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INTRODUCTION

Dear colleagues, authors and readers of the *Academia Polonica*
(*Scientific Journal of Polonia University, PNAP – Periodyk Naukowy Akademii Polonijnej!*)
Congratulation on the release of a new *Academia Polonica* 71 (4) (2025)!

In this issue, we present scientific articles that address urgent problems in language, culture, communication, education, sociology, technology, creativity, and implementation.

The collected papers and their objectives highlight research in linguistics, translation, intercultural communication, and education. They explore topics such as V. Nestai's story "Toreadors from Vasyukivka" as an example of adventure literature for children, the portrayal of feminine beauty through persuasive metaphors in advertising media discourse, and the role of youth councils in shaping students' legal culture. Other subjects include Ukrainian murals as an applied social and communication technology: a tool for decolonization and geobranding; a level-based approach in intercultural communication for developing English skills and strategic pre-service primary school teachers.

Additional topics include the verbal representation of a character's internal conflict in fiction and translation—specifically B. Antonenko-Davydovych's *Smert'* and its English version by Yu. Tkach; existential modes in Tetiana Osin's Tavian sonnets; the integration of artificial intelligence in physics education—challenges and perspectives on moving toward personalized learning; the depiction of domestic violence in Holly Ringland's novel *The Lost Flowers of Alice Hart* and its cinematic adaptation; neo-avant-garde trends in late 20th-century Ukrainian poetry; business systematicity reflected through marketing communications; contemporary book graphics as a component of Ukrainian design history representing Ukraine's national identity; ethnocultural features of Ukrainian dance traditions in humanitarian reflections; gamification as a tool for developing professional skills within digital military education; and STEM tasks in physics aimed at enhancing students' digital competence.

This *Academia Polonica* issue also underscores current problems in modern society, such as the asymmetry of international relations during the early modern period (16th–18th centuries), guidelines for state policy to promote the adoption of new technologies in the workforce, public participation and activism in times of war: community adaptation to social changes, the legal status of an "e-person" as it shifts from a binary opposition to a modular approach, reforming political institutions as a guarantee of economic progress in modern society, political communication in the face of hybrid threats: a strategic resource for national security, healthcare during wartime: the state's institutional capacity as a factor of national security, and modern trends in developing managerial skills and their impact on transforming managerial culture.

Researchers in the fields of health, environment, and development have developed modern approaches to understanding various psychological and social issues. These include theoretical frameworks for posttraumatic growth in contemporary psychology; studies of early maladaptive schemas and coping modes in Ukrainian female refugees within the schema-therapy framework; coaching techniques for developing assertiveness as a key factor in building entrepreneurs' psychological readiness for business activities; exploration of effective art therapy practices in India for adolescent well-being through a scoping review; and the examination of cultural identity and cross-cultural adaptation of Ukrainian women in both forced and voluntary migration, presented as a case study.

In the fields of technology, creativity, and implementation, particular focus is placed on conceptual principles to enhance the maneuverability of modular road trains used for airfield technical support of flights.

We thank our authors who have already submitted their scientific articles to *Academia Polonica*, as well as those planning to submit their research findings to our journal. We also want to sincerely thank all members of the editorial board, reviewers, and everyone who graciously accepted our invitation to collaborate and help develop *Academia Polonica*.

With respect and regards
Maciej Rudnicki, Prof. PhD, Editor in Chief

LANGUAGE, CULTURE, COMMUNICATION

V. NESTAİKO'S NOVEL "TOREADORS FROM VASYUKIVKA"
AS AN EXAMPLE OF ADVENTURE LITERATURE FOR CHILDREN**Inna Aponenko**Ph.D., Senior Lecturer, Dnipro State Medical University, Ukraine
e-mail: innaaponenko738@gmail.com, orcid.org/0000-0003-1682-4218**Kateryna Shubkina**Lecturer, Dnipro State Medical University, Ukraine
e-mail: eshubkina7@gmail.com, orcid.org/0000-0002-5205-6335**Summary**

The article analyzes the poetics of Vsevolod Nestaiko's adventure novel "Toreadors from Vasyukivka", which represents one of the most remarkable examples of Ukrainian children's literature of the second half of the 20th century. The study focuses on the plot and compositional features of the text, emphasizing the role of adventurous elements and unexpected narrative twists that create dynamism and sustain the interest of young readers. The combination of humorous and folkloric motifs, as well as the use of epistolary fragments, songs, legends and folk beliefs is explored as a part of the artistic mosaic of the novel. The article highlights the function of historical and cultural allusions that broaden the semantic space of the work and integrate children's literature into the wider context of national culture. Particular attention is paid to the portrayal of the main characters and the representation of friendship as a central moral and value-oriented category. The novel is presented as not only an entertaining text but also as a significant cultural phenomenon that merges traditional and modern artistic models.

Key words: adventure novel, plot and composition, children's literature, genre specificity, artistic mosaic.

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1. Introduction

Children's literature of all times is directed towards the future. All the most interesting things in world literature are picked up and multiplied by children's imagination and emotionality. It is the works of literature that reveal to children the harmony between the past and the future, forcing them to believe in the infinity of human creative possibilities. At the same time, creativity as a process consists of conscious and unconscious components, involves observation of phenomena, selective memorization of the essential, mental tension, emotional uplift and vivid imagination.

Vsevolod Nestaiko is one of the most prominent Ukrainian children's writers, whose name has become synonymous with fun adventures and bright, optimistic literature. The writer's

literary output includes not only humorous works, but also serious books, where the author highlights important moral and ethical issues. The most famous work of V. Nestaiko is the trilogy “Toreadors from Vasiukivka” which entered the golden treasury of Ukrainian literature.

In modern Ukrainian literary studies, there is a growing interest in the analysis of children’s and adolescent literature as an important component of the cultural and educational space. Vsevolod Nestaiko’s story “Toreadors from Vasiukivka” belongs to the classics of domestic literature, however, its poetic and genre features are not yet sufficiently understood from the point of view of modern methodologies.

The relevance of the study is due to the need for a comprehensive analysis of the artistic structure of the work and its value potential in the context of the formation of the reading culture of youth.

The novelty lies in the implementation of a holistic analysis of the plot and compositional organization of the story, taking into account the genre mosaic, humorous and folklore elements, as well as in highlighting the role of cultural and historical allusions in the structure of the children’s adventure narrative. The proposed approach allows not only to understand more deeply the specifics of Nestaiko’s authorial poetics, but also to outline his work as a cultural phenomenon that combines traditional and modern artistic models.

The purpose of the work is to outline the specifics of the poetic organization of V. Nestaiko’s adventure story “Toreadors from Vasiukivka”.

The goal involves solving a number of **tasks**: to review the works of literary scholars whose subject was the specifics of children’s literature and the work of V. Nestaiko; to consider the features of the artistic organization of adventure literature for children and to outline the plot and compositional features of the work under study.

To achieve the goal and accomplish the tasks of the work, the following **methods** were used: analysis, synthesis, generalization, explanation, elements of a holistic analysis of a literary text, comparative-historical, biographical and hermeneutic literary methods.

2. Plot and compositional features of V. Nestaiko’s story “Toreadors from Vasiukivka”

The story “Toreadors from Vasiukivka”, written in 1964–1970, was firstly published in full in 1972 by the publishing house “Veselka” (the first story from the trilogy was printed in 1964) and since then has not lost its popularity among children and adolescents. This book has been awarded many prizes and translated into many languages. The work attracts with its ease, humor, as well as a deep understanding of child psychology. In essence, it is a story about two friends – Yava and Pavlusha, who constantly invent new adventures and get into various funny situations.

The writing of “Toreadors from Vasiukivka” falls on the 1960s – a period of the so-called “thaw”, when a certain liberalism was observed in society, including cultural life. At this time, children’s literature was experiencing a new upswing and writers had the opportunity to write more light, humorous works, focused on entertainment and not only on education. V. Nestaiko took advantage of this opportunity to create a book that is both funny and instructive at the same time.

The plot of the work unfolds linearly, while the entire picture of the narrative has the appearance of a mosaic, forming a single artistic canvas. The trilogy “Toreadors from Vasiukivka” consists of three adventure stories, namely: “Robinzon Kukuruzo’s adventures”, “The stranger from the 13th flat”, “The secret of the three unknowns”. Each story consists of several chapters, containing a relatively complete story about a certain adventure.

According to the genre characteristics, the trilogy “Toreadors from Vasiukivka” is an adventure story aimed at readers of middle school age. Although the work is voluminous and resembles a novel in form, the author and many researchers, such as V. Kostiuchenko, N. Reznichenko and others, classify it as a story. This is explained by several factors: the trilogy lacks a wide panorama of events and a large-scale image; the main places of action are the village of Vasiukivka and the city of Kyiv, the time of the events is summer vacation and studies in grades 5–6, the main characters are school-age children, the final of the work is open, which is typical of the story genre, the work implements one storyline.

“Toreadors from Vasiukivka” is a work with a unique plot-compositional structure, where each chapter contains a description of a separate adventure, but together they make up a coherent story of the coming of age of two friends. The book is divided into three parts, each of which has its own internal logic and completeness, but all these parts are united by the general theme of the main characters’ – Yava and Pavlusha adventures.

The first part of the work (“The Extraordinary Adventures of Robinson Corn and His Faithful Friend and Classmate Pavlusha Zavgorodny at School, at Home, and on a Deserted Island Near the Village of Vasyukivka”) is devoted to the description of a happy childhood full of vivid adventures, memories of the beginning of friendship and adventures that sometimes contain detective elements.

The second part of the story, “The stranger from the 13th flat, or Thieves Are Looking for the Victim,” has a plot frame. Pavlusha’s story about the organization of a drama theater in the village and the production of Hohol’s “The Inspector General” includes a description of the friends’ adventures in Kyiv, where they went to return the found watch to its owner.

“The Secret of the Three Unknowns, or the Tale of How Ivan Vasilyevich and Pavel Denisovich Quarrelled and What Came of It” is the third part of the work. It deals with the conflict between the main characters.

The story begins with a dialogue between the main character hangman Java and his grandfather, where they argue, because Yava and his friend Pavlusha decided to implement a grandiose project and build a tunnel under the pigsty to run the subway there. Their actions were noticed by the grandfather and “properly appreciated”. In this episode, the author deliberately emphasizes the specificity of the relationship between the boys and the grandfather. Although the old man scolds them for the harm, threatens «знайдібіда, авантюрист шмаркатий! Ванько-о-о! Вилазь зараз же! Бо такого втру маку – тиждень чухатимешся» (*Nestaiko, 2016: 7*) the children argue with him almost on equal terms.

In the trilogy “Toreadors from Vasiukivka”, the first two parts are told on behalf of Pavlusha Zavhorodnii (“Part one, told by Pavlusha Zavgorodny. Extraordinary adventures of Robinson Kukurudzo and his faithful friend and classmate Pavlusha Zavgorodny at school, at home and on a deserted island near the village of Vasyukivka”; “Part two, told again by Pavlusha Zavgorodny. The stranger from the thirteenth apartment, or the thieves are looking for the victim”), while the third is told by Yava Ren (“Part three, already told by Java Ren. The mystery of three unknowns, or the story of how Ivan Vasilyevich and Pavel Denisovich quarreled and what came of it”). These compositionally united stories contain retrospective chapters, which, although they go beyond the main narrative, serve as an associative addition to events or their explanation.

For example, the story about the founding of the theater in Vasiukivka and the production of “The Inspector General” is suddenly interrupted by the characters’ memories of how it all began. In retrospect, they recall the first unsuccessful attempts to organize a performance, the search for actors among local residents and funny situations that arose during

rehearsals. This technique not only creates additional intrigue, but also reveals the development of the idea of the theater from an ordinary children's fun to a large-scale event in the life of Vasiukivka. Such a structure allows us to better understand the motivation of the characters and emphasizes their perseverance and imagination: «Я поправляю бакенбарди, спинаюся навшпиньки і дивлюсь у дірку в завісі. І серце моє мліє і зупиняється... Не я перший дивлюсь у дірку. До мене у таку саму дірку зазирали, мабуть, і Щепкін, і Станіславський, і Тарапулька зі Штепселем... Тисячі артистів усіх часів і народів дивились у дірку в завісі. І так само спокійно й весело вмошувалися глядачі по той бік завіси – у залі. І так само скакали дрижаки у душах по цей бік завіси – на сцені. А надто – коли прем'єра» (*Nestaiko, 2016: 184*). The inclusion of irrelevant generalizations in the narrative creates a comic effect. The narrator continues his reasoning, involving a pun in the artistic structure of the work: «Ми з Явою – Станіславський і Немирович-Данченко оцього нашого сільського МХАТу (чи пак, ВХАТу)» (*Nestaiko, 2016: 184–185*).

The following chapters describe the friends' summer vacation in Kyiv, where they accidentally end up at a film studio and take part in the filming of a film.

Or in the third part Yava Ren tells how and why they quarreled with Pavlo, their best friend. Such a transition between events in time and space not only creates intrigue, but also reveals the motives of Pavlusha's and Yava's adventures.

The author's irrepressible imagination, through the images of Yava (mostly) and Pavlusha, constantly generates ideas that become the beginning of new unexpected events. After all, surprises are both a characteristic genre feature of this story and a compositional technique inherent in adventure literature. Surprise is inherent in the intra-plot course of events: «Ранок почався з несподіванки. Коли я прокинувся, Ява уже був одягнений (він встав раніше за мене). Одягаюся я, і бачу – він мені підморгує і киває головою: ходім, мовляв, є якийсь секрет» (*Nestaiko, 2016: 229*).

The author uses the effect of surprise even in the chapter titles, emphasizing the dynamism of the depicted events, thus encouraging the reader to immerse themselves in Yava's and Pavlusha's adventures, as well as to develop their own imagination and try to predict the course of events: «**Несподівані** Ігор, Валька та інші» (розділ восьмий першої частини); «На студії. **Несподіванка** перша. **Несподіванка** друга» (розділ дев'ятий другої частини); «Вовчий ліс. Історія дота. **Несподіванка**» (розділ чотирнадцятий третьої частини); «Подвиг старшого лейтенанта Пайчадзе. **Несподівана** поява Павлуші» (розділ двадцятий третьої частини). Отже, в трилогії не лише частини, а й кожен розділ має назву. Як зазначає Л. Овдійчук, це називні, питальні, спонукальні (часто окличні) речення, які мають гумористичне забарвлення й, відповідно до вимог жанру, інтригують читача (*Ovdiichuk: 11*). Наприклад, «Екзамен. Де Ява? Що з ним?.. Переекзаменовка...» (розділ сьомий першої частини); «Шукаємо царя – незнайомця з тринадцятої квартири. Зустріч у театрі. Велич і падіння Яви Реня» (розділ п'ятий другої частини); «У хаті Гребенюків. Ой, нога, нога! Безславно додому. Все плутається» (розділ двадцять третій третьої частини).

Another atypical feature of the adventure genre in the trilogy is the parallel development of events in different places. For example, while Yava finds himself on a "deserted" island, Pavlusha returns home. The story of the adventures of each of the characters is presented in two separate chapters, which allows the reader to immerse themselves in their separate worlds. These situations, despite their separation, turn out to be interconnected: the events and decisions of one character affect the other. This technique demonstrates how the fates of the main characters are intertwined.

Each chapter is relatively autonomous: it has its own beginning, climax and resolution. Thus, the climaxes in the trilogy “Toreadors from Vasiukivka” really have a significant impact on the development of the characters. In the first part, when Ivan Ren (Yava) fails an exam, his grandfather imposes a severe punishment and forbids him to leave the yard and forces him to help and work around the house. Pavlusha also supports his friend in solidarity, giving up his dream trip to the sea. This caused his parents to be justly angry and as a result, his father gave his son «таку нагрузочку на день, що добрий наймит не впорався б». This situation becomes a lesson in responsibility for the boys and strengthens their friendship, forming internal changes in each of them.

In the second part of Vsevolod NESTAİKO’s trilogy “Toreadors from Vasiukivka”, the climactic episode is connected with a watch that Yava and Pavlusha accidentally took from a stranger during a trip to Kyiv. They decide to return it to its owner, which sets off a series of adventures. The key moment is the situation when the guys discover the watch and realize their mistake: «І тут Павлуша дістав із кишені годинника. Той самий годинник! «Мамо рідна! – скрикнув я. – Та це ж не наш! Ми переплутали!» (NESTAİKO, 2016: 223). After that Yava and Pavlusha begin their search for the owner, which, on the one hand, leads to many funny adventures in Kyiv. On the other hand, no matter what obstacles and adventures come their way, they emphasize the importance of feeling responsible for one’s actions, which is the central theme of the second part of the book.

In the third part of the trilogy “Toreadors from Vasiukivka”, the climax is connected with a flood, which becomes an important test for the main characters – Yava and Pavlusha. This natural disaster not only threatens their village, but also calls into question their lives. The guys and their families faced the horror of the flood: the natural disaster did a lot of harm (it flooded houses, swept away boats, people and livestock could have died). Both heroes showed initiative and courage – Yava reached the military for help and Pavlusha saved his best friend: «Зараз вода підніметься до стелі, заповнить усю хату, я булькну, захлинуся, і все... Але я не хочу вмирати! Не хочу! Я хочу жити!.. Сил ставало дедалі менше. Я почав ковтати воду і захлинатися. Невимовний жах охопив мене. Невже це кінець?! <...> Світло ліхтарика засліпило мене, і я нічого не бачив. Тільки чув Павлушин голос: “Давай руку! Давай руку!” Я важко звів над водою руку і відчув, як її цупко схопила його рука. І лише тепер я зміг віддихатися. Павлуша мовчав. Він тільки міцно стискав мою руку. А я стискав його руку. І міцнішого, палкішого рукостискання не було в моєму житті» (NESTAİKO, 2016: 470–472).

This part expresses the deep bond between the friends, their willingness to help each other in the most difficult situations. During his illness (Yava caught a cold and injured his leg) Pavlusha visits him and does not leave him, although their friendship was under threat at the beginning of the third part and after the flood it began to improve again and despite all the difficulties Yava and Pavlusha find again a way to mutual understanding and support.

This composition of the work captivates the reader, keeps his attention and at the same time emphasizes the main idea of the work: friendship is the greatest value that the characters have preserved, despite all the trials, mistakes and difficulties. The first-person narrative helps the author reveal the motivations of the actions, plans and deeds of the main characters, making their experiences more understandable and close to the reader.

At the same time, the work is distinguished by its genre versatility. The author skillfully weaves elements of various genres into the main plot: letters, folk and literary songs, legends, curses, oaths, etc. Such a genre mosaic enriches the text, giving it a special flavor and depth.

Studying this work, L. MIROSHNICHENKO considers it as an authorial modification of an adventure story, in which the genre is updated through the integration of inserted elements of

other genres (Miroshnichenko, 2017: 37–38). A special role is played by the features of the epistolary genre, presented through correspondence. Letters provide an indirect characteristic of both the addressees and the addressees, emphasizing the relationships between the characters and also reflect the individual features of speech, intelligence and temperament of each. They are often marked by intertextuality.

For example, the boys' letter to their fellow villagers is an interesting creative interpretation of the famous letter of the Cossacks, written together with the Kosh ataman Ivan Sirko to the Turkish Sultan Mahmut IV. As L. Miroshnichenko notes, the inclusion in the trilogy of "Cossack-Turkish" letters has a historical subtext. The author provides an interesting background to their origin, telling about an expedition that, exploring ancient monuments (Miroshnichenko, 2017: 35–41), found an inscription on a scoundrel in the house of Stopa Karafolka (one of the characters): «Цю хату збудував 1748 року 10 квітня козак Титаровського куреня Гаврило Карафолька» (Nestaiko, 2016: 290). Thus, the Cossack origin of Stopa and several other heroes was revealed. This discovery became a reason for ridicule from the "Cossack descendants" of Yava Ren and Pavlusha Zavgorodny, who did not have "a single Cossack" among their ancestors. Insults and mockery forced the friends to come up with an original way to respond to their "enemies". They decided to write them a letter based on the famous message of the Cossacks to the Turkish Sultan: «Ти – шайтан дурепський... Який ти в чорта лицар?.. Слинько ти шепеляве! Дірка од бублика! Реп'ях ти з хвоста собачого! Латка на подертих штанах, шмат відмінника недогрizenний!.. Не годе ти доброго слова, хай з'їсть тебе руда корова! Отак ми тобі відказали, плюгавче! І за це поцілуй нас у брудні порепані п'яти, свиняче порося ти!» (Nestaiko, 2016: 293).

Vsevolod Nestaiko originally rethinks and interprets the Cossack letter, using vocabulary that corresponds to the context (in the trilogy, the devil becomes not "Turkish" but "durepsky"). Thus, the author creates a similar, but at the same time completely different picture of reality. The heroes of the trilogy "Toreadors from Vasiukivka" fill the letter with bright emotional and expressive vocabulary that reflects the social and everyday features of rural "boyish" life. This contributes to the figurative reproduction of the artistic reality of the work. This approach not only enriches the text with historical allusions, but also demonstrates the connection of modern heroes with the traditions of the past, emphasizing the deep cultural context of their adventures.

The next letter, given in the text of the story is a kind of response to the previous one. The writer creates it as a fiction because history has not preserved the real response of the Turkish Sultan to the letter of the Cossacks. This letter, at first glance, is written in an official and restrained style, but in the context of the adventures of the heroes it acquires a distinct ironic tone. This technique skillfully reproduces the peculiarities of children's thinking, in which seriousness is often combined with humor and fantasy. The comic situation that arises thanks to this letter not only causes a smile, but also contains a certain educational content, emphasizing the importance of friendship, wit and mutual understanding: «Дорогі друзі! Ви лаєтесь дуже красиво, але тільки тому, що ви не козацького роду й вам прикро. Ми прекрасно це розуміємо. Ми залюбки прочитали вашого листа й навіть згодні прийняти вас у своє запорозьке військо писарями – хоч у вас двійки з мови. Між іншим, "недогрizenний" пишеться з одним "н", а "відмінник", навпаки, з двома (див. правило подвоєння приголосних, підручник граматики, стор. 4, параграф 23). З привітом. За дорученням славного війська запорозького кошовий Степан Карафолька» (Nestaiko, 2016: 294).

In other episodes of V. Nestaiko's trilogy letters perform a predominantly informative function. They serve as a means of conveying important events, developing the plot, or explaining circumstances that are outside the immediate scope of the work. Thanks to letters, the

author reveals the characters, their relationships and motivations, thereby enhancing the dynamism of the narrative: «Дорогий дядьку Грицько! Вибачте і не сердьтеся, що ми взяли ваш стартовий. Він нам отако треба! Ми йдемо на серйозну операцію. Може й не вернемось. Тоді шукайте наші тіла у підземеллях Лаври. Інакше ми не могли. Йдеться про нашу честь. Ми обов'язково повинні повернути одному чоловікові його річ Ми не можемо, щоб нас вважали за злодіїв. Про всяк випадок прощайте. Павлуша. Ява...» (*Nestaiko, 2016: 299*). Such elements add realism to the work, allow you to diversify the structure of the text and deepen your understanding of the characters' inner world.

The writer organically weaves into the trilogy songs, which are presented by different thematic groups, which enriches the text and deepens its intertextuality. Historical songs are closely connected with the development of the Ukrainian people and reflect the specifics of certain historical eras.

Thus, having learned about their Cossack origin, Vasiukivka boys create their own Sich, dress in traditional Cossack clothes, choose koshevogo and perform the “cheerful Cossack march” “Oh, whether a master or a lost one – you can never die twice...”. The soldiers in Vasiukivka sing a marching war song to the words of M. Dudin “On the Road”. Yava's personal experiences are reflected in his performance of the song to the words of D. Pavlychko “Two Colors” to attract the attention of Grebenyuchka. And when the schoolchildren go on an excursion to Kyiv, they sing “Cheremshyna” to the words of M. Yuriychuk, which adds emotional color to their adventures. All these musical moments create a lively atmosphere, reflecting the mood and inner world of the heroes:

«Знов зозулі чути голос в лісі,
Ластівки гніздечко звили в стрісі,
А вівчар жене отару плаєм,
Тьохнув пісню соловей за гаєм...» (*Nestaiko, 2016: 26*).

According to L. Miroshnichenko, the author, describing these times, introduces into the text of the work excerpts from popular Ukrainian songs of the 70s, thus expressing the narrative. Each of the song fragments in the story implements a characterological function and in a certain way indicates the social status of the performer: Knyshe – representatives of the older generation, sing a social and everyday song, soldiers – a song of the war years, schoolchildren – pioneer songs “Solar Circle”, etc. (*Miroshnichenko, 2017: 39*). The song in the work acts as a kind of associative marker for the characters, characterizing their social functionality.

In the story “Toreadors from Vasiukivka” by V. Nestaiko, there are folklore elements, the study of which makes it possible to understand the means of character formation, original forms of expression of ideas, ways of realizing the author's attitude to the depicted, etc. Thus, the author explains the origin of local Vasiukivka toponyms, such as Zakharkovo Lake and Gorbushina Grave – this is the subject of the third chapter of the third part of “The Legend of Gorbushina Grave”: «То була страшна легенда. Начебто давно-давно, ще за козаччини, повертаючись із турецького походу, стояли біля нашого села у долині кошом запорожці. Сотня сотника Горбуші. І сталася тоді дивна річ. Несподівано шез уночі мішок золотих дукатів... <...> Та не принесли щастя сотника Горбуші крадені козацькі дукати. Не минулося йому злодіяння. Темними горобиними ночами став з'являтися йому привид безневинно страченого скарбника Захарка. У довгій білій сорочині, без голови, підходив він до Горбушиного ліжка і схилився, простягав руки, чи то погрожуючи, чи то благаючи про щось. <...> Сім днів і сім ночей безперестанку копали джури. Викопали величезне ямище метрів сто завширшки, метрів двісті завдовжки Але тіла старого скарбника так і не знайшли. А на

сьому ніч на дні ями раптом роззявилось, зануртувало джерело, виповнилась яма водою і утворилось озеро, яке так і зветься – Захаркове» (*Nestaiko, 2016: 364–365*).

In addition, the work reveals the folk belief in rituals and love spells, which have a centuries-old history: «І він (Папуша) би заплатив навіть більше, ніж та рушниця коштувала, бо, крім усього вірив, що від неї залежало його мисливське щастя...» (*Nestaiko, 2016: 45*). For example, to attract or repel a person specially shaped bat bones were used: «Треба взяти казан і зробити у дні маленьку дірочку. Піймати кажана. Піти вночі до лісу. Накрити кажана казаном... На другий день, теж уночі, піти на те місце. Підняти казан. Там будуть лише кісточки кажанові... Знайти одну таку кісточку, наче виделка. А другу – як гачок... І от, якщо ти хочеш, щоб хтось від тебе одчепився, треба його легенько відштовхнути тою виделкою. А як хочеш, навпаки... то треба зачепити гачком...» (*Nestaiko, 2016: 390*).

The role of folk beliefs and curses (such as those of Baba Mokryna) emphasizes the power of words in the everyday lives of peasants: «Щоб вас чиряки обсіли! Щоб ваші язики до зубів поприростали! Щоб вас гикавка напала!.. Щоб вам ні дна, ні покришки! Щоб...» (*Nestaiko, 2016: 300*).

Belief in the power of words is traced in the oaths of Yava and Pavlusha: «Давай поклянемося (може, навіть кров'ю), що більш не брехатимем. І домовимося: якщо не можеш або не хочеш сказати правду – мовчи, хоч би як питали, хоч би як домагалися, – мовчи і все» (*Nestaiko, 2016: 228*).

In the trilogy “Toreadors from Vasiukivka” Vsevolod Nestaiko masterfully retells historical facts without overloading the text with dry data. He presents them figuratively and richly, enriching the atmosphere with emotions and vivid details.

