dnipropetrovsk,Luhansk, Odessa, Vinnytsia regions, as well as in the city of Kiev.

Today, in all regions of Ukraine, regional anti-corruption programs have been adopted, authorised units for the prevention and detection of corruption have been established, but the question remains about the independent and effective functioning of a special interagency authorized body that would coordinate overall work in this direction, deal with this situation consolidated database, conducted analytical activities, etc.Unfortunately, at present there is a confrontation over the distribution of the above powers between the National Agency for the Prevention of Corruption, the National Anti-Corruption Bureau of Ukraine, the Prosecutor's Office, the National Police and other specially authorized bodies, which are under political pressure and increased publicity.

At the same time, public confidence in anti-corruption bodies is increasing, although public expectations for punishment and imprisonment of corrupt officials remain. According to official information, in the second half of 2018 alone, more than 3600 people approached NABU. Another 234 applications came from from public organizations.

The analysis of the main corruption trends in Ukraine in general and at the level of local self-government bodies in particular suggests that anti-corruption policy of any state (both at central and local level) should include measures aimed at solving the following main tasks:

- realistically decentralise the power (transferring most of its powers to the regions) in order to strengthen public control and increase the effectiveness of executive bodies;
- reform the system of public administration and administrative procedures;
- reduce administrative pressure on enterprises and other economic entities, prevent shadow economy;
- ensure the integrity of employees in the public service and in the service of local self-government bodies;
- improve conditions for access to information on the activities of state and local self-government bodies;
- ensure transparency in the use of state property and budgetary resources; - eliminate the shortcomings of the current legislation governing anti-corruption issues;
- introduce systematic monitoring of corruption in the country on the basis of the National Corruption Assessment System;
- to conduct anti-corruption training of both civil servants and local self-government officials;
- strengthen the fight against corruption at all levels;
- implement measures aimed at reducing the range of conditions and circumstances conducive to corruption;
- implement measures aimed at reducing the benefits for all parties involved in the corruption agreement, from the registration to the conclusion of the latter;
- implement measures aimed at increasing the likelihood of detection of corruption and punishment for the damage caused;

- create a system of complex influence of the state on the motives of corrupt behaviour;

- implement measures aimed at creating an atmosphere of public acceptance of corruption in all its manifestations.

Considering that the main tasks of local authorities are to ensure the implementation of normative legal acts of Ukraine and ensure the rights and freedoms of citizens in the respective territory, counteraction to corruption at the local level should provide:

- overcoming corruption manifestations and the causes that cause them in the system of local authorities themselves;

- fight local authorities with the preconditions and consequences of corruption and create conditions for "anti-corruption culture" of the population in the respective region.

## 3. Improvement of mechanisms for prevention of corruption in local self-government bodies

In the scientific literature, the mechanism of preventing and combating corruption in public authorities means a system of actions aimed at detecting, stopping, limiting the spread and preventing corruption in public authorities [13, p. 7]. The following mechanisms of prevention of corruption in local self-government bodies can be distinguished: institutional-administrative, political-legal, socio-economic, socio-civic and ethical-psychological.

Corruption, as a systemic problem, requires appropriate systematic tools and a comprehensive mechanism for combating it, which envisages joint coordinated systematic actions of representatives of six public institutions - the state executive power; local self-government bodies; law enforcement agencies, including the courts; business; civil society and the media. The common anti-corruption policy of these entities should combine strategies of public awareness, strategy of prevention and strategy of irreversible retaliation [14, p. 74–75].

The Law of Ukraine “On local self-government in Ukraine” provides for a number of relevant powers of local self-government bodies within which they act independently and are responsible for their activities. Subjects of local self-government in the case of an offense may be held criminally, administratively, civil-law, constitutionally-legal and disciplinary liability [15].

According to art. 14 of the Code of Ukraine on administrative offenses, officials are subject to administrative responsibility for administrative offenses related to non-compliance with the established rules in the field of protection of public order, state and public order, environment, public health and other rules, ensuring enforcement of which is part of their job responsibilities. The normative legal provisions are supplemented by the norms of municipal legal acts, which are a special form of regulation of the implementation of the legal mechanism for preventing corruption within the local government [16].

Implementation of decrees and regulations on measures to prevent corruption, including at the level of local self-government bodies, is impossible without the organization and functioning of public-law institutions of general and special competence, as well as civil society institutions, designed to ensure the formation and implementation of specialized regulations and programmatic provisions, to carry out anti-corruption measures.

It should be noted that the lack of effectiveness in this area is due to the low level of interaction between public authorities and civil society institutions. After all, in a situation where the public authority does not perform the anti-corruption or other related function assigned to it, or violates the relevant legislation, civil society institutions must act as a proactive force to counteract illegal behavior. The problem of corruption at the local level is very acute, and it is the local authorities that take one of the most important positions in the implementation of measures to prevent corruption, because they are in close proximity to the population. Local authorities, due to their inherent characteristics, act as a permanent and organizationally determined element of the corruption prevention system, at a time when the population (initiative group) needs to carry out legally significant actions in each case in order for their anti-corruption initiative to have the necessary legal form. such as organizing meetings, sending a request to the competent authority, etc.).

It should be emphasized that some local self-government bodies, along with individual state authorities, act in exactly the opposite capacity - as elements of a corrupt public authority system, as well as the backbone of organized crime groups. In the modern period, the most dangerous symbiosis of organized criminal grouping at the level of territorial entities is recognized by the corruption network - the unity of criminal acts of criminal elements, corrupt representatives of law enforcement agencies and local authorities, beginning with the head of territorial formation.

Thus, the current situation requires not only unification of approaches to the implementation of measures to prevent corruption on a nationwide scale, but also paying close attention to the specifics of anti-corruption activities of local authorities. In view of certain achievements in this field (adoption of targeted programs, formalization of examination of drafts of municipal legal acts, etc.), it may be appropriate to carry out the following directions of organizational and legislative activity of competent local self-government bodies [17]:

- optimization and adoption of new legal acts on prevention of corruption in municipalities, in particular, in the service of local self-government bodies; organization and effective implementation of activities to ensure compliance with legislation on prevention of corruption at the local level by public and parliamentary control institutions;

- approval and implementation of regional anti-corruption programs at the local level;

- informatization of the process of placement and providing of direct access to the information on officials and their families specified in the law and specified in municipal legal acts;

- increase of efficiency of functioning of the system of control of the income of these persons;

- improving the organization of local self-government bodies and the implementation of public administration functions, as well as the regulatory and legal regulation of these processes (for example, in identifying structural units and officials who are exposed to corruption risks);

- optimization of personnel policy at the local level;

- raising the level of awareness of the population of the territorial entity about the activities of local authorities and measures of anti-corruption influence (for example, in the part of the implementation of anti-corruption propaganda and legal education);

- improvement of the mechanism of disposal of municipal property and budgetary funds, etc.

It should be noted that corruption not only affects the local authorities themselves, but also the enterprises and institutions run by them. It is here that citizens are most often confronted with numerous artificially created formal obstacles, so it is easier to pay the required amount for the service than to fight for justice [18, p. 140].This phenomenon is called household corruption, which accompanies the placement of a child in kindergarten or school, registration of land ownership, registration of permanent residence in such area, obtaining various benefits, etc. It distorts the legal and social nature of local self-government, as a result of which citizens actually become dependent on municipal officials and functionaries of institutions and organizations under the authority of local self-government.

Therefore, the regulatory framework for the provision of public services and the interaction between the recipient and the recipient of their provision need to be improved. There is a need for consistent and systematic informatization of this area, as well as minimization of corruptive conditions in terms of direct contact of municipal officials and citizens.

It is effective to create joint state-municipal institutions that contribute to reducing corruption, including in the area of domestic corruption. It is particularly important to note the establishment of multifunctional centers for the provision of state and municipal services, the extension of contactless administrative services, which exclude direct contact between the applicant and the official who provides help or makes any decision.

The most promising areas of anti-corruption activities of civil society institutions can be considered:

- formation in society of intolerance to corrupt behavior, including campaigning;

- anti-corruption expertise of legal acts and their projects;

- implementation of public anti-corruption control of the activities of public authorities, including the initiation of proposals for regulatory regulation of this function;

- interaction with public authorities on the prevention of corruption;

- realization of certain powers of state bodies, which are delegated in accordance with the procedure established by law;

- conducting independent sociological studies aimed at identifying and assessing the level of corruption in Ukraine and the effectiveness of anti-corruption measures.

Based on the constitutionally enshrined independence of the local self-government system within its competence, it follows logically that the local self-government bodies exercise independent local anti-corruption policy. The most effective in this case is the creation at the local level of Anti-corruption councils and the development of appropriate anti-corruption strategy for the area (cities, territorial communities) through them. The work of the Anti-corruption councils should involve public organizations, investigative journalists, and corruptors of corruption, as it is the institution of civic control that acts as an effective basis for combating corruption.

**Conclusions.**

Based on the research, it can be concluded that corruption is a complex and multi-dimensional phenomenon that results from the exercise of public authority, both at central and local level. At the level of local public authorities, corruption and abuse are highest, as these are the closest to the territorial communities and provide the largest number of administrative services. The main causes and conditions for the spread of corruption in local governments are:1) political, related to the authority of local government officials; 2) economic, manifested in the misuse of public resources in the personal interests and in the absence of transparency of many economic processes; 3) socio-psychological, which consist in low activity of the public, self-interest of civil servants, which is manifested in condescending attitude to the facts of corruption; 4) legal ones, based on the imperfection of anti-corruption legislation and the existence of legislative loopholes; 5) organisational and managerial, which are manifested in the inadequate regulation of the activity of officials.

Most threatening is that most members of Ukrainian society view corruption as a social mechanism to "accelerate" the solution of their own problems and consider corruption relations to be morally acceptable and effective - from the point of view of achieving results. The main ways to improve the mechanisms for preventing corruption in local governments in Ukraine include:education of intolerance to corruption manifestations; formation of local Anti-corruption councils; guaranteeing the participation of public formations and individual citizens in the preparation and adoption of administrative decisions of local importance, participation in the work of deputies and other commissions, sessions of district and local councils; providing prompt information to citizens on the activities of local self-government bodies; involvement of citizens in the preliminary public examination of the planned key political and administrative decisions; simplification and greater transparency of administrative service procedures; ensuring compliance with local anti-corruption legislation, etc.

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# CRITICAL THINKING AS FACTOR OF COMPETENCE OF REPRESENTATIVE OF LEGAL PROFESSION

**Abstract.***The newest ekonomocentrizm forces the bread-winners of legal education to exist in an extraordinarily competition environment thanks to this fact they study quickly and non-standard think, find out problems and offer solutions. As a rule, exactly beginning studies in the institute a future lawyer produces confidence in the rightness of certain tactic of actions and such confidence is the result of specificity of kognicii, and concretely thought, the measure of which is the well developed skill of critical evaluation of that information which becomes known to him, and certain situation, in which he is. Critical thinking which during history of humanity was the sign of eliteness, at the end of XX century became the article of mass studies and forming and grew into an indicator due to which they define competence/incompetence of a certain specialist. A skill of critical thinking encourages objective look on ideas, decisions and acts, allows to define weak points and based on logic and prichinno-naslidkovi copulas, to set veracity of facts and suppositions. A critically thinking man demonstrates principle, structural character, productivity of thinking, ability not only to estimate information, which is received but also rationally answer. For a specialist of legal sphere critical thinking is exactly the technological skill, that is one of most valuable in the situation of legal research and decision of problems which arose up in the legal field.*

## Introduction.

Each year, when entering the law faculties of universities in the world, students hope that after graduation they will have the skills, symbolically referred to as “thinking like a lawyer”. First-year students are confident that in the long term, these skills will provide them with the status of “successful, competent lawyer / judge / prosecutor”. What is this thinking? Is it really different from the way economists, doctors, educators, biologists, etc. think? Of course, the legal profession does not treat the problem or fact in any other way than other professionals. However, he very often than others or even always is convinced that he is dealing with a labyrinth network, from which, in principle, there is a way out.