The author, introducing historical events and elements of the past, makes them part of the interesting adventures of the heroes, which allows you to easily immerse yourself in the times of the Cossacks: «Роззявивши рота, слухали ми розповіді археологів про Запорозьку Січ, – про легендарного вагажка козацького Івана Сірка...» (*Nestaiko, 2016: 223*), or mentions of war: «У сорок першому, коли німці загарбали Україну, у цьому доті тримали кругову оборону троє наших бійців... Вісім днів трималися бійці без води, без їжі, до останнього патрона» (*Nestaiko, 2016: 228*).

These stories are intertwined with legends and mysterious stories, including about Cossack treasures, ghosts, and ancient rituals, which create a sense of historical depth. This approach allows the reader to experience the events of the past as if they were happening nearby, in their native village, which makes history accessible and fascinating for everyone.

In the imagination of the main characters, an alternative world is formed, with people and places familiar to them, but different from the reality in which they live. Time lines also shift, which allows the characters to enter an illusory future created by their own ideas about possible situations. The fantasy of the characters is built on the basis of real life adventures and, in their opinion, is a logical continuation of these events. Thus, the adventure plot moves from the real world to the unreal. The expression of the unreal is also manifested in dreams, which emphasize the adventurous nature of the work. As in real life, the characters face trials and surprises, but these events are filled with fiction and phantasmagoria. In the trilogy “Toreadors from Vasyukivka” Vsevolod Nestaiko uses dreams to enhance the emotional background and add brightness to the story. After meeting with Kyiv schoolchildren on Pereekzamenivtsi Island, Pavlusha has a dream in which everyday events take on an unusual, even comical appearance: «Стою я, значить, на березі острова Перекзаменовки і бачу: впливає на плесо корабель, величезний білий океанський корабель. З корабля спускають трап і по трапу йде на берег.. Гребенючка. Підходить до мене й каже:

“Здрастуйте вам. До нас на острів приїхала німецька делегація піонерів. Ви будете за перекладача”» (Nestaiko, 2016: 125).

This dream is a reflection of real events, but the author adds fantastic elements: instead of a boat, there is a huge ship and instead of ordinary schoolchildren, there is a foreign delegation. Thanks to such exaggerations, Nestaiko creates bizarre situations, introducing elements of illusion and mysticism into the everyday adventures of village boys, which is typical of the adventure genre with elements of fantasy (Miroshnichenko, 2017).

Characteristic features of children’s literature are the dynamics of the plot and humor. It is worth noting that there are age restrictions in the perception of the comic, because unlike adults, it is more difficult for the children’s reading audience to track the funny in themselves and easier to perceive the comical situation in which others, for example, the heroes of the book find themselves. M. Slavova rightly notes that «перенос дитячої гри в межі художнього зображення, розкриття складних емоційно-психічних процесів у дітей під час гри і під час читання» (Slavova, 2002: 7). The game principle in fiction manifests itself as a means of world perception, as an attitude towards the world. It determines the nature of artistic convention, imagery and genre specificity of works. The game can be a motif in the thematic layer of works, a model of the character system, a conflict core.

Thus, Vsevolod Nestaiko’s trilogy “Toreadors from Vasiukivka” is truly a multifaceted work that combines various genre elements, which makes it interesting and rich. It includes folklore motifs, the epistolary genre and is characterized by a chronological event composition that combines retrospective elements with a perspective on the future. The episodic use of dreams, imagination, mystifications and bizarre situations adds dynamics and emotionality.

This story not only entertains, but also has educational significance for young readers, forming in them such values as friendship, responsibility and courage in difficult conditions. This makes it an important work in modern children’s literature.

3. Conclusions

“Toreadors from Vasiukivka” by Vsevolod Nestaiko is a work with a distinct structure, where each chapter can be an independent adventure, but together they form a single story. The book is divided into three large parts, each of which has its own logic and completeness (beginning, climax and denouement), but all parts are united by the common theme of the adventures of the main characters – Yava and Pavlusha.

This composition creates intrigue and keeps the reader’s attention, while allowing the author to realize the main idea: friendship is the most valuable thing that the guys keep, despite all the trials and tribulations. The story is told in the first person (I-narration), which helps motivate the actions and decisions of the main characters.

The work is also distinguished by its genre diversity, as the writer skillfully weaves elements of different genres into the main storyline: letters, songs, legends, oaths, as well as elements of folklore. Surprises are not only a genre feature of this story, but also an important compositional technique of an adventure story.

The chronological sequence of events in the trilogy “Toreadors from Vasiukivka” contributes to a logical presentation of events, which is based on cause-and-effect relationships. Surreal elements, in particular dreams, emphasize the adventurous nature of the work. As in real life, the characters face challenges, but their adventures are filled with fantastical elements.

Vsevolod Nestaiko saturates the story with adventures, adventures and subtle humor – all this contributes to the formation of restless, vivid images and characters of the main characters,

emphasizing their childish naivety and recklessness. And the constant desire for heroism and bold deeds serves as a means of testing one's own courage and reminds of historical events.

Thus, the trilogy "Toreadors from Vasiukivka" by Vsevolod NESTAİKO is not just a fascinating adventure story, but also a deep study of children's characters and relationships, which are revealed through life situations.

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FRAMING FEMININE BEAUTY THROUGH PERSUASIVE METAPHOR IN ADVERTISING MEDIA DISCOURSE

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Summary

This study investigates the metaphorical representation of women's beauty in post-modern media advertisements, particularly *Cosmopolitan* magazine (June 2023 – June 2025). Although previous studies have analysed metaphor in advertisements and gender language, few understandings exist on how different arrangements of conceptual metaphors, ontological, orientational, and structural, function in upmarket fashion magazines to shape consumer consciousness and consolidate gender ideologies. Drawing from Conceptual Metaphor Theory and Critical Discourse Analysis, this study analyses 50 advertisement texts to categorise and understand trends of metaphors. The findings show a dominance of ontological metaphors (e.g., WOMAN IS FOOD, WOMAN IS ANIMAL) that essentialize and objectify women and orientational metaphors (e.g., BEAUTY IS UPWARD MOVEMENT) that stem from neoliberal ideals of self-change. Structural metaphors (e.g., BEAUTY IS TRANSFORMATION, BEAUTY IS FIGHT) are less frequent but occupy significant positions in conceptualising beauty as a struggle to be transcended by way of discipline and consumption. These metaphorical strategies do more than represent beauty, but actively work towards the building of gendered norms and consumer selves. The thesis promotes metaphor studies and media linguistics as it uncovers how figurative language use in beauty advertising represents and regurgitates prevalent cultural ideologies. It also opens up possibilities for cross-cultural and multimodal research into metaphor in framing media discourse.

Key words: *Cosmopolitan*, framing, media linguistics, critical discourse analysis, conceptual metaphor theory, gender ideology.

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1. Introduction

Beauty in contemporary media culture is no longer merely depicted as a norm of appearance but is indeed discursively constructed and commodified in and through robust discursive processes, above all, among them, metaphor. The persuasive force of metaphorical language in media texts of advertising and in beauty discourse directed towards women, in particular, remains a very captivating field of interdisciplinary study at the intersection of conceptual linguistics, discourse analysis, and media research. Capitalising on the seminal conclusions of *Conceptual Metaphor Theory* (CMT) formulated by Lakoff and Johnson (1980), metaphor has increasingly been viewed no longer as a stylistic feature but as a natural process of human cognition permitting speakers to conceptualise abstract entities in terms of more concrete, bodily-based ones. In the conceptual theory, metaphors are classified into:

- ontological (e.g., *body as container*),
- orientational (e.g., *up = good, down = bad*),

– structural (e.g., *argument is war*).

Each of them has varying cognitive and communicative functions (Lakoff & Johnson, 2003; Kövecses, 2020). Such metaphors are highly used in advertising, specifically in media targeting female consumers, where emotional appeal and identity construction take centre stage. As scholars like Forceville (2016), Charteris-Black (2019), and Pérez-Sobrino et al. (2021) argue, metaphorical strategies in visual-verbal advertising discourse serve not only to explicate abstract notions but to evoke culturally shared values, thereby shaping consumer attitudes and behaviour. In beauty media language, metaphors routinely draw on domains of conceptual meaning like war, transformation, nature, and light to present beauty as not just achievable, but also commodity-like and morally desirable (Beshlei, 2020). Recent studies have shown the metaphor's role in health (Semino, 2021), politics (Charteris-Black, 2014), and cross-cultural advertising (Kövecses, 2020), yet metaphor use in gendered beauty advertising discourse, and in iconic media like *Cosmopolitan* specifically, remains relatively unexplored.

2. Main text

This study aims to show how beauty is *not only represented but framed* in a way that meets commercial, cultural, and gendered stories. It is both a contribution to the study of metaphor and to critical media analysis in the sense that it connects metaphor typology to real campaign persuasiveness strategies within an influence-saturated media environment.

The empirical material consists of 50 advertisement texts, selected from the digital editions of the American magazine *Cosmopolitan*, between June 2023 and June 2025. The study reflects current trends in beauty discourse, shaped by shifts in gender roles, influencer culture, and post-pandemic consumerism. The findings will address previously underresearched aspects of conceptual metaphor in mass communication and clarify persuasive strategies in media discourse.

To analyse how metaphors frame beauty in media texts, a complementary combination of *Conceptual Metaphor Analysis (CMA)* and *Critical Discourse Analysis (CDA)* is employed here. Conceptual Metaphor Analysis, founded upon Lakoff and Johnson's (2003) seminal framework, provides a step-by-step approach to identifying and categorising metaphors into orientational, ontological, and structural, thus unveiling the underlying cognitive processes shaping how beauty is presented. However, to fully understand how these metaphors operate in social and ideological processes on a grand scale, Critical Discourse Analysis (Fairclough, 2013) is required. It enables us to examine ways in which metaphorical language in magazine advertisements interacts with prevailing ideologies, gendered representations, and persuasive appeals that underlie cultural assumptions about femininity and consumerism.

Cosmopolitan routinely features advertisements alongside articles promoting the latest fashion and beauty ideals with the aim of influencing women's consumer decisions. However, these magazines routinely perpetuate traditional gender stereotypes by portraying women as members of a so-called 'weaker sex' whose primary social value is being attractive, slim, and well-groomed. The discourse of ideal beauty, defined in large part in terms of the physical body, demands a perpetual attempt to better oneself, and very frequently pairs beauty with such things as gym usage and living a disciplined, health-conscious lifestyle. The thin body, too, is very often portrayed as a marker of social status and success. Recurring topics in these magazines include *self-preservation* (e.g., yoga, skincare routines, fashion), *body modification* (e.g., cosmetic injections, fillers, facial shaping exercises), and the creation of a *consumerist way of life* structured around temporal cycles, such as holidays, weekends, and vacation periods.

Collectively, these reports constitute a gendered ideology of beauty that is commercial and culturally prescriptive, represented by 3 types of conceptual metaphors.

Ontological metaphors (50%) arise from basic bodily and sensory experiences, enabling abstract concepts to be understood through concrete entities, accounting for the largest part in our corpus. In the context of beauty discourse, they reflect how women are conceptualised by establishing metaphorical correspondences between the domain of womanhood and more tangible or familiar categories. This study identifies several recurring metaphorical mappings in *Cosmopolitan* magazine, including:

- WOMAN IS FOOD;
- WOMAN IS AN ANIMAL;
- WOMAN IS A CHILD;
- WOMAN IS ARISTOCRACY.

They are not neutral or decorative; rather, they subtly encode and reinforce specific ideologies about women's roles, values, and behaviour.

Cookies and candies evoke specific associations (e.g., sweetness, softness, attractiveness), which explains their figurative use to refer to beautiful women, as shown in the excerpts. They are usually decorated to make them more appetising. This use of creams, toppings, and syrups improves the appearance of these sweets, making them more visually appealing. Interestingly, women's magazines often resort to depicting cookies and candies in fashion articles, which leads to the establishment of a parallel between icing and creams with clothing and makeup, since their primary function is to decorate the appearance of cakes and women, respectively: “Hey, **cookie**, Cape Cod called! – it wants you (and all these pretty classic items) to come for a visit!” (*Cosmopolitan*, 2023). Similarly, ingredients commonly used in making sweets tend to become metaphors used to identify women in these magazines: “**Honey**, it's simple: Just moving, talking and thinking” (*Cosmopolitan*, 2023). Along with the properties described, the use of such ingredients likely corresponds to the youth of these women. It is interesting to note how women's desirability is viewed from a culinary perspective.

Another important aspect of the ideological basis of the metaphor WOMAN IS FOOD is that most of the terms belonging to this group represent women as desserts. Thus, by representing women as a separate or detached part, as a fragment of something, they are deprived of their uniqueness, because, after all, a piece of cake is the same as another piece of cake. The very lexemes *pie*, *piece*, *tart* and *cake* carry within them hints of disorder, accessibility and lightness. Therefore, although associations with sweetness, softness, delicacy, and beauty may lead readers to perceive these food metaphors as affection or even compliments, an analysis of the assumptions underlying the use of such language products shows that, in many cases, food disguises sexual desire.

One of the most common metaphors in the English language applies animal characteristics to women and their activities. These animal depictions correspond to the three main categories with which women are identified in women's magazines: domestic animals, farm animals, and wild animals. Being kept for pleasure rather than profit and living under the same roof as their owners, pets occupy a privileged position in the animal world. Indeed, pets are not considered beasts; they are taken for walks, petted, and fed. This attitude towards pets finds its way into language, as the word *pet* itself is used as a term of endearment.

The word *bitch* is probably one of the most common terms of shame for a woman. Nevertheless, this term of abuse appears in women's magazines in articles that encourage women to be assertive. “Men Accuse Women of Not Being Witty – Just **Bitchy**” (*Cosmopolitan*, 2024). Interestingly, the reversal of the submissive role traditionally attributed to women takes the

form of an animal in these publications, as if to single out strong women from the human group. Animal metaphors mark the animal/human dichotomy and are often used to encode aggressive behaviour.

Similar considerations are observed in the work with the metaphorical lexeme *cat*. Unlike dogs, cats are known for being cunning, independent, and even treacherous, and they have traits that a woman does not value. The metaphorical use of a kitten instead symbolises the beauty and sexuality of a woman. In addition, the small size is also a positive quality to endow the metaphor with positive connotations. At the same time, the typical image of kittens playing is reflected in its figurative use, because the examples imply playfulness: *“This season’s staple strand style for all sex kittens: coooooomphy roots, pushed up and pinned, with a ruffled texture that you would get after a night in bed”* (Cosmopolitan, 2024).

Bird names are a rich source of metaphors, the most common of which are chickens: *“Things Every Cosmo Girl’s Gotta Ditch From Her Life. These bad little habits, phobias, and self-sabotaging moves could be holding back a fabulous chick like you”* (Cosmopolitan, 2025).

In light of some articles, one might venture to say that under the metaphorical chick, there is a hidden sexual component. Indeed, chicks are applied to young women: *“When to marry is a huge decision in most women’s lives, these days, many sexy single Cosmo chicks are putting off getting hitched”* (Cosmopolitan, 2024).

Animal images used for women usually present them as small, helpless animals that need care and protection and whose primary function is to entertain and feed. However, the image of women as wild animals does not fit this model. Wild animals turn the tables instead of cats, dogs, chickens, or hens because they are no longer cute animals that create company or can be used for human benefit, but are threatening and dangerous.

The fox is a prototypical example of a wild animal known for agility and cleverness. Furthermore, *fox* and the adjective *foxy* imply hunting. This is interpreted as if women dressed and groomed themselves to pursue men, which can create the illusion of the woman as the hunter and the man as the prey. Aggressiveness is the main characteristic to encode this metaphor, referring to successful businesswomen: *“Victorian Vixen Sarah Jessica Parker in this funky twist on romantic style”* (Cosmopolitan, 2025).

In other cases, the fox carries the idea of a predator waiting for its prey. Relationships are often depicted in terms of hunting. As can be seen, most animal terms metaphorically depict the man as the hunter, while the woman takes on the passive role of prey. However, when the roles are reversed, i.e. the woman takes on the active role of hunter, she is depicted as a threatening animal, as if hinting at the inappropriateness of such power, as can be seen in the following passages in which women take on the role of a relationship: *“It’s been a massive year for those feisty foxes”* (Cosmopolitan, 2023).

The metaphor of WOMAN IS AN ANIMAL foregrounds instinctive behaviour, depicting humans as consisting of a rational part (subject) and an emotional part. This metaphorical theme suggests that what distinguishes humans from other species is their rational capacity, such as their ability to control their behaviour. According to this belief, there is an animal within every human being, and civilised humans should restrain their animal instincts, allowing their rational side to dominate them.

Depicting women using the metaphor of a *baby* is another semantic device that glossy magazines often use to represent women. Such words can certainly evoke favourable associations in the encoding of the metaphor. Typically, babies evoke feelings of tenderness and protection in us; therefore, the metaphor can be established based on affection. However, specific nuances are conveyed based on such metaphorical identification when considering the actual

use in women's publications. Babies are defenseless and need to be protected because they are unable to do anything on their own, which may explain the metaphorical use of the child in these articles that encourage women to take the initiative in finding a job, working, or buying new clothes, as shown in the excerpts below: “*Work it **baby!** Make your Saturday job work for you*” (Cosmopolitan, 2025).

Children and play are inseparable concepts, because people usually play with babies. From this perspective, baby and child can be shortened as ‘doll’. Dolls, in turn, activate associations of fun and pastime, as opposed to more serious matters, and at the same time suggest physical beauty: “*If you really want to be his **sex-rated boudoir babe**, read on for some sure-fire ways to fuel his lust, for good!*” (Cosmopolitan, 2023).

Among the ontological metaphors, we find metaphorical images of otherworldly supernatural beings, such as sirens, dark angels, and vampires. Although most people associate sirens with beautiful women, these mythological creatures lured sailors to destruction with their singing. This seductive quality has been preserved in its figurative use, and, in light of these examples, the siren conveys the idea of a powerful sexual attraction: “*International sex siren*” (Cosmopolitan, 2024).

Another creature used to identify female beauty is the vampire. Vampires are associated with eternal youth and are also metaphorically applied to a woman who treats herself to food: “*A **vampy** sex symbol*” (Cosmopolitan, 2024).

Overall, ontological metaphors conceal deeper cultural assumptions about femininity by presenting them as natural or self-evident. They play a significant role in shaping societal perceptions of women, *framing them as objects to be admired, controlled, or idealised*. Ultimately, these metaphors help construct and sustain gendered worldviews in contemporary media discourse.

Structural metaphors (20%) are verbalised through the frames of *transformation* and *struggle*. These metaphors construct beauty not as an innate quality but as something that must be actively *achieved* and *maintained*, primarily through consumer practices. Two dominant conceptual metaphors emerge in this discourse:

- FEMALE BEAUTY IS TRANSFORMATION;
- FEMALE BEAUTY IS FIGHT.

Through these metaphorical frames, the media encourages women to view beauty as a process of self-reinvention, made possible by purchasing cosmetics, fashion items, and personal care products. Advertisements position these products as gateways to a more glamorous, fulfilling version of oneself. For instance, the fragment “*The most sensational place to wear satin is your lips*” (Cosmopolitan, 2020) links consumption with sensual pleasure and self-expression.

Moreover, the *language of combat* is often employed to emphasise the challenges women face in maintaining socially accepted beauty standards. Phrases like “*Hair is **under attack***” (Cosmopolitan, 2018) and “*You have the tools to **fight back***” (Cosmopolitan, 2019) metaphorically frame beauty routines as battles in which women must defend or restore their appearance. Hair, in particular, is frequently depicted as a site of weakness or failure, dryness, split ends, or dullness, serving as signals of neglect that require immediate intervention.

Advertisements also use emotionally charged language to encourage identification with a particular product or lifestyle, as seen in the slogan “*Beauty breaks all rules*” (Cosmopolitan, 2018), which suggests that purchasing the advertised product is an act of empowerment and nonconformity.

Structural metaphors in beauty advertising are deeply intertwined with consumer ideology. They do not merely describe a product’s features but construct a narrative in which women

are invited to transform themselves through consumption, often framed as a personal challenge or conquest. These metaphors both reflect and reinforce broader cultural discourses that equate femininity with constant self-improvement and discipline.

Oriental metaphors (30%) in *Cosmopolitan's* beauty discourse are frequently expressed through spatial and directional lexemes such as *lift*, *boost*, *push*, *light up*, and *top*. The most common metaphoric mappings are:

- BEAUTY IS MOVING UPWARD;
- BEAUTY IS MOVING FORWARD.

They convey the idea that beauty requires upward and forward movement, aligning physical appearance with *progress*, *improvement*, and *elevation*, all of which frame beauty as an aspirational goal. For instance, the phrase “*You will **light up** every room you walk into*” (*Cosmopolitan*, 2025) equates feminine beauty with light and radiance, suggesting a woman's presence transforms the space around her. Similarly, “*When the money is **high**, take a woman **to the top***” (*Cosmopolitan*, 2025) employs financial and spatial metaphors to construct a hierarchy in which the woman ascends through association with wealth.

In other cases, orientational metaphors are directly tied to the physical body and personal care. The slogan “***Lift it, boost it, own it***” (*Cosmopolitan*, 2024) refers to hair care but simultaneously invokes themes of *empowerment and self-mastery*, suggesting that upward movement in appearance leads to increased self-confidence. Likewise, “*Drama? Sometimes I like to **push it***” (*Cosmopolitan*, 2025) uses the verb *push* metaphorically to indicate agency and boldness in style or personality, aligning assertive behaviour with a desirable feminine identity.

These orientational metaphors consistently promote a cultural ideal in which women are expected to strive for improvement, advancement, and ‘*rise*’ above perceived shortcomings. They normalise the belief that beauty is a continuous process of climbing, enhancing, and optimising. This framing reflects broader neoliberal ideologies that link self-worth with productivity and visible success, even in the domain of physical appearance.

Moreover, when viewed alongside *ontological* and *structural metaphors*, a broader pattern emerges: ontological metaphors often depict women as fragile, luminous beings, sources of emotional or visual comfort, while structural metaphors introduce more dynamic or even threatening roles, such as the woman as poison or warrior, suggesting power through transformation and conflict. All metaphor types, however, converge on the idea that beauty is a process of becoming, often requiring financial investment, effort, and conformity to evolving aesthetic standards.

The findings of this study, including the predominance of ontological metaphors in *Cosmopolitan's* beauty advertisements media discourse, resonate with the outcomes of earlier studies in *media linguistics*, *gender discourse*, and *conceptual metaphor theory*. As Pérez-Sobrino, Littlemore, and Houghton (2021) observe, metaphorical language in advertisements is accountable for attracting attention and establishing affective resonance, usually by broadcasting abstract values such as beauty, power, or transformation in embodied, concrete experiences.

This study's exploration of metaphors such as WOMAN IS FOOD, WOMAN IS ANIMAL, and WOMAN IS ARISTOCRACY shows how women are still portrayed in advertising texts as desirable *objects of consumption, control, or possession*. These findings echo Lazar's (2006) *feminist critical discourse analysis* of advertising, which illustrates how empowering ads frame traditional gender hierarchies through the objectification of the female body and the construction of beauty as a woman's primary value. In this case, ontological metaphors not only dehumanise but also create a false sense of intimacy between the consumer and the product by rendering the female subject tangible and purchasable.

Oriental metaphors such as BEAUTY IS MOVING UPWARD also support the rhetoric of individualised self-improvement that is central to *postfeminist and neoliberal discourses* (Gill, 2008). Such metaphors are in keeping with the cultural mandate of self-improvement through consumption, where upward movement serves as a metaphor for achievement, bliss, and social advancement. This discourse aligns with Littler's (2013) “*success myth*,” which equates physical beauty and self-control with moral worth and thus implants capitalist and patriarchal ideologies in the guise of choice and empowerment.

Structural metaphors (BEAUTY IS TRANSFORMATION, BEAUTY IS WAR) are less common in the dataset but ideologically significant when they do appear. They frame beauty as a place to be worked toward, even fought for, something that requires effort, sacrifice, and discipline. This is to support Charteris-Black's (2019) argument that metaphors in media discourse are powerful tools to normalise challenging behaviour. In beauty discourse, metaphors legitimise the repeated use of products as an indispensable struggle in a woman's life.

3. Conclusions

This study provided empirical proof of how language, in the form of metaphorical building blocks of beauty, reflects, but also reinforces, cultural ideologies on gender, identity, and consumerism. The presented metaphorical trends signal a deeper tension within today's media: whereas women's magazines traditionally market themselves as empowerment spaces, their language is still caught up in highly gendered, market-driven paradigms. Beauty is not offered as an individual choice or as personal expression, but as a social duty to be accomplished through discipline, makeover, and consumption.

This study contributes to the broader discipline of metaphor studies by demonstrating how metaphors function within one specific genre: women's glossy magazines. It blends cognitive linguistics and critical discourse analysis. Based on CMT and CDA, **further research** has the potential to explore how imagery, composition, colour, font, and body positioning in advertisements converge with metaphorical language to create a unified persuasive message. It would involve *multimodal discourse analysis* that would help to interpret the way visual and linguistic metaphors co-construct meaning within media texts.

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THE ROLE OF YOUTH COUNCILS IN FORMING THE LEGAL CULTURE OF STUDENTS

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Summary

The author of this article explores the role of youth councils in shaping the legal culture of young students. The study revealed that the "legal culture of youth" in the sense of a holistic dynamic social phenomenon, a component of the general culture of the individual, reflecting the system of legal knowledge, the formation of skills to apply them in accordance with the situation, the presence of a system of moral and ethical beliefs and a sense of responsibility for one's own behavior, as well as awareness of the importance of legal values and guidelines. The formation of the legal culture of students is carried out on the basis of a number of legislative and regulatory legal acts of an international, national and regional nature. Of particular importance in these processes is the typical provision on youth advisory and consultative bodies, on the basis of which each youth council develops its own program documents. In the Chernihiv region, youth councils, as advisory and consultative bodies, play an important role in shaping the legal culture of youth by organizing a number of events, such as: meetings with public and political figures, round tables, forums, competitions, etc.

Key words: Chernihiv region, legislative framework, regulations, advisory and consultative bodies, youth,

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1. Introduction

The “Strategy of State Youth Policy in the Sphere of Formation of Legal Culture of Modern Ukrainian Youth” (*Boltivets*) states that the need for scientific development of the problem of formation of legal culture of modern Ukrainian youth is due primarily to the general public practical interest, the satisfaction of which is impossible without a thorough methodological and theoretical analysis of the problem and is determined by the current level of development of this issue in the youth sphere.

Investigating the significance of the legal culture of society in the context of nationwide processes, scientists emphasize that legal culture is the basis and catalyst of democratic transformations in Ukraine, and therefore, its formation should be the result of the active activity of state institutions, society, all its citizens, each individual in particular (*Atamanova, Diachenko, 2022: 84*). Accordingly, there is a need to study the specifics of the practical implementation of the provisions of the legislative and regulatory framework, as well as scientific research devoted to the formation of the legal culture of various categories of the population.

It is worth noting that the theoretical aspects of the problem under study, the essence of the phenomenon of legal culture, its structure, factors influencing its formation, the relationship between legal culture and phenomena of social life were studied by E. Nazarenko, V. Kopeychikov, G. Popadynets, T. Tymchuk, O. Chebykin, V. Bulgakova. The features of the formation

of legal culture of different categories of the population at the present stage were determined in their scientific publications by O. Ganzenko, V. Dubrovsky, N. Kovalenko, S. Tsygani. At the same time, it is worth noting that the socio-political life in Ukraine of the previous decade is associated with a number of challenges and threats, as well as with the formation of civil society and the growth of the level of national consciousness and legal awareness of the population. This actualizes the need for more thorough theoretical and practical research related to the formation of the legal culture of society in general and the individual in particular in today's conditions.

The purpose of the article is to investigate the role of youth councils in the formation of the legal culture of student youth. The formulated goal required solving the following tasks: to analyze the meaning of the phenomenon of "legal culture"; to characterize the legislative and regulatory framework for the formation of the legal culture of youth and the functioning of youth councils; to clarify the features of the activities of youth councils in the formation of the legal culture of student youth (using the example of Chernihiv region, Ukraine).

The research was carried out on the basis of taking into account the provisions of several methodological approaches, in particular the axiological one, which assumes the relationship between the legal culture of the individual and the system of value and worldview guidelines formed in it; the competence one, which makes it possible to take into account the relationships between legal culture and legal competence in the future; the activity one, which assumes the active involvement of student youth in the system of legal activities.

Among the methods of scientific research, the following methods were used: analysis and synthesis to study the provisions of the legislative and regulatory framework, scientific works; generalization and systematization – for the purpose of composing the text of the article, formulating conclusions; abstraction – for formulating theoretical provisions based on the analysis of empirical data on the work of youth councils.

2. Legal culture of student youth as a socio-pedagogical phenomenon

The concepts of "legal culture", "legal education", "legal competence" are currently actively functioning in scientific discourse, the relationships between which have been studied only in general terms, and accordingly, require specification and scientific substantiation in order to obtain objective and reliable results of research on the activities of youth councils in the formation of the legal culture of student youth in Ukraine.

According to V. Kopeychikov, legal culture is a system of legal values that correspond to the level of legal progress achieved by society and reflect in legal form the state of individual freedom and other most important social values. (*Kopieichykov, 2000: 140*). H. Popadynets understands legal culture as the qualitative state of the legal life of society, which is characterized by the achieved level of development of the legal system – the state of legal consciousness, legal science, the system of legislation, law and order, legal education, and most importantly – the degree of guarantee of human rights and freedoms (*Popadynets, 2016: 424*). According to S. Cherneta, O. Durmanenko, legal culture is a purposeful, systematic activity of bodies and social institutions, which involves arming the pupil with socio-legal educational knowledge, transforming this knowledge into a person's personal beliefs and forming on this basis a responsible attitude to one's own actions and behavior in general (*Cherneta, Durmanenko, 2012: 175*). Analysis of the above definitions gives grounds for concluding that common in their content are such characteristics as the individual's adherence to the rules of social behavior, the formation of a system of moral and ethical beliefs, possession of legal knowledge and the ability to

apply them, the presence in the personality of a sense of responsibility for one's own behavior, as well as awareness of the importance of legal values, meanings and guidelines. Based on the definition of the concept of "legal culture" proposed in the scientific literature, we can conclude that "legal culture of youth" is a holistic dynamic social phenomenon, a component of the general culture of the individual, reflecting the system of legal knowledge, the formation of skills to apply them in accordance with the situation, the presence of a system of moral and ethical beliefs and a sense of responsibility for one's own behavior, as well as awareness of the importance of legal values and guidelines (*Bryzhko, 2023: 85*).

Analyzing the interpretation of the concept of "legal culture", we must take into account that in the scientific literature a distinction is made between the legal culture of society in general and the legal culture of the individual. In this regard, O. Kolosova emphasizes that legal culture is a component of the general culture of both society and the individual. As a type of general culture, it is actually a system of values accumulated by humanity in the field of law, and is a component of the legal reality of society (*Kolosova*). The legal culture of society, according to the researcher, can be characterized by such features as the degree of development of legal protection of human rights and freedoms, the ideality of normative regulation of social life, the level of legal consciousness of society, the state of law and order and the means of its maintenance. We are also impressed by the opinion of E. Nazarenko that the legal culture of society reflects the qualitative state of the legal life of society, namely: the level of development of the legislative framework; the presence of a system of legislative, executive and law enforcement bodies; the degree of fulfillment of the requirements of legal norms in all spheres of society; attitude to laws in general and to their observance in particular, as well as the life position regarding the maintenance of law and order, etc. (*Nazarenko, 1999: 17*).

Summarizing the opinions of scientists, we note that the level of formation of the legal culture of society is determined primarily by the following factors: the real need of society for law; the state of legality and law and order in the country; the degree of development of legal science and legal education in society; the level of perfection of legislation and the state of legal awareness of the population in general and officials in particular; the ratio of the universal and the national in law; the effectiveness of the activities of law enforcement agencies and the protection of individual rights and freedoms, etc. The level of legal culture of society directly affects the formation of the legal culture of the individual. In this context, it is worth noting that the legal culture of the individual as a specific carrier of the legal culture of a particular society is determined by such factors as the level of socialization of a person, the degree of assimilation and use of legal norms by him.

3. Legislative and regulatory framework for the formation of legal culture among student youth

The legislation of Ukraine since independence in the field of youth policy consists of the Constitution of Ukraine dated June 28, 1996, international treaties and agreements, the binding nature of which was granted by the Parliament of Ukraine, legislative and regulatory legal acts regulating legal relations in the area under study. In this context, it is first of all worth mentioning the Laws of Ukraine "On Education" dated 23.05.1991, "On General Secondary Education" dated 13.05.1999; "On Vocational and Technical Education" dated 10.02.1998; "On Professional (Vocational and Technical) Education" dated 01.06.2025; "On Higher Education" dated 17.01.2002; "On Higher Education" dated 01.07.2014; "On Extracurricular Education"

dated 22.06.2000; "On bodies and services for children and special institutions for children" dated 24.01.1995.

Among the regulatory legal acts that regulate youth policy and influence the formation of the legal culture of youth in a certain region or settlement of Ukraine, it is worth mentioning, first of all, the provisions on youth councils that were created under local government bodies (*Pro zatverdzhennia Polozhennia pro Molodizhnu radu pry Chernihivskomu miskomu holovi*), (*Polozhennia pro molodizhnu radu pry Chernihivskii oblasnii derzhavnii administratsii*), they were developed on the basis of the standard provision on youth advisory and consultative bodies (*Pro zatverdzhennia typovykh polozhen pro molodizhni konsultatyvno-doradchi orhany*).

In particular, the regulation on the youth council under the mayor of Chernihiv states that the youth council is a permanent advisory and consultative body on the implementation of youth policy in the city of Chernihiv, the purpose of which is to promote interaction between local government bodies and the city's youth, ensure the participation of youth in decision-making regarding the implementation of youth policy, and ensure consistency of actions in resolving issues related to the life of youth (*Pro zatverdzhennia Polozhennia pro Molodizhnu radu pry Chernihivskomu miskomu holovi*). The purpose of the youth council is to strengthen the influence of youth on the life of the territorial community of Chernihiv by involving them in decision-making by local government bodies in the field of youth policy implementation. It is also noted that the main principles of the youth council under the mayor of Chernihiv are legality, the rule of law, democracy, transparency, independence, collegiality, voluntariness, political neutrality, and equality (*Pro zatverdzhennia Polozhennia pro Molodizhnu radu pry Chernihivskomu miskomu holovi*). In general, the aforementioned regulation contains the procedure for the activities of the youth council; a description of the procedure for creating and powers of the youth council; a list of rights and obligations of members of the youth council. It is worth noting that, in addition to the regulation on youth councils, the source base of the study also included reports on their activities (*Molodizhna rada pry Chernihivskomu miskomu holovi prozvituvala*), which allowed us to draw a conclusion about their positive impact on the formation of the legal culture of youth. In addition, the Youth Council under the Chernihiv City State Administration also functions, the sources for studying its work are the minutes of its meetings, published on the official website of the Chernihiv Regional Military Administration.

Thus, youth councils under city government bodies were created to activate youth policy. The following tasks were identified among the youth council's tasks: ensuring the implementation of the rights and legitimate interests of the city's youth; ensuring constant communication between local government bodies and city youth representatives in the field of youth policy implementation; creating conditions for the full use of youth potential for the benefit of the territorial community; conducting information and educational activities among youth and promoting legal awareness among city youth; participating in the development of local program projects for the implementation of youth policy; analyzing, forecasting and identifying current and promising youth development problems, participating in the development of cultural, educational and educational activities, developing the scientific and intellectual potential of youth, forming national-patriotic and moral values of youth, and forming an active public position of youth. We believe that the implementation of all these tasks is directly related to the formation of the legal culture of youth (*Pro zatverdzhennia Polozhennia pro Molodizhnu radu, 2018*).

Thus, the formation of the legal culture of students is carried out on the basis of a number of legislative and regulatory legal acts of an international, national and regional nature. Of particular importance in these processes is the typical provision on youth advisory and consultative bodies, on the basis of which each youth council develops its own program documents.

4. System of events organized by youth councils to form the legal culture of students

In Chernihiv, the Youth Council under the Mayor was established in September 2018, and in December 2020 it reported on its activities over two years (*Molodizhna rada pry Chernihivskomu miskomu holovi prozvituvala*), in particular, a survey was conducted among the city's youth on what events should be organized; a regional training "Student active" was organized (November 24, 2018) to increase the level of communication and establish close contacts between the heads and leaders of student self-government bodies of the Chernihiv region; the competitions "The Best Student of Chernihiv Region – 2018" (February 28, 2019) and "The Best Student of Chernihiv Region – 2019" (December 12, 2019) were held to identify comprehensively developed student youth, stimulate an increase in the level of their social activity, and promote the formation of an active student life position; the activities of the "OSS School" were organized (April 2–18, 2019) to create a community of active student youth and activate their activities in student self-government bodies; the Youth Forum "CHernihiv FORum YOUth" was organized (June 28, 2019); the Social Project "Success Story" was launched (August 30, 2019), within the framework of which meetings of high school students and students with famous and successful personalities from various fields of activity were held; the Forum of Young Lawyers "Lawyer of the 21st Century" (October 12, 2019), the purpose of which was to unite young lawyers, before whom the best lawyers of Ukraine spoke, who shared their experience of legal activity, expressed their views on who a modern lawyer is and what skills he should possess; a meeting of the city's youth with the People's Deputy of Ukraine – Oleg Seminskyi was held (February 8, 2020); a round table "Gender Perspective of Development of Chernihiv" was organized (February 4, 2020), during which the state of implementation of gender policy at the state and local levels was discussed (*Molodizhna rada pry Chernihivskomu miskomu holovi prozvituvala*). We believe that all these events had a constructive impact on the formation of the legal culture of youth. Analysis of the minutes of the meetings of the Youth Council under the Chernihiv Regional State Administration (*Chernihivska oblasna viiskova administratsiia*) also provides grounds for concluding about the active activities of this consultative and advisory body on youth policy issues, for example, in minutes No. 4 (dated August 13, 2025) it is stated that the needs of youth in the Chernihiv region were analyzed; events were planned to spread the culture of commemoration of those who died as a result of the full-scale war in Ukraine in the Chernihiv region, etc.; prospects for cooperation of the Youth Council with public organizations, etc. are outlined. Therefore, youth councils, as advisory and consultative bodies, play an important role in shaping the legal culture of youth by organizing a number of events, such as: meetings with public and political figures, round tables, forums, competitions, etc.

5. Conclusions

Thus, the study revealed that the "legal culture of youth" in the sense of a holistic dynamic social phenomenon, a component of the general culture of the individual, reflecting the system of legal knowledge, the formation of skills to apply them in accordance with the situation, the presence of a system of moral and ethical beliefs and a sense of responsibility for one's own behavior, as well as awareness of the importance of legal values and guidelines. The formation of the legal culture of students is carried out on the basis of a number of legislative and regulatory legal acts of an international, national and regional nature. Of particular importance in these processes is the typical provision on youth advisory and consultative bodies, on the basis

of which each youth council develops its own program documents. In the Chernihiv region, youth councils, as advisory and consultative bodies, play an important role in shaping the legal culture of youth by organizing a number of events, such as: meetings with public and political figures, round tables, forums, competitions, etc.

We see prospects for further research in finding ways to intensify the work of youth councils in shaping the legal culture of students, developing relevant programs and recommendations.

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UKRAINIAN MURALS AS AN APPLIED SOCIAL AND COMMUNICATION TECHNOLOGY: A TOOL FOR DECOLONIZATION AND GEOBRANDING

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Summary

The aim of this paper is to identify the specifics of murals as a tool of decolonization and geobranding of Ukraine within the framework of applied social and communication technology. A feature of the study of murals is that the research offers an unconventional approach to this type of street art, which is usually studied within the framework of art and culture. A feature of the study of murals is that the research offers an unconventional view of this type of street art, which is usually studied in the context of art and culture. The methods used in the study are general scientific (analysis of literary sources; method of comparative analysis and description of study results) and specific scientific methods (qualitative content analysis). The mural has been explored as a tool for promoting decolonial discourse, possessing several key characteristics, which make it an effective applied socio-communication technology, including following ones: accessibility and publicity, visualization and symbolism, narrative and reinterpretation of space, dialogism and reactivity, durability and sustainability. Among the main functions of murals in the Ukrainian industrial space the following are identified: creating visual narratives, affirming Ukrainian identity, educating a new representative of a conscious Ukrainian, preserving cultural heritage, etc.

Key words: decolonial discourse, cultural heritage, street art, image of the city, social communications.

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1. Introduction

Russia's full-scale invasion of Ukraine in 2022 became a challenge not only for the modern international community, covering the military and political sphere, but also for Ukraine itself, affecting the informational, cultural, and socio-psychological contexts. However, the state-building of our country has been significantly influenced by external factors throughout

its whole history. With the beginning of Russian's armed aggression in 2014 and until the full-scale invasion in 2022, the issue of Ukrainian identification was a subject to constant attacks at various levels (from the physical destruction of Ukrainian symbols to the erasure of Ukrainian culture and changing the worldview of the population).

The novelty of the topic is beyond doubt, since nowadays theorists and practitioners of various fields (art and culture, economics, the field of social communications, etc.) are acutely faced with the need to fight the colonial narratives and create a powerful arsenal of internal national geobranding. The issue of the effectiveness of imperial strategies and forms of counteraction to them, which were implemented through the resistance movement, educational and emancipatory practices, is considered in the context of the processes of integration and consolidation of Ukrainian national culture, which is a key factor in state formation and acquires particular importance in the context of globalization transformations. Thus, researchers see the urgency of accumulating efforts and using their own field in the fight against the aggressor and manifestations of its imperial influences.

The relevance of scientific solutions lies in the fact that practitioners of socially important institutions are developing strategies and methods of using their own projects and achievements to counter the negative impact of Russian aggression on the Ukrainian consumer of information (art forums, cultural projects, journalistic dictionaries of hate speech, economic strategies for overcoming the economic crisis caused by the war, etc.), and theorists are revealing the potential of these projects in their scientific research.

The aim of the proposed study is to identify the specifics of murals as a tool for decolonization and geobranding of Ukraine within the framework of applied social and communication technology.

To achieve the goal, the following research tasks should be completed:

- to distinguish existing tools of decolonization and outline the concept of geobranding in modern scientific discourse;
- to give a definition of the term “mural” as an applied socio-communication technology based on its artistic origin and analyze its specific characteristics;
- to determine the functions of murals in the urban space of Ukraine;
- to study the murals of Ukrainian cities and the front-line city of Zaporizhia and analyze their content aspects.

The stated aim and objectives can be realized by applying general scientific methods (analysis of literary sources; method of comparative analysis and description of study results) and specific scientific methods (qualitative content analysis). These methods make it possible to explore the theoretical foundations of the chosen topic, starting from the collection and analysis of existing approaches to defining the means of decommunization, the term “mural” and its place in scientific discourse, to studying the issue of the functioning of murals in the real conditions of modern urbanism.

2. Decolonization and geobranding tools

The scientific focus on studying ways to fight colonial narratives within decolonization processes can be found in researches from many fields: philosophy and sociology (*Honcharenko, Kraulna, Atashkade, 2024*), social communications (*Kovpak, Lebid, 2024*), history (*Svynarenko, 2023*), politics (*Riabchuk, 2016*), software engineering (*Klopov, 2024*).

M. Honcharenko, N. Kraulna, R. Atashkade consider Ukrainian social mythology (its features are the creation of national heroic myths and the demonization of the enemy) as a

means of opposing destructive narratives, which is used as a source of strength, unity and resistance, and is also important both for understanding the nature of modern conflicts and for developing information security strategies (*Honcharenko, Kraulna, Atashkade, 2024: 38*). A similar opinion was expressed by N. Rybka. The researcher emphasizes that a system of myths is being formed in Ukrainian society, which influences collective perceptions and interpretation of events. Social mythology can perform a constructive function as a specific form of social consciousness through which the nation comprehends the surrounding reality. Thus, during the full-scale Russian invasion, there was a profound rethinking of stereotypes about the “fraternal people” and other ideologies that had been imposed on Ukrainians for decades by Russian propaganda (*Rybka, 2023: 100*).

In the process of studying socio-communication means of eliminating imperial narratives in wartime there were previously analyzed examples of Ukrainian analytical documentary (DocudaysUA projects, M. Barchuk’s author’s documentary series “The Last War” and the documentary series “The Big Russian Lie” on “Social. Culture”). In the research it was found that documentary film can be conditionally divided into two directions: the first focuses on people, events and war crimes, emphasizing emotionality, involvement and empathy; the second is analytical in nature and is aimed at stimulating reflection, understanding of worldview and historical and political transformations, which allows us to reproduce events and phenomena in the format of cause-and-effect relationships (*Kovpak, Lebid, 2024: 164*).

The causal relationship between the Ukrainian consumer’s dependence on Russian narratives is traced in the field of history by N. Svyrenko. The scientist recognizes the fact that in the digital age, Russian propaganda narratives significantly affect public consciousness. In order to combat this situation, to resist it, it is necessary to comprehensively analyze historical theories about the origin of the three East Slavic peoples, the essence of the concept of “Russki Mir” (“Russian World”) and the ideas of O. Duhin, taking into account their media interpretation and influence on modern Ukrainian society (*Svyrenko, 2023*).

As M. Riabchuk aptly noted, the Russian aggression revealed precisely those aspects of Ukrainian collective memory that are related to the ideas of national solidarity, self-sacrifice, patriotism, and armed resistance to the invader, which need to be protected at the level of the formation of the state apparatus, adopting relevant laws that the author called “decommunization” ones (*Riabchuk, 2016:111*). Among these laws, the researcher highlights “On the legal status and commemoration of the fighters for the independence of Ukraine in the 20th century”, “On the perpetuation of the victory over Nazism in the Second World War 1939–1945”, “On access to the archives of the repressive bodies of the communist totalitarian regime of 1917–1991”, “On the condemnation of the communist and national socialist (Nazi) totalitarian regimes and their prohibition”. Thanks to the adoption of these laws, the activities of the two bloodiest political regimes in the history of Ukraine – Stalin’s and Hitler’s – were condemned at the level of Ukrainian legislation, and as a result, a ban was imposed on the propaganda of their symbols and justification of the crimes of Nazism and Bolshevism. Legislative acts became a means of a legal mechanism for cleansing the Ukrainian symbolic space from the communist legacy.

No less important are information technologies that create conditions for revising colonial models of thinking and power, as well as for changing cultural paradigms. The use of digital platforms and data protection in the process of decolonization provides nations with tools to preserve identity and strengthen information security. Thus, I. Klopov explores cyberdefense and information security that form digital sovereignty, which can be guaranteed by using such

key elements in the Ukrainian decolonization process as the involvement of initiatives (projects, flash mobs) in social networks, online education, decentralized services and digital heritage (Klopov, 2024: 151).

According to I. Kolesnyk, one of the key consequences of the war was the affirmation of Ukraine's geopolitical subjectivity and awareness of its role in interaction with other countries. Military support from Western countries and world partners, along with the heroism of the Ukrainian military, the resilience of the people, and the results of diplomacy, significantly influenced the international agenda, the global security system, and the course of world history (Kolesnyk, 2024). All these achievements could not have been reached without the painstaking work of specialists in geobranding, which functions as a tool for social and communication self-identification of regions in the global market, ensuring the formation of their image and reputation in new economic and political conditions. V. Voronova focuses on the geobranding advantage in popularizing a territory as a way of broadcasting information about it, tracing the specifics of communications that have geobranding significance (chronicles, advertising) (Voronova, 2018). M. Chernets holds the same opinion, arguing that the emergence of geobranding and efforts to implement its techniques by leading countries of the world indicate an increasing relevance of the problem of constructing a unique image of territories by appealing to culture, unique features of the city, and its individuality. All this is expressed in cultural heritage and can become the main advantage and key factor in the development of both the state in general and the territory of a separate city in particular (Chernets, 2017: 70).

The development of cities and the disclosure of their cultural significance in the geobranding of the country becomes possible thanks to the building of the city's image. O. Moroz, V. Herasymchuk, etc. note that usually the image of a city consists of a system of indicators, which includes the quality of life, business climate, the presence and size of its own and attracted capital on this territory, and infrastructure. The authors of the study include emotional impressions of the city as an irrational part of its image. In particular, this may include geographical features, architecture, and aesthetic appearance of the city (Moroz, Herasymchuk, 2020: 110).

So, having studied the means of decolonization and the specifics of the country's geobranding, it was determined that geobranding affects the creation of the image of cities, which is formed using the existing infrastructure and its design. Therefore, it is possible to claim that one of the ways to design infrastructure facilities is not only symbols (flag, coat of arms, etc.), but also street art (part of which is the mural, which is widespread today).

3. Theoretical foundations of studying the concept of “mural”

The study of the mural as a modern urban artistic phenomenon and a tool of social communications, taking into account international experience in the field of communicative practices, currently raises a number of debatable questions regarding its functionality and field of study (urban studies, cultural studies, history, social communications, art history).

The problem of defining the term “mural” is revealed in a number of scientific investigations. Today, murals are part of street art and a component of the organization of the urban environment. According to I. Havrylash, murals are a means of communication for different social strata, and therefore an effective tool for creating a dialogue, since certain examples of murals draw the attention of the urban community to important issues and problems that require urgent solutions (Havrylash, 2018: 137).

According to H. Bitaeva, the art of murals (monumental wall-paintings) is an inseparable part of urban space. Having a deep historical significance in the Ukrainian realities of the post-Maidan and war period, the phenomenon of mural art has become widespread in recent decades, when, in connection with socio-political changes, hundreds of new murals have appeared in many cities (*Bitaeva, 2025: 243*).

Murals are considered as part of social communications by O. Kolisnyk and N. Ponomarova. Scientists argue that as a form of art, a mural performs an aesthetic function, since it complements the architectural landscape of the city and provides a certain bright and colorful accent on buildings (*Kolisnyk, Ponomarova, 2019: 65*). At the same time, they do not diminish the socio-communicational significance of murals, since such images introduce symbolic signs with certain meanings into the area, conveying certain narratives of society.

Taking into account all approaches to interpreting the definition “mural” and attributing this concept to a certain sphere, in this study it is necessary to define the mural itself as the result of the creative process of creating street art, which acts as graphic indicators of important social narratives.

The specific characteristics of murals are based on such criteria as the subject of coverage, genre palette, style of creation and size of the canvas. The first criterion for the typology of murals was taken in the work of Yu. Shemenova, where three models of murals in Ukraine between 2010 and 2020 were identified: national – with the representation of works of ethnoculture; authorial – with the coverage of the artist’s individual vision of the surrounding world; adaptive – with artists’ appeal to artistic traditions and artistic images of other countries of the world (murals are usually performed by foreigners or in collaboration with Ukrainian artists within the framework of international street art festivals) (*Shemenova, 2021: 225–226*). H. Pysanka and S. Davydova, having studied murals in contemporary art and social life, divided them into such classes as: graphic, pictorial, decorative (by style of creation) and mini-murals – from 1 to 7 meters in height, made on small buildings; middle-murals (medium size) – from 8 to 19 meters (by size of the canvas), animalistic, everyday, historical, portrait, landscape, religious (by genre) (*Pysanka, Davydova, 2018: 192*). Among the common styles of murals, realism, geometric stylization, surrealism, as well as elements of mythological and fairy-tale motives are also distinguished (*Mnozhynska, 2025: 127*).

In addition to determining the place of the mural and the types of this kind of street art in the field of theoretical explorations, it is also important to study their functions. Having studied the works of H. Bitaeva, O. Kolisnyk and N. Ponomarov, the conclusion was reached that today one of the basic purposes of murals is to decorate and enliven the urban landscape. However, with the requirements of modernity, mural painting is also perceived as a form of non-verbal communication. Performing the function of protest, murals draw attention to social and political problems, support and express collective solidarity through visual symbols. The educational function is also no less important, since with the help of murals in the urban environment, historical and cultural figures are honored, local folklore and ethnic diversity are demonstrated. In times of oppression of culture and national values, murals depict prominent figures of national history and the liberation movement, performing an educational and informative function.

The final function was revealed in Ukraine during 2014–2016 under the influence of the Euromaidan agitation art. Similar works against the backdrop of the Revolution of Dignity and the armed conflict in the East of the country (2014 – present) broadcast the consequences of the aforementioned events, glorify national heroes, and visualize the distorted fates of people in the Donbass (*Shemenova, 2021: 3*).

4. The social and communicative significance of murals in Ukraine

The main agents of Ukrainian murals in wartime are memory, generations, and symbols that manifest important cultural meanings and senses – socio-cultural, political, and national identity. For example, the material of Veronika Masenko’s article “Murals as a Reaction to War appear in Ukraine and abroad. How does this affect urban space?” raises the question of the impact of patriotic street art on urban space, symbols of resistance to Russian aggression (for example, in Kyiv, murals with “Saint Javelin”, the dog Patron, rescuers of the State Emergency Service, “Ghosts of Kyiv”, etc.). This study also tells about the cultural project The Wall, which was implemented by the Port agency and the Ukrainian Institute with the support of the Ministry of Foreign Affairs and thanks to which monumental works dedicated to Ukraine appeared in five cities: Vienna, Berlin, Marseille, Brussels and Nairobi (Masenko, 2023). According to art critic and founder of the agency, Katia Teilor, the concept of The Wall was to create collaborative works by Ukrainian and foreign artists about common values – freedom, democracy and unity: “Yes, an unplanned ‘encounter’ with a mural that tells about the common future of Ukraine and Europe can leave a mark in the viewer’s memory and in the future influence their decisions and political choices. Not depicting military aggression or weapons on buildings was a rule that was followed by default. In some cases, it was necessary to work especially carefully with the local context” (Masenko, 2023). Here, the artist aptly mentions the successfully chosen narrative strategy of the mural “Grain of Culture” in Nairobi by two artists – from Kenya and Ukraine: a message about Ukraine supplying grain to Africa despite the war (Fig. 1). Due to the low awareness of Kenyans about the situation in Ukraine, the authors strategically used their shared experience: a key element of the strategy was to establish a connection between Ukraine and Kenya based on a common colonial past, which allowed to create an emotional connection and solidarity, since the topic of the struggle for sovereignty and against colonialism is close to many African countries. Instead of focusing solely on the destruction and war, the mural focused on the fact that Ukraine, despite everything, continues to help the world by supplying grain to Africa: this message positions Ukraine not as a victim, but as a reliable partner that fulfills its obligations even in the most difficult times. The mural in Kenya not only informs, but also creates a narrative bridge between different parts of the world: it transforms the Ukrainian war from a local conflict to a global problem, showing how Russian aggression affects the world, in particular the food security of the countries of the Global South. Thus, the mural in Kenya uses a strategy of direct, emotionally resonant communication, built on common historical connections and current problems, which allows it to effectively convey the Ukrainian message to a wide international audience.

According to the article, the original idea for the mural in Kenya was to depict colonialism in the form of a giant spider with the crown of the Russian Empire, but this idea was rejected due to the aggressive reaction of local residents, which confirms the importance of ethical and tolerance filters. Ultimately, the team abandoned the idea with the spider out of respect for the local residents who would have to live next to this image, and they did it to ensure that the main messages of the project were heard and understood.