However, along the way, there is a need to adjust actions perceptions, evaluations, relationship constantly. Moreover, a high-ranking lawyer, as a participant in litigation, understands practically at the level of the conditional reflex when it is best to apply the appeal to logic, and when to appeal to emotions, feelings, intuition will be effective. He is convinced of the correctness of the chosen tactics and such confidence is the result of the specificity of cognition, and specifically the thinking, the extent to which a well-developed skill of critical appraisal of the information he becomes aware of and the situation in which he is.

Everything related to the perception, processing, evaluation of information, nowadays arouses great interest, giving rise to a justified desire to find quickly a practical application. The same thing happened with the phenomenon of “critical thinking”. It is at the end of the twentieth century became one of the main subjects of research of scientists and the subject of discussion at various levels of discussion sites, from the World Economic Forum, to regional and university roundtables, and has become an indicator which speaks about the competence / incompetence of a certain specialist.Given that situations are never 100% recurring, one cannot expect a ready-made solution due to its elemental absence. This suggests that the process of reasoning of a modern professional should be non-trivial, non-template, and such as to prevent irreparable mistakes. This means that developed thinking must be a set of qualities such as: intellectual activity, constant adjustment and recombination of experience, plasticity of skills, flexibility of knowledge and breadth of ways to solve problematic tasks. This set of qualities is the subject of interdisciplinary study and it is for this reason that the study of the phenomenon of critical thinking is actively considered in the discussions of cognitive, philosophy, psychology, pedagogy, linguistics, sociology.

The English-language sources of “the father of critical thinking” are nominated by Francis Bacon, who, in his book The Advancement of Learning (1605), actually outlined the basic principles of critical thinking: 1) one’s mind cannot be left alone with itself, because then bad habits of thinking develop (“Idols” or “ghosts”) that make one believe that is false or misleading; 2) the world must be studied empirically [2]. It is fair to say that he never used the concept of "critical thinking", which is the origin of the twentieth century. and authored by American philosopher John Dewey (1910). Among contemporary English-speaking scholars who focus on the definition of the essence of critical thinking and the problem of its development, the following should be identified: Harold Brown, John Dewey, Linda Elder, Robert H. Ennis, Noreen C. Facione, Peter A. Facione, Edward M. Glaser, Diane F. Halpern, Matthew S. Lipman, Richard Paul, Michael Scriven, Paul Thagard, et al.

Among the countries in UIC developing the theory of critical thinking, stand out V. Bolotov, E. Volkov, I. Zagashev, S. Zair-Beck, G. Sorin, D. Shakirov and many others. In Ukraine, for the first time, the idea of the importance of critical thinking was identified by a Canadian Ukrainian, Professor T. Zakidalsky, and later Kharkiv researchers O. Tyaglo, T. Voropai became popular to promote this issue. After some time, I. Baranova, N. Borodin, N. Vukina, I. Mitina, O. Pometun, S. Terno and others joined the circle of theorists and practitioners of critical thinking.

Critical thinking research are more focused on the problem of representation and formation in school-age children and the discovery of technology, strategies and methods for developing critical thinking. Given that there is a lack of publications regarding the place of critical thinking in the performance of the functional duties of law professionals, the purpose of the publication is to present the phenomenon of critical thinking as a skill of actively interpreting and evaluating information and argumentation by representatives of the legal profession, which is one of the factors of their professional competence.

## 1. Updating the request for critical thinking as a human trait

It is necessary to remind that, throughout human history, critical thinking has been the privilege of the elites. Classical education, which included grammar, arithmetic, rhetoric, dialectics (logic) and philosophy (theology), was a collection of intellectual "entertainment" for the elect. To the critical thinking was added elitism and the fact that during the evolution of the society, not everyone was allowed to think freely and evaluatively. It is always easier for a society to govern those who are oriented towards social habits, dogmas, traditions and stereotypes, rather than those who act at their own discretion.

Now, higher education has actually lost its elitism. The idea of equality of access to resources has become the basis of the rule of law, critical thinking has become a compulsory element in the characterization of a person holding a university or college graduation document. We can safely say that today for any specialist, not only a lawyer, critical thinking is recognized as a normative ideal and presented in the form of a certain set of epistemological installations and / or practices to which the specialist should strive to independent thinking. This was a natural consequence of civilizational development. The modern highly competitive eco-centered world has recognized cognitions and thinking for intangible capital [7] and changed the requirements for the characteristics of specialists. The educational landscape, fulfilling the social order, has also changed and will continue to transform. The reason for the continued change is that the penetration of artificial intelligence into all spheres of everyday life has raised the question of human survival as the master of artificial mechanisms and who should be left with the final say in decision-making. An indicator of the urgency of this question is the fact that in 2018 artificial intelligence for the first time bypassed the person in the Stanford test for reading and understanding read [1]. It has become a signal of danger and, at the same time, an incentive roadmap for any higher education student. Increasing potential of artificial intelligence only increases the need for people who can think not according to a given algorithm, but independently, individually, based on the context of the situation. It is the only human, not artificial intelligence, which evaluates the optimality and ethics of using information, technology, and how to calibrate it to work for man and for the sake of man.

Awareness of the danger that accompanies the development of artificial intelligence combined with the understanding that "those countries and regions that do not produce an adequate anthropological concept and relevant humanitarian technologies can turn into a

"human waste dump" ” [13, p.46] has determined the demand for human waste thinking, flexible and prudent in the decision-making of professionals and pushed that one of the dimensions of competence of specialists of the type “person – person”, to which the representatives of the legal profession belong, was recognized as the critical thinking.

One cannot ignore the fact that the modern globalized and eco-centered world has changed not only the world outlook. It changed the patterns of all professions that have existed for more than a century and have remained in the labor market. Lawyers are no exception to this rule. It can be argued that the basic elements of legal practice – differentiated knowledge, experience, skills and judgments, in principle, remained unchanged. But the provision of legal services has changed dramatically. New business models, tools, processes and resources have reconfigured the field of law. They provide consumers legal services with easy access to new sources of legal information and assistance. Right and law have entered the age of rapidity of consumption, that is why most young lawyers have a strong desire to advance quickly in their careers. Unfortunately, many of them cannot accelerate their progress due to lack of real experience. Contrary to popular belief, it is not necessary to have extensive experience to succeed in the real world, and to think differently is to think as a lawyer. Employers value highly the employees who are able to think “on the feet” using the critical thinking skill, and, as a rule, experienced lawyers possess it.

Despite the centuries-old history of the development of the category “critical thinking” for the domestic socio-cultural space, in contrast to the English-speaking, it is perceived as having a more negative connotation than a positive one. Because there is a significant difference in the perception of reality between English and national space. Representatives of the English-speaking social space are characterized by positive thinking, while those in the domestic social space have negative thinking. For example, an American mother, giving her child time to play on the playground, wishes: “Let enjoy yourself!”. And the mother who received her upbringing within the post-Soviet social space will address her child with the words: “Don’t amuse!”. The American mother will give space to search and evaluate, the mother of the post-Soviet mentality will try to control by formulated and peremptory rules. Similarly, the word “critical” has different shades in these two different social spaces. In the English-speaking socio-cultural space, this term means “of the greatest importance”, “extremely important to the progress or success of something”, “extremely serious or dangerous” and “using careful judgment” [4]; which contains criticism “and one that is capable of identifying and evaluating the positive and negative in anyone, for whatever reason; demanding” [6].

Recent publications on critical thinking demonstrate that both national and English-language scientific discourse share a mutual line. So P. Fasione defined critical thinking as “the purposeful, self-regulating judgment that leads to the interpretation, analysis, evaluation and inference, as well as to the clarification of the evidentiary, conceptual, methodological, criterion or contextual considerations on which this judgment is based” [8].

Taking into account the findings of researchers in 2013, the Ontario Ministry of Education stated that: "Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers" [14, c.46].

Russian researcher A. Bobrova, considering the critical thinking phenomenon in 2018, defined such thinking as the ability to "navigate the infinitely increasing flow of information (data, positions, etc.), select the important, defend your position, listen and evaluate the positions of the interlocutors, impartial" [3, p.212]. Domestic scientist S. Terno also focused on the fact that "critical thinking is the ability to use certain methods of information processing that allow to obtain the desired result" [15, p.5]. Thus, in fact, a common line can be considered the recognition that critical thinking is not the formation of a general negative attitude to anything (as is usually understood in everyday language), but rather it is the development of the ability to give a rational assessment of the phenomena of reality and the ability that is a condition for successful functioning in a modern information-rich social space. In fact, critical thinking is about gathering evidence, ideas and arguments, and then evaluating their strengths and weaknesses in an objective and methodical way.

According to O. Kruglov, to be critical, thinking must meet certain standards – clarity, relevance, reasonableness, etc. – and in this one can be relatively experienced. Critical thinking is an active process, partly because it involves questions and partly through the role played by metacognition – thinking about one's own thinking. In addition, critical thinking involves "interpretation" (texts, languages, films, graphics, actions, and even body language), because like interpretation, interpretation usually involves constructing and choosing the best of several alternatives, which is recognized as a crucial prerequisite for conclusions . It involves "evaluation" because it is a process of determining the dignity, quality, value of something. Also, critical thinking is related to assessment. This is facilitated by the maxims of the human mind, which have been thoroughly analyzed by I. Kant: the maxim of the independence of thinking; the maxim of self-representation in the place of the Others; the maxim of consistent and consistent thinking. The first maxim governs the need to distance yourself from subjective assessments. Second – requires the most impartial perception of the position of Others. The third maxim indicates the rules for the enrichment of one's knowledge with the knowledge received from the Others: such enrichment should occur in the most consistent way [9, p.25].

Thus, it can be noted that critical thinking is the result of study (self-study) and rear(self-rear), when such natural qualities of personality as curiosity, receptivity, self-confidence, independence, communication skills, courage and courage, expression are actualized and developed, meticulous reflection on each new fact, and the process of cognition acquires individuality and becomes productive.

## 2. Critical thinking of the legal profession

The social space is well aware that it is very important today to take into account environmental factors (geographical, historical, religious, economic, political and technological) that structure people's thinking and lifestyles. Due to the latest economocentrism, law school graduates are trained and exist in an extremely competitive environment. They are constantly confronted with the barriers “in heat” for a dream diploma and should always be in “the game” for the title of a winner - for the best job or post after graduation.

They learn how to think quickly, think outside the box, identify problems, and offer solutions. Trying to put into practice what Paul described as “the main feature of a society of the XX-XXI centuries preparing a person for successful life in an information and post-information society” [11]. The first question that an educational institution that prepares future law practitioners answers is: “Legal education is teaching the basics of knowing the law and law or just a "thinking like a lawyer" skill?”. Currently, the first answer is out of date, as legal knowledge is transformed into a baseline. For the second option, thinking like a lawyer today means focusing on the client's goals, seeing a holistic picture of the situation, understanding the terms and principles of providing legal services as an element of business, combining legal knowledge with process management skills, and having practical knowledge of what technologies and data affect the delivery and performance of legal services. One of the “thinking like a lawyer” elements is the ability to give judgment and in other words – critically think.

Government agencies that perform the oversight function and are responsible for the quality and standards of higher education recognize that, in addition to discipline, the Bachelor of Laws is expected to have, among other technical legal skills, developed critical thinking skills. Given that critical thinking is a more professional, advanced, high-quality, and effective thinking skill, its development is much slower than studying a discipline in one semester. Therefore, in order to help future practitioners develop critical thinking skills over time and at a sufficient level, the crystallization course of this skill is usually included in the first year of study in the “Law” program. By teaching prospective lawyers the critical thinking skills of the first year, the educational institution provides an opportunity to develop it in the following years of obtaining a law degree and, therefore, thoroughly analyze and evaluate the disciplinary knowledge acquired throughout the course of study.

It has updated this model of legal education understanding that professional legal effectiveness depends more on time than on attributes of status. The client appreciates the dynamics and speed of solving his problem, which makes the pace of the process from “appeal to result”, increases the value of the representative of the law in the eyes of the person who sought legal assistance.

A competent legal representative should be attuned to complexity and speed, especially if he is a private practitioner who is actually a form of business and is based on a business project. Such a lawyer should be a specialist, as he is forced to provide multiple, holistic, timely and effective advisory services that take into account not only legal risk but also other factors such as brand reputation, regulatory, financial and other aspects. In solving the problem scenario, he may need an unbiased assessment of the facts, the discovery of key information, comparison of the information available to him with the facts of other precedents, and consideration of any arguments that may arise from the other party or parties. In addition, the critical thinking of the legal profession helps in solving non-trivial problems, because it allows the use of scientific approaches to decision-making.