The murals mentioned in this study use symbols to convey deep sociocultural and political ideas that oppose imperial narratives. The mural “St. Javelin” (Fig. 2) in Kyiv and other cities transforms a weapon (an anti-tank missile system) into a sacred symbol, a manifesto of resistance and national identification, emphasizing the divine protection of Ukraine from the enemy. The art object reinterprets weapons as instruments of the struggle for freedom, not aggression. “Ghosts of Kyiv” (Fig. 2) serves not only to boost morale, but also to



Мурал «Зерна культури» в Найробі створили художник із Кенії Eliamin Ink разом з українцем Андрієм Ковтуном і Нікітою Кравцовим. ФОТО: Port

Fig. 1. The mural “Seeds of Culture” in Nairobi. Source: (Masenko, 2023)

mythologize the modern struggle. This creates a national heroic pantheon and affirms its own, non-Soviet, identity. The resilience and heroism of not only the military, but also civilians, which is an important element in the formation of the socio-cultural unity of the nation in war conditions, is encoded in the images of the State Emergency Service rescuers and the dog Patron. All these examples demonstrate how murals transform urban space, filling it with new decolonial meanings, create visual narratives that counter Russian propaganda and affirm the Ukrainian identity as strong, independent and capable of separate cultural creation.



Fig. 2. Mural “Holy Javelin” by Kailas-V on Antonov Aircraft Designer Street in Kyiv (left); mural “Ghost of Kyiv” by Andriy Kovtun on Mezhyhirska Street in Kyiv. Source: (Masenko, 2023)

The murals of the series “Time of Changes” by the Kyiv duo *Interesni Kazki* by Volodymyr Manzhos (Waone *Interesni Kazki*) and Oleksiy Bordusov (Aec *Interesni Kazki*) interpret the temporary occupation of Crimea and the beginning of the war in Donbas (Fig. 3). “The art object symbolizes the eternal struggle of good against evil. The struggle is taking place both

on a universal scale, where a snake encircles the entire earth, and a zombie-TV turns a rational person into a primate. And on earth, where a six-armed Cossack fights back evil. The artists added many interesting “Easter egg” (reference) symbols to the picture: a monkey with a machine gun and a grenade; a burning tank with the sign “To Kyiv”; burning tires in one of the Cossack’s hands; paving slabs from the Maidan; “The Lutsk castle, to which the stork instead of flying away returns, not like on the 200-hryvnia banknote, well, that snake face reminds me of someone” (Mural “Time of Changes”). Volodymyr Manzhos’s work about Ukraine’s victory over the Soviet and Russian empires in Podil opened the Ukraine The Best cultural tour, within which murals dedicated to Ukraine were created in European cities. The content is a textbook decolonizing one: a Ukrainian Cossack in “pixel” pantaloons under the cover of an amulet towel against the backdrop of historical fortresses destroys an evil spirit in the form of a bear in red pants, armed with a sickle and a hammer.



Fig. 3. Mural “Time of Change” by the Kyiv duo Interesni Kazki by Volodymyr Manzhos and Oleksiy Bordusov (left); work by Volodymyr Manzhos, a former member of the duo Interesni Kazki, from the series “Time of Change”.

Source: (Graffiti “Time of Change”) (left) and (Masenko, 2023) (right)

Tetiana Hundorova writes in her book “Traditional Culture and Postcolonial Trauma”: “All the above-mentioned codes: Cossack, apocalyptic, carnival – were largely based on performativity... The Cossack code was one of the most influential on the Maidan” (Hundorova, 2024: 20, 24). Therefore, street art declares and cultivates the Cossack myth in a generational perspective: from a Cossack in harem pants to the uniform of the Armed Forces of Ukraine.

The patriotic education of representatives of the new Ukrainian is also formed through murals. Analyzing the mural in Rivne dedicated to the memory of the fallen defenders of Azovstal, T. Savchenko and O. Turcheva note that the artist A. Shostak immortalized the faces of Rivne residents Kostiantyn Druz (with the call sign “Ace”) and Vitalii Semchuk (with the call sign “Rut”). The authors analyze the mural, which combines several elements: a trident, portraits of the defenders of Mariupol on the background with the contours of Azovstal, and the image of a girl hugging Ukraine. It symbolizes all children who suffered or died during the war (Savchenko, Turcheva, 2025: 52).

No less interesting to study are the murals of front-line city Zaporizhzhia and identifying of the features of their functioning in the region, which suffers from daily enemy shelling. An important task performed by street art in Zaporizhzhia among all those mentioned above is also the preservation of cultural heritage and support for historical figures who are directly



Fig. 4. Mural to the fallen defenders of Azovstal, Rivne.

Source: (Savchenko, Turcheva, 2025)

related to the liberation movement and the formation of Ukrainian statehood. Thus, an example of such a mural is an art-object depicting Bohdan Khmelnytskyi, which an artist Oleksandr Korban worked on. This mural became the first in a series of works of the project “Each of Us is a Hero” (Fig. 5). It should be noted that the mural itself contains a monochrome insert at Bohdan Khmelnytskyi’s eye level, which illustrates the connection of the hero of the mural to historical events. Another example of this function is the mural depicting Nestor Makhno, which was made by Davyd Chychkan and Kateryna Pikarska. It should be mentioned that in addition to the relevant symbolism and portrait of the revolutionary, the location of its placement is also important. The mural was created on the building of the Hulyaipil Hub in the city of Zaporizhia.



Fig. 5. Mural depicting Bohdan Khmelnytskyi by Oleksandr Korban, Zaporizhia (left), portrait of Nestor Makhno, Zaporizhia (right).

Source: (local media Syspilne. Zaporizhzhia)

Gameness and resistance to the occupation troops are also conveyed in a number of murals, which are built on symbols that are close to every Ukrainian (blue and yellow colors, a flag, a wheat field, the famous cargo aircraft Mriya) (Fig. 6). The author of the street art “Mriya” Denis Antyukhov comments on his own work “For us, “Mriya” is our victory. We know that our

dream can be destroyed, but it cannot be broken.” The image of this symbol and support for the idea of promoting the great achievements of Ukraine among the local population of Zaporizhia only confirms the efforts of the front-line city, which was considered an admirer of Russian culture, to resist Russian influences.



Fig. 6. Patriotic murals in Zaporizhia with symbols of invincibility of spirit.
Source: (local media Syspilne. Zaporizhzhia)

Zaporizhzhia became the first major city in Ukraine where murals from the “Resistance Mural” project appear, in which artists use art-objects as a signal to compatriots and a warning to enemies about the danger that awaits them in a free Ukrainian city. One example of such murals is a mural depicting a reinterpreted figure of the Cossack Mamai, symbolizing the Ukrainian resistance, created by an artist Yarema Stetsyk (Fig. 7). The selection of symbolic signs is also special, namely drones, a Molotov cocktail and a laptop, as well as a logo denoting the resistance movement. These signs are very close to Zaporizhia, as the city is actively purchasing drones to support the front, and at the beginning of the full-scale invasion, there were courses organized in the city to teach citizens how to prepare and throw Molotov cocktails so that residents could repel the occupiers if they entered the city.



Fig. 7. Examples of murals within the framework of the “Resistance Murals” project, Zaporizhia. Source: (local media Zprz.City)

The second example of a mural from the “Resistance Murals” project was a mural dedicated to the resistance forces during the occupation by Lviv artist Mykhailo Skop. This mural is rich in symbolism and serves as a call to resistance to the Russian occupier (Fig. 7). Among the key images stands out a masked figure with a knife, symbolizing the “shadow” that acts behind enemy lines thanks to determination and resourcefulness. A kitchen knife represents a household item that can become a weapon in the hands of a person with the will to resist, emphasizing the role of ordinary citizens in the struggle. The two-headed red rooster is a satirical reinterpretation of the Russian coat of arms, demonstrating the falsehood and decline of imperial ambitions. The sunflower, a traditional Ukrainian symbol, in this context embodies popular support and reminds of the constant readiness of the “shadow” to act.

Since the full-scale invasion of 2022, murals in Ukraine have taken on a new meaning, becoming a means of artistic expression, visual resistance, preservation of memory, solidarity, and national unity. In cities under fire, as well as in relatively calm regions, artists create works on the themes of war, loss, struggle, heroism, internal displacement, and recovery. The frontline city of Zaporizhzhia uses murals not only as a means of promoting socially important topics and patriotic education, but also as a reminder to its citizens that the enemy is very close, as evidenced by the presence of murals from the “Resistance Mural” project.

5. Conclusions

Thus, in scientific study, the mural was not explored in its traditional cultural and artistic aspects, but rather considered as a tool for promoting decolonial discourse, which has several key characteristics that make it an effective applied socio-communication technology.

1. Accessibility and publicity

The mural is placed in a public space (on the walls of buildings, fences), which makes it accessible to a wide audience. Unlike art in galleries or museums, it does not require special access or payment. This accessibility allows decolonial ideas to be brought directly to people, integrating these thoughts into everyday life of the city, while simultaneously forming a certain image of the city within the framework of general geobranding.

2. Visualization and symbolism

A mural uses visual images and symbols to convey complex ideas. This makes emotional and intuitive communication possible. For example, a mural can visualize heroic figures, symbols of resistance, or shared historical traumas (colonial past), which evokes a stronger response than purely textual information.

3. Narrativeness and Reinterpretation of Space

A mural creates new narratives in urban space. It transforms a wall that was previously neutral or had a different context into a platform for expression. This allows to decolonize a space, to fill it with new, nationally-identical meanings that oppose imperial or Soviet narratives. Also, by using a particular location to place images on murals, these art-object create a connection with geography and are remembered in a clear association with the area.

4. Dialog and Reactivity

The creation of a mural is often a dialogue between the artist, the idea, and the community. As it was shown in the Kenyan example, a mural can be changed in response to the reactions of local residents. This characteristic makes it a flexible tool, which is able to adapt to the context, avoiding conflict and ensuring the effective reception of the message.

5. Durability and Sustainability

Unlike temporary forms of street art, a mural is long-term and can last for years. This allows the ideas it manifests to become embedded in the collective memory and serve as a constant reminder of important values. This makes it a powerful tool for shaping and strengthening national identity.

There is the opportunity for future researchers to look into murals as part of geobranding, drawing a map of Ukraine in a symbolic palette, as was analyzed in this study using the example of Zaporizhia, the image of which is formed using individual symbols that are closely intertwined with the image of a front-line city that resists both on the battlefield and in occupation (more than 70% of the Zaporizhia region is occupied), and in the mental sense, destroying stereotypes about this city as part of the Russian cultural space.

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FACHTERMINOLOGIE IM DEUTSCHSPRACHIGEN PHILOSOPHISCHEN DISKURS¹

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Summary

Der Beitrag untersucht die sprachlichen Besonderheiten des deutschsprachigen philosophischen Diskurses anhand der Werke von Immanuel Kant, Georg Wilhelm Friedrich Hegel und Martin Heidegger. Im Zentrum steht die Rolle der Sprache nicht nur als Kommunikationsmittel, sondern als aktives Instrument der Begriffsbildung und Erkenntnisvermittlung. Die Philosophie greift auf sprachliche Mittel hoher Abstraktion zurück, um komplexe, nicht-gegenständliche Konzepte auszudrücken. Besonders hervorgehoben wird die kreative Neologismenbildung, etwa bei Hegel (z. B. *Für-sich-sein*, *An-und-für-sich-sein*) und Heidegger (*In-der-Welt-Sein*, *Seinkönnen*), sowie die Umdeutung Alltagssprachlicher Lexeme wie *Sorge*, *Möglichkeit* oder *Dasein*.

Ein zentraler Fokus liegt auf der semantischen Analyse des Lexems *Idee* bei Kant und Hegel. Die computergestützte Auswertung zeigt, dass dieses Lexem in beiden Philosophien unterschiedliche Konzepte objektiviert – bei Kant als regulative Prinzipien der Vernunft, bei Hegel als reale Stufen der Selbstverwirklichung des Absoluten. Die Untersuchung macht deutlich, dass philosophische Begriffe häufig autorenspezifisch gefüllt sind und sich der konzeptuelle Raum von einem Denker zum anderen erheblich unterscheidet.

Der philosophische Diskurs schafft somit nicht nur neue Inhalte, sondern auch neue Formen sprachlicher Darstellung. Die Sprache fungiert dabei zugleich als Medium, Struktur und Gegenstand des Denkens, was die Analyse philosophischer Texte zu einem besonders ergiebigen Feld linguistischer Forschung macht.

Schlüsselwörter: philosophischer Diskurs, Fachterminologie, Neologismen, autorenspezifische Konzepträume, Bedeutungsdivergenzen.

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1. Einführung

Der philosophische Diskurs stellt eine besondere Form der sprachlichen Interaktion dar, bei der die Sprache nicht nur als Mittel der Informationsvermittlung dient, sondern als ein aktives Werkzeug zur Konzeption, Reflexion und Übermittlung von Ideen fungiert. Im Gegensatz zu anderen Diskursarten steht hier nicht die reine Mitteilung empirischer Fakten im Vordergrund, sondern der Versuch, abstrakte, oft nicht-gegenständliche Konzepte sprachlich zu erfassen. Die Philosophie als Wissenschaft, die grundlegende Strukturen des Denkens, der Welt und der Erkenntnis thematisiert, greift dabei auf komplexe sprachliche Mittel zurück, um die Vielfalt und Tiefe ihres Gegenstandes zu reflektieren. In dieser Hinsicht eignet sich der

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deutschsprachige philosophische Diskurs als ein besonders ergiebiger Untersuchungsgegenstand, da er auf eine lange und produktive Tradition zurückblicken kann, in der Sprache und Denken in besonders intensiver Weise miteinander verknüpft sind.

Im philosophischen Diskurs nutzt der Autor sprachliche Mittel gezielt, um das philosophische Weltbild zu vermitteln und auf diese Weise einen spezifischen Einfluss auf das Denken des Adressaten auszuüben. Die Bedeutung einzelner semantischer Strukturen liegt hier weniger in der Informationsvermittlung (was für andere Diskurstypen typisch ist), sondern vielmehr darin, eine Brücke zwischen dem Denkprozess des Philosophen und dem Denken des Lesers zu schlagen. Indem der Autor Konzepte auf Grundlage seiner eigenen Weltansicht formt und diese Konzepte in Worte fasst, schafft er einen Text mit einzigartigen Eigenschaften, der somit zu einem äußerst interessanten Gegenstand linguistischer Forschung wird.

Ziel dieses Beitrags ist die Identifizierung und Analyse philosophischer Terminologie im deutschen philosophischen Diskurs. Dieses Ziel wird durch die Lösung folgender Forschungsaufgaben erreicht:

- (1) linguistische Analyse verschiedener philosophischer Texte;
- (2) Untersuchung der häufigsten Terminologie dieser Texte sowohl auf der Inhaltsebene als auch auf der Ausdrucksebene;
- (3) Interpretation der erhaltenen Ergebnisse.

Der deutsche philosophische Diskurs ist nicht einheitlich und kann als Gesamtheit philosophischer Werke verstanden werden, die in deutscher Sprache von verschiedenen Autoren in unterschiedlichen Epochen verfasst wurden. In diesem Zusammenhang ist auf den allgemeinen Trend zur Vereinfachung der modernen philosophischen Sprache hinzuweisen, was sie für die linguistische Forschung weniger interessant macht. Nach K. Schulz und A. Burkhard findet gegenwärtig eine Transformation der Kanons des philosophischen Textes statt (*Schulz, Burkhard 2024: 1*). Dies führt dazu, dass es mitunter sehr schwierig ist, einen philosophischen Text von einem nicht-philosophischen (z. B. publizistischen, belletristischen usw.) zu unterscheiden.

Aus sprachwissenschaftlicher Sicht erscheinen uns insbesondere die Werke der klassischen und postklassischen Periode der deutschen Philosophie als besonders interessant – namentlich die philosophischen Arbeiten von I. Kant, G. W. F. Hegel und M. Heidegger (*Hegel 1987; Hegel 1984; Heidegger 2001; Kant 1998; Kant 2003; Kant 2006*). Indem sie logisch geschlossene philosophische Systeme aufbauen, zieht das Schaffen dieser Autoren zweifellos die Aufmerksamkeit von Sprachforschern auf sich.

2. Terminologische Strategien im deutschen philosophischen Diskurs

Ein zentrales Merkmal des Diskurses dieser Autoren ist die kreative Neologismenbildung, insbesondere durch die produktive Nutzung der deutschen Kompositionsmorphologie. So finden sich in den Texten von G.W.F. Hegel Neologismen wie *Für-sich-sein*, *das Sein-für-eines*, *An-und-für-sich-sein*. In der „Phänomenologie des Geistes“ begegnen uns Neuschöpfungen wie *Außer-sich-sein*, *An-und-für-sich-sein*, *Für-das-Bewußtsein-sein* u.a. (*Hegel 1987; Hegel 1984*).

In M. Heideggers Werk „*Sein und Zeit*“ begegnen wir ebenfalls zahlreichen Neologismen dieser Art. Beispiele hierfür sind *In-der-Welt-Sein*, *Mit- und Selbstsein*, *In-sein*, *Seinkönnen*, *Seinlassen*, *Dingwirklichkeit* usw. (*Heidegger 2001*). Heideggers Arbeiten sind nicht nur durch die Verwendung neuer Begriffe gekennzeichnet, sondern auch durch die Enthüllung des Inhalts allgemein gebräuchlicher Wörter. So wird die Sprache als das *Haus des Seins* verstanden. Das bedeutet aber nicht, dass sich bei M. Heidegger die Auffassung der Sprache

verändert, sondern dass er vielmehr nur die Sprache von den anderen Perspektiven aus, d. h. vom Seinsgeschick her betrachtet. Die Rede als Phänomen der Sprache wird in „Sein und Zeit“ als eine menschliche Seinsweise interpretiert (Heidegger 2001: 32; 169, vgl. auch Dong-Uhn Suh 2004: 91–92).

In Kants Werken begegnen wir dem Lexem *Ding-an-sich* (Kant, 1998). Der Philosoph unterscheidet zwischen der *Erscheinung* (dem, wie uns die Dinge erscheinen) und dem *Ding an sich* (dem, wie die Dinge an sich selbst sind, unabhängig von unserer Erkenntnis) (Precht, Burkhard online). Wir können annehmen, dass die Bildung neuer Begriffe in der Philosophie nicht nur durch das Bedürfnis des Autors nach präziser Informationsübertragung motiviert ist. Vielmehr ist sie durch eine bestimmte Form des Subjekt-Objekt- und Subjekt-Subjekt-Verhältnisses im Denken des Philosophen bedingt.

Neben der Neuschöpfung von Begriffen ist die Umdeutung vorhandener alltagssprachlicher Lexeme eine typische Strategie des philosophischen Diskurses. Als Beispiel kann das Lexem *Möglichkeit* angeführt werden. In den Texten von I. Kant dient dieses Lexem zur Objektivierung des Konzepts der Kategorie der Modalität (Kant, 2006). Modalitäten werden bei Kant als Begriffe (Operatoren) verstanden, die aus Aussagen – ob falsch oder wahr – neue Aussagen erzeugen, in denen der Modus von Wahrheit oder Falschheit deutlich wird. Auch das Lexem *Notwendigkeit* wird bei Kant als Kategorie der Modalität verwendet. Nach Kant ist eine Aussage nur dann notwendig, wenn sie unter allen möglichen Umständen wahr ist (Kant, 2006).

Ein weiteres Beispiel sind die Lexeme *abstrakt* und *konkret*. A. Arndt weist darauf hin, dass im Unterschied zum gewöhnlichen Sprachgebrauch, der das Abstrakte dem anschaulich Konkreten gegenüberstellt, spricht G.W.F. Hegel von etwas als „abstrakt“, wenn es sich in einem isolierten Zustand befindet (Arndt 2003: 120–123).

Das Lexem *Sorge*, das im allgemeinen Sprachgebrauch „Fürsorge“, „Besorgnis“ bedeutet, wird in der Philosophie M. Heideggers zu einem weitaus umfassenderen Begriff: er enthält fast alle menschlichen Regungen – Aufmerksamkeit, Interesse, Streben, Liebe, Hass, Angst, Furcht, Pflicht, Schuld u. a. Somit ist *Sorge* nicht nur eine emotionale Empfindung, sondern die grundlegende Seinsverfassung des menschlichen Daseins und seine Art, in der Welt zu sein. Sie umfasst das Dasein als *Sein-in-der-Welt* und manifestiert sich in drei zentralen Weisen: *Besorgen* (allgemeine menschliche Praxis und Umgang mit Dingen), *Fürsorge* (Umgang mit anderen) und *Selbstsorge* (Sich-um-sich-selbst-Kümmern) (Schindel 2021: online).

Ein weiteres Beispiel ist das Lexem *Dasein*. Während es ursprünglich als Übersetzung des lateinischen *existentia* einfach nur das bloße Vorhandensein eines Objekts oder Phänomens unabhängig von dessen innerem Wesen bezeichnete, verwendet M. Heidegger „Dasein“ als spezifischen Begriff zur Bezeichnung des menschlichen Seins (Wienbruch 2007: online).

Philosophische Begriffe sind häufig nicht eindeutig definierbar, da sie über empirisch beobachtbare Phänomene hinausgehen. Der hohe Abstraktionsgrad solcher Lexeme macht ihre genaue Bestimmung schwierig. Artikel in philosophischen Wörterbüchern können in der Regel nur bedingt die Bedeutung eines Lexems beschreiben, indem sie diese Beschreibung auf die Analyse der philosophischen Systeme verschiedener Autoren reduzieren.

Mittels spezieller Software (BootCat: <https://bootcat.dipintra.it>) wurden von uns die untersuchten Texte von I. Kant, G. W. F. Hegel und M. Heidegger analysiert und die Daten über die häufigsten Lexeme in verschiedenen philosophischen Werken berechnet. Den erhaltenen Daten zufolge gehörten unter den relevantesten substantivischen Lexemen in Kants Werken folgende sprachliche Einheiten: *Erfahrung*, *Möglichkeit*, *Transzendenz*, *Vernunft*, *Vorstellung*, *Bedingung*, *Begriff*, *Erkenntnis*, *Erscheinung* u. a. In den Werken von G. W. F. Hegel sind die häufigsten Lexeme *Begriff*, *Bestimmung*, *Unmittelbarkeit*, *Bewusstsein*, *Einheit*, *Beziehung*,

Inhalt, Reflexion, Wirklichkeit usw. M. Heidegger verwendet häufig die Lexeme *Dasein, Sein, Seiende, Zeit, Möglichkeit, Zeitlichkeit, Begriff, Existenz, Wahrheit* u.a.

3. Autorenspezifische Konzepträume und Bedeutungsdivergenzen

Ein weiteres Merkmal des philosophischen Diskurses ist die Nicht-Identität der Bedeutungsinhalte von Lexemen, die von verschiedenen Autoren verwendet werden. Aufgrund der Spezifik des philosophischen Diskurses, der sich weniger auf ein fertiges Fundament stützt, sondern dieses vielmehr selbst erschafft, erscheint es uns unmöglich, von einem einheitlichen konzeptuellen Raum der Philosophie zu sprechen – vielmehr handelt es sich um unterschiedliche konzeptuelle Räume in den Werken verschiedener Philosophen. Wenn diese konzeptuellen Räume innerhalb der verfügbaren sprachlichen Mittel verbalisiert werden, verändern sie die Sprache selbst, indem sie die Bedeutungsinhalte der Lexeme eines Autors für die eines anderen nicht übertragbar machen. Dieses Merkmal philosophischer Texte lässt sich anhand des Gebrauchs des deutschen Lexems *Idee* in den Texten von I. Kant (*Kant 1998; Kant 2003; Kant 2006*) und G. W. F. Hegel (*Hegel 1984; Hegel 1987*) illustrieren.

Mithilfe computergestützter Textverarbeitung ist es uns gelungen, die wichtigsten semantischen Merkmale des Lexems *Idee* in den Werken beider Autoren zu identifizieren und die Häufigkeit ihrer Objektivierungen in den Texten zu ermitteln. So können wir, nach Analyse von Kants Werken folgende zentrale semantische Merkmale des bei Kant verwendeten Lexems *Idee* aufzeigen: *transzendente Ideen* (58), *ästhetische Ideen* (37), *kosmologische Ideen* (36), *Vernunftideen* (31), *moralische Ideen* (10) usw.

Transzendente Ideen stellen die Hauptkategorie dar, die Kant in der „Kritik der reinen Vernunft“ analysiert. Es handelt sich um Ideen, die nicht aus der Erfahrung stammen, sondern dem Denken eine regulative Funktion verleihen, z.B.: *die Idee der Seele* (psychologische Idee), *der Welt* (kosmologische Idee), *Gottes* (theologische Idee).

Ästhetische Ideen sind Vorstellungen, die sich niemals vollständig sprachlich ausdrücken lassen, jedoch die Einbildungskraft und den Verstand anregen. Sie bilden die Grundlage des Kunstwerks und dienen als Brücke zwischen Sinnlichem und Vernünftigem.

Kosmologische Ideen gehören zu den transzendentalen Ideen. Sie betreffen Vorstellungen über die Welt als Ganzes (z. B. Anfang der Welt, Freiheit, Notwendigkeit, Kausalität). Diese Ideen führen zu den sogenannten „Antinomien der reinen Vernunft“ (*Kant Bd. 3: 281–382*).

Vernunftideen sind eine übergeordnete Kategorie, bei der es sich um Ideen handelt, die aus der Natur der Vernunft selbst hervorgehen, wenn sie nach dem Unbedingten strebt. Dazu zählen alle drei transzendentalen Ideen: *Seele, Welt, Gott*.

Moralische Ideen hauptsächlich aus dem Werk „Kritik der praktischen Vernunft“ (*Kant, 2003*) stehen im Zusammenhang mit der praktischen Vernunft. Dazu gehören Vorstellungen wie *Freiheit, Pflicht* und das *moralische Gesetz*. Besonders relevant sind in diesem Zusammenhang *Idee der Freiheit, Idee des höchsten Guts*.

Neben den bereits genannten treten in der Philosophie Kants auch folgende Wortverbindungen mit dem Begriff „Idee“ auf:

- *regulative Idee / regulative Ideen*, die nicht als Gegenstände der Erkenntnis, sondern als Prinzipien der Erfahrungserkenntnis fungieren;
- *Idee der Freiheit*, eines der zentralen moralphilosophischen Themen;
- *Idee der reinen Vernunft*, ein Schlüsselbegriff aus der „Kritik der reinen Vernunft“ (*Kant, 2003*);
- *metaphysische Idee(n)*, die sich auf die Seele, Gott und die Welt als Ganzes beziehen;

- *Idee des höchsten Guts*, im moralisch-religiösen Kontext;
- *teleologische Idee* aus der „Kritik der Urteilskraft“ (Kant, 2006).

Kants Ideenbegriff lässt sich folgenderweise im Detail darstellen (s. Abbildung 1):

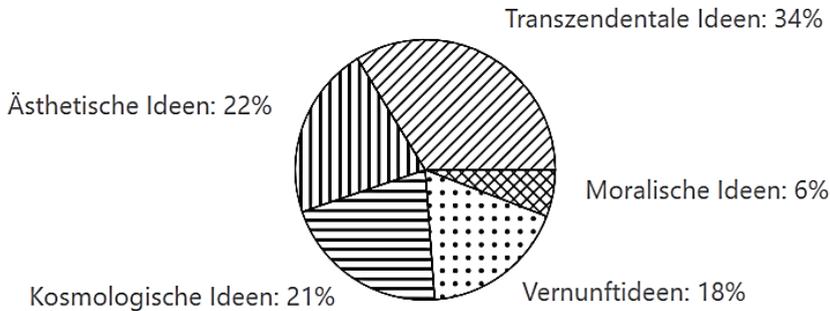


Abbildung 1. Kants Ideenbegriff

In den Werken von G. W. F. Hegel kommt das Lexem „Idee“ deutlich seltener vor. Zu den am häufigsten bei ihm vorkommenden Bedeutungsmerkmalen zählen: *absolute Idee* (14), *praktische Idee* (8), *logische Idee* (3), *subjektive Idee* (3), *theoretische Idee* (2) u.a. *Absolute Idee* ist ein zentrales Konzept im hegelschen System (die höchste Stufe der Entwicklung des Begriffs). Sie vereint das Logische (*Erkenntnis*) mit dem Realen (*Sein*) und bildet den Abschluss der Logik in der „Wissenschaft der Logik“ (Hegel, 1984). Die absolute Idee ist das höchste Stadium der Selbsterkenntnis des Geistes.

Praktische Idee verwirklicht sich im Handeln, im Bereich des Willens, der Moral und des Rechts, beispielsweise in der Ethik, in der Freiheit, im Staat (als Verwirklichung der praktischen Idee).

Logische Idee gehört noch zum Bereich der reinen Logik, bevor sie in die Natur übergeht. Sie besteht in der Einheit von Subjektivem und Objektivem.

Subjektive Idee existiert auf der Ebene des subjektiven Geistes, im Denken und Vorstellen. Sie geht der Objektivierung des Geistes in Kunst, Recht usw. voraus.

Theoretische Idee betrifft das Erkennen und steht der praktischen Idee gegenüber.

Es lassen sich auch folgende Verbindungen hinzufügen:

- *konkrete Idee* im Gegensatz zur abstrakten;
- *Idee des Guten* in Anlehnung an Platons Tradition, die von Hegel neu interpretiert wird;

- *Idee des Staates* im Werk „Grundlinien der Philosophie des Rechts“;
- *Idee der Kunst* als Moment des absoluten Geistes;
- *Idee der Wahrheit*, verbunden mit der logischen Entfaltung der Begriffe;
- *Idee der Geschichte* als Selbstverwirklichung des Geistes in der Zeit;
- *Idee des Lebens* im Rahmen der Naturphilosophie;
- *Idee der Religion* als Bestandteil der Philosophie des Geistes;
- *Idee der Philosophie* als selbstreflexiver Begriff der absoluten Idee.

Hegels Ideenbegriff lässt sich folgenderweise im Detail darstellen (s. Abbildung 2).

Der Kategorienvergleich bei I. Kant und G. W. F. Hegel wird durch folgendes Schema verdeutlicht (s. Abbildung 3).

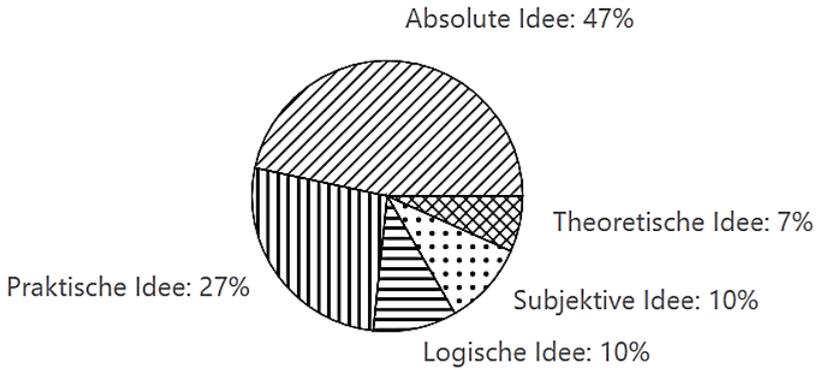


Abbildung 2. Hegels Ideenbegriff

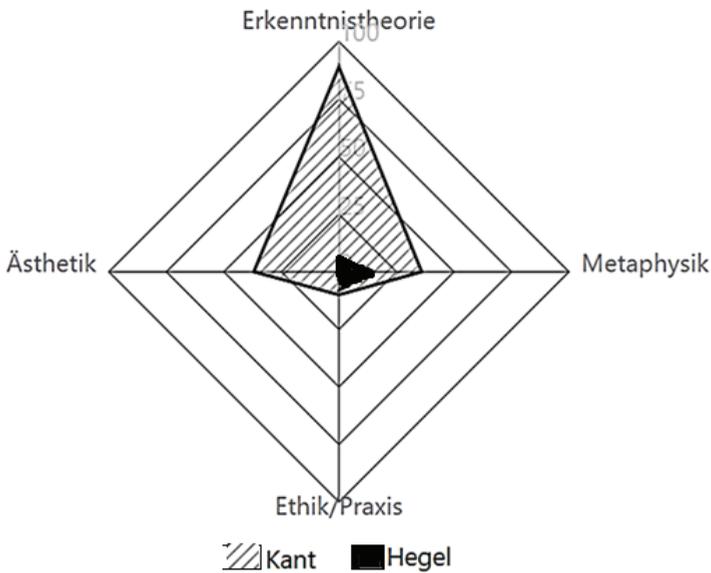


Abbildung 3. Kategorienvergleich bei I. Kant und G. W. F. Hegel

Anhand dieses Schemas lässt sich ein vorläufiges Fazit ziehen: Mit großer Wahrscheinlichkeit objektiviert das Lexem „Idee“ in den Werken verschiedener Autoren nicht identische Konzepte. Bei Kant sind Ideen regulative Prinzipien der Vernunft, die niemals in der Erfahrung gegeben sein können. Bei Hegel sind Ideen reale Stufen der Selbstentfaltung des Absoluten; sie besitzen objektive Wirklichkeit (nicht nur im Denken).

4. Schlussfolgerungen

Die Analyse verschiedener philosophischer Texte zeigt, dass die semantische Füllung der verwendeten lexikalischen Einheiten bei verschiedenen Philosophen oft erheblich variiert. Dies geschieht unserer Meinung nach deshalb, weil der Bedeutungsinhalt des am besten

passenden Lexems der Alltagssprache nicht immer mit dem Konzept übereinstimmt, das der Autor durch dieses Lexem objektivieren will. Wenn die sprachlichen Mittel einer Sprache das Konzept des Autors nicht adäquat wiedergeben können und die verfügbaren sprachlichen Ressourcen für den Philosophen zu unhandlich sind, kommt es zu erheblichen morphologischen Veränderungen der Lexeme oder zur Schaffung neuer Begriffe – wie bereits oben erwähnt.

Die Philosophie, die tiefgreifende weltanschauliche Ebenen berührt und die umgebende Wirklichkeit auf ihre eigene Weise interpretiert, formt ihre Konzepte auf Grundlage der individuellen Weltansicht des Autors selbst. Indem sie das nominative Feld des Konzepts erweitert und die Welt der Dinge und Erscheinungen neu konzeptualisiert, schaffen Philosophen auch neue Verbindungen zwischen Objekten der physischen und mentalen Realität. In vielerlei Hinsicht ist der Prozess der Schaffung neuer Konzepte und neuer Verbindungen zwischen Konzepten nicht nur eine Form, sondern auch Inhalt des philosophischen Diskurses.

Die Untersuchung hat gezeigt, dass der deutschsprachige philosophische Diskurs eine Reihe spezifischer sprachlicher Merkmale aufweist. Dazu zählen die Bildung komplexer Neologismen, die Umdeutung alltäglicher Begriffe, ein hoher Abstraktionsgrad, autorenspezifische semantische Füllungen sowie die aktive Funktion der Sprache bei der Konstitution neuer Denkstrukturen. Die Werke von Kant, Hegel und Heidegger belegen, dass Sprache in der Philosophie nicht nur Ausdrucksmittel, sondern Denkform ist. Der Diskurs erzeugt seine eigene semantische Ordnung, in der die Sprache zugleich Medium und Inhalt des Denkens ist. Damit bietet die sprachwissenschaftliche Analyse philosophischer Texte einen tiefen Einblick in die Wechselwirkungen zwischen Sprache, Denken und Wirklichkeitskonstruktion.

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A LEVEL-BASED APPROACH TO INTERCULTURAL COMMUNICATION FOR DEVELOPING PRE-SERVICE PRIMARY TEACHERS' LEARNING AND STRATEGIC COMPETENCE

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Summary

This article investigates the implementation and challenges of the level-based approach within the Ukrainian higher education system, specifically concerning the formation of English-language learning and strategic competence of pre-service primary school teachers. Against the backdrop of Ukraine's ongoing educational reforms and its integration into the global academic landscape, the study highlights the critical need to align national foreign language education standards with European requirements, as exemplified by the Common European Framework of Reference for Languages (CEFR). While the CEFR provides a robust framework for defining and assessing language proficiency levels, a detailed analysis reveals inconsistencies in its application within Ukrainian universities, particularly regarding the allocation of guided classroom hours and the variability of student entry levels. The research emphasizes that a significant proportion of incoming students do not meet the expected B1+ proficiency level for bachelor's programs, posing a substantial challenge for institutions tasked with developing communicative and professional competence within limited timeframes. The study critically examines the current curriculum for primary education specialists, noting discrepancies in course titles, placement within programs, and overall hours dedicated to foreign language instruction. It advocates for a more structured and extended foreign language curriculum, proposing distinct courses for general and professional communication. The article also underscores the advantages of the level-based approach, including clear learning objectives, the use of authentic materials, and the potential for international certification. Ultimately, this work provides a foundational analysis for establishing and correlating specific levels of foreign language learning and strategic competence in future primary school teachers with recognized international proficiency standards.

Key words: foreign language education, teacher training, CEFR levels, communicative competence, pedagogical English, curriculum reform, Ukraine, primary education.

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1. Introduction

The profound and multifaceted transformation currently underway within Ukraine's higher education system is an objective response to contemporary global demands. This imperative is driven by the nation's steadfast commitment to integrating its educational landscape into the international sphere, fostering competitiveness within an increasingly globalized society, and fundamentally reorienting the entire pedagogical process toward the holistic and harmonious development of the individual. Such ambitious goals necessitate a deep and systematic modernization, specifically the alignment of national educational standards with established European benchmarks. Within this broader context, the present study addresses a critical lacuna

in the preparation of future primary school teachers: the effective integration of a level-based approach to intercultural communication for the comprehensive formation of their English-language learning and strategic competence (Konotop, 2020, 2025).

The concept of a "level-based approach" is well-established in international scholarly discourse and regulatory frameworks, notably CEFR. Its active implementation in contemporary Ukrainian higher education institutions underscores a shift towards student-centered learning, emphasizing independent activity and the cultivation of personal attributes. However, a critical review of existing literature and pedagogical practices reveals a significant challenge: the absence of unified, quantitatively and qualitatively consistent descriptors for assessing foreign language proficiency specifically tailored for future primary school teachers. Current assessment practices predominantly rely on generalized CEFR descriptors, often failing to account for the unique professional communicative needs of this cohort. This discrepancy highlights a fundamental disconnect between aspirational international standards and the practical realities of national pedagogical training.

The primary objective of this research is to critically analyze the existing frameworks for foreign language proficiency within the Ukrainian higher education system and to propose a refined, level-based model for the development of English-language learning and strategic competence of pre-service primary school teachers. This includes delineating specific proficiency levels for both general English and English for professional pedagogical communication, and correlating these with the stages of bachelor's degree training.

To achieve this overarching goal, the following **research objectives** have been established: to conduct a comparative analysis of international (CEFR, CUP) and national guidelines regarding the required guided classroom hours for achieving specific foreign language proficiency levels (B1, B2); to investigate the current state of foreign language education within Ukrainian higher education programs for pre-service primary school teachers, identifying discrepancies in curriculum design, course nomenclature, and time allocation; to articulate detailed descriptors for B1+ and B2 professional pedagogical English proficiency, integrating insights from CEFR and national scholarly contributions; to propose a structured framework for the progression of English language proficiency across the bachelor's training period, acknowledging varied entry levels and the absence of mandatory English proficiency for admission to relevant specialties; to evaluate the efficacy of standardized international tests (e.g., PET, FCE) as diagnostic and summative assessment tools for foreign language competence in this specific educational context.

The **methodology** employed in this research is primarily analytical and comparative. It involves a systematic review of normative documents, educational professional programs, and specialized academic literature concerning foreign language education and teacher training in both Ukrainian and international contexts. Comparative analysis will be utilized to contrast pedagogical approaches, curriculum structures, and proficiency benchmarks. The logic of presentation will move from a broad overview of the global and national educational context to a detailed examination of existing frameworks, culminating in specific proposals for enhancing the level-based approach in the target domain. This systematic inquiry aims to provide robust scientific solutions for optimizing the formation of essential English-language competencies, thereby contributing significantly to the modernization of pre-service school teacher education in Ukraine.

2. The Level-Based Approach in Intercultural Communication

Ukraine is undergoing a significant transformation of its higher education system, driven by objective contemporary demands. The integration of Ukrainian education into the global

sphere, the imperative to establish its competitiveness within modern global society, and the reorientation of the entire educational process towards the comprehensive and harmonious development of individuals – all necessitate a profound modernization and the alignment of national standards with European requirements.

The term "**level-based approach**" is widely used in scholarly literature and normative documents (N. F. Borysko, O. B. Bigych, O. P. Bykonya, I. P. Zadorozhna, L. Ya. Zyenya, S. Yu. Nikolayeva, O. O. Parshykova, O. S. Synekop, V. V. Chernysh et al.) and is actively being implemented in the practice of contemporary Ukrainian higher education institutions. This implementation emphasizes the role of independent learning activities, stimulates the development of students' personal characteristics and abilities, and, in turn, requires instructors to objectively assess student learning achievements (*Konotop, 2010, 2015*). A detailed review of the scientific literature and relevant documents reveals numerous descriptions of the level-based approach to foreign language proficiency. However, as V. V. Chernysh aptly notes, these descriptions lack uniformity in both the quantitative and qualitative descriptions of descriptors and their scales (*Chernysh, 2015: 74*). It is important to note that, in line with the specific focus of our research – identifying and describing foreign language proficiency descriptors for pre-service primary school teachers – such studies are entirely absent. When assessing learning achievements, instructors currently rely on the general descriptors of the CEFR. Therefore, this section will analyze both general and professional (foreign language professional pedagogical communication) language proficiency levels and endeavor to correlate them with the years of training for pre-service primary school teachers in higher education institutions. We define **foreign language proficiency level** as a specifically designated level of communicative foreign language proficiency characterized by precisely defined linguistic, speech, sociocultural, and strategic behavioral traits of an individual (*Konotop, 2025*).

The development of the level-based approach in academic research is linked to the definition of foreign language proficiency levels, a process initiated in the 1960s and 1970s by Council of Europe experts. This multi-year research culminated in the development of the CEFR / CEF – the Common European Framework of Reference for Languages, one of the principal European systems for defining foreign language proficiency levels used within the European Union. This document systematizes approaches to foreign language teaching and standardizes the assessment of foreign language proficiency levels, and has been translated into 38 languages worldwide. The CEFR system defines and elaborates on foreign language proficiency levels. CEFR experts (*Zahalnoievropeiski Rekomendatsii, 2003: 44–46; CEFR, 2018: 34*) proposed and described three broad proficiency levels: Basic, Independent, and Proficient: Level A: Basic User (A1 – Breakthrough or "Discovery," A2 – Waystage or "Survival"); Level B: Independent User (B1 – Threshold, B2 – Vantage); Level C: Proficient User (C1 – Effective Operational Proficiency, C2 – Mastery); Levels A1 and A2 are categorized as Basic User, levels B1 and B2 as Independent User, and levels C1 and C2 as Proficient User.

CEFR has established a robust system of language proficiency levels, presenting a clear hierarchy, a standardized network of definitions, and comprehensive methodological recommendations. The scales proposed within the CEFR are relevant for describing the achievement levels of any language user, regardless of age, and can be applied in both primary and professional education settings. They are cohesive and sequential, allowing for consistent approaches (*Zadorozhna, 2011: 50*). For each level, the CEFR meticulously outlines the knowledge and skills a student should possess across all language activities. The descriptors for each of the six CEFR levels are straightforward and convenient, providing a qualitative, albeit approximate, means of assessing actual foreign language proficiency. These levels, ranging from basic to

near-absolute mastery, are integral to the development of European language curricula, textbooks, manuals, reference books, dictionaries, and tests.

In 2009, Council of Europe experts further detailed the CEFR by introducing additional sub-levels: a "+" marker was appended to each existing level to denote an enhanced or stronger corresponding proficiency. The strength of this approach lies in its ability to create practical, localized levels that cater to specific needs while remaining harmonized with the overarching hierarchical system. Contemporary researchers continually strive to identify intermediate levels; for instance, O. O. Parshikova's research specifically identified and described such levels for primary school students (*Parshikova, 2009: 94–109*).

N. F. Borysko identifies several advantages of utilizing these scales in foreign language teaching practice: linearity of presentation: This allows for tracking a language user's progress both vertically (advancement through levels) and horizontally (expansion of communicative context); flexibility of the scale: This enables the identification and specification of additional or intermediate levels; independence from specific educational environments: The scales can be applied across diverse educational contexts, various types of educational institutions, and for users of different ages; user-friendliness: The "I can" statements inherent in the descriptors motivate language learners towards further study (*Borysko, 2005: 10*).

As I. P. Zadorozhna points out, implementing the European language proficiency scale in foreign language education provides several opportunities: standardizing learning objectives, ensuring flexibility and variability in instruction by focusing on needs, unifying assessment of results, and ensuring transparency in documenting student achievements (*Zadorozhna, 2011: 51*).

Experts from the Cambridge Syndicate have experimentally determined the approximate number of classroom hours under instructor guidance required to achieve specific CEFR levels, starting from an initial beginner level. To progress from A1 (Basic User) to A2 (Waystage), a student typically requires 180–200 hours, with one hour equating to 45 minutes. Reaching B1 (Threshold) from a starting point at Level B (Independent User) requires 350–400 hours, while advancing to B2 (Vantage) necessitates 500–600 hours. For C1 (Proficient User), approximately 700–800 hours are needed, and achieving C2 (Mastery) typically demands 1000–1200 hours (Cambridge.com).

3. Comparing Guided Classroom Hours for B1 and B2 English Proficiency

Let us compare the number of guided classroom hours allocated to Ukrainian students for progressing to B1 and B2 proficiency levels (see Table 1). Cambridge University Press (*CUP, 2018*) provides two distinct estimates for the hours required to advance to the next level. The first estimate suggests the number of hours for highly motivated adult learners with extensive access to learning materials, while the second pertains to younger learners with more limited access to resources and less consistent motivation (*CEFR, 2020*).

Table 1
Required Number of Classroom Hours to Achieve Levels B1, B1+, B2, and B2+
According to Program (2005), CEFR (2018), and CUP (2018)

Level	Programm (2005)	CEFR (2018)	CUP 1 (2018)	CUP 2 (2018)
B1+	not defined	not defined	not defined	not defined
B2	200	150–200	180–260	220–270
B2+	not defined	not defined	not defined	not defined

Approximately 200 classroom hours are generally needed to advance to the next proficiency level. However, the precise number of hours is contingent upon several factors, including: prior foreign language learning experience, intensity of instruction, age, and the frequency and format of extracurricular study. Specifically, as the comparison above demonstrates, a transition from B1 to B2 proficiency requires approximately 200–270 hours of guided classroom instruction.

Let us now correlate the B1, B1+, B2, and B2+ levels with certifications from IELTS, TOEFL, and Cambridge ESOL, and present the number of instructor-led classroom hours required to achieve each specific level from a zero starting point (see Table 2).

Table 2

Number of Hours to Achieve Levels B1, B1+, B2, and B2+ According to Test Systems and Their Correlation with Examinations/Scores

Level	Level	TOEFL		IELTS		ESOL	
		Hours	TOEFL CBT	Hours	IELTS	Hours	ESOL Cambridge
B2	Upper-Intermediate	540+	173–210	540+	5,0–6,0	540+	FCE
B1+	Intermediate	420+	133–170	420+	4–4,5	420+	PET
B1	Pre-Intermediate	300+	97–130	300+	3,0	300+	KET

Internationally, the level-based approach manifests in diverse curricula and syllabi. A curriculum encompasses a comprehensive description of an existing system, considering all influencing factors: from the justification for its development and organizational measures for implementation, to the system of analysis and evaluation of planned outcomes. It essentially serves as a conceptual model for a foreign language learning system within a specific historical period of societal development.

International practice indicates that foreign language is a compulsory discipline in European higher education institutions, typically comprising 240–270 hours. To achieve specific foreign language proficiency levels, the number of guided classroom hours allocated to practical foreign language training for future primary school teachers in Ukrainian higher education institutions must be substantially increased. This conclusion is drawn from the analysis of educational professional programs, which will be detailed below. It is also crucial to consider that students enter higher education institutions not only with varying levels of foreign language proficiency but also having studied different languages in school, such as French or German.

4. Comparing Guided Classroom Hours for B1 and B2 English Proficiency in Ukraine

Let's now examine the implementation of the level-based approach within Ukrainian higher education institutions. The academic subject "Foreign Language" is among the compulsory disciplines for bachelor's degree programs across all fields of study in higher education. Our analysis of 15 educational professional programs for the training of future primary school teachers at the first (bachelor's) level revealed that while foreign language is present in all programs, significant discrepancies exist across several points:

1. **Placement of foreign language within the curriculum:** In most programs, it is placed within the general training cycle for bachelor's degrees, but some programs include it in the professional training cycle.

2. **Varied course titles:** Examples include "Foreign Language," "Practice of Oral and Written Communication," "Business Foreign Language," "Foreign Language for Professional Communication," and "Foreign Language (for Professional Communication)," among others.

3. **Absence of general foreign language courses:** Some educational professional programs entirely omit the "Foreign Language" course, with foreign language study commencing directly with professionally oriented content.

4. **Varying number of semesters:** The duration of foreign language study ranges from two to eight semesters.

5. **Diverse allocation of total hours, credits, and ratios of independent to classroom work:** The time dedicated to foreign language learning differs significantly.

A common finding during the analysis of "Foreign Language" as an academic subject was that it is typically taught for 1–2 semesters, with an examination serving as the final form of assessment. All of the above points indicate an undervaluation of foreign language instruction during the training of future primary school teachers. We believe that foreign language should be taught for no fewer than two semesters and should include at least two courses: "Foreign Language" and "Foreign Language (for Professional Communication)." Furthermore, it would be desirable to organize elective courses such as "Business Foreign Language," etc.

On one hand, an insufficient level of foreign language communicative competence minimizes the possibility of introducing a professionally oriented foreign language course in the first year of higher education. However, considering that students in non-linguistic specialties typically begin studying their core subjects and acquiring primary professional skills only in their second or third years, the impact of implementing such courses in the first year would unfortunately be limited. Therefore, in our opinion, it seems most appropriate to develop foreign language communicative competence in students during their first year, followed by foreign language professional competence in subsequent stages.

Observations of the learning process in non-linguistic faculties of higher education institutions have revealed several factors that complicate foreign language learning: students possess varying levels of foreign language knowledge from their school curricula; a limited number of guided classroom hours are allocated in the curriculum for foreign language instruction (once or twice a week); the short duration of foreign language study (from one semester to 1–2 years); Learning groups have high student numbers (over 20 students); compared to core disciplines in non-linguistic higher education institutions, foreign language is often perceived as a "secondary" academic subject, leading to a decrease in motivation.

Within the scope of our research, specifically the training of future primary school teachers, we must also account for the diverse foreign language proficiency levels of first-year students. It should be noted that foreign language is not a mandatory subject for admission to the 013 Primary Education specialty at the first (bachelor's) level, which does not necessitate a high level of English proficiency from applicants. Our analysis also provided a basis for correlating language proficiency levels with years of study in higher education institutions (see Table 3).

Let's now attempt to correlate the levels of general foreign language proficiency and professional foreign language proficiency (specifically, the language of foreign language professional pedagogical communication) with the years of study for future primary school teachers in higher education institutions. This will consider the approximate correlations developed by S. Yu. Nikolaieva (*Nikolaieva, 2010: 53–88*) and V. V. Chernysh (*Chernysh, 2017: 76–80*) (see Table 4).

Table 3

Structure of Foreign Language Education in Ukraine for Future Primary School Teachers, Considering CEFR (2018, 2020)

Level	foreign language education for pre-service primary school teachers
C2+	self-directed foreign language learning
C2	
C2-	
C1+	
C1	foreign language education at the Master's level
C1-	
B2+	
B2	foreign language education at the Bachelor's level
B2-	
B1+	

Table 4

Approximate Correlation of General and Professional Foreign Language Proficiency Levels with Stages of Study in Higher Education at the First (Bachelor's) Level

Stages	Course	Level	
		General foreign language proficiency level	Level of professionally oriented foreign language proficiency
Beginner	1	B1+ <i>Threshold</i>	B1+ <i>Threshold professional</i>
<i>Intermediate</i>	2–3	B2-	B2-
<i>Advanced</i>	4	B2 <i>Vantage</i>	B2 <i>Vantage professional</i>

The primary goal of the "Foreign Language" academic discipline in non-linguistic faculties should be the further development of students' language proficiency and the formation of their foreign language communicative competence. It's crucial to acknowledge that a significant number of students do not possess the required foreign language proficiency upon entry, which obliges higher education institutions to develop these essential competencies across all language activities within a limited timeframe. The 2005 curriculum states that bachelor's graduates should achieve a B2 level of language proficiency, while master's graduates should reach B2+ to C1 (*Bakaieva, 2005: 2–3*).

According to the CEFR, first-year students are expected to enter with either a B1 or B2 level, depending on their prior schooling. Under such conditions, it's challenging to ensure effective continuity given the variability of school education. The expected entry level for higher education applicants should ideally be no lower than B1. It's worth noting that external independent evaluation (ZNO / NMT) currently serves as a mandatory link between secondary and higher education, assessing graduates' language proficiency. However, for admission to specialty 013 Primary Education, a ZNO certificate in a foreign language is not typically required, except in some institutions where students pursue an additional specialization in "Foreign Language."

Let's now consider the B1 and B2 levels as described in the CEFR descriptors (*CEFR, 2001, 2018, 2020*), incorporating their professional component (*Nikolaieva, 2010: 53–88; Chernysh, 2017: 76–80*). These professional aspects must be factored into the development of foreign language learning and strategic competence in future primary school teachers. The "-" mark indicates a lower and weaker corresponding level, while "+" signifies a stronger one:

– **B1+ (Threshold)** implies that a student can understand the main points of clear, standard speech on familiar topics frequently encountered in work, study, leisure, etc. They can handle most situations encountered while traveling in a country where the language is spoken and can produce simple connected text on topics that are familiar or of personal interest. They can describe experiences, events, hopes, dreams, and ambitions, and briefly give reasons and explanations for opinions and plans.

– **B1+ (Threshold Professional)** indicates that a student can participate in formal and informal foreign language professional pedagogical communication, adhering to the basic norms and rules of verbal and non-verbal behavior in the target language country.

– **B2 (Vantage)** denotes that a student can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their field of specialization. They can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

– **B2 (Vantage Professional)** means a student can participate in formal and informal direct/mediated foreign language professional pedagogical communication with foreign colleagues, both native and non-native speakers, across a broad range of professional contexts (*Zahalnoevropeiski Rekomendatsii, 2003: 24*).

Considering the requirements of the current 2005 curriculum and correlating them with international examinations, it is advisable to use PET (Preliminary English Test) for assessing the incoming foreign language communicative competence of first-year students and FCE (First Certificate in English) for the outgoing level. We can visualize the development of foreign language proficiency for future primary school teachers by level (Fig. 1).

Within the context of the level-based approach, it's crucial to address testing as a means of determining students' actual foreign language proficiency. While the expected entry level for students entering non-linguistic higher education institutions is B1+, practical experience shows that the real level is often significantly lower. Several tests exist for assessing B1 and B2 levels. For instance, the Preliminary English Test (PET) is designed to confirm the B1 level and comprises reading and writing, listening, and speaking components. For the B2 level, the First Certificate in English (FCE), the third examination in the Cambridge English Qualification series, is recommended. This exam includes sections on reading and use of English (grammar and vocabulary), writing, listening, and speaking.

In our view, adopting a level-based approach in higher education offers several substantial advantages:

1. **Clear definition of learning objectives:** It provides precise end goals for each foreign language proficiency level, ensuring continuity in learning.

2. **Use of authentic materials and tests:** It facilitates the use of genuine teaching and learning resources and assessments designed for each specific level.