A competent lawyer is almost always characterized as a person who is inherent in the context of using cognitive techniques and strategies that increase the likelihood of obtaining the desired result, validity and purposefulness of actions and decisions, self-control, adequate self-esteem. In a short period of time and without the necessary foundation, such thinking is practically impossible to form. On the one hand, critical thinking, of course, is formed by the logic of life, which depends on natural abilities and inclinations, the social environment and social upbringing. On the other hand, critical thinking does not automatically appear as a by-product of human birth. In order to achieve the expected effect, a systematic effort must be made to improve thinking. The help and the important role of the formation of critical thinking belongs to the teachers who need to develop the algorithm and teach the basics of the technology of development of critical thinking.

The first steps in the process of training for a person with a law degree should facilitate the gradual formation of a dynamic basis of professional activity, professionalization of memory, thinking, perception and other cognitive processes. And this one way or another is related to what is being talked about in almost all of their publications by American critical thinking experts R.W. Paul & L. Elder [12]. They are convinced that individuals with well-developed critical thinking achieve more in professional self-realization, because they want to constantly improve the characteristics of the mind. R.W. Paul & L. Elder believe that these characteristics are also interrelated, and as a result, the better developed one trait, the better work others. Therefore, the main intellectual traits of the critically thinking person [12, p.22-32]:

1. Intellectual humility is defined as an awareness of the limits of one's knowledge, including sensitivity to circumstances in which self-centrism can provoke self-deception. The latter entails prejudice, prejudices, limitations of perspective and increases the degree of ignorance. The trait implies a rejection of intellectual pretension, boastfulness or vanity combined with an understanding of logical grounds or lack of such grounds for one's beliefs.

2. Intellectual courage is characterized as an awareness of the need to confront and fairly consider ideas, beliefs, or attitudes about which a person has strong negative emotions or which he has not given serious attention to. Intellectual courage is associated with the

recognition that ideas that society regards as dangerous or absurd are sometimes rationally justified (in whole or in part). Beliefs instilled in people are sometimes misguided or misleading. Intellectual courage comes into play, because in some ideas there is some truth that is considered dangerous and absurd, whether there is a distortion or fallacy in the ideas that are clearly adhered to by the social groups to which the person belongs.

3. Intellectual empathy is the realization of the need to creatively place yourself in the place of others in order to truly understand them. Having intellectual empathy means being able to accurately restore the views and reflections of others, and to reason based on assumptions and ideas other than one's own. This trait also correlates with a willingness to remember instances of the past when he was wrong, despite his strong belief in his own rightness and self-deception.

4. Intellectual integrity is defined as the recognition of the need to be true to one's own opinion and to the same standards as others expect. This means a clear adherence to the standards of evidence adhered to by opponents. It also means the ability to honestly acknowledge discrepancies in one's thoughts and actions.

5. Intellectual persistence can be defined as the tendency to overcome intellectual difficulties, despite the frustration that accompanies a task. Some intellectual problems are complex and not easily solved. A person possesses intellectual perseverance if he does not seem in a situation of intellectual difficulty or frustration. An intellectually persistent person demonstrates a firm commitment to rational principles despite the irrational opposition of others, and has a real sense of having to deal with confusion and unresolved issues for a long time to gain understanding.

6. Confidence in the mind is based on the belief that one's own highest interests and the interests of mankind will be best satisfied if one gives the will of the mind. The mind drives people to draw their own conclusions, developing rational abilities. It is a belief that with the proper support and improvement, people are able to learn to think independently. As such, they can form deep positions, draw clear, accurate, relevant, logical conclusions. In turn, they can persuade each other by compelling reasons and substantiated evidence, and be reasonable, despite being deeply rooted in the human nature and social life of the barrier. A person's confidence in the mind transforms the very idea of reason into one of the most important values of life.

7. Intellectual autonomy can be defined as an intrinsic motivation based on the ideal of independence and independence of thinking, the authorship of one's beliefs, values and way of thinking.

From the list of features, it is quite clear that the factor of critical thinking is needed by a representative of the legal profession to demonstrate professional competence. In addition, critical thinking is essentially a reaction process, because the lawyer, like any other person, thinks not for the sake of the thought process itself, but for the sake of obtaining / appropriating or alienating the information that is required for existence. Therefore, the above list of features is expedient to be expanded by seven dispositional elements identified

by a panel of experts chaired by P.A. Facione, in the process of conducting a social study to determine the nature and traits by which a critical thinking person can be identified. Seven such features were also indicated: 1) inquisitiveness: concern to become and remain well-informed; 2) truth-seeking: willingness to face one's own biases and reconsider views; 3) self-confidence: trust in one's ability to reason; 4) open-mindedness: flexibility in considering alternative viewpoints; 5) systematicity: systematic thinking that follows a linear process; 6) analyticity: the willingness to pick apart your own and others' logic; 7) cognitive maturity: being persistent in seeking the truth [8, p.7].

This set of features allows the legal profession to demonstrate the developed critical thinking and to act as a factor of its competence, because it is the basis for professionally required skills: 1) Ability to collect and process information that is the starting point for critical thinking. Knowledge itself (without which one cannot think critically) creates motivation for the person to search for solutions to problems; 2) Have the skills to ask questions and find out the problem you need to solve. Man by nature is inquisitive, always asking questions wants to learn something new, and therefore a true cognitive process unfolds, in which critical thinking plays a leading role; 3) Ability to formulate ideas, evaluations and beliefs independently of the Others, in which the individual character of critical thinking is manifested; 3) Ability to have convincing reasoning. A critical thinking person finds his or her own solution to the problem and substantiates it with sound arguments; 5) Communicates effectively with others when developing a solution. Critical thinking is a social phenomenon aimed at communicating and sharing knowledge between people, and who, as a lawyer, should have the skills and ability to communicate with clients and other members of the legal profession.

## Conclusions.

In today's complex world, where people need to solve problems, make rational and rational decisions about whether or not to believe, critical thinking is helpful. Critical thinking skills are considered central in the curricula of the law faculties of the universities, which is trans-universal in nature and in the process of professional self-realization will be one of the factors of its competence and subject of the greatest respect by the Others in the process of professional self-realization. Critical thinking promotes an objective view of ideas, decisions and actions, allows us to identify weaknesses and establish, based on logic and causation, the truth of facts and assumptions. It is a complex thought process and is a set of cognitive abilities and skills required for the correct interpretation, analysis, evaluation and conclusions, as well as for explaining the information collected or transmitted, which should lead to purposeful, unbiased and self-regulating judgments. From the standpoint of society, as a customer for such human capacity, this thinking is the key to human participation in public life and social practices. A critical thinking person demonstrates principle, constructive character, productivity of thinking. Such an expert not only evaluates the information he receives, he also knows how to respond rationally to it.

He is able to choose among the alternatives the most rational decision, reasoned to deny erroneous judgments, cast doubt on ineffective decisions, ask specific questions, draw conclusions from specific facts. For the legal practitioner, critical thinking is the technological skill that is most valuable in a legal research and problem-solving situation.

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# LEGAL REGULATION OF ENVIRONMENTAL EDUCATION AS A BASIS FOR ENSURING THE ECOLOGISATION OF THE INNOVATION SPHERE

**Abstract.***The work analyzes environmental education in Ukraine and foreign countries as one of the main priorities of national environmental policy. It is noted that environmental education is today the driving force on the path of increasing environmental awareness and the ecologisation of all spheres of society. The need for environmental education at all educational levels has been proven to ensure the environmental safety of future generations. The emphasis is on the need for interaction between society and nature. Attention is paid to the study of the concept of "ecologisation" in the context of the introduction and diffusion of innovations for the conservation of natural resources. The need for ecologisation social production and innovation is noted. It is determined that the ecologization of public consciousness is a key to the balance between human needs and the preservation of the environment.*

## Introduction.

The Constitution of Ukraine (in article 66) [1] establishes that everyone is obliged not to harm nature, cultural heritage, to compensate for the losses caused to them.

By presidential decree of June 25, 2013 No. 344/2013 approved by the National Strategy for the Development of Education in Ukraine for the period until 2021 [2]. According to which the strategic direction of state policy in the field of education should be, among others, the formation of a safe educational environment and the ecologisation of education. The content of education plays a leading role in the development of the national education system, ensuring its innovative development, bringing it into line with European and world standards. Modernization of the content of education implies the need to train specialists for sustainable development with new environmental thinking.

Environmental education is one of the main tools for implementing state environmental policy. As noted in the Law of Ukraine "On the basic principles (strategies) of the state environmental policy of Ukraine for the period until 2030" [3] education in the interests of sustainable development will allow establishing methodological foundations and introducing continuous environmental education. Comprehensive environmental education and upbringing of the younger generation should be developed at a faster pace by supporting the activities of out-of-school educational institutions, environmental-naturalistic centers and natural sections of centers for children and youth and specialized public organizations.

The Law of Ukraine “On Education” (Article 6) [4] provides for the formation of a healthy lifestyle culture, ecological culture and respect for the environment.

Article 7 of the Law of Ukraine “On Environmental Protection” [5] establishes the norm governing the issues of education and upbringing in the field of environmental protection. In particular, the improvement of the ecological culture of society and the professional training of specialists are ensured by general compulsory comprehensive education and upbringing in the field of environmental protection, including in preschool institutions, in the system of general secondary, vocational and higher education, advanced training and retraining. Environmental knowledge is a mandatory qualification requirement for all officials whose activities are associated with the use of natural resources and lead to impact on the state of the environment.

Specifically defined higher and professional educational institutions train specialists in the field of environmental protection and the use of natural resources, taking into account social needs. In addition, Section II, referred to in the Law (clause “G”, Article 9), refers to the environmental rights of every citizen the right to receive an environmental education.

The main objectives of the institution of higher education is the formation of personality through environmental education, the adoption of the participants of the educational process of moral values, social activity, citizenship and responsibility, a healthy lifestyle, the ability to think and self-organize in modern conditions, the Law of Ukraine "On Higher Education" [6] (paragraph 4 of paragraph 1 of article 26).

**1. Problems and prospects of environmental education in Ukraine.**

Environmental problems are not perceived at the level of the emotional sphere, because they are generally focused on abstract comprehension of global tasks and do not relate to local problems of local importance, aimed at the analysis of general theoretical principles, not the synthesis of specific facts [7]. They are, according to G. Balyuk, prerequisites for the introduction of a new model of the educational system of the 21st century. Such a system is designed to combine all the positives of the past and present, and should be focused on the formation of a qualitatively new person - the environmental man, since the origins of environmental problems, as has been repeatedly stated, should be sought, above all, in the person himself, in particular its "human qualities". Therefore, in order to solve environmental problems, it is necessary to change the person himself, his consciousness, culture, worldview, etc. The decisive role in this transformation is to be played by the evolution of consciousness, which can be achieved, in particular by ecologisation the consciousness of the individual, including through the ecologisation of human legal consciousness [8].

Understanding the nature and role of education in the process of ecologisation the consciousness of both the individual and society as a whole, the transition of society to sustainable development, means which education system, such society and state, and vice versa, which state and education. This means that the transition to sustainable development of society must be through sustainable education. In the light of the concept of sustainable

development, the ideal of the educational systems should be the formation of a person who is ready to build his or her relations with the environment on the basis of understanding of its integrity and archival importance for the existence of the person himself. Such personality traits can be embedded through educational systems. And in this case it is necessary to unite the efforts of practically all the sciences: philosophy, sociology, political science and, of course, legal, and especially - environmental law [8].

Ecological education as a holistic cultural phenomenon, includes the processes of education, upbringing, personal development, designed to ensure the formation of ecological culture as a component of the system of national and public education of all segments of the population of Ukraine (including through environmental education through public environmental organizations), ecological education and training programs as well as vocational training through basic environmental education [9].

Nowadays, ultra-high transformations of the environment with enormous proportions and not always predictable consequences, the level of environmental education, upbringing and culture of the population determines not only the essence of the state, but also the conditions of economic well-being and health of the nation. Due to this, in economically developed countries, where the ecological culture, which determines the level of environmental safety, is constantly monitored by the state and placed in the rank of state policy, the population is much less exposed to stressful situations than in regions with weak environmental control. Optimization of the interaction of society with nature, the development of skills to actively and purposefully use environmental knowledge are the main task of environmental education. This task faces all the links of education and should be addressed by society as a whole [10]. A characteristic feature of modern environmental education is its focus on harmonizing the interaction of society and nature, solving environmental problems and sustainable development of society. Environmental education is a collection of such components: ecological knowledge, ecological thinking, ecological worldview, ecological ethics and culture [11].

Today, the following main trends in environmental education are determined: 1) focusing on the formation of a system of environmental representations, familiarization with objects and natural phenomena, deepening and expanding knowledge of an evolutionary, generalizing nature; 2) the formation of respect for nature. With this approach, the educational process focuses on involving a person in various activities that affect the subjective attitude to the environment: to observe and empathize in everything that relates to the environment; 3) emphasizing the formation, first of all, of the strategy and technology of human interaction with nature. There is a focus on the inclusion of personality in such an interaction with nature, which makes it possible to assimilate adequate environmental strategies and acquire the skills necessary for their implementation. Orientation to the environmental problems of a particular locality, and not to nature conservation “in general”, gives positive results [12].

Environmental education is divided into general cultural, general professional and professionally oriented. General cultural environmental education is based on the integration of natural science and socio-humanitarian knowledge in order to further develop the personality's interactive quality - environmental responsibility, which covers moral and environmental concepts, responsiveness, ownership, non-indifference, humanity, thrift, rationality, expediency, and the like. V-professional environmental education is called upon to promote the further development of general and special knowledge about the nature of natural phenomena, the interdependence and interaction of society, man and nature, the formation of environmental management and audit skills. A professionally oriented environmental education improves the environmental and professional competence of specialists depending on their specialty and working conditions, integrates the environmental, general cultural and professional components of a specialist’s competence [13].

Environmental education, despite its relevance and importance in solving environmental safety problems, has not yet become a priority in public policy and is in crisis. She continues to be fragmented, uncoordinated, ineffective. The reasons for this are: the long-standing dominance of the consumer attitude to nature; ignorance and destruction of folk traditions of rational nature management; underestimation of environmental knowledge in the national system of general education; lack of the necessary legislative framework; insufficient responsibility of executive structures in the field of education and science; lack of control over the implementation of decisions; weak material and technical and methodological support of the educational process; imperfect system of training and retraining of personnel; lack of state support for the activities of public groups, youth and children's organizations, and other structures involved in environmental education 14].

So, we can say that today the current legislation of Ukraine is only at the beginning of the path of legislative regulation of environmental education, the development of an effective mechanism for providing environmental education to the population at all levels of education. The current state of environmental education in Ukraine today needs improvement in the context of European requirements.

**2. Foreign experience.**

EU documents focus on environmental education. They emphasize that society does not understand the close relationship between the activities of people and the environment, since they do not have sufficient information. It is emphasized that education should give imagination not only about the environment, but also contribute to understanding the socio-economic situation and problems of human development [15].

As you know, in the field of environmental education in European countries the following tasks are considered to be the main: providing education on issues of development and preservation of the environment for people of all ages; inclusion of the concept of environmental protection and development in all programs of educational institutions; involvement of schoolchildren in regional and local environmental studies; encouraging governments, educational institutions, non-governmental public organizations

to train personnel in the field of rational use of the environment; providing local communities with environmental solutions; work with the media, the advertising industry, to encourage more active participation of the population in the discussion of environmental problems and prospects [15].

Such concepts as “environmental philosophy of life”, “environmental priorities”, “environmental imperative”, and “environmental paradigm” (system of values, approaches, principles) are spreading all over the world. These concepts are substantiated and used in the system of environmental education. Today in the world environmental education is recognized as one of the main factors in the ecologisation of all types of human activity. It is considered as an independent and important problem, as an important management tool, the main lever for improving the model of production and consumption, taking into account the capabilities of the biosphere [16].

Improving the environmental literacy of the population in most countries is carried out in the system of formal and non-formal education. The first includes all types of educational institutions (schools, colleges, universities), including continuing education courses. The second includes institutions providing environmental training on a voluntary basis (social movements, foundations, museums, etc.), as well as the media. A special category is special forms of environmental education for employees of protected areas (courses, educational centers). There is a clear tendency characteristic of foreign countries - to consider the current critical state of the environment as a result of a lack of understanding of the laws of the relationship of man with the environment, which follows from the shortcomings of the education system [17].

The formation of an ecological culture of a person from childhood is necessary in order to be a conscious and economical citizen, the master of his land, to perfectly know the biosphere mechanisms, directions and ways of environmental work. That is why the formation of the ecological culture of man, the harmony of his relations with nature are the priority areas of environmental education in European countries. Environmental education in European countries (for example, in Germany, the UK) is not only aimed at creating a sense of love for nature. First of all, this is the right behavior in everyday life - the right one from the point of view of preserving natural resources: water, air, earth, energy, plants and animals. in the countries of the European Union, continuity is clearly traced in the content of environmental training programs, principles, approaches, forms, methods of environmental education [18].

For example, in France, the “Environmental Education Program in Primary School” has been adopted, which is the main state document binding on all comprehensive schools. The educational policy of the country is aimed at increasing the level of education of citizens. For the development of science and education, such material resources are allocated that allow you to develop all areas of learning, including environmental [15].

The provision of the draft Strategy of the United Nations Economic Commission for Europe indicates that environmental education has been consistently developing in different countries over the years and is increasingly concerned with the complex of global problems of mankind and is becoming one of the key elements of education for sustainable development. Environmental education in the broadest sense is a vital component of creating new relationships in the system "man - nature - society" and the development of greater responsiveness to environmental problems [19]. There are nature schools in Finland, which can be both part of formal education at all levels, from kindergarten to university, and non-formal education institutions. The activities of the school are not limited territorially and can be carried out by organizations, municipal authorities or the private sector in “nature schools” or “environmental schools”. The goal of instruction in such schools is to provide natural knowledge and exercise in nature. Students actively learn, acting practically. They receive information through their own feelings through research, travel and games; the questions that they need to solve correspond to their age [20]. Environmental education in the United States today is conducted in two directions - environmental and environmental, are closely related. In the aspect of the first, the following issues are recognized as relevant: dynamic equilibrium in nature, organization of the biosphere, heredity, adaptation, changes in nature. The second direction focuses on the problems of rational nature management, nature conservation, human influence on the environment. Both of these areas contribute not only to the accumulation of knowledge about nature and man, their relationship, but also provide and stimulate the scientific search for their protection and preservation [21].

UNESCO considers environmental education within a separate program as an independent link. In accordance with this, each state is developing its own national program of environmental education, which, in addition to general scientific approaches, is also based on the traditions of individual peoples, especially in the humanitarian sphere. In many countries, the question of the place and legitimacy of environmental education and upbringing in the general education system from the sphere of lengthy discussions has successfully shifted to the plane of practical implementation. An example can be countries such as Germany, Finland, Israel, Japan, Canada, etc. [17].

Environmental education is aimed at ecologisation all spheres of human life. Therefore, we consider it appropriate to conduct this issue in more detail.

**3. Ecologisation.**

In general, “ecologisation” is defined as the extension of environmental principles and approaches to all spheres of human life: culture, science, industry and social phenomena. First of all, this concerns the introduction of environmental education and upbringing in order to form an environmentally conscious attitude to the environment, establishing harmonious links between nature and human activities [22]. It is also proposed in the scientific literature to understand this concept of accounting for the possible consequences of human exposure to the environment in order to minimize the negative results of nature-transforming activities. This trend is an urgent need of our time, which ultimately can solve the environmental problem both at the global level and at the regional and local levels [23].

First of all, it should be said about the ecologisation of education. The latter is defined as filling environmental requirements for curricula for the preparation of applicants for higher education in all fields of knowledge and specialties. It should become a key factor in creating a new educational paradigm in the process of fundamental reform of the national education system. Only in this way can a new person be brought up with ecological and economic thinking, which will be able to ensure the sustainable development of society in harmony with nature [24].

The goal of ecologisation the education system is the transformation of environmental ideas and values into all areas of public relations, the formation of environmental awareness and literacy of the population, environmental culture, understanding of their own environmental rights, interests and responsibilities [9].

The ecologisation of education as a type of activity is an educational-reformist relationship of procedural nature regulated by the rules of law on the fulfillment by their entities of specific legal obligations (powers) aimed at reforming the educational system of Ukraine by introducing compulsory environmental education at all levels of education and filling all existing curricula with environmental content [25].

So, environmental education is designed to educate and shape environmental awareness among citizens. In turn, in the ecologization of public consciousness, one can understand the continuous process of optimizing the life of the world community, which implies the ecologization of science, education and information in order to achieve an ecological and economic balance between human needs and environmental capabilities [26].

The evolutionary development of terrestrial civilization in the XXI century. should take place under the influence of ecologization of public consciousness in order to achieve such global goals, according to I. M. Sinyakevich, are: preservation of ecological integrity and sustainability of ecological systems and life on Earth; the implementation of industrial, economic and other activities on Earth within planetary boundaries; development of environmental management within the framework of international limits on the reproduction and use of vital components of the biosphere; development of ecologization of public consciousness within the framework of scientifically agreed principles; achievements of ecologically and economically balanced number of people on Earth; preservation of ecological and cultural heritage for present and future generations; creation of reliable international control over the state of environmentally hazardous facilities (nuclear and hydroelectric stations, environmentally hazardous dams, etc.); creation of an effective system for stimulating the biological and genetic diversity of the plant and animal world; introduction of environmental certification of the environment; assistance in the effective development of science and education, aimed at overcoming global, national, regional and local environmental threats; consumption of material goods within, does not violate planetary boundaries; an increase in the forest cover of the globe at an ecologically balanced level; ensuring reliable international environmental safety associated with the movement of natural and man-made space objects in the surrounding space environment; providing

international oversight of scientific research that may pose a threat to life on Earth; maintaining the sustainability of social systems at the global, national, regional and local levels; confrontation with the insidious information war, aimed at discrediting scientific concepts, providing for the development of "green nature management" and overcoming global environmental threats; opposition to arsonists of hot hybrid wars, which contribute to the spread of destructive nature management, destabilization of economic, environmental, social and spiritual systems [26].

Along with the ecologisation of education and public consciousness, it should also be said about the ecologisation of nature management, the ecologisation of social production and the ecologisation of innovation. The rational use of natural resources, the introduction of innovative ways can become the key to rational and effective environmental management, which is aimed at preventing damage to health, ensuring environmental safety, environmental protection, rational use and reproduction of natural resources.

The environmental management of nature is considered as reducing the impact on humans and the nature of the processes of production and consumption of a unit of production, which leads to social, economic or environmental consequences (pollution, direct impact on the human body, impact on biological objects, etc.). To develop the concept of ecologisation, it is necessary to significantly change the priorities and goals of the entire economy. It is necessary to revise the direction of structural and investment policy, scientific and technological progress. The global trend also requires this - this is the transition of humanity from industrial to scientific and information technologies. Economic growth in the information society is achieved on the basis of new technologies, the production of services and information is gaining a dominant role. The creation of high technology through information that is used in the production of the final product. In other words, knowledge and information become the leading productive force [23].

It is necessary to significantly change the production basis of human activity, based on the resource capabilities of the planet Earth, the need to modernize production, which would fit as much as possible into the biological cycles of nature. A necessary condition for ensuring the continued existence of mankind is the formation of a new civilization based on a change in the mentality of man, his morality, and a deep understanding of his place in the natural environment. Among the most important factors that can one way or another influence the formation of a safe ecological state of environmental components or a certain territory, or even an object, is environmental consciousness as an integral reflection of a whole complex of necessary special knowledge, beliefs, oriented: behavior, etc., which is based on sufficient information and compliance with the main principles of environmental education and upbringing [27]. But ecologisation social production is a set of measures that include the rational use of natural resources at all stages of their processing, careful use and reproduction, a sharp reduction in the amount of waste and optimization of their quality, rational distribution of productive forces, rationalization of the thinking of technical workers. Ecologisation tools for social production include treatment facilities, low-waste technologies, and waste processing devices [28].