3. **International certification:** It allows students to validate their foreign language proficiency with internationally recognized certificates from the target language country.

5. Foundations and Challenges of the Level-Based Approach

The level-based approach is founded on the diagnosis of foreign language proficiency. We define this as a specifically designated level of communicative foreign language

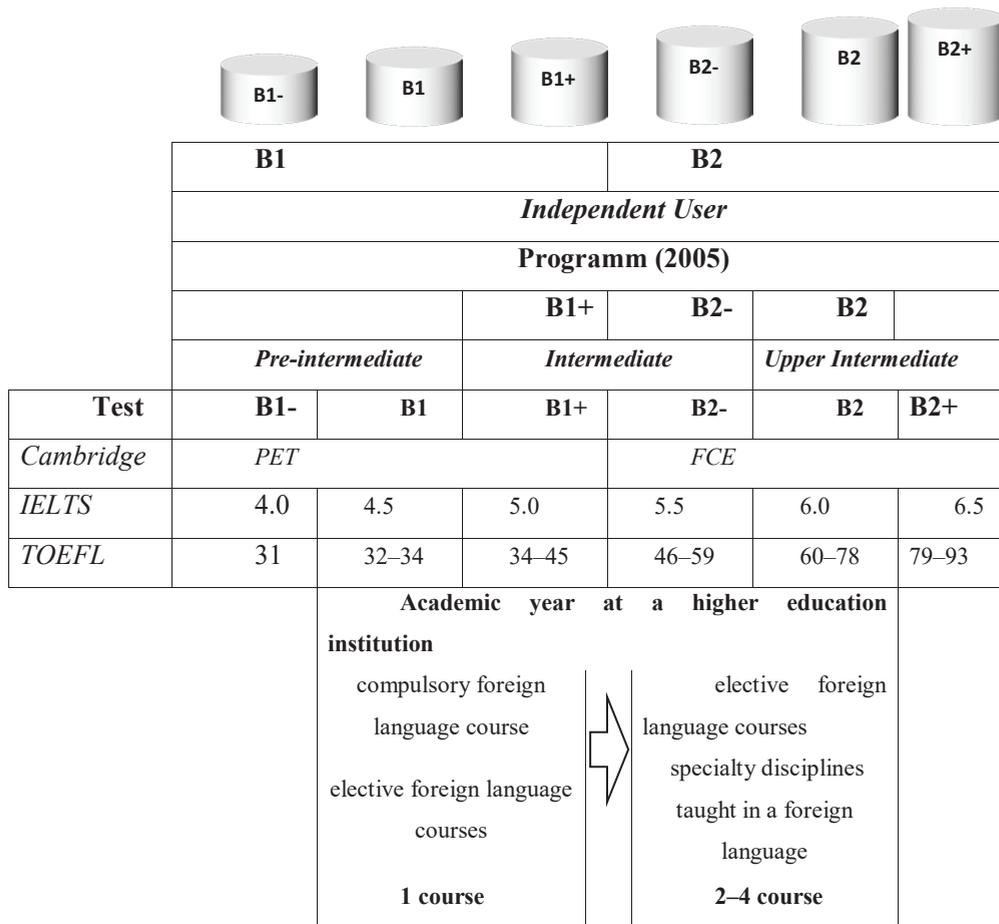


Fig. 1. Diagram of Foreign Language Development by Levels for Future Primary School Teachers

proficiency, characterized by precisely defined linguistic, speech, sociocultural, and strategic behavioral traits of an individual. Each level possesses its own objectives and tasks, along with a set of educational and communicative competencies for each aspect of language activity.

According to regulatory documents governing foreign language instruction for pre-service primary school teachers at the first (bachelor's) level, the language proficiency of applicants upon admission should be no lower than B1+, and upon graduation, it should reach B2. However, a significant number of students do not possess the required foreign language proficiency upon entry. This compels universities to develop the necessary competencies across all language activities within a limited timeframe. In our study, we must also account for the varying foreign language proficiency levels among students. It's important to note that a foreign language is not a mandatory subject for admission to the 013 Primary Education specialty, which means applicants are not required to demonstrate a high level of English knowledge.

6. Conclusions

This study has undertaken a comprehensive examination of the level-based approach as it pertains to the development of English-language learning and strategic competence of pre-service primary school teachers within the context of Ukrainian higher education. Our analysis underscores the critical need for robust integration of international standards, particularly CEFR, to ensure that graduates are adequately equipped for intercultural communication in an increasingly globalized educational landscape. The research identified several key findings: discrepancy in Proficiency Levels: A notable gap exists between the expected B1+ entry level for students entering bachelor's programs and their actual foreign language proficiency. This necessitates a significant compensatory effort from higher education institutions within often limited instructional timeframes; curricular Inconsistencies: Current educational professional programs for primary school teachers exhibit considerable variability in their foreign language components. This includes diverse course titles, inconsistent placement within curricula (general vs. professional training cycles), and wide discrepancies in the allocation of contact hours and independent study; insufficient Focus on Professional Competence: While general foreign language skills are addressed, there is often an inadequate emphasis on the specific professional pedagogical communication skills crucial for pre-service primary school teachers. The early introduction of professionally oriented language content is hampered by students' foundational proficiency levels, yet delaying it limits its impact when students begin their core professional studies; advantages of a Standardized Approach: The adoption of a harmonized level-based approach, underpinned by clear objectives and internationally recognized assessments (e.g., PET, FCE), offers substantial benefits for curriculum design, material selection, and the validation of student achievements.

This study opens several promising avenues for future research. Firstly, there is a need for empirical studies to quantitatively assess the actual foreign language proficiency levels of pre-service school teacher students across various Ukrainian universities, providing granular data to inform policy and curriculum adjustments. Secondly, developmental research is essential to design and pilot innovative teaching methodologies and authentic materials specifically tailored to foster foreign language learning and strategic competence in this professional context. This could involve exploring task-based learning, content and language integrated learning for pedagogical subjects, and the use of digital tools.

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VERBAL REPRESENTATION OF A CHARACTER'S INTERNAL CONFLICT IN FICTION AND TRANSLATION: B. ANTONENKO-DAVYDOVYCH'S *SMERT'* AND ITS ENGLISH VERSION BY YU. TKACH

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Summary

The article deals with the broad and complex issue of verbalizing a character's internal conflict in literary texts and examines the specificities of its transmission in the target language. It reveals that the internal conflict of the main character in B. Antonenko-Davydovych's *Smert'* (*Death*) is constructed through a complex interplay of lexical, stylistic, and syntactic devices, which transform psychological struggle into an intense narrative experience. Special attention is paid to the keyword *неприємно* which is traced throughout the entire artistic text and becomes a verbal marker of Kost Horobenko's internal conflict, mapping the shifts in the character's emotional state. Yu. Tkach's translation is examined with particular attention to the achievement of pragmatic equivalence, focusing not only on the accurate transfer of propositional meaning but also on the preservation of the emotional intensity and rhetorical force that shape the stylistic impact of the source text. Consideration is given to the risk of attenuation in translation, whereby the focus shifts from moral and existential torment toward milder, more neutral emotional states, thus partially diminishing the dramatic effect intended by the author.

Key words: inner conflict, artistic text, semantics, stylistics, verbalization, reproduction.

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1. Introduction

Internal conflict constitutes one of the most frequently addressed themes in literary discourse, as it is intrinsically linked to the reader's perception and emotional response. Therefore, its accurate rendering in translation is essential for preserving the intended pragmatic impact on the target readership. Various types of conflict have long been examined in literary studies (*Hromiak et al., 2007: 372–373*), with internal conflict standing out as one of the most significant. It functions as a core mechanism for character development representing the inner struggle that unfolds within a character's mind or soul, often involving conflicting emotions, desires, beliefs, or ethical dilemmas. Several researchers have given attention to analysing various dimensions of inner conflict, such as moral ambiguity, identity crises and fragmentation, in classic literary characters (*Bolea, 2020; Pum, 2025*), including those in Ukrainian literature (*Paskevych, 2000; Polianska, 2019; Shmeha, 2024*).

Although B. Antonenko-Davydovych has long been acknowledged as a “master of psychological prose” (*Boiko, 1989, Polianska, 2019: 145*), his texts have seldom been analysed in terms of their artistic portrayal of characters' psychological states. At present, considerable scholarly attention has been given mainly to the bibliographic record and general appraisal of his literary and scholarly achievements (*Tkachenko, 2022: 137*).

Particular attention to the problem under discussion is paid in D. Polianska's doctoral thesis with a separate chapter focused on B. Antonenko-Davydovych's *Smert'* (*Death*).

The researcher interprets it as not merely a conflict, but a narrative of trauma, an experience of total non-being. This understanding shifts the analytical focus from surface-level psychological struggle to the deeper existential and traumatic dimension of the protagonist's experience (*Polianska, 2019: 128–174*).

Diverse types of internal conflict are explored extensively in both scientific and academic literature, particularly within psychology, philosophy and literary studies. Scientific literature commonly categorizes the internal conflicts faced by fictional characters struggling with intense inner discord as moral, philosophical, emotional, identity-based, or spiritual/existential.

This paper primarily centres on the verbal means used to represent the various types of internal conflict experienced by the main character in B. Antonenko-Davydovych's *Smert'* (*Death*) (1928) and the peculiarities of their reproduction in the Anglophone translation by Yu. Tkach (*Duel, 1986*).

2. Title as a key to psychological fiction: original vs translation

The title of the fictional text under analysis functions as a symbolic construct with multiple semantic layers, extending far beyond the literal notion of physical death. It may be interpreted, first and foremost, as signifying the spiritual degradation and inner death of the protagonist Kost Horobenko, as well as the brutal massacre of the peasantry carried out in the name of constructing a bright communist future; and as a marker of historical rupture: the revolutionary period that precipitated the demise of the intelligentsia and moral authorities, along with the annihilation of Ukrainian cultural and spiritual identity, suppressed and trampled by totalitarianism.

Rendering the title *Smert'* (*Death*) as *Duel*, as suggested by Yu. Tkach (*Antonenko-Davydovych, 1986*), introduces a significant symbolic shift – not necessarily incorrect, but not equivalent either. While *Duel* foregrounds the narrative's dialectical structure and may be considered a literary metaphor for the internal confrontation – Horobenko vs. Horobenko, or conscience vs. conformity – it nevertheless risks narrowing the interpretive frame. Although the title captures the key aspect of the story (the internal conflict), it obscures the existential weight and traumatic finality embedded in the title *Smert'* (*Death*) and downplays the broader social and historical trauma that the story dramatizes. If *Smert'* is read not simply as a depiction of conflict, but a narrative of trauma and annihilation (*Polianska, 2019: 162*) the title *Duel* proves not only insufficient but potentially misleading. In contrast, the title *Death* carries a more universal metaphorical resonance, readily associated with modernist motifs of psychic collapse, moral disintegration, and the death of the soul (*Shevchenko, 2024*) – dimensions that are largely lost in the more situational framing of *Duel*.

3. Reproducing internal conflict: lexical and grammatical means in source and target texts

The entire narrative reveals a sustained tension between two opposing forces within the protagonist's consciousness – and, at times, his unconscious mind. This internal struggle becomes especially evident in his reflections on the party and his role in it. Each affirmation of his bolshevik identity is consistently followed by a parallel, often contradictory response: he initially asserts his allegiance with apparent certainty, only to immediately undermine it with irony or sarcasm: *Кость спокійно подивився крізь вікно в сад і тихо сказав самому собі: – Я – більшовик...*

Він хотів це донести до самих глибин свідомості, але й на цей раз спорснув. Кость зняковів і стомлено сів. На вустах заграла легка іронічна посмішка. Було неприємно (Antonenko-Davydovych, 1954: 9–10) – Kost calmly looked out the window into the orchard and said quietly to himself:

“I am a Bolshevik ...”

He wanted to impress this on the very depths of his consciousness but failed this time too. Kost became embarrassed and sat down, tired. A light ironical smile played on his lips. He felt uncomfortable (Antonenko-Davydovych, 1986: 9).

Even though Kost Horobenko spoke quietly, the words held profound personal weight. He was still unable to internalize the new reality he was trying to adopt – one in which he was attempting to become the very opposite of who he had once been. The passage conveys his deep-seated uncertainty and inner dissonance. A number of words, phrases, and syntactic structures in the original – such as *спорснути*, *зняковіти*, *стомлено сісти*, *заграла іронічна посмішка*, *було неприємно* – function as semantic markers that construct an affective atmosphere of emotional fatigue, inner disorientation, and psychological discomfort. The most stylistically marked lexical item in the passage is the verb *спорснути*, which literally denotes 'не втримавшись на чому-небудь, падати, зісковзувати, скочуватися' (Bilodid et al., vol. 9: 576). But within the given context, it acquires a metaphorical dimension, signifying the protagonist's inability to maintain inner control, suggesting a failed attempt at internal consolidation.

The variant *but failed this time too* suggested by Yu. Tkach may be regarded as broadly adequate, insofar as it conveys the core sense of failure present in the original. However, this translation neutralizes the connotative and metaphorical charge embedded in the Ukrainian verb under analysis. By reducing a vivid image of slippage created in the original to a generalised notion of failure, the English phrase flattens the emotional dimension of the passage. A more nuanced alternative – such as *but once again, it slipped from him* or *but once again, they slipped away* – would better preserve the embodied metaphor and convey the internal disintegration implied in the original. Both variants render the idea and connotations, but they differ in subject focus and psychological implication. The first one emphasizes the character's loss of control, his involuntary failure. The use of *they* in the second one personifies the words/thoughts as fleeting, ungraspable, mirroring his dissociation; here the agency lies with the thought, not the person, making the general tone more passive in comparison with the embodied tone of the first variant.

A further illustration of verbalizing internal conflicts in Ukrainian fiction that may complicate translation into English involves the stylistically marked use of one-member sentences, particularly impersonal constructions. The difficulty arises from the systemic structural and semantic allomorphy between Ukrainian and English, where impersonal sentences exhibit different formal realization, semantic patterns, and perspectivization strategies.

The Ukrainian one-member impersonal sentence *Було неприємно*, used in the abstract under analysis creates some distance between the experience and the character, enhances the sense that the character is not fully in control of his own emotions, reflecting a modernist narrative strategy – showing inner turmoil indirectly, as atmosphere or background affect. The direct English equivalent of the structure – a two-member impersonal sentence *It was unpleasant* – sounds more like a colourless evaluative comment than an expression of psychological nuance, and it is less likely to evoke existential discomfort or dissociation, unless supported by strong surrounding context. Therefore, the translator justifiably opts for an alternative structural rendering in the target language choosing the other two-member alternative – *He felt uncomfortable* – which also shifts the stylistic register of the original. While the translation retains the

general semantic content, it transforms the impersonal expression into a direct attribution of emotion, assigning it explicitly to the character through a subject–verb–complement structure. As a result, the translation reduces the ambiguity of the original, suggesting manageable emotional discomfort rather than diffuse, disembodied dissonance. Besides, the lexical choice of *uncomfortable* in English may evoke mild physical or situational unease, lacking the psychological, moral, or even ontological dimensions of discomfort potentially implied in *неприємно* – all of which are relevant in a text that explores internal collapse and ideological dissonance.

To more effectively convey the stylistic and narrative functions of the source-language syntactic construction, it is necessary to consider more interpretive equivalents and stylistically marked syntactic structures in the target language. The interpretive alternatives which can be discussed here are *A vague unease settled over him* and *The moment left an aftertaste of unease*. The first variant is indirect but personal. It preserves the emotional ambiguity and indeterminacy of the original, suggesting a passive, enveloping emotional state – not fully understood or resisted. The second one offers a retrospective distancing as the discomfort is associated with the event, not the character’s active emotional state. It suggests the protagonist doesn’t fully register the unpleasantness immediately – a choice that supports psychological denial or numbness.

Another viable alternative in this context involves employing the compensatory potential of inherently expressive one-member nominal sentences (*Kotsiuba, 2001: 16*) to convey the stylistic functions and narrative perspective encoded in the source-language one-member impersonal construction. The nominal one-member sentence variant – *A shadow of discomfort* – advanced as a potential solution in this context, retains the impersonal tone and syntactic abruptness of the source construction, maintains its vagueness and emotional restraint, and, akin to the source-language text, leaves interpretive space for the reader. The lexeme *shadow* as a key structural and sense-component of the sentence hints at something fleeting, ambient, and undefined – perfectly in line with *неприємно*. In general, this translation preserves the aesthetic of silence and the subtle psychological fracture that are integral to the portrayal of the internal conflict by B. Antonenko-Davydovych.

It is important to note that the word *неприємно* occurs frequently in the text under analysis. This recurring keyword serves as a crucial marker for tracing the emotional state of Kost Horobenko. For instance, in the example *А все ж таки було неприємно й боляче* (*Antonenko-Davydovych, 1954: 27*) – *And yet it was unpleasant and painful* (*Antonenko-Davydovych, 1986: 28*) the impersonal construction in combination with the lexical choice and discourse markers *А все ж таки* create emotional detachment, producing a gradation of emotion from moral unease to physical or psychic pain.

While the English translation may be regarded as functionally adequate, its capacity to convey the full stylistic and narrative value of the source text could be enhanced by making the gradation more perceptible through the introduction of certain structural and lexical modifications. Thus, in the possible alternative *And yet, it was unpleasant, even painful* the insertion of the adverb *even* signs progression from mild to severe, guiding the reader’s perception of gradation. The variant *And yet, it was unpleasant, and it was painful* employs clause segmentation, which through rhythmic slowing and syntactic parallelism assigns a separate weight to the lexeme *painful*. By contrast, the graphic disjunction and lexical modification in *And yet, it was still unpleasant – and it hurt* produce an effect that is marginally more emotive than that of the source text, introducing a degree of immediacy absent in the original. The lexical change enacts a process of subjectivization, shifting the perspective from the relatively objective, report-like *it*

was *painful* toward a more embodied representation of sensation in *it hurt*, and simultaneously underscores the persistence of discomfort despite an implied effort at self-control.

The impersonal construction *Горобенкові стало неприємно* implies an onset of discomfort or unease in the following fragment – something shifts in Horobenko's perception: *Горобенкові стало неприємно. І як це безглуздо: боремось із базарами і в той же час жінки комуністів ходять туди купувати, та й хіба ти сам, нареши, не ходив купувати махорки?* (Antonenko-Davydovych, 1954: 24) – *Horobenko felt bad. How ridiculous this was: they fought against markets, and at the same time the wives of Communists went there to buy things, and hadn't even he himself gone there to buy some makhorka tobacco?* (Antonenko-Davydovych, 1986: 25). The source of Horobenko's unease is the cognitive dissonance: the ideals conflict with reality. In this context, *Horobenko felt bad* is not the most suitable equivalent of the original as it represents a case of pragmatic under-differentiation and semantic narrowing. In English, *felt bad* is semantically vague, typically meaning 'to feel guilty or sorry about sth' (Oxford, 2006: 99), 'feel ashamed or sorry' (Longman, 2009: 108). It lacks the situational specificity embedded in *стало неприємно*, which is closer to 'feeling frustrated' or 'feeling disturbed' – 'який спричиняє почуття незадоволення, досади, прикрості' (Slovník). Furthermore, the translation under analysis conveys a more general emotional state, while the Ukrainian phrase carries a more pointed, contextually grounded evaluative meaning that is integral to the portrayal of the ideological and moral dimensions of the internal conflict. It also eliminates this grammatical impersonality, framing the emotion as an active state. This shift weakens the sense of involuntariness inherent in the source text; thus, the translation loses the subtle distancing effect of the original, which is integral to the portrayal of the character's passive experience of discomfort within the broader conflict depicted in *Smert'*. Overall, the central idea of the original extends beyond the notion of "feeling bad" to encapsulate the impact of a disquieting realization.

More adequate alternatives in this context are those that maintain emotional restraint and avoid excessive personalization, for instance, *An unease came over Horobenko*, *A discomfort took hold of Horobenko*, or *Horobenko felt a pang of unease*. These variants convey the involuntary nature of the feeling. They also semantically and aspectually capture *стало* as a point of sharp onset. Short adverbial markers – *suddenly*, *all at once*, etc. – may be incorporated to heighten the immediacy and align more closely with the internal conflict tone of the original.

In the next passage under analysis, *неприємно* is repeated, but in different registers: first, as an internal, shame-infused feeling (*стало неприємно за самого себе*), intensified by *і навіть соромно*, which expresses reflexive moral pain; and second, as a projected social consequence – embarrassment, awkwardness, unpleasantness in the eyes of others (*було б дуже неприємно*):

– Донос?

Стало **неприємно** і навіть соромно за самого себе.

Так низько впасти... Піти до Радченка й виказати... Міг же там, в учительській, встати й одверто сказати, навіть просто заборонити їм паплюжити... Це був би скандал, було б дуже **неприємно**, але принаймні було б чесно... (Antonenko-Davydovych, 1954: 56) – 'A denunciation?'

He felt bad and even ashamed.

'To stoop so low... To go to Radchenko and tell on them ... You could have stood up there in the 'staff room' and told them all openly, even simply forbidden them to slander like that... It would have been a scandal, you would have felt very uncomfortable, but at least it would have been honest... (Antonenko-Davydovych, 1986: 58).

The translator omits the repetition of *неприємно*, which in the original ties the two aspects of the conflict together with the same lexical anchor, even though the shades differ. He also flattens the contrast by the lexical choice and fails to convey the sudden impersonal onset of the first *неприємно*, as discussed in the preceding context.

The challenge here is to pursue functional equivalence, not only by reproducing the repetition, but by finding a formulation that reads naturally in English while still allowing *неприємно* to echo.

To replicate the gradation in translation adequately it is crucial to preserve the impersonal onset and reflexive moral pain encoded in the first instance of *неприємно*, for example, *A pang of unease, even shame at himself, swept over him*, while differentiating the second occurrence as an instance of social embarrassment rather than inner moral unease, as in the variant *It would have caused a scandal, it would have been painfully awkward, but at least it would have been honest*. Such a distinction exemplifies a strategy of register differentiation and pragmatic disambiguation in translation.

Preserving the Ukrainian stylistic device of repetition is a viable strategy, as it can strengthen the psychological impact of the passage. The main challenge, however, concerns the choice of an appropriate equivalent for the repeated *неприємно*. A literal rendering as *unpleasant* results in semantic and affective reduction, since *неприємно* possesses a broader expressive range in Ukrainian. This discrepancy highlights the problem of lexical adequacy and requires the use of compensatory techniques aimed at retaining the psychological impact of the original. Instead of the literal *unpleasant*, equivalents such as *distressing* or *troubling* provide greater adequacy, as in *It suddenly became troubling, even shameful, to himself... That would have been a scandal, very troubling, but at least it would have been honest*. In this rendering, the repetition spans the semantic field between inner unease and social awkwardness. The expressiveness may be further reinforced through graphic means and the use of lexical intensifiers, for example: *It suddenly became troubling – shameful, even – to himself... That would have caused a scandal; it would have been deeply troubling – but at least it would have been honest*.

B. Antonenko-Davydovych carefully mobilizes verbal means of the Ukrainian language to portray the dynamics of moral self-conflict in the following passage. Kost Horobenko is tormented by a recollection that dramatizes the opposition between his former self and his desired identity, and this conflict produces pain and self-disgust. This inner dissonance functions as a site of psychological self-alienation, generating affective responses of pain and self-disgust: *Горобенкові до болю стало неприємно від цієї згадки. Хотілось навіть застогнати, витравити якось із пам'яті ті наївні гімназійні візитні картки, що випикали тепер на живому* (Antonenko-Davydovych, 1954: 52) – *Horobenko felt painfully annoyed at this recollection. He even wanted to let out a groan, to somehow erode those naive gymnasium call cards from his memory, which now burned his heart* (Antonenko-Davydovych, 1986: 54).

The impersonal construction with the key word *неприємно*, intensified by *до болю*, connects to the broader motif of Horobenko's recurring unease, shame, and inner turmoil, emphasizing the almost physical acuteness of the feeling. The translator personalizes the target text by eliminating the impersonal onset and diminishes the moral-psychological depth encoded in *неприємно*, rendering it as *annoyed* – 'irritated, angry' (Longman, 2009: 59) – within the collocation *painfully annoyed* which may seem awkward to the target reader since annoyance in English conventionally lacks the intensity to be associated with pain.

Another authorial verbal choice that dramatizes the intensity of the character's inner struggle – transforming psychological torment into physical suffering – is the phrase

візитні картки, що випікали тепер на живому. The Ukrainian idiom *допікати до живих печінок* (*до живого, до душі, до серця і т. ін.*), meaning 'дуже зачіпати, боляче вражати когось, торкаючись чогось найбільшого для нього' (*Bilonozhenko et al.: 262*), is transformed here and intensified by the morphological form, emphasizing the duration of the action. The proposed equivalent, *call cards from his memory, which now burned his heart*, may be considered adequate: although the idiom is not attested in English dictionaries, the artistic image remains comprehensible to the Anglophone reader. Nevertheless, the translation tends toward sentimentalization, resulting in an attenuation of the acute raw corporeality of the source text, that renders the character's psychological conflict more palpable.

The English language offers the possibility of stylistic compensation to preserve the expressiveness and visceral force of *на живому*. For instance, the verb *to sear*, used figuratively in the meaning 'to cause sb to feel sudden and great pain' (*Oxford, 2006: 1367*) (cf. *searing* – 'so strong that it seems to burn you'), proves effective in this context, as it enacts a metaphorical transfer from physical burning to psychic suffering, thereby foregrounding the acuteness of the character's inner torment: ...*cards which now seared him as if on raw flesh.*

Sometimes, a single lexeme may carry sufficient semantic potential to render the character's emotional state more accessible to the reader. In the passage under analysis, this function is performed by the verb *вуправити*, whose semantic harshness – connoting violent, destructive removal – reflects Horobenko's desperate struggle with memory and his wish to obliterate recollections. The equivalent *to erode*, suggested by Yu. Tkach, denotes 'to gradually destroy something or make it weaker over a period of time' (*Oxford, 2006: 515*) and thereby weakens the psychological intensity of the original. Rather than conveying a desperate, forceful attempt to expunge the past, it implies a slow, natural wearing away, which misrepresents the urgency and violence embedded in the source text. A more adequate translation would opt for verbs like *scour out* or *burn out*, which reproduce both the semantics and the intensity of the internal conflict.

4. Conclusions

In B. Antonenko-Davydovych's *Smert'* (*Death*), the internal conflict of the main character is represented with exceptional linguistic intensity, achieved through a network of emotionally charged lexicon, evaluative idioms, metaphorical imagery, and inherently expressive syntactic structures. They become key markers of Kost Horobenko's psychological torment, conveying moral struggle, and the painful clash between his ideals and his compromises, his past and his present. The author's deliberate use of the lexeme *неприємно* recurring in different contexts throughout the whole text reinforces the continuity of this inner discord, while lexemes with strong destructive or bodily connotations externalize inner pain, making memory and conscience almost physically unbearable.

In the context of conveying internal conflict, the Ukrainian original offers a more complex recreation of psychic tension. It aligns with modernist strategies of showing emotional dissonance indirectly, often through shifts in tone, narrative distance, or linguistic defamiliarization. Yu. Tkach attempts to reproduce these peculiarities but faces substantial challenges. The English translation, while serviceable, reduces this tension to a more accessible but less textured emotional state, and in doing so, risks flattening the psychological nuance that characterizes B. Antonenko-Davydovych's prose.

The research highlights the importance of a translation approach that foregrounds expressive and connotative equivalence, ensuring that the aesthetic and psychological impact of the original remains intact and that the reader perceives the protagonist's conflict with equal intensity. The translator must operate on the level of both meaning and effect, aiming for functional equivalence that reproduces not only propositional content but also emotional resonance and stylistic texture.