On the ecologisation of innovation, it should be noted that this is a process of the steady and consistent creation, implementation and dissemination of innovations that can satisfy physiological, economic, social and environmental needs, both existing and potential, without threatening to exhaust the potential of the integral resource and the possibility of ensuring interests and the needs of future generations in the long run [29].

So, summing up the results of our study, we must state the following. The current situation is no longer a problem for one state, but a planetary problem, which entails irreversible consequences for the environment. To prevent the deterioration of the situation, it is necessary to introduce environmental education at all levels of education, starting from kindergartens and ending with advanced training and retraining of personnel. Much attention should be paid to specialized education. Also, do not forget about non-formal education - out-of-school educational institutions, naturalistic centers, specialized public organizations, etc., also play a significant role in the development of environmental education.

Today it is very important to increase environmental awareness among the population on the consumption of natural resources, to form a culture of consumption and the introduction of innovations in the field of ecology. It is necessary to form a new way of thinking, including for developers of innovations in terms of the need for their ecologisation through the introduction of compulsory environmental education.

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# GENITALS MUTILATION AS A CONSEQUENCE OF INTENTIONAL GRIEVOUS BODILY INJURY

**Abstract.***This article is concerning on currently important problem – genitals mutilation as a consequence of intentional grievous bodily injury stipulated by Part 1 of Art. 121 of Criminal Code of Ukraine. The term "genitals mutilation" has been studied; the conclusion that Convention on preventing and combating violence against women and domestic violence, also known as Istanbul Convention (May 11th, 2011) is the only legal act which makes its interpretation has been done. Based on analysis of foreign countries' criminal legislation in connection with criminalization of genitals mutilation three groups of such countries have been defined: first one – where responsibility for female genitals mutilation is stipulated by separate norm regardless of any circumstances; next one – where responsibility for female genitals mutilation is stipulated by separate norm depending on the fact whether the consent has been provided by the female or not; and the last one – where responsibility for female genitals mutilation is not stipulated by separate norm and national legislation was not amended in this regard (but female genitals mutilation is punishable on general terms as certain intentional bodily injury). It has been stated that practice of application of criminal responsibility for intentional grievous bodily injury causing genitals mutilation is absent in Ukraine. The necessity of such consequence' exclusion (taking into consideration the fact that "genitals mutilation" is by such consequence as causing any body organ or its functions deprivation) has been substantiated.*

## Introduction.

Genitals of more than 200 million females and girls were mutilated or disfigured in other way without any medical grounds by the year 2016 according to UNICEF data. Every year more than 3 million girls fewer than fifteen become endangered of genitals mutilation. Such practice is spread in 30 countries of Africa, Middle East and Asia [1], but nowadays is registered also in Europe (for example, in France, Germany, Norway, Sweden etc.) due to migration process increase. To counteract this as well as for prevention of violence against women and domestic violence the Council of Europe Convention on preventing and combating violence against women and domestic violence (also known as Istanbul Convention) was open for signature on May 11$^{th}$, 2011; this document requires contracting parties to establish criminal responsibility for female genitals mutilation.

Amendments to Art. 121 of Criminal Code of Ukraine concerning female genitals mutilation have come into force from January 11th, 2019. However, Tamara Martyanova makes a point that mistaken criminalization caused legislative redundancy. Loophole and redundancy are two antipodes, two paired categories which are interconnected by contradictions' unity. Redundancy is a consequence of so-called loopholes' overcoming, and these unwearying efforts are being resisted successfully not in every instance. As a result Criminal Code of Ukraine is supplemented with norms which are determined neither criminological, nor socially [2, c. 145]. From our point of view and with regard to criminal legislation novelties, it's reasonable to take a look more closely to definition of "female genitals mutilation" and make a comparative analysis of criminal responsibility for these acts according to foreign countries' legislation. This will be the aim of our research.

## 1. Definition of "female genitals mutilation"

Before starting an analysis of current approaches to definition of "female genitals mutilation", their normative consolidation and present scientists' points of view onto it, it is necessary to define the term "mutilation". There are several theories to this concept in explanatory dictionaries. According to first, mutilation is "a bodily injury that causes disablement, disfigurement" [3]. In compliance with second, this is "damage: 1) to health caused by accident or unlawful actions, that causes disablement, disfigurement; 2) serious deficiency in development that causes disfeature and frequently is of whack with life" [4].

In the view of foregoing it should be acknowledged that mutilation is a bodily injury that causes damage to health as a result of accident or unlawful act. Within the given context we discuss genitals mutilation as unlawful infliction of grievous bodily injury.

World Health Organization (WHO) defines female genitals mutilation (or female circumcision) as all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genitals for non-medical reasons.

There are four types of female genitals mutilation to be distinguished:

Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and/or in very rare cases only, the prepuce (the fold of skin surrounding the clitoris);

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina);

Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris;

Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genitals area [5].

Female genitals mutilation is considered as a grave violation of human rights and gender-based discrimination according to international law. Several international organizations (UN, UNICEF, WHO etc.) are directing their activity for a long time to counteract this.

Several international legal acts were adopted to prohibit female circumcision as well as to prevent and counteract violence against women, including:

- Convention on the Elimination of all Forms of Discrimination against Women (dated from December 18th, 1979);

- Declaration on the Elimination of Violence against Women (dated from December 20th, 1993);

- Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa (dated from July 11th, 2003);

- Convention on preventing and combating violence against women and domestic violence, also known as Istanbul Convention (dated from May 11th, 2011) etc.

Namely the latter contains list of unlawful acts which includes definition of “female genitals mutilation”. Art. 38 of the Istanbul Convention binds contracting parties to impose “the necessary legislative or other measures to ensure that the following intentional conducts are criminalized:

a) excising, infibulating or performing any other mutilation to the whole or any part of a woman’s labia majora, labia minora or clitoris;

b) coercing or procuring a woman to undergo any of the acts listed in point “a”;

c) inciting, coercing or procuring a girl to undergo any of the acts listed in point “a” [6].

It is stated in this Convention’s preamble that its contracting parties “recognizing, with grave concern, that women and girls are often exposed to serious forms of violence such as … genitals mutilation, which constitute a serious violation of the human rights of women and girls and a major obstacle to the achievement of equality between women and men” [6]. With regard to this O. Dudorov and M. Melnyk quite rightly point to the fact that certain female genitals are mentioned in the Convention (by contrast with Art. 121 of Criminal Code of Ukraine) [7, p.58]. However, Ukrainian lawmaker implemented Istanbul Convention pertinent regulation by supplementing the disposition of Art. 121 of Criminal Code of Ukraine with the term “genitals mutilation”. By doing so, mutilation of not merely female, but also male genitals is criminalized in Ukraine which makes our country first in the world to establish criminal responsibility for male circumcision. Unsurprisingly A. Shkodyak asks: “If we implement Istanbul Convention norms which clearly impose criminalization of namely female genitals mutilation, why the legislator uses gender-neutral language?” [8].

O. Kharytonova notes that such legal definition is in some degree “accidental” and is caused by political compromise. Istanbul Convention will become an efficient tool only when gender issues are made clear; consequently, deletion of “gender” and “gender-based violence” definitions from the text leads up to blatant legislative blunders [9, p. 70-71]. Our understanding is that this surmise is pitch-perfect: Ukraine not only supplemented its criminal legislation with the respective norm, but also imposed criminal responsibility for male circumcision.

The latter could be considered from two points of view – medical and religious. An analysis of medical literature shows a certain diagnosis "phimosis" which is a condition in which the foreskin of the penis cannot be pulled back past the glans [10]. There are three situations when the exposure of the foreskin is not possible:

1. The tip of the foreskin is too narrow to pass over the glans penis (which is normal in childhood).

2. The inner surface of the foreskin is fused with the glans penis (which is also normal in childhood, but abnormal for adults).

3. The frenulum is too short to allow complete retraction of the foreskin (so-called "frenulum breve".

General methods of treatment include use of steroid cream, manual elongating, preputioplasty and *circumcision* (emphasis added A. P., M. A.). Naturally, the latter is used as a measure of last resort and should be avoided whenever possible.

Male circumcision is a procedure of full or partly removal of the foreskin from the human penis. Children phimosis treatment could be plastic (the aim is to reach the wide circle of the foreskin which is possible to depose and preserve – partial circumcision) or radical. As to female circumcision, it violates children (girls) rights by attempting to regulate and suppress their sexuality on the ground of gender-based stereotypes; as doctors' reports conclude, there are no medical grounds for such procedures.

When considered as religious practice, female circumcision is nothing if not a grave violation of female rights. However, in some African countries circumcision is typified as a rite of passage of a girl into bride: tribe's men agree to marry circumcised females only. Those who eluded this procedure become scoff, considered impure. Mufti Ismail Berdiev, Head of Northern Caucasus Muslims Coordination Center, expressed similar point of view stating that female circumcision is not contradictory to Islam and is "pure Dagestani traditional practice" necessary to "appease natural female concupiscence"; he also assumed that all females have to go through this procedure to curb their passions [11].

Female circumcision problem is well-known to many cultures around the world due to their ethnical and religious peculiarities. Such procedure is a part of traditional practices for these communities expressing their feelings concerning female status in the family and in the society. As A. Baida says, there are no relevant criminological grounds, or measurable groups of migrants – bearers of respective traditions in Ukraine [12, p. 210].

Thereby our analysis of the term of "genitals mutilation" leads to conclusion that Istanbul Convention is the only legal act which makes its interpretation.

## 2. Analysis of foreign countries criminal legislation concerning responsibility for female genitals mutilation

Analyzing foreign countries criminal legislation concerning responsibility for female genitals mutilation, it should be emphasized that these countries are divisible into three groups:

1. Those where responsibility for female genitals mutilation is stipulated by separate norm regardless of any circumstances.

2. Those where responsibility for female genitals mutilation is stipulated by separate norm depending on the fact whether the consent has been provided by the female or not.

3. Those where responsibility for female genitals mutilation is not stipulated by separate norm and national legislation was not amended in this regard (but female genitals mutilation is punishable on general terms as certain intentional bodily injury).

Let’s have a look at the legislation of some countries from these groups.

Such countries as Australia, Belgium, Benin, Burkina-Faso, Central African Republic, Croatia, Denmark, Eritrea, Estonia, Germany, Great Britain, Italy, Norway, Portugal, Romania, Sweden, and Switzerland belong to first group. For example, Criminal Code of Germany was supplemented in 2013 with § 226a, which imposed criminal responsibility for female genitals mutilation [13, p.4]. It is not only due to ratification of Istanbul Convention by Germany (actually it took place only in 2017) – the real reason was the migration processes enlargement and increasing of registered cases of female genitals mutilation among migrants from Africa, Middle East etc. and serious physical and psychological consequences of such acts onto victims’ health. Till these amendments female genitals mutilation was considered as a crime according § 223 (bodily injury, or *Körperverletzung*) or § 224 (bodily injury causing by life-threatening method, or *Gefährliche Körperverletzung*) of Criminal Code of Germany (depending on method of the crime). Currently §§ 223 and 226a of Criminal Code of Germany relate to each other as general and special norms [13, p.5].

As to male circumcision, it is incorporated by the body of crime stipulated by Part 1 of § 223 (bodily injury) of Criminal Code of Germany too. But being conducted with the male’s consent it is not punishable act (provided by § 228 of Criminal Code of Germany). In a case of circumcision of the child of tender years it is parents’ duty to give an informed consent for such procedure without medical grounds (according to Part 1 of § 1631d of Civil Code of Germany) which is to be done in compliance with all medical requirements (*nach den Regeln der ärztlichen Kunst*) and not endangered child welfare (*Kindeswohl*) [13, p.5]. Therefore we can make a conclusion that circumcision in this regard is put out from the regulation of Criminal Code of Germany if done with parents consent and without damage to a child.

There are a lot of publications in mass media on female genitals surgeries that caused mutilation. In view of this, Chapter 2 of the Law of Norway “On Prohibition of surgeries that mutilate female genitals” stipulates punishment (criminal forfeiture or imprisonment up to one year) for those medical practitioners, social services and childhood protection servants, personnel of children’s institutions, establishments, schools, kindergartens, members of religious communities, who deliberately do not prevent any act that causes genitals mutilation during genitals surgery and do not inform authorities concerned about this [14].

Art. 9 of the Law of Benin "On discontinuation of surgeries that caused genitals mutilation" stipulate relevant punishment for those who do not prevent such mutilation. According to the Law of Australia "On medical practice" it is punishable to cause "mutilation or other damage to genitals with the purpose to inflict irreversible damage to sexual perception", and doctors who make such surgery are subject to arraignment [15]. By the Provision No. 158/2007 of Eritrea "On discontinuation of female circumcision" if such procedure is done by medical practitioner, it is an aggravating circumstance, and court can debar this person from his (or her) practice for the period up to two years. The Law of India "On methods of hopelessness diagnostics and prenatal child sexing diagnostics" dated from 1994 prohibits unlawful use of diagnostics methods that cause termination of pregnancy on considerations of sex selection and impose punishment for any officially registered medical practitioner or other person who owns genetic consulting center, genetic laboratory or genetic clinic, or works in such center, laboratory or clinic and violates this law.

As of countries fit to second group, Art. 309 of Criminal Code of Congo stipulates: "Any individual who voluntarily causes bodily harm or injury, or as is the case with any other violent act or means that result in illness or incapacity to work for more than 20 days, shall be liable to serve a prison sentence of between two and five years and pay a fine of between 4,000 and 480,000 francs. Such individuals may, in addition, be deprived of the rights listed in Article 42 of the present Code for a minimum of five years and a maximum of ten years… In cases where the above-mentioned acts of violence are followed by mutilation, amputation or the inability to use a limb, blindness, loss of an eye, or other permanent disabilities, the accused shall be liable to imprisonment" [16]. Art. 2 of Criminal Code of Ivory Coast stipulates: "Any person who performs genitals mutilation shall be punished by imprisonment of one to five years and a fine of 360,000 (US $ 573) to 2,000,000 CFA francs (US $ 3,183). The penalty is five to twenty years' incarceration if the victim dies and up to five years' prohibition of medical practice, if this procedure is carried out by a doctor. Parents who request the procedure, or who know it is imminent and have not informed the authorities, are subject to imprisonment of one year to five years and a fine of 360,000 (US $ 573) to 2,000,000 CFA francs (US $ 3,183). The same penalties apply to the spouses, relatives, and parents of the perpetrator of the act" [17].

Among other countries of third group Art. 277 of Criminal Code of Cameroon stipulates: "Serious bodily injury. A person who causes another person to be permanently deprived of the use of all or part of a limb, an organ or a sense is punishable by imprisonment for ten to twenty years" [18]. Art. 277.1 "Genitals Mutilation" consists of three parts that impose responsibility for the following: "

1. The penalties provided for in article 277 above are those punished by the mutilation of a person's genitals, whatever the procedure.

2. The penalty is life imprisonment: (a) if the author is habitually engaged in this practice or is doing so for commercial purposes; (b) if the death of the victim results.

3. The court may, in addition, pronounce the forfeitures provided for in Articles 19 and 30 of this Code. 4. The provisions of §§ 1 and 2 above shall not apply if the facts performed by an authorized person and justified by the need to save the victim” [18].

Taking the abovementioned into consideration it is possible to conclude that different states select various solutions with regard to criminalization of female genitals mutilation. Criminal legislation of states either having ratified the Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) or not envisages:

1. Separate provision that stipulate responsibility for female genitals mutilation.

2. Separate provision that impose responsibility for female genitals mutilation depending on the fact depending on the fact whether the consent has been provided by the female or not.

3. Qualification of female genitals mutilation as bodily injury of relevant gravity.

Whilst comparing Ukraine to other states subject to our analysis we must note that the former has not just complemented its Criminal Code with relevant provisions based on the Convention on preventing and combating violence against women and domestic violence (Istanbul Convention), but also presented significant and systemic amendments to the current criminal legislation. More details are to be provided in the following chapter.

## 3. Practice of application of Art. 121 of Criminal Code of Ukraine after amendments instituted criminal responsibility for genitals mutilation

AccordingtotheLawofUkraine “Onamendmentsof several laws of Ukraine in connection with ratification of Convention on preventing and combating violence against women and domestic violence” a new version of Art. 121 of Criminal Code of Ukraine was put into force. It is rephrased as follows: “Intentional grievousbodilyinjury, namelyintentionalbodilyinjurythat endangeredthelifeofpersonat the moment of infliction, orthat causingany body organ or its functions deprivation, *genitals mutilation*… (emphasis added A. P., M. A.)[19]. Apparently Ukrainian law maker took into account Istanbul Convention provisions but made it excessively, from our point of view. Indeed this Convention refers to *female genitals mutilation* (emphasisaddedA. P., M. A.), where as term “genitals mutilation” used in Ukrainian criminal legislation is not equal and includes also male genitals mutilation.

Perhaps, it is possible to assume that stipulating there sponsibility for such consequence of intentional grievous bodily injury the native lawmaker rested on statistics of such crimes in other countries. For example, according to the report on mutilation intrusions in the republics of North Caucasus almost 1240 girls aged from 0 to 3 years became victims of female circumcision [20]. By the data provided by the Government of the Great Britain almost 170 000 women and girls living there were genitally mutilated, and what is more additionally 65 000 girls under 13 years are in danger of this [21].

Anna Pazenko analyzing Ukrainian criminal legislation noveltiesin the field of counter action to violence against women (including such feature of Part 1 of Art. 121 of Criminal Code of Ukraine as "genitalsmutilation") asserts that both males and females could be victims of this crime. In this instance Ukrainian lawmaker did not ignored the main idea of Art. 38 of the Istanbul Convention – to banfemale genital smutilationas act of females discrimination with regard to namely gender aspect of this problem. This is reasonable because such injury directly connected to certain religious movements and ethnicroupswhicharenotinherent to Ukrainian society whereas specifically respective criminological grounds are the foundation of criminalization or other amendments to current Criminal Code. Moreover, it is worthemphasizing, firstly, that reference to mutilation made with the consentor request provided by the juvenile is nulland of no effect and adult's consent could be regarded only a sex tenuating circum stance (because of direct ban to commit such acts), and secondly, similar injuries are inconsistent with the level of privacy that could be regarded as a ground for non-intervention to victims' personal life[22, p. 365].

The situation in Ukraine is rather different. As of January 27th, 2020, the practice of bringing to criminal responsibility for intentional grievous bodily injury causing genital smutilation is absent meaning that no relevant judgments were passed.

We have analyzed 751 criminals entences on Art. 121 of Criminal Code of Ukraine. Results show that most widespread consequences of intentional grievous bodily injury were: head trauma – 34,75% (261 sentences), abdominal cavity trauma – 31,95% (240 sentences), chest cavity trauma – 22,23% (167 sentences), face trauma – 6,39% (47 sentences), neck trauma – 1,95 % (15 sentences), thigh trauma – 1,17 % (9 sentences), leg trauma – 0,78 % (6 sentences), brachial arteria and foottrauma – 0,39% (3 sentenceseach).

There by weare sure to assume that absence of practice of bringing to criminal responsibility for intentional grievous bodily injury causing genital smutilation is aprincipal provision oprove the insufficiency of international legal norm simplementation to Criminal Code of Ukraine with regard to stipulation of the Art. 121 of it with the relevant socially dangerous consequence.

Alyona Shkodiak suggests two possible ways of this situation' solution: 1) at the bareminimumitis necessary to amend the disposition of Art. 121 of Criminal Code of Ukraine by changing "genitalsmutilation" into "females genital smutilation". As maximum it is required to add a new article with "Female genitals mutilation" body of crime because females genital smutilation consequences cause for the term of female'slifeis hardly possible of being accessed by the same criteria as other bodily injuries. 2) up to the amending of the article or defining the sex of the victim of genital smutilation it is acceptable to use purposive or narrow interpretation. The former means of taking into account the purposes of regulatory actsand their certain provisions for essence explanation.

Thereforetheterm "genitalsmutilation" whendeterminedfromthedispositionofArt. 121 ofCriminalCodeofUkrainewillbedefinedwithregardtoprovisionsofIstanbulConvention

(asfemales genitalsmutilation), because namely to implement this international legal act the abovementioned term was impose to Ukrainian criminal legislation. Thelatterinterpretationconsistsofunderstandingthefactual essence of the norm more narrow than formally established. Thisinterpretationbycontrastwithpurposiveis admissible in criminal law.Consequently, “genitalsmutilation” shouldbereadasonly mutilation of female genitals[8, c.189].

It should be noted that the Main Legal Department of Verkhovna Rada of Ukraine studying the draft of the Law of Ukraine “Onamendments to Criminal and Criminal Procedure Codes of Ukraine in order to implement the provisions of the Council of Europe Convention on preventing and combating violence against women and domestic violence” stated in the report dated from March 10th, 2017, that any body organ or its functions deprivation is already stipulated as a consequence of intentional grievous bodily injury according to the disposition of Part 1 of Art. 121 of Criminal Code of Ukraine (and this includes also reproductive field). More over, such consequence is fully embraced it hot herfeature of grievous bodily injury – “persistentdisability” – which could be a consequenceof any bodilyinjury (grievous, moderate of light).

Wesupposeamendments to Criminal Code of Ukraine with regard to Istanbul Convention provision simplementation are to be thorough lyre-evaluated and improved. First of all this is the case of practicability of exclusion of genitals mutilation from the list of consequences stipulated by Art. 121 of Criminal Code of Ukraine and simultaneously imposing a separate norm on the responsibility for intentional female genitals mutilation. Accordingly it is permissible to agree with Tamara Martyanova that no lawmaker is perfect, but there is a limit to everything. Certain technical and legal lawmaking mistakes are becoming valid arguments in favor of considerable reformation or, if necessary, modernization of criminal legislation and correcting of errors made. Really new concept of criminal legal politics – scientifically-based, able to answer the modern challenges – should be the ground for these reforms[2, c. 146].

**Conclusion.**

Summarize our research of genital smutilation as a consequence of intentional grievous bodily injury, it is possible to draw the following deduction.

Ukrainian lawmaker’s initiative aimed at fullest criminalization of encroachments against physical and psychological inviolability of person (with regard to Istanbul Convention provisions implementation) is entirely consistent and deserves support. But the form and method used of making such a mendments and supplementations, from our point of view, are creating numerous internal systemic contradictions with norms of Criminal Code of Ukraine already in existence and expanding the field of criminal legislation application without reasonable grounds.

We guess that native lawmakers hould elaborate there spective a mend ments already made in Criminal Code of Ukraine: at the bare minimum to change “genital smutilation” into “females genital smutilation” in the disposition of Art. 121 and consequently to exclude

male circumcision from the its legal environment; as maximum–tohand out abody of crime "Female genital smutilation" into the new article of Criminal Code of Ukraine allowing to correct technical and legal lawmaking mistakes.

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# VOCAL TRANSLATIONS IN THE MUSICAL EDUCATION SYSTEM IN UKRAINE

**Abstract.***The paper is devoted to the problem of understanding the text of vocal music in the educational process in those cases if it is written not in the student's native language but foreign, not fully understandable for students. It is argued that vocal translations are highly recommended in this case to make the educational process sensible. More than three centuries of history of vocal translations grants a great experience of such translations that could widely be used nowadays. It is argued that vocal translations are considered for use in classes of Solo singing, accompaniment class for pianists, a conducting class for choirmasters, opera directing, performance skills, and history of music in its part devoted to vocal music. In order to make students fully understanding deeply enough in all cases it is recommended to provide an interlinear translation. In all this cases vocal translations could be used directly or indirectly. It is concluded that the refusal of translations to understandable language in educational practice deprives the student of the opportunity to fully grasp the works of Western European authors, to fully grasp their internal logic and emotional content, which, as a result, makes it impossible for the applicant to acquire all the necessary competences.*

## Introduction.

There are different creative disciplines at art universities and colleges related to vocal music. This is not only a solo singing but also accompaniment class for pianists, a conducting class for choirmasters, opera directing, performance skills, and history of music in its part devoted to vocal music.