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SELBSTREFERENZIALITÄT MITTELS SCHÖPFERISCHEN VERFAHRENS ALS QUELLE KOGNITIVER RESILIENZ: LINGUISTISCHE HERMENEUTIK

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Zusammenfassung

In diesem Artikel wird anhand des Werks des Militärdichters der Gegenwart Volodymyr Tymchuk das Phänomen der Selbstreferenzialität oder Autoreferenzialität, das die Authentizität einer Persönlichkeit ausmacht, mit Hilfe der linguistischen Hermeneutik zufällig ausgewählter Texte und Titel betrachtet, mit dem Ziel, die Mechanismen der kognitiven Resilienz im Krieg zu optimieren. Das Phänomen der Selbstreferenzialität als Appell an sich selbst, inneren Halt zu finden, das sich in poetischer Kreativität manifestiert, ist nicht nur ein Mittel, Emotionen zu erkennen und zu verbalisieren, sondern auch, auf der Grundlage der Erfahrung von Authentizität die eigene Reaktion auf zerstörerische Ereignisse, physische und mentale Beeinträchtigungen und Belastungen zu regeln und eine Quelle der Resilienz in sich selbst zu finden. In der Zeit der harten bewaffneten Konfrontation ist das Problem der Aufrechterhaltung der kognitiven Resilienz eines Kriegers von großer Bedeutung. In diesem Ansatz dient die Poesie neben ihrer therapeutischen Wirkung auch zur Vitalitätssteigerung, da sie sowohl Ursache als auch Folge der Selbstreferenzialität ist, die die Authentizität des Individuums ausmacht.

Schlüsselwörter: Militärpoesie, Volodymyr Tymchuk, Autoreferenzialität, die Authentizität des Individuums, Hybridkrieg.

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1. Einleitung

Der von Moskau gegen die Ukraine entfesselte hybride Krieg zielt in erster Linie darauf ab, den Menschen, der sich als Ukrainer identifiziert, als Symbol für den Willen zur Freiheit zu vernichten. Die Taten der russischen Soldaten auf dem Territorium der Ukraine zeigen ihre Bereitschaft, alles zu vernichten, was sie mit der Ukraine assoziieren. Dies hat der Welt die bisher schwer zu verstehenden Merkmale dieses Krieges offenbart, die sie während des zehnjährigen Krieges in der Ukraine hartnäckig ignoriert hat: Desinformation, separatistische Bewegungen, Einmischung in den Wahlprozess, Besetzung von Territorium, Aufzwingen des Willens, Erreichen politischer Ziele ohne Kriegserklärung, Cyberangriffe, Propaganda usw., wobei es schwierig ist, zu bestimmen, wo der Krieg endet, weil der allgegenwärtig ist und alle bisher bekannten Grenzen verwischt werden.

Frank Hoffman, der Forscher von bewaffneten Konflikten und militärisch-politischen Strategien, der als einer der Begründer der Theorie der hybriden Konflikte gilt, betont, dass eine solche Kriegsführung multimodal und multivariabel ist (Hoffman, 2007: 39), eine Reihe verschiedener Formen der Kriegsführung umfasst, darunter auch konventionelle Mittel, irreguläre Taktiken und Truppenbildungen, terroristische Handlungen, Gewalt und Zwang (Hoffman, 2007: 53).

Sich als etwas zu identifizieren heißt, sich mit Werten einer Gruppe, einer bestimmten Sache gleichzusetzen, eine tiefe Verbindung dazu zu empfinden. Dies ist auch dem Feind bekannt und der benutzt alle Mittel, um diese Verbindungen zu ruinieren. Im Kern ist ein tiefer

psychologischer Prozess, bei dem man sich mit etwas verbindet und es als Teil der eigener Identität oder des Selbstkonzepts, also der Authentizität wahrnimmt.

Im Zentrum des existenziellen Krieges steht der Mensch. Krieger, Schützer und derjenige, der in diesem Hybridkrieg Unterstützung seiner Widerstandsfähigkeit benötigt. Diese Arbeit beschäftigt sich mit Frage der kognitiven Resilienz. Wahrnehmung, logisches Denken, Bearbeitung von Informationen sind kognitive Fähigkeiten. Wenn die physische Welt zerstört wird, besteht die Gefahr, dass die so genannten kognitiven Wahrnehmungsstörungen entstehen, die die Wahrnehmung der objektiven Welt verhindern. Es ist nicht einfach, im Krieg von kognitiver Resilienz zu sprechen, noch schwieriger ist es aber, mitten im Krieg resilient zu bleiben und die mentale sowie geistige Stabilität, die Wahrnehmungsfähigkeit nach traumatischen Ereignissen aufrechtzuerhalten, nach dem Erwachen des Dämons der Maskulinität, ohne den es im Kampf nicht geht, der aber sehr viel Kraft und Ausdauer erfordert, um ihn zu bändigen, ohne das wahre Selbst, also die Authentizität, zu verlieren.

Die Geschichte der militärischen Konflikte bezeugt, wie wichtig es ist, kognitive Stabilität zu erhalten. In der Kriegszeit ist die Problematik von großer Relevanz.

Die vorliegende Arbeit ist ein Versuch, mit der Methode der Sprachhermeneutik anhand der Werke zeitgenössischen Dichters und Militärs die Rolle der schöpferischen Tätigkeit für die kognitive Stabilität eines Kriegers als Mittel zur Wahrung seiner eigenen Authentizität zu verstehen und dient dazu, die Mechanismen zur Aufrechterhaltung der kognitiven Resilienz eines Menschen im Krieg zu untersuchen.

2. Darstellung der Methode

Zur kognitiven Sphäre des Individuums gehört außer Gedächtnis, Aufmerksamkeit, Denken und Intellekt auch schöpferische Kraft. Letztere hat neben ihrer therapeutischen Wirkung auch die Funktion, die Lebenskräfte zu aktivieren, da sie sowohl die Ursache als auch die Folge der Selbstreferenzialität oder Autoreferenzialität ist, die die Authentizität des Individuums ausmacht.

Der kognitive Krieg zielt auf die Beeinflussung der kognitiven Fähigkeiten einer Person ab, insbesondere auf die Fähigkeit, rational zu denken, kritisch zu sein und richtige Entscheidungen zu treffen. Bei dem kognitiven Krieg geht es darum, die Herzen und den Verstand der Menschen zu gewinnen (*Taranenko, 2024: 378*), weshalb die Wahrung der Authentizität des Individuums sowie seine kognitive Resilienz von großer Bedeutung sind.

Unter den gegenwärtigen Wissenschaftlern wird das Thema der Authentizität der Persönlichkeit von V. Zlyvkov, S. Lukomska, S. Kopylov, O. Kochubeinyk und anderen untersucht. V. Zlyvkov, der die Etymologie des Begriffs „Authentizität“ untersucht, kommt zum folgenden Schluss: „Die meisten Wörterbücher: philosophischen und linguistischen, die Enzyklopädien definieren die Etymologie des Wortes ‘Authentizität’ (‘authentisch’) auf der Grundlage des griechischen Begriffs *αυθεντικός* (autos – ‘ich, ich selbst, derselbe’), was wörtlich ‘maßgebend, mit eigenen Händen gemacht’ bedeutet. Was die Interpretation des Begriffs aus dem Lateinischen betrifft, so besteht ein Zusammenhang mit lexikalischen Einheiten wie ‘auctor’ (‘kreativer Mensch’, ‘ein Schöpfer mit Autorität’), ‘augere’ (‘wachsen’) und ‘auctoritas’ (‘Anfang, Ursprung, Erzeugung, Verantwortung, Unterstützung, Macht, Einfluss, Autorität’)“ (*Zlyvkov, 2017: 4*).

O. Kochubeinyk betont in ihrer Forschung, dass im Prozess der Schaffung von Authentizität die selbstbezogenen Realitäten des „existierenden Selbst“ (sich selbst besitzen), des „öffentlichen Selbst“ (sich selbst ausdrücken) und des „möglichen Selbst“ (nach sich selbst

suchen) miteinander verbunden werden. In ihrer Arbeit argumentiert die Forscherin auch, dass sich die Authentizität einer Persönlichkeit als eine autonome Realität erweist, die durch Selbstreferenzialität gekennzeichnet ist (*Kochubeinyk, 2010*).

Wir haben die Methode der linguistischen und hermeneutischen Forschung gewählt mit dem Ziel zu zeigen, dass die Dichtung ein Weg zur Autoreferenzialität ist, zur Authentizität und wie kognitive Stabilität durch Dichtung erreicht wird.

Die Quelle dieser Studie sind die Gedichte des Militärdichters Volodymyr Tymchuk aus dem Band „Vohnyty! Vyzhyty! Peremohty!“ (*Tymchuk, 2016*) und der noch zu veröffentlichenden Gedichtsammlung „Te slovo, shcho ztsiliuie“ (*Tymchuk, 2022*), die in den ersten Monaten der russischen Invasion in der Ukraine geschrieben wurde.

Polysemie, Fixierung, Suggestion, Reflexion, Kombination von Suggestion und Reflexion und Fragmentierung sind in den Texten des Militärs evident. Als Ergebnis der Selbstversunkenheit, des Durchsprechens und der Amplifikation wird die Reflexion über ein Lebensereignis und das Erlebnis möglich, wodurch werden eine wirksame Steuerung der Gefühle und die Freisetzung der authentischen Energie erreicht.

3. Dichtung als Autoreferenzialität

Gedichtbände „Vohnyty! Vyzhyty! Peremohty!“ [in Ukrainian] („Feuern! Überleben! Siegen!“) und „Te slovo, shcho ztsiliuie“ [in Ukrainian] („Das heilende Wort ist das Wort, welches zielt“) sind repräsentativ für die Untersuchung dieses Themas. Die beiden ausgewählten Gedichtbände wurden im Abstand von fast einem Jahrzehnt geschrieben und veranschaulichen die Veränderungen der Wahrnehmung, sowie den Prozess der Selbstversunkenheit, persönliche Identität im Hybridkrieg. Das erste Buch wurde 2014, zu Beginn des russisch-ukrainischen Krieges, geschrieben. Es offenbart die Lebenseinstellung und die staatsbürgerliche Haltung des Autors. Es umfasst Gedichte aus der Vorkriegszeit, die sich in der Wahl der literarischen Mittel von den späteren unterscheiden. Es handelt sich um Gesellschaftslyrik, Gedichte, die sich mit politischen und gesellschaftlichen Themen auseinandersetzen, erzählerische, hymnische Dichtung. Der in der Sammlung enthaltene Auszug aus dem Poem „Aufstand der Hutsulen“ (*Tymchuk, 2016: 63*) stellt das historische Epos dar.

Das in der Sammlung enthaltene Poem „Donetsk Flughafen“ (*Tymchuk, 2016: 67–79*) ist kinematographisch, rhythmisch, enthält Poesie, Prosa, Erinnerungen, Präsenz im Moment, Marschrhythmen und Polyphonie: Es enthält die Stimmen der Lebenden und der Toten, der Helden und derer, die auf ihre Rückkehr warten, die Geräusche der Granaten, die die Stille zerbrechen und die Stimmen der Feinde, wie Geschosse. Diese Polyphonie der Stimmen, der verschiedenen Welten, des Heldentums, der Widerstandsfähigkeit, der Menschlichkeit, des Mutes und der eisigen Präsenz der Mörder erinnert an die Fragmente des zerstörten Flughafens, an die Zerbrechlichkeit der materiellen Welt und betont die Größe des menschlichen Kampfes um Freiheit. Das Poem endet mit einem Marsch, der wie ein Weckruf klingt: Feuern zum Überleben und Siegen. Dieses Gedicht ist auch grafisch auffallend: Es ist in Großbuchstaben geschrieben, als Schrei der Ungerechtigkeit, aber auch als Ruf eines Kriegers vor der Schlacht: „DIESE WELT IST NUR EINE KRIEGSPAUSE, / UND DIE MENSCHEN SIND SOLDATEN BEIM HALT. / SCHAUEN WIR MAL ÜBER DIE MORGIGEN WEITEN – / DER MARSCHTAKT RUFT ZUM KAMPF/ SPARTACUS FÜHRT SEIN REGIMENT– EROBERUNG DER FREMDEN WELT... / DIESE WELT IST NUR EINE KRIEGSPAUSE. / UND DIE MENSCHEN SIND SOLDATEN BEIM HALT. / DER DEKALOG ENTSTEHT ALSO IM KAMPF./ KEINE WORTE BRAUCHEN, KEIN

MITLEID / DIE SOLDATEN BEI DEM TAKT! / DIESE WELT IST NUR EINE KRIEGS-PAUSE. / Lviv, 23.X–8.XI.2014“ (*Tymchuk, 2016: 79*)

Im Krieg wird das Wort des Dichters immer eindringlicher. Sein poetisches Wort ist nicht mehr ein Wort über den Krieg, es wird zum Wort aus dem Krieg, zum Wort des Krieges. Tod, Verlust, Schmerz, Leben hier und jetzt. Die Sätze werden kurz. Drei eingliedrige Imperativsätze des Titels stellen diese These dar.

Der Dialog des Autors mit dem Leser wird immer mehr zu einem inneren Monolog, der auch ein Dialog ist, aber ein tiefer, innerer. Er spricht mit den Stimmen des Vaters, des Sohnes, der Mutter und der Geliebten. („Pass auf dich auf, lieber Vati, pass auf dich an den Tagen auf, an denen das Gras grün ist...“; „...wieso ohne dich und am Leben...“ (*Tymchuk, 2016: 36, 37*) Er weiß genau, dass er den Weg der Rückkehr zu sich selbst gehen muss. In der Außenwelt fühlt sich der Krieger-Dichter nicht mehr sicher, verletzt aber nicht gebrochen durch Minen, Granaten, Verluste. Er soll feuern, er soll überleben, er soll siegen. Die Selbstversunkenheit wird notwendig und gibt ein Gefühl der Präsenz im Moment, eine Möglichkeit, die ruinöse Realität adäquat wahrzunehmen, eine Möglichkeit der kognitiven Stabilität.

4. Dichtung als Weg zur Authentizität

Das poetische Wort des Militärdichters Volodymyr Tymchuk „ztsiliuie“ heilt und zielt zugleich. Die Semantik dieses Wortes in der Originalsprache beinhaltet seine denotative und konotative Bedeutung, die dieses Wort in sich trägt: „behandeln, heilen“ und „treffen, zielen“. Das Wort ist wie lebendiges Wasser – etwas, das wieder zum Leben erweckt, dasselbe Wort ist wie Waffe – etwas, das ins Ziel trifft – „zielt“. Eine solche Enantiosemie, eine wortinterne Polarisierung, bei der gegensätzliche Phänomene in einem Wort zusammengefasst werden, ist ein Ausdruck des entsprechenden Gefühlszustands des Dichters. Der Titel von Volodymyr Tymchuks Gedichtsammlung „Slovo, shcho ztsiliuie“ (Das heilende Wort ist das Wort, welches zielt) (*Tymchuk, 2022*) erinnert an seinen gefallenen Freund und Waffenbruder, der sein wichtiges Wort im Vorwort des Gedichtbandes von Volodymyr Tymchuk „Vohnyty! Vyzhyty! Peremohty!“ ließ: „Das Wort heilt, das Wort motiviert, das Wort klärt, das Wort beruhigt. Wenn es das wahre Wort ist, (...) in diesem Buch habe ich es gesehen...“ (*Tymchuk, 2016: 8*).

Diese Sammlung ist nicht nur eine Chronik des Krieges, sondern auch eine Konzentration von Geräuschen des Krieges, Gefühlen und Zuständen des Menschen mitten im Krieg. Die Geräusche von tropfendem Wasser werden durch die Explosionen von Granaten ersetzt („plitsch-platsch... (...) bumm..., bumms...“ (*Tymchuk, 2022*), das Gedicht wird hier und jetzt geschrieben und ist ein gegenwärtiger Zustand und Moment des Lebens.

Dies alles mit Hilfe der Poesie zu durchleben ist ein Weg zu sich selbst, die Weise, den Schmerz durch Erinnerung zu akzeptieren und sich auf die eigene Authentizität zu besinnen, die eine Quelle der Resilienz ist.

5. Schlussfolgerung

Geistige Widerstandsfähigkeit oder kognitive Resilienz, ist die Fähigkeit des Gehirns, sich an Veränderungen anzupassen und Herausforderungen effektiv zu bewältigen. Sie beinhaltet die Fähigkeit, flexibel auf stressige Situationen zu reagieren, Problemlösungsstrategien anzuwenden und eine positive Einstellung zu bewahren. Dichtung kann als bewusstes Reflektieren angesehen werden. Bewusstes Reflektieren über eigene Gedanken und Überzeugungen kann dabei helfen, geistige Widerstandsfähigkeit zu stärken.

Selbsterforschung, Aufdecken des verborgenen Schmerzes, Raussprechen desselben stellt eine Resilienzreaktion und eine Quelle der Resilienz dar.

Verstand und die Herzen der Menschen stehen im kognitiven Krieg unter Gefahr (Tararenko, 2024). Poesie kommt aus Herzen, ist authentisch und ist ein Weg zu sich selbst, zu eigener Authentizität. Die Selbstreferenzialität als Selbstversunkenheit, Suche nach innerem Halt, ist ein Phänomen, das sich in der schöpferischen Aktivität, Poesie, manifestiert und nicht nur ein Mittel ist, die eigenen Emotionen zu erkennen und zu verbalisieren, sondern auch, eigene Reaktion auf die Ereignisse und eine Quelle der Resilienz in sich selbst zu finden.

Die Ergebnisse dieser Studie dienen dazu, die Mechanismen zur Aufrechterhaltung der kognitiven Resilienz eines Menschen im Krieg weiter zu optimieren.

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EXISTENTIAL MODES IN TETIANA OSIN'S *TAVRIAN SONNETS***Lada Lichman**

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Summary

This article examines the modes of being in Tetiana Osin's *Tavrian Sonnets*, analyzing how fear, anxiety, and despair function as both thematic content and structural principles. The study reveals the impact of Heideggerian ideas, particularly *Existentialia* and *Das Man*, on the protagonist's inner conflict between authentic selfhood and social conformity. These ontological models function as conceptual frameworks that enrich the philosophical dimension of the text, structuring the lyrical subject's perception of existence and foregrounding themes of free will, stoic endurance, and personal responsibility.

The paper focuses on the theme of destiny and the culturogame of existential death, through which the lyrical heroine represents world cognition as an enduring drama of human life. Particular attention is devoted to spatiotemporal symbols that illustrate the transformation of worldview, the emancipation of consciousness, and the recognition of suffering as inherent to human experience.

The article positions the artistic space of the collection as a metaphysical landscape where time and space undergo symbolic transformation, becoming keys through which the Universe and nature are interpreted. The spatial dimension assumes the characteristics of philosophical allegory.

It highlights the poet's skill in rendering introspective themes, the intertextual projections that function as allusive dialogues with the cultural cosmos, and the poetic reinterpretation of Tavria – its landscape, spirit, and emblematic symbols.

Ultimately, the article examines Osin's poetic vision in shaping her creative identity, illustrating how this self-conception intertwines with the external world. This reveals the Ukrainian sonnet's engagement with philosophical discourse and its capacity to embody reflections on human being.

Key words: sonnet, modes of being, culturogame of symbolic death, spatiotemporal metaphors, intertextual references, human perception of the world.

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1. Introduction

Growing scholarly interest in existential themes within Ukrainian poetry necessitates new methodological approaches to contemporary poetic analysis. This study addresses two critical gaps: the underexplored intersection of existentialist philosophy with the Ukrainian sonnet tradition, and the systematic analysis of regional poets like T. Osin', whose work embodies profound existential concerns.

This broader intellectual shift toward existential phenomena as manifested in poetic texts has catalyzed the development of modern existential literary criticism, which applies the analytical framework of classical existential philosophy to literary works (*Tokman, 2020: 11*). Such

an approach recognizes the inherent compatibility between lyrical expression and philosophical inquiry, a relationship that is fundamental to existentialist thought.

The convergence of poetry and philosophy creates a distinctive interpretive dialogue that illuminates the essence of being, transcending the confines of logical reasoning. This conceptualization of poetry as a vehicle for existential understanding that transcends conventional rational frameworks resonates deeply with Ukrainian philosophical traditions. Consequently, both the poetic-philosophical dialogue and the Ukrainian intellectual heritage provide substantial theoretical foundations for scholarly investigation in this field.

This study addresses a gap in literary scholarship concerning the existential interpretation of sonnet forms, particularly in the works of underexplored Ukrainian poets like T. Osin'. Her collection represents a significant phenomenon at the intersection of poetic tradition and philosophical depth.

This research offers an integrative analysis of existential themes such as fear, loneliness, despair, anxiety, and death through the lens of Heideggerian concepts, including *Existenz* and *Das Man*. It also examines Osin's intertextual strategies, metaphorical modeling of spacetime, alongside personal experiences as foundations for existential reflection in lyrical poetry.

The study deepens our understanding of Ukrainian literary existentialism by showing how poetic language, imagery, and structure convey existential concerns. It highlights the importance of the individual voice, poetic expression, as well as cultural memory in shaping lyrical subjectivity. The findings confirm the relevance of existential frameworks for interpreting contemporary Ukrainian poetry and suggest new directions for exploring syncretic poetic forms that unite philosophical ideas with emotional and personal depth.

The analysis is **aimed at** exploring the philosophical and poetic discourse in T. Osin's collection *Tavrian Sonnets*, focusing on existential modes and philosophical allegories that clarify the artistic and aesthetic attitudes of the poet.

The **research methods** include hermeneutics, focusing on existential and dialogical literary interpretation, which interprets narratives through the categories and theories of existentialist philosophers. Existentialist frameworks by M. Heidegger, A. Camus, S. Kierkegaard, J.-P. Sartre, and K. Jaspers are applied to analyze how Osin's sonnets embody philosophical concepts via poetic form. Kierkegaard's idea of existence as an inner transformation into authentic selfhood serves as the main interpretive lens, while Heidegger's temporal ontology sheds light on themes of finitude and being-toward-death. The analysis explores loneliness through the individual's shift from mundane routine to the heightened existence of the lyrical subject, as well as the instability of human existence and "existential thinking." It also considers Kierkegaard's concept of "sickness unto death" as reflected in psychological states of fear and doubt (*Kierkegaard & Marino, 2013*).

Against this background, the most important concepts are presented by:

– K. Jaspers' concept of existence, understood as "being-in-the-world", comprises the phenomenal world, existence as "being in itself" and transcendence as the invisible boundary of all being and thought (*Jaspers 2021*);

– M. Heidegger's theory of transcendental and ontological understanding of time describes three time-dependent ecstatic relations: present, past, and future, all of which are experienced by a person as expressions of the finitude of human existence (*Heidegger, 1996*);

– J.-P. Sartre's intellectual idea of the existential worldview, which serves as the key to existential poetics, structures the stream of being through the discovery of essences rather than through the principles of hierarchy and fluidity (*Sartre, 2015*).

Loneliness is treated as a distinct category in existentialist philosophy. The fear of loneliness is universal; it serves as a fundamental and indestructible motivator in human consciousness and behaviour. Loneliness becomes a constant structure of “being with others” (Heidegger, 1996).

The legacy of existentialist philosophy has proven fruitful for the development of various fields within the humanities, including literary studies. In Ukrainian literary scholarship, numerous scientific works have focused on studying the sonnet genre (Bilostegniuk, 2016; Nakashidze, 2015; Naumenko, 2014; Radko, 2010). A correlation can be observed between existentialist ideas and the views expressed by contemporary Ukrainian poets (Anisimova, 2009; Rosinska, 2007; Tokman, 2020).

Scientists note the distinctive thinking style inherent to the sonnet genre, its encoded capacity for self-renewal, and its perfectly harmonious form in all components, which concentrates the common and natural poetic mode of reflection crowned by a lyrical and philosophical conclusion (Naumenko, 2014). Literary scholars highlight the existential motives and intentions of the text through a dialogue between literature and philosophical theories. H. Tokman insists that extrapolating existential and psychological ideas to the study of lyrics is natural, as lyrics centre on the lyrical subject's introverted interest in their lifeworld, where existential matters must be a priori considered in textual analysis (Tokman, 2020: 7).

However, despite a certain interest among scientists, the sonnet genre within postmodernism remains understudied in modern literary studies and thus requires investigation of precisely those lyrical works which contain in the text, subtext, or evoke in the metatext figuratively expressed thoughts aligned with the ideas of existentialist philosophers and depict a person's existential states as interpreted in existential philosophy.

A review of recent papers. Studying the existential modes within an individual poet's artistic world has opened broad perspectives for scientific research, including investigations of contemporary Ukrainian poets from regions previously underrepresented in scholarly discourse.

Tetiana Osin' (Nikulochkina) is a well-known Zaporizhzhia poet, literary critic, and a member of the National Writers' Association of Ukraine. The poetic paradigm of her creative experiments contains existential and aphoristic retrospections and reflections on the present, philosophy of life, human existence, and the harmony of the world around: *Autumn Versefall* (Osinniy virshopad) 2011, *Rhymed Analogies* (Rymovani paraleli) 2016, *Vivifying Word* (Zhytiedayne Slovo) 2017, *Sunshiny Grape* (Sonyachne hrono) 2017, *Late Fruit* (Piznya zavyaz) 2019, *Blessed Suburb* (Rakhmanne peredmistya) 2020, etc. Despite such a voluminous literary output, T. Osin's oeuvre has recently attracted Ukrainian academic attention: only two literary works – *Late Fruit* and *Blessed Suburb* – have been analyzed among eleven collections of poetry.

While analyzing the ninth book of her poems, *Late Fruit*, H. Senkevich (*Senkevych*, 2020) draws attention to the author's stylistic peculiarities: the use of cold colour palette and inversions, characteristic of symbolist poets, and the cult of sad beauty. The scholar emphasizes the musicality of her poetry, highlights the organic combination of social and lyrical feelings, the unique synthesis of life philosophy, and the emotional content of human existence, her boundless devotion to her native country, and a rare gift for reflecting both human emotions and the public mood.

Having analyzed the collection *Blessed Suburb*, Ya. Kravchenko (*Kravchenko*, 2020) highlights its complex and multi-layered semantic richness, alongside its experimental artistic forms that embody profound experiences of self-knowledge and an insightful understanding of

the world. The researcher emphasizes the vivid visualization of poetic reality, the universality of the author's worldview, and a nonconformist spirit marked by steadfastness, internal independence, and tireless creative energy. The scholar also underlines the palpable, pulsating core of the collection, its cultural contextualization, the poet's acute awareness of the spacetime continuum, and a deep sensibility to the harmony of the world. Philosophical generalization, ambivalence, aphorisms, and symbolism are identified as the defining features of the poetry.

V. Botner, analyzing the wide range of T. Osin's sonnets, highlights the elegance of the poet's artistic language and her unique insight into the human psyche, life, and inner states. The scholar also emphasizes the poet's initiative and self-motivation, as well as her deep love for Ukraine and the Zaporizhzhia region (*Botner, 2020*).

Thus, the poet's rich literary palette merits deeper exploration, particularly through the lens of existential awareness and the perception of life, as well as the timeless themes of human relationships – love and loneliness in the Universe.

2. Main text

Tavrian Sonnets (Tavriys'ki sonety), Tatiana Osin's eleventh poetic collection (*Osin, 2021*), is a natural progression of her ongoing exploration to refine her favorite stanzaic forms, the sonnet and sonnet sequence, while simultaneously deepening the perception of her poetic and mental "ego" as an integral part of the surrounding world. The collection represents an attempt at summation, including not only entirely new works but also cherished fragments of her poetry well known to readers.