When studying these disciplines, we are constantly faced with a problem of understanding vocal texts by students. This problem occurs if the text is written in a foreign language. If Russian is usually understandable for Ukrainian students, English is partially understandable, because it is taught in preliminary schools; the most of text in German, French and Italian remain unclear for our students because these languages are not studied in Ukrainian schools. Meanwhile, much of classical music is written in these languages. Italy is the birthplace of opera singing, and accordingly, the best examples of opera literature are written on a libretto in Italian. Italian opera is an integral part of any vocalist's repertoire, and familiarity with Italian music is an integral part of the curriculum in music education. A great number of songs were written in German by such composers as Franz Schubert, Robert Schumann, as well as a considerable number of operatic masterpieces by Wolfgang Amadeus Mozart, Richard Wagner, and many other composers. As well a lot of famous operas by Charles Gounod, Georges Bizet were written on French-language texts as well as a lot of songs by Impressionist composers. Of course, this repertoire could not be neglected by students. But how to learn these works with students if they do not understand what they are singing about?

Unfortunately, we usually face an issue when students learn Italian arias and do not understand Italian texts and therefore do not understand what do they sing about. In this case, the student mechanically pronounces certain syllables without understanding their meanings. This mechanical pronouncing causes a lot of imperfections. On the one hand, there are imperfections in pronunciation – if the student does not understand what does he (she) sing about he (she) will not be motivated to pronounce perfect in a foreign language. As it is known Ukrainian phonetics is significantly different from Italian, German, and most significantly from French. Therefore, it is often observed that vocalists try to sing in the original language but still sing with Ukrainian phonetics. This usually occurs not only on student's exams but even on the professional Ukrainian scene. But this imperfection is not the main one. The main one is the total misunderstanding of the words sung by the vocalists. This misunderstanding leads to the inability to invest the appropriate emotional connotation. As far as the emotion depends on the content of the verbal text itself, the singer is not able to emotionally reproduce the feeling of the character played if the words sung remain meaningless for him (her). In music performance terms this means the singer is not able to achieve the timbre, phrasing, and expression needed.

How to avoid these imperfections? There are just two ways – either to learn a language the work is written or to use a vocal translation. Some universities such as Tchaikovsky National Music Academy of Ukraine (NMAU) provide the Italian language for vocal faculty students. This allows students to understand what they sing about. At the same time works written in French or German, unfortunately, remain beyond their deep understanding. For other faculties, such as piano faculty, there is no Italian course in Ukrainian music academies. The Italian language course is also not available in many other educational institutions, such as the University of Culture and Arts. In this case, the use of vocal translation becomes especially important. Below we will discuss how vocal translations are used in educational and performance practice in Ukraine in detail.

## 1. Vocal translation tradition in Ukraine

Vocal translations or the translation of musical texts – or music-linked translation (Golomb) implies that the target text is intended to be sung as a replacement of the source text during a performance (Lette Vos, p.2). Translation strategies will, therefore, be constrained by phonetic factors such as sound quality, vowel length, rhythm and prosody, and word and sentence stress (Mateo, p.116) Vocal translation are used to enhance the emotional connection between performers and audiences.

In the modern world practice, two distinct traditions of performing foreign-language vocal music co-exist: one tradition is to use the original author's language and the other is to perform in the language of the audience. Both approaches have known in the world practice and it would be a mistake to judge either of them as unacceptable or forbidden. On the contrary, world tendencies towards democratization, pluralism, and tolerance to opposing points of view imply a performer's right to interpret musical works including opera in various ways.

Examples, where directors make significant adjustments to the author's score, are widely known. This could involve changing the storyline itself, transferring the plot into another epoch or another country, adding some noise effects to the original music as well.

Similarly, opera performing (as well as vocal chamber music) in translation implies certain modifications to the author's score: namely, it is a change of words a singer sings. The original words in an original language are replaced by the other words of another language, making an understanding of the work by the target audience easier.

The language of the audience and the language of the original text may be the same when performing the vocal music in the author's home country, for example, when performing the operas by Mykola Lysenko in Ukraine or the operas of Giacomo Puccini in Italy. In this case, the obvious decision is to perform in the original language. Instead, when performing vocal music for an audience that is not fluent in the original language, the issue is how to make the content of the words sung by the vocalists understandable to the public. In practice, this issue can be solved directly by singing in translation, introducing a "ticker" or other technical devices or remain unresolved at all. The latter often occurs during vocal music concerts making the audience not understanding the meaning of words, sung by a vocalist. According to G. Hansburg, the choice between singing in the original language or translation should be given to the language of the audience due to the nature of music perception. "The perception of music is an intimate process in which the melody and poetic text touch the deepest structures of the brain. If there is a chance that a word could enter those mysterious depths of the subconscious (following the penetrating melody), this word would be the word of one's mother tongue only", writes the researcher (Hansburg, p.82).

The history of vocal translations dates back several centuries. The first well-known opera translations were made during a lifetime of their authors. Early examples include "Orpheus and Eurydice" by Christoph Willibald Gluck, initially written on the Italian libretto by Ranieri de' Calzabigi and staged in Vienna on October 5, 1762. Later the author invited French librettist Pierre-Louis Moline to prepare a French version of the libretto. This version was finally performed in Paris on August 2, 1774. This example shows that Christoph Willibald Gluck was interested to save the semantic aspect of his artwork much more than phonetic. The history of Ukrainian opera translations dates back to the first decade of the 20th century, probably, concerning the theatre of Mykola Sadovsky, turned to opera productions such as "Cavalleria Rusticana" by P. Mascagni, "Halka" by S. Moniuszko, "The Bartered Bride" by B. Smetana, "Aeneida", "Drowned", "Christmas Night" by M. Lysenko, "Roxolian" by D. Sichynsky.At the time of the UkrainianState (1918), operas "Halka", "Faust", "The Bartered Bride", as well as "La Traviata" by G. Verdi, "Madam Butterfly", "Bohemia", by G. Puccini and "The Mermaid" by A. Dvořák were performed in Ukrainian translation (Gay-Nizhnik).

In 1926 Radnarkom issued a decree providing for the implementation of Ukrainian-language productions in Ukrainian theatres.

This decree was provided in the context of the so-called nativization politics of the communist party actually in the 1920s. Though these politics were reversed to russification in the early 1930s the Ukrainian language in opera theatre remain actual until the 1970s. Kyiv and Lviv opera theatres widely used translations by M. Rylsky ("Seville Barber", "Carmen," "La Traviata," "Eugene Onegin"), M. Lukash ("Don Giovanni", "Lucia de Lammermoor"), Boris Ten ("Un Ballo in maschera" by Verdi, "Orpheus and Evridika" by Gluck), P. Tychyna ("Lohengrin"), I. Kocherga ("Faust"). In 1965, the Ukrainian translation by M. Bazhan was used in the production of "Kateryna Izmailova" by D. Shostakovich, bringing Shevchenko Prize to the author and the stage group.

Since the late 1970s, the golden age of Ukrainian-language opera turned into its decline. In 1978, "The Queen of Spade" by P. Tchaikovsky was commissioned in Kyiv for a "one-time-permit" performance in Russian. Since then, within a few years, all Russian-language operas have been performed in the original language.

Although operas were staged at the Kyiv Opera and the soloists knew translations well, it was extremely difficult to pass on the tradition to the younger generation. Soviet publishers when publishing vocal scores by Western European authors used Russian translations only. Accordingly, the beginners or self-made performers faced a difficult choice between singing in the original language or Russian translation. This led to the situation where popular opera arias became recognizable in their Russian translations more than in Ukrainian while Ukrainian students were discriminated against in their right to study in their native language.

The amount of published Ukrainian translations remains unclear. The first and so far the only library catalog of Ukrainian vocal translations is "Publication of World Vocal Music in Ukrainian Translations: Exhibition Catalogue" (2011). This catalog describes 159 published translations and 6 publications in newspapers and journals. The distribution by genre is as follows: 21 publications of individual opera arias and libretto texts, 19 cantatas, and oratorios, 117 songs, and romances. The works represent 41 composers, including 19 from Russia or the Soviet Union and 22 from Western Europe. Most of them are a bibliographic rarity; even such venerable collection as the Library of the National Music Academy of Ukraine does not have any copies of the publications mentioned. Therefore, these editions remain unknown to the vast majority of musicians, and vocalists, in particular.

The archival materials of Ukrainian theatres are stored partially in the Central State Archive-Museum of Literature and Arts (CSAMLA) of Ukraine. Unfortunately, this only applies to Kyiv theatres. The archive is the only one containing opera libretto texts that were used in Kyiv national opera productions in the 1940s-1980s. This collection includes 72 typewritten documents representing 47 unique operas, including 15 Ukrainian, 15 Russian, and 17 operas by Western European authors.The analysis shows that the practice of performing in Ukrainian translations has been partly renewed in at least three theatres in Kyiv – in the National Opera House, the Municipal Opera House, and the Opera Studio of the National Academy of Music – as well as in some regional musical and drama theatres.

Due to its specialty, the National Operetta Theatre performs mainly operettas. The repertoire shown on the official site of the theatre includes over 10 operettas and musicals that are performed in Ukrainian translations, 4 of them are works by Imre Kalman. The repertoire of the theatre also includes two operas, "The Barber of Seville" by G. Rossini and "The Bell" by G. Donizetti, performed in Ukrainian. Some operettas are also performed in Russian translation.The National Operetta Theatre used to stage even more operas in Ukrainian translations in the past. Most notably, it is the 1998 production of opera Porgy and Bess by J. Gershwin in translation by Bohdan Hnyd. Unfortunately, translations of these operas are not yet published. In many cases, their future publication would require some restoration work.

The repertoire of the Kyiv Municipal Academic Opera and Ballet Theatre for Children and Youth includes mostly children's musicals and ballet. However, in recent years, it also started to stage one-act operas: recent production included such operas as "Bastien and Bastien" by W. A. Mozart, "Let Mama Live" and "Rita" by G. Donizetti. Larger operas, such as "Rigoletto" or "Bohemia", were performed here (as well as in the National Opera) in the original language.In addition to big theatrical and concert establishments, there are notable artistic projects organized by groups of artists and customarily supported by non-government organizations. In the 1990s, "Coffee Cantata" by J. S. Bach, D. Bortniansky's opera "Le Faucon" and "Alcide", J. B. Pergolesi's opera "La Serva Padrona", and some chamber works, have been performed in new Ukrainian translations by M. Strikha performances were produced by Natalia Sviridenko,

In 2004 "St Matthew Passion" by J. S. Bach, translated by Tetiana Ostrovska were performed in Kyiv. It is noteworthy that the organizer of the performance is the American born conductor Roger McMurrin, whose native language is English. Mr. McMurrin has worked extensively with choirs in Presbyterian churches, famous for their use of parishioners' native language in the worship. Unfortunately, it was the only performance of this work in Ukrainian.These works inspired the World Classics in Ukrainian project that has started in 2012. Some activities of this project were supported by Wikimedia Foundation, Inc. The WCU activities include first performances of operas "Didona and Aeneas" by G. Purcell (translated into Ukrainian by Olena O'Lear), "Francesca da Rimini" by S. Rachmaninov (translated into Ukrainian by Maksym Strikha), and scenes from "The Marriage of Figaro" by W. A. Mozart's based on translations by Yevhen Drobiazko that were partially restored from handwritings found in CSAMLM. Other activities of the WCU project include organizing chamber vocal music performances. In recent years, concerts included Polish songs by F. Chopin, the "Winterreise" lieder cycle and other songs by F. Schubert, songs by L. van Beethoven, R. Schumann, P. Tchaikovsky, S. Rachmaninov, and other authors. Most of these works were performed in Ukrainian for the first time.

In 2017, WCU organized its first vocal contest. The terms of the contest required performing pieces by Ukrainian and foreign authors, all works were to be performed in Ukrainian.

Participants could choose to perform using existing texts but they were also encouraged to make their translations. Owing to this contest, the Ukrainian translation treasury has been enriched by 8 new translations, some made by the winners of the competition Daria Litovchenko, Anna Dankanich, and Alina Rybina. WCU project collaborates with the modern generation of translators, including Valeriy Yakovchuk, who made many translations of chamber and opera music, and Julie Gershunska who translated F. Schubert's lieder cycles "Winterreise", "Die Schöne Müllerin", and R. Schumann's "Dichterliebe" and "Liederkreis". During the 2010s, several interesting projects were conducted by stage director Yulia Zhuravkova. Among the notable contributions are staging "Telephone" and "Martin's lie" operas by J. Menotti, as well as "Lucia de Lammermoor" by G. Donizetti, the latter has been revived, after more than 20 years, in a Ukrainian translation by M. Lukash.

**2. Teaching practice.**

1. Solo singing. In different Ukrainian High schools and at different levels, the respective disciplines may be called "voice training", "vocal", "solo singing", etc., and are aimed at mastering the educational complex of the practical skills necessary for the future vocalist. In the context of the problem raised, the question of the choice is aroused – whether to learn songs on their original language or to use a vocal translation? In general, the tendency is next - in the early stages of teaching (especially in children's music schools), teachers often prefer the language of translation, while in the final stages (music academies, conservatories) - exclusively the language of the original.

This tendency is explained by the fact that in the initial level the formation of the vocal apparatus and the acquisition of basic music skills are the most important task. Learning a text in a foreign language is usually more complicated than a native language and requires additional effort from the learner, which could distract him or her from the tasks involved in mastering basic skills.In contra, high-level education involves foreign language acquisition necessary in the future professional vocalist work, especially for those who plan to work abroad. Therefore, there is a requirement to sing in the original language is required as mandatory for the vocal exam in some educational institutions (including NMAU).

However, even when preparing a particular work in the original language, the student needs to understand what he or she is singing. This understanding will help to convey the emotion that ultimately reflects on timbral, dynamic and agogic characteristics.Unfortunately, the author of this paper knows a lot of examples where a student passing a vocal exam does not know the translation of the text sung and unable to explain what he (she) sings about. Such practices should be considered unacceptable. If a decision is made to learn work in a language other than native, then in the first lessons, the student must clearly understand not only how to pronounce a word, but also to understand its meaning and its translation into his (her) native language.In order to make students fully understanding the song or aria sung deeply enough it is recommended to provide an interlinear translation. In the sheet score, it is better to place such translation under the original text. Also, it is desirable if students will study foreign languages at least at the level of understanding of the rules of pronunciation, grammatical

forms, and being able to use dictionaries. Considering that the Italian language (the most common language of opera) is not usually taught in Ukrainian schools as well as French or German, the presence of Ukrainian interline translation in the editions of vocal works by foreign composers is highly recommended. If not for direct use such as in the case of singing in translation, then at least for indirect, namely for understanding the content of the work sung in the original language. At the same time, it should be understood that the interlinear translation may be slightly different from the literal one, since the number of syllables in a word of a foreign language and its corresponding in Ukrainian may be different. Therefore, Italian-Ukrainian, German-Ukrainian, and French-Ukrainian dictionaries should be an integral part of the vocalist's bookshelf or mobile devices.

Of course, this recommendation is actual for all countries. The necessity to include interline translations was clearly understood in the USSR, and therefore most of the vocal scores were issued with two text lines - the original one and in the Russian translation, with the latter generally placed above the original language. This feature also applies to vocal scores by Soviet composers written in languages other than Russian. Therefore, for example, the scores by Ukrainian composers including O. Bilash, V. Kosenko, and many others were supplied with an additional text line with a translation to Russian. Unfortunately, Russian was the only language used for translations in vocal scores, while translations into languages of other Soviet republics were rarely issued. A few examples of vocal scores with Ukrainian translation include some scores published in the 1920s by «Knyhospilka» containing some songs by Franz Schubert and Ludwig Van Beethoven.

Only in recent years, a few numbers of vocal scores have been published in Ukraine with two text lines present - the original one and the Ukrainian translation. These include the collections by Y. Krentsiv (2015) and G. Shvydkiv (2016), as well as editions prepared by the author of this paper including the vocal score of "The Falcon" by D. Bortniansky (2012, translated by Maksym Strikha), two collections of opera arias by V.A. Mozart (2017, translated by Mykola Lukash and Yevhen Drobiazko), Polish songs by F. Chopin (2017, translated by various poets), and «Winterreise» by F. Schubert (2019, translated Julie Gershunska).Sometimes, if vocal translations singers are unavailable, singers prepare them by themselves. Moreover, the vocal handbook by V. Antoniuk contains the following requirement to the art university absolvents: «translate famous vocal works of foreign composers in Ukrainian for solo performance in order to popularize them» (Antoniuk, p.133). We regard this requirement as quite suitable. Furthermore, two vocal WCU competitions show this requirement is surely realistic – in particular, young winners of this competition - D. Litovchenko, G. Dankanich, A. Rybin, D. Tymoshenko (2017), D. Voronov, L. Gornostaeva, T. Yesipova (2019), performed their translations.

2. Opera studios. Educational institutions should prepare the future singer for various forms of work, in particular - in both concert and theatre genres. A theatrical performance is more complex than a concert one since it requires additional artistic additional skills, in particular - stage movement, facial expressions, interaction with other singer-actors.

Also, a theatrical performance implies an even deeper content understanding of the words sung, since this content is the key to the director's decisions, stage movement, the nature of the interaction between characters as well.It is significant that the most prominent Ukrainian directors, including Irina Molostova in the National Opera, and Dmytro Hnatyuk in National Academy of Music Opera studio, defended exactly the performance of opera works in Ukrainian translations. It is known that D. Hnatyuk initiated the production of three operas in Ukrainian translations - "Faust" by Charles Gounod, "The Barber of Seville" by J. Rossini and "Traviata" by J. Verdi in NMAU. The first two were part of the Opera studio repertoire until 2018. «I believe firstly students should be taught to sing in their native language, and only then - in the original language. […] Actors need to understand what they are singing about, and not just forcing texts» - claimed Dmytro Hnatiuk [Polishchuk].

As for the singer's future career, it should be noted that the practice of theatres is different. For example, in Kyiv at the National Opera since the independence of Ukraine, the practice of using vocal translations has been stopped and nowadays all the operas have been performing in their original languages. Instead, at the Kyiv Municipal Academic Opera and Ballet Theater, most of the performances, including Italian composers, are Ukrainian. The National Operetta Theater also uses Ukrainian translations. The impossibility of predicting the future career, moreover, possible frequent job changes require the skill of singing both in the original language and in translation. For example, the famous singer Victoria Loukianetz was told to prepare the Queen of the night`s aria in Greek for a performance in Athens in a few days, and thanks to the extensive experience gained during her studies in Kyiv, she succeeded with this task. This and many other examples show that the ability to sing in the original languages is necessary, but it is not advisable to confine yourself exclusively to the original languages singing when learning music by foreign authors.

Unfortunately, in 2019 Ukrainian translations were forbidden for use in NMAU. This led to an impoverishment of the repertoire; particularly in addition to those mentioned "Faust" and "The Barber of Seville' the operas "L'heure Espagnole", by M.Ravel, «L'elisir d'amore» and Don Pasquale by G. Donizetti and successfully staged in NMAU opera studio in Ukrainian translation earlier could never be renewed.

3. Conducting class. Vocal works, including some opera scenes, are also a subject of study in conducting classes. Future choral and opera-symphonic conductors will acquire the skills of conducting opera scenes, needed for their job in musical theatres. As a rule, conducting lessons start with the "conducting with the piano" meaning the whole musical texture is played on the piano by pianist (or even two pianists), and only the higher-level students are allowed to train with choir or orchestra.Usually, the student is required to sing soloists' parties, or separate choral parties (usually a melody or a major voice in a polyphonic texture). In the context of this paper, the question of choice is whether to use the original language or the native language translation when learning the work learned. Given that the main task of the conducting class is to develop conducting techniques (not vocal), the question of choosing a language is not fundamental, and therefore the language in which the student speaks easier is usually preferred. Moreover, the question of understanding the

content of the lyrics is relevant in this case, especially for opera scenes, since the content of the text largely determines the emotion, certain features of agogics and dynamics, which ultimately also influence the character of the conductor's gesture.Although, of course, higher-level students who want to deal with opera scenes in the original language in the future, could train with singing in foreign languages as well. But even in this case, interline translation is still useful in helping to understand the meaning of what the characters are singing about.

4. Piano accompaniment class. Another discipline dealing with vocal works is the Piano accompaniment class. The tasks of this discipline are to achieve skills in accompanying and studying works with vocalists. These skills are necessary for those who plan to work as an accompanist in music theatres or vocal classes in the future. Higher level students are required to be able to present a complete opera scene, singing the main vocal lines and simultaneously accompanying. In the context of our paper, the issue is whether to sing the original language lyrics or translated into the native language.Since the pianist is not required to sing perfectly, but be perfect in tempo, rhythm, and character of the work, the often choice is a language more comfortable for the student, usually translation language. As in the case of the conducting class, understanding of the content of the words sung, especially in opera scenes, is important for the accompanist, since all the nuances such as tempo or dynamics are both important for the soloist and accompanist.

5. Vocal works are also part of the "music literature" or "history of music" discipline, which is studied by musicians of all specialities. Such works are also learned in a «Music» course in secondary schools. In all cases, the purpose of studying these works is to acquaint students with the artistic heritage of different eras and different national schools, to expand their horizons. Higher-level education supplement "the history of music" discipline with the other disciplines such as "analysis of musical forms" or "operatic dramaturgy", studying vocal works in aspects of the musical form, means of expressiveness used by the composer and other compositional features. In the context of our issue, the question is whether the language to choose for studying. Nowadays, the prevailing practice is to listen to these works in the original language. However, for a deep understanding of the content, it is necessary to follow the score, which, along with the text line in the original language, also contains the line with text translated into a student's native language. In this case, the student will understand what the character is singing about, therefore will be allowed to fully understand the logic of musical development. Though score following is easy for professional musicians it could be difficult for beginners. Therefore, beginners should listen to songs sung in their native language. It is also important to use high-quality records to make all the lyrics highly understandable for pupils.It should be noted that in addition to the direct function - assistance in content understanding of the vocal texts, vocal translations also perform a side function - enable the students to gain a deeper knowledge of the expressive means of their native language and become more skilled in using their native language for teaching children in their future. It is especially important for Ukrainians from the East which are not fluent in Ukrainian because of Russian education in childhood.

## Conclusions.

Vocal translations or "music-linked translation" to the language understandable for the audience are widely used both in education and performance practice. Performance practice uses translations to make an opera understandable for the audience and to enhance the emotional connection between performers and audiences. In education, vocal translations could be used both directly - for singing in translation and indirectly - for understanding the content of a foreign language text, for understanding the content of what the performer is singing about. This understanding prevents the vocalists from a thoughtless, mechanical performance, helps to properly embody the performing nuances, as well as to embody the emotion inscribed by the authors of the work. In addition to the solo singing class, the vocal translations are also required for students learning to conduct or accompany vocal works, as well as for all other art education students who learn "music literature" or "history of music" discipline. At the same time, the refusal of translations to understandable language in educational practice deprives the student of the opportunity to fully grasp the works of Western European authors, to fully grasp their internal logic and emotional content, which, as a result, makes it impossible for the applicant to acquire all the necessary competences.

The issue of the Ukrainian translations application needs further research. In particular, there is not yet a consolidated register of all Ukrainian vocal translations that have ever been published or performed publicly. Also, there is no open information about the experience of other countries. This applies to both translations of opera and chamber vocal music. No complete registers of opera performances put up in opera studios at music academies have been formed yet. More detailed research also requires answering the questions related to the students' comprehension and emotional sensation of the content of the vocal works they are studying, as well as the connection of understanding and emotional feeling of this content with such performance characteristics as the expressiveness of diction, dynamics, timbre, etc.

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Collective monograph

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English

First Edition

free publication

Veliko Tarnovo, Bulgaria

Editors: Prof. Lyubomira Popova, Prof. Mariana Petrova

Publishing House “ACCESS PRESS”, Bulgaria, 2020

32 Alexander Burmov Str., 5000 Veliko Tarnovo, Bulgaria

Email: office@access-bg.org

http://www.access-bg.org

**ISBN 978-619-91511-0-5**