The title of a literary work acts as a bridge between the external world and the inner space of the text. *Tavrian Sonnets* serves as the author's initial intrigue, introducing the collection's central theme. At its core lies Tavria, the historic steppe region of Ukraine encompassing the Dnieper-Molochansk interfluvium within modern Zaporizhzhia and Kherson oblasts. The title encapsulates the collection's aesthetic, originality of worldview, and concentrated thematic expression. It evokes an existential understanding of Tavria, its nature, inhabitants, canonical symbols, steppes, chernozem (fertile black soil rich in organic matter), cities and suburbs, the Dnieper River, Khortytsia Island, floodwaters, sakura in the Oak Grove, and a snow-covered cranberry bush, all of which are familiar and simple to the poet. The collection's conceptual metaphor is the Road, described as a difficult yet necessary path that leads forward, causing pain and healing, offering comfort (*Osin, 2021: 18*). While the road may bring one back to loved ones, not every smooth path ensures victory, as hardships and bad weather occur along the way; nevertheless, the road remains a constant guide (*Osin, 2021: 22*).

The collection opens with the chapter *Diverse Weaving* (Rozmaite pletivo) which includes five thematic sequences: *The Road* (Doroha), *The Existence* (Buttia), *Spacetime* (Chasoprostir), *Bird* (Ptakha) and *Deluge* (Povin'). Each sequence consists of fourteen sonnets followed by the fifteenth, called the Mastersonnet (Mahistral), which functions as the thematic and compositional key following classical academic poetic forms.

Several newly published sonnets appear in the chapter *On the Scales of the Existence* (Na terezakh buttia). The poems are structured into distinct multifunctional thematic units such as the sonnet-portrait, sonnet-landscape, love sonnet, poetic manifesto, meditative sonnet, requiem, and dedication sonnet. Select sonnets from the poet's earlier books are also thoughtfully included.

The existential paradigm (or mode) in the artistic world of *Tavrian Sonnets* encompasses several key categories that shape the collection's narrative strategies: "fear", "concern",

“anxiety” and “despair” (Søren Kierkegaard); *Existentia* and *Das Man* (Martin Heidegger); free choice and stoicism (Karl Jaspers, Jean-Paul Sartre); and the culturogame (cultural concept) of existential death.

In *Tavrian Sonnets*, the philosophical and figurative exploration of human existence and the spiritual experience of the poetic subject resonate deeply with the ideas of Danish philosopher and theologian Søren Kierkegaard, who introduced the concepts of fear, anxiety, sadness, despair, concern, and other modes of human existence into scholarly discourse. The poetic voice contemplates the meaning of being, striving to comprehend human suffering, despair, and care while seeking the essence of selfhood. The author frames existential anxiety, turmoil, and mood as expressions of an openness to transcendence; through vivid epithets and metaphors, emotions emerge as the central elements shaping the artist’s inner world.

Loneliness emerges as a fundamental existential condition throughout the collection. The lyrical subject questions her emotional state with characteristic introspection: “what use is caution to me / amidst sadness and loneliness and heaviness” (*Osin*, 2021: 126). This transcends mere melancholy, revealing profound existential anxiety that the protagonist projects onto seasonal imagery, particularly autumn as a metaphor for spiritual desolation. The endless circular motion, without beginnings or endings, mirrors the monotonous rhythm of rain, which becomes the landscape of the heroine’s soul, as reflected in the sonnets *Reefs and Rhymes* (Ryfy ta rymy), *Music of Insomnia* (Muzyka bezsonnia), and *Winter Diptych* (Zymovyi dyptykh): “I’m breaking free of daily routine, but the wall / stands in a way – the wall of secular concerns”, “My memories limit has been infinite / I take them to my heart, until the early hours”, “Unsettling autumn musicians / who strike a raw nerve” (*Osin*, 2021: 176; 128; 104).

Heidegger’s *Existentia* denotes authentic selfhood – the irreducible core of individual being that emerges through confronting existence directly. *Das Man* represents everyday conformity where individuality dissolves into anonymous public opinion. In *Osin*’s sonnets, this tension manifests as the protagonist’s struggle between social expectations and authentic self-expression, particularly evident in her rejection of “mundane cares” for poetic vocation. Thus, these concepts highlight the tension between individuality and conformity in human existence.

In this context, the protagonist’s quest and her striving to affirm the authenticity of her existence vividly illustrate an existential awakening that ultimately frees her from the confines of everyday life. The self in *The Road* feels compelled to break free from the monotony of routine and listen to the voice rising from the depths of human identity a call to a higher purpose “He that chooses a goal in advance will lead an exciting life with dignity and for the benefit” (*Osin*, 2021: 20).

Meanwhile, the trivial world is represented in the sonnetarium through the lyrical depiction of daily life in the section *The Existence*. The poet portrays mundane responsibilities such as work, household chores, and childcare as alternately manageable and emotionally burdensome (*Osin*, 2021: 26; 75; 220). She characterizes the surrounding mundanity as an incomplete, nebulous realm that lacks clarity or spiritual depth. In exploring routine, *Osin*’s underscores the exhausting nature of domestic duties, which encompass an unending cycle of washing, cooking, and cleaning (*Osin*, 2021: 42). Simultaneously, she contemplates the human struggle to resist emotional numbness, questioning whether it is more vital to discover an existential key to life or to simply break free from the paralyzing grip of indifference and routine (*Osin*, 2021: 65).

The common thread running through *Tavrian Sonnets* is the concept of two existential modes: authentic existence and its opposite. The inauthentic one represents a world of mass consciousness manipulated by external forces. In contrast, authentic existence belongs

to personalities who oppose mundanity and challenge established standards and values in pursuit of their existential truth. This authentic mode of being is a search for spiritual harmony. The author leans toward philosophical generalizations and captures the most essential truths.

Seeking to escape the monotony of everyday routine, T. Osin' imbues her poetry with symbolic meaning: "A symbol is always general and, no matter how precise its translation, an artist can only convey its movement – there is no word-for-word rendering" (*Camus, 2013: 112*). Specific names, images, and symbols drawn from world culture carry emotional associations, blending the concrete with the universal to convey the concept of existence.

A central symbol in the collection is the reference to the medieval physician, philosopher, and thinker Avicenna, who formulated seven postulates of a healthy lifestyle: (1) equilibrium of temperament; (2) careful selection of food and drink; (3) evacuation of effete matters; (4) safeguarding the body; (5) maintaining purity of the air breathed; (6) guarding against external contingencies; and (7) moderation regarding bodily movements and mental activity, including cycles of sleep and wakefulness (*Khan, 2015: 92*).

Equally significant is Osin's mention of Gilea, a forest in Scythia revered as a sacred grove and noted by Herodotus in ancient times, alongside her reference to the sacred bird in Eastern mythology symbolizing happiness. These allusions play a crucial role in the poet's concept of existence.

Parmenides is aptly invoked as a reminder of his philosophical inquiry into being and knowledge. The poet also draws attention to the symbolism of Ambrose (Bitter) Bierce, the American short story writer and poet known for his sardonic style and uncompromising candor. Additionally, there are references to Argus, the all-seeing giant, depicted as unsuccessfully guarding the treasures of heaven, and to Lel, the Slavic god of love and son of Lada and Svarog, whose presence is associated with the loss of a spring-well and the persistence of mundane burdens such as daily struggles with the old patterns. Each of these figures is imbued with symbolic meaning that enriches the existential framework of the poetry (*Osin, 2021: 140, 147*).

T. Osin's reflections focus on the creative power of the Demiurge, the artisan-like figure responsible for shaping and sustaining the material world, and his striving to perfect it. At the same time, the author introduces a philosophical warning: "As time goes by, the decline of life becomes a marked price: that is the Demiurge's evil caprice" (*Osin' 2021: 148*). The poet also invokes the figure of Don Quixote: "Whether the Don Quixote age / will touch us... Where is the hidalgo, whose heart is afire with truth?" This timeless character embodies the pursuit of idealism and moral courage (*Osin' 2021: 173*).

The collection underscores the existential dilemma of constant choice and the necessity of stoic endurance, responding to Camus's core question of whether life is worth living. In Osin's poetic universe, the answer is affirmative: life has meaning precisely because it allows for freedom of choice. To exist is to choose. This existential freedom is rooted in the Poetic Word, which becomes a source of strength, moral integrity, and inner dignity in the face of adversity. These ideas are woven into lines that contemplate the cost of survival, the tension between obedience and resistance, and the creative act as a form of self-affirmation (*Osin', 2021: 43; 44; 142*).

The poet's focus remains on the inner realm of the lyrical subject, who, despite anxiety, routine, alienation, and loneliness, strives for transcendence. Creativity becomes a form of resistance. Personal agency emerges through internal motivation, urging individuals to confront challenges, cultivate resilience, and shape their destinies. These themes resonate in verses that invoke Shevchenko's advice to act decisively against enemies and express a stoic defiance in the face of fate, even when only nature seems to respond with sympathy (*Osin', 2021: 81; 88*).

When faced with difficulties, the heroine reflects on her inner turmoil and recognizes poetry as her sole talisman. The lyrical voice perceives escape from tragic existence through transcending her “inauthentic” existence to discover her true “ego” identity. T. Osin’ pursues the truth and authenticity of her being, striving to shape her destiny: “The Almighty handed us our fates / But the choice is ours: either the sky or the thickets” (*Osin’ 2021: 135*). The poet deliberately embraces the sonnet form as her chosen mode of expression, appreciating its precision, intensity, and profound symbolic resonance. The poetic subject feels compelled to rise above the mundane and heed the voice emerging from the depths of the self. Contemplating how to endure with dignity amid life’s despair, the lyrical heroine invokes the emblematic figure of Sisyphus: “Sisyphian labor, routine, severe” (*Osin’ 2021: 75*). For the heroine, resilience is anchored in “a stable family, like a shield / which is strong, reliable, with a top grade” (*Osin’ 2021: 55*). Her existence is fundamentally supported by “three pillars, / whose names are Love, Family and Faith...” (*Osin’ 2021: 143*). Crucially, the protagonist consistently pursues her central vocation: “I’m weaving quatrains in Blue, the neighbors are churning new gossips” (*Osin’ 2021: 193*). At every juncture, the lyrical subject identifies with Sisyphus, symbolizing the spirit’s victorious perseverance in the face of fate.

Death functions as an existential horizon that gives urgency and meaning to present experience. The protagonist confronts mortality without despair, contemplating whether the final journey leads to enlightenment or darkness, while acknowledging the uncertainty of what lies beyond (*Osin’, 2021: 88*). The poet articulates a profound acceptance of death’s inevitability, envisioning it as an ultimate embrace – something that may comfort rather than terrify, despite its fearsome reputation (*Osin’, 2021: 132*).

Life is conceived as inherently intertwined with death, and the contemplation of mortality evokes paradoxical reflections on the finite nature of existence while simultaneously suggesting the presence of something eternal within it. The poet acknowledges death’s triumph over life’s brief span, recognizing that silence inevitably follows existence. Yet this recognition does not give rise to despair, self-pity, or mourning. On the contrary, the poet rejects self-humiliation through pity, proposing instead that to live passionately is itself a form of loss (*Osin’, 2021: 243*).

The work concludes with a philosophical meditation inspired by Jerzy Lec’s aphoristic insight into human mortality, affirming that people ultimately die not from external forces, but from the very intensity of living itself (*Osin’, 2021: 239*). This reference underscores a philosophical acceptance of death as an intrinsic yet paradoxical aspect of life.

Tavrian Sonnets explore the fragmented nature of human existence, the anticipation of death, and the inexorable law of mortality, guiding the reader to confront the end as part of the natural order. In the sonnet *Bright Day*, the narrator intimately recounts the death of her father, portraying the profound experience of loss through a philosophical lens that acknowledges life’s transience while simultaneously affirming hope: “It began – thank God? – a bright day” (*Osin’, 2021: 115*).

Equally significant is the treatment of the perennial theme of fate, depicted as a test that everyone must face. The poet presents destiny as manifesting through various life challenges, whether in competitive sports or social encounters (*Osin’, 2021: 77*). However, rather than emphasizing its absolute inevitability, she adopts a philosophical stance toward these limitations, expressing a sense of acceptance for perceived shortcomings. Ultimately, she asserts that despite potential hostility from such forces, they can be overcome through the transformative power of love, patience, and accumulated wisdom. The primary protective symbol invoked

by the poetic subject is conceptualized as a divine gift – a sacred flame that serves as spiritual guidance (*Osin*, 2021: 169).

The collection's spatiotemporal framework functions as an existential geography, where the external landscape mirrors internal psychological states. Tavrian topography – the steppe, Khortytsia, and the rain – transcends mere regional description to become a philosophical allegory. Geographic specificity grounds universal existential themes in particular cultural soil, creating what might be termed "existential regionalism".

The unity of spacetime in *Tavrian Sonnets* is profoundly conceptualized and embodied through original imagery. The character's environment is perceived not only emotionally and aesthetically but also philosophically. Spatial and temporal dimensions are presented as inseparable, forming a coherent existential continuum. The sequence of artistic events unfolds within narrative time, while the interpenetration of temporal layers reinforces the structural unity of the text. Both time and space are metaphorized, becoming symbolic tools for understanding the universe and the natural order: "Everything deserves understanding / from the infinite space to the tiniest seed" (*Osin*, 2021: 41).

The spacetime of the big city accentuates the heroine's loneliness and disorientation, with these sensations intensified by recurring lexical motifs such as "rain" and "routine." The spatial imagery is rendered with clarity and specificity: "Khortytsia, the Dnipro..." Ultimately, the collection's artistic space transforms into the existential heroine's inner world, acquiring the qualities of a philosophical allegory.

Unlike space, which is grounded in concrete toposes, time in the collection is portrayed as conditional. The progression of events unfolds within narrative time, while the author emphasizes moments of intersection between temporal layers that generate both structural and existential cohesion.

A particularly significant role is assigned to the sonnets that explore the relationship between the human and the natural world. The author deeply humanizes nature, projecting her emotional states onto it. The soul's landscape, psychological parallelism, and impressionistic aesthetics, characterized by precision in conveying tonal nuances, subtle shifts of light, atmospheric movements, and weather changes, all contribute to forming the harmonious artistic universe of *Tavrian Sonnets*.

A significant theme of *Tavrian Sonnets* is love, understood as the subtlest and most sensitive of human emotions, long celebrated by poets. According to the speaker, love is a transformative force: "It was love that gave us gift and wings, / and something both magical... and earthly..." (*Osin*, 2021: 128). Love unites ("love unites us..."), brings comfort and soothes jealousy ("I'm burning, sleepless"), prompts reflection ("When did a dilemma rise between us: / to reconcile or keep walking the edge?"), and helps overcome indifference, sorrow, and life's burdens. Without this gift, a person cannot live fully on Earth: "I must veto the lovelessness" (*Osin*, 2021: 66, 193, 235, 152).

A defining component of the author's collection is her reflection on the nature of artistic creativity. In the author's view, the poet's Word is meant to inspire, strengthen the individual, and provide existential support. The entire sonnet collection breathes with faith in the transformative power of language: "...And stubbornly / I don't shy away from dictionary truths, / because I believe in the Word. And I'm still learning" (*Osin*, 2021: 170).

One of the poet's unquestionable merits is her sincere effort to share with the reader the mystery of her craft by portraying the creative process of composing sonnets, which is marked by verbal precision, rhythmic sharpness, and poetic enchantment: "I won't write long ballads, /

I'd rather plunge into the magic of the sonnet. / I'll leaf through dictionary tips again / and turn the apt and useful into rhyme" (*Osin*, 2021: 190).

The author seeks answers to life's fundamental questions through her communion with nature and human experience. She describes how, when the winds howled and insomnia struck, verses came to her that "innocently sobbed" with rhyme and rhythm. Despite the "foreboding of winter" that hurts, she remains capable of enduring "rain and sunshine and snow" (*Osin*, 2021: 210, 197, 200). Poetry becomes her pathway to eternity, connecting disparate worlds such as the inner and outer realms, emotions and their expression, while making the sublime accessible and imbuing the mundane with profound meaning. She observes that everything deserves understanding, from the infinite space to the tiniest seed (*Osin*, 2021: 41).

The poet's sonnets address both existential questions and pressing contemporary themes. Her reflections encompass fear, identity, the meaning of life, patriotism, national memory, devotion to the Zaporizhzhia region, the sustaining force of hope, harmony with nature, and the creative power of the poetic word. In her lyrical vision, the present is interwoven with the past, rooted in ancestral memory, the fertile Tavrian landscape, and the idea of home. Memory appears as a faded yet enduring trace, likened to the inner radiance of labradorite (*Osin*, 2021: 198, 172).

Sunlight and warmth become sources of renewal that restore the soul through unity with the steppe. The poet expresses a desire to follow the symbolic path of Taras Shevchenko, urging openness to the spiritual meanings of Khortytsia. She offers consolation through images of nature's generosity: the gentle sun, the fullness of summer, the flowing waters of the Dnipro (*Osin*, 2021: 34, 35, 36, 81).

The book captivates through its distinctive dialogue with the cultural cosmos. Its intertextual dimension unfolds through references to iconic figures such as the Demiurge, Fibonacci, Petronius, Laozi, Freud, and Epicurus, weaving allusions that resonate deeply with intellectually attuned readers. The author places particular emphasis on the understanding of truth, drawing on the idea that it resides within us, in line with Proust. This notion recurs as a leitmotif throughout the collection, as the poet reflects on paradoxes, invoking Petronius while reaffirming her unwavering belief that everything in the world requires measure (*Osin*, 2021: 151).

The poet further invokes P. Verlaine, noting his belief that there is enough torment in the heart and that neither benefit nor sense can be found in it (*Osin*, 2021: 161). She places him alongside M. Kundera, Ch. Dickens, J. Lec, and A. Camus, whose works she reportedly read in a solitary bedroom (*Osin*, 2021: 163). She also evokes the spirits of renowned painters and musicians, including Caravaggio, Degas, Dalí, Tintoretto, Grieg, and Liszt. Autumn, in her vision, luxuriates in crunchy November and unrestrained Liszt; the sky appears as if painted by Dalí; and the morning garden, rendered in tender pastels, recalls the style of Degas (*Osin*, 2021: 161, 163, 201, 237). These rich references cultivate an atmosphere of authenticity, illuminate the poet's refined aesthetic sensibility, and reveal the intricate, sophisticated fabric of her allusive framework.

3. Conclusions

The study of the existential modes in *Tavrian Sonnets* supports the assertion that the conceptual sphere of the collection is closely aligned with an existential perception and experience of being in the Universe. The philosophical dimensions of T. Osin's poetic worldview are fundamentally existential yet distinctly shaped by the Ukrainian national and cultural mentality. Her existential engagement is most clearly reflected through spacetime symbolism, where the poetic

subject's space of insight becomes metaphorical, serving as a symbolic framework for comprehending the universe and nature, and ultimately acquiring the qualities of philosophical allegory.

The collection reveals the poet's refined ability to explore human relationships, particularly love and loneliness, through an existential and philosophical lens. It also demonstrates her reflective engagement with her creative process, her intertextual dialogue with the broader cultural space of the Universe, and her existential reinterpretation of Tavria, its landscape, and its symbolic imagery.

The author's lyrical and philosophical sonnets are marked by a unique syncretism, where natural landscapes and intimate lyrical scenes are interwoven with deep philosophical reflection. Her poetry exemplifies a distinctively Ukrainian form of literary existentialism – one that avoids despair, hopelessness, or nihilism, and instead embraces a vitalist worldview. Death is not depicted as a source of fear but is viewed as a moment of ontological stillness that invites reflection on life's meaning and purpose.

The poetic world presented in the collection affirms the central existential question of human existence, a question that has long occupied human thought and leads to philosophical generalizations and essential insights. Osin's sonnet collection reinforces this existential pursuit, offering a compelling example of a literary text in which form and content are organically unified. The work stands out for its expressive and convincing use of imagery, its deep philosophical engagement with the surrounding world, and its sincere emotional resonance through the soul of the poetic protagonist.

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ARTIFICIAL INTELLIGENCE IN PHYSICS EDUCATION: CHALLENGES AND PERSPECTIVES ON THE PATH TO PERSONALIZED LEARNING

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Summary

This article presents a comprehensive literature review on the integration of artificial intelligence tools in physics education. The study aims to analyze how various AI technologies – from adaptive learning platforms and virtual laboratories to intelligent chatbots – can contribute to personalized learning, support the development of experimental thinking, and improve overall educational outcomes.

The review synthesizes scholarly sources that highlight the numerous benefits of AI, including: the enhancement of critical thinking and problem-solving skills, increased student engagement, and a deeper understanding of abstract physics concepts. The application of AI in the educational process allows for the adaptation of task difficulty to individual needs, which promotes more effective learning. The paper also meticulously analyzes the key challenges associated with the implementation of these technologies, including issues of data privacy, algorithmic bias, and the preservation of academic integrity in an era of increasing automation.

This article provides a comprehensive assessment of the pedagogical advantages and difficulties, laying the groundwork for a balanced and strategic application of AI tools. This will allow for the effective improvement of learning outcomes while minimizing associated risks and contributing to the further development of educational methodologies.

Key words: Artificial intelligence, Physics, Adaptive learning, Chatbots, Virtual labs, Pedagogy, Critical thinking.

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1. Introduction

Artificial Intelligence (AI) marks a turning point in the educational process, fundamentally changing approaches to teaching complex disciplines such as physics. The application of AI tools, particularly innovative platforms like ChatGPT, creates unique opportunities for developing experimental thinking (*Ding, 2023*). Thanks to personalized learning that adapts to individual needs, AI technologies enhance student engagement through interactive dialogues and facilitate active exploration of scientific concepts, effectively bridging the gap between theory and practice (*Dong, 2023*).

These technologies promote a shift from a traditional, rote-learning model to an approach focused on experience and problem-solving. Traditional teaching methods often struggle to maintain a high level of student engagement, which stimulates the development of innovative solutions where AI tools serve as valuable pedagogical resources (*Duy, Ngoc & Hai, 2024*). Research confirms AI's ability to support complex cognitive processes, helping students develop experimental thinking and problem-solving skills that are critically important for physics (*Jing, 2023*).

However, despite the obvious advantages, there are significant gaps in research, particularly regarding the direct impact of AI on experimental thinking and the qualitative aspects of students' experiences (Kurniawan, Riantoni, Lestari & Ropawandi, 2024). Furthermore, the implementation of AI faces practical challenges, such as insufficient teacher training and ethical issues related to data privacy (Lee & Lee, 2021). In this context, this article aims to systematize current research on the role of AI, particularly ChatGPT, in fostering experimental thinking in physics education. The review seeks to clarify key themes and identify gaps in the literature to lay the groundwork for future research and practical applications in this field (Liang, Zou, Xie & Wang, 2023).

2. Main text

Personalized Learning Pathways and Adaptive Feedback

Artificial intelligence (AI) facilitates a high degree of personalization in physics education, taking into account diverse learning paces and styles (Ding, 2023). By analyzing individual student performance data, AI tools can recommend resources, adjust task difficulty, and personalize learning pathways (Dong, 2023). For example, adaptive platforms can detect when students are struggling with specific topics and adjust the content to provide additional support. Wang, Kim, & Shute (2020) note that this practice effectively supports student engagement and interest (Wang, Kim & Shute, 2020).

Personalized learning systems, such as language models like ChatGPT, also provide explanations adapted to each student's level of understanding (Duy, Ngoc & Hai, 2024). Liang, Zou, Xie, & Wang (2023) found that ChatGPT's adaptive responses help students navigate complex physics problems, offering immediate and individualized assistance (Liang, Zou, Xie & Wang, 2023). This AI-driven adaptation not only improves comprehension but also reduces frustration, as students receive support tailored to their unique challenges (Lee & Lee, 2021).

Increasing the Accessibility of Physics Education

AI technologies have significantly expanded access to physics studies for students who might otherwise face obstacles due to their geographical location, financial difficulties, or lack of resources (Lee & Lee, 2021). For example, virtual labs make it possible to conduct experiments without the need for expensive equipment (Liang, Zou, Xie & Wang, 2023). Menchafou, Aaboud, & Chekour (2024) note that AI-driven virtual labs have made hands-on learning accessible in Moroccan schools where physical lab infrastructure is limited (Menchafou, Aaboud & Chekour, 2024). This accessibility provides an opportunity for students from diverse backgrounds to gain practical experience, regardless of their educational institution's resources (Mahligawati, 2023).

Furthermore, AI-based chatbots support self-directed learning, enabling students to master material at their own pace and receive help outside of traditional class hours (Mahligawati, Allanas, Butarbutar & Nordin, 2023). These tools provide a level of academic support that would otherwise be unavailable to students in remote or under-resourced areas (Mustofa, 2024). Duy, Ngoc, & Hai (2024) found that chatbots help students independently acquire physics knowledge, enhancing their learning experience through continuous and accessible support (Duy, Ngoc & Hai, 2024).

Effective Assessment and Timely Feedback

Artificial Intelligence (AI) optimizes the assessment process by providing timely feedback, which is critically important for effective learning (Sánchez-Guzmán & Mora, 2010). Automated assessment tools, which use machine learning, evaluate students' understanding

of physics concepts through essays. This not only reduces the workload for educators but also ensures consistent feedback (Kurniawan, Riantoni, Lestari & Ropawandi, 2024). For example, Kurniawan et al. (2024) developed an AI-based automated assessment system that provides rapid feedback on essays, allowing for the evaluation of conceptual understanding without significant manual intervention from instructors (Kurniawan, Riantoni, Lestari & Ropawandi, 2024).

By analyzing student data, AI tools can identify specific areas that need improvement and offer targeted feedback (Swandi, Amin, Viridi & Eljabbar, 2020). This real-time analysis allows for more formative assessment, giving students the opportunity to correct misunderstandings immediately and leading to better learning outcomes (Wang, Kim & Shute, 2013). Such systems are also valuable for educators, as they provide insights into student progress and help them adjust the teaching process (Wulff, 2024).

Ethical Concerns: Data Privacy and Security

The implementation of AI in education introduces serious ethical problems, especially concerning data privacy and security (Pavlov, 2023). AI systems collect vast amounts of information about student behavior, performance, and engagement, which raises questions about how this data is stored, used, and protected. Duy, Ngoc, & Hai (2024) emphasize that although chatbots and intelligent agents improve learning, they also require access to sensitive student information, which can be vulnerable to misuse or unauthorized access (Duy, Ngoc & Hai, 2024).

Additionally, there are concerns about the fairness of AI algorithms, which may unintentionally reflect biases. If AI models are trained on biased data or lack diversity, they may reinforce existing educational inequality. Ensuring the ethical operation of AI systems in physics education requires robust data management policies that address privacy, transparency, and equity (Mahligawati, Allanas, Butarbutar & Nordin, 2023).

Accessibility Issues: The Digital Divide

While AI has the potential to expand access to education, it can also deepen the digital divide (Menchafou, Aaboud & Chekour, 2024). Students in under-resourced schools or remote areas may lack access to the devices and internet connectivity necessary to use AI tools (Mahligawati, 2023). This lack of access can create inequality in learning opportunities, depriving some students of the benefits that AI offers (Mustofa, 2024). For example, while virtual laboratories provide hands-on experience for students with limited physical resources, they still require a basic digital infrastructure that is not universally available (Liang, Zou, Xie & Wang, 2023).

In addition, the implementation of AI tools requires teacher training, which may not be feasible in all educational contexts, especially in regions with limited funding for professional development (Pavlov, 2023). These limitations suggest that although AI can democratize education in theory, its practical implementation may inadvertently reinforce inequality if equal access is not ensured (Sánchez-Guzmán & Mora, 2010).

Limitations in Understanding Context and Nuance

While AI excels at processing large data sets and providing automated feedback, it often lacks the nuanced understanding that human educators bring to a learning environment (Sánchez-Guzmán & Mora, 2010). For example, AI-driven assessments may not fully account for the context or intent behind a student's response (Kurniawan, Riantoni, Lestari & Ropawandi, 2024). As noted by Wulff (2024), while AI can evaluate factual correctness, it may struggle with subjective assessments that require interpretation of students' reasoning processes (Wulff, 2024).

This limitation also extends to language models and chatbots, which may misunderstand student questions or provide overly simplistic responses (Duy, Ngoc & Hai, 2024). AI's inability to interpret subtleties in student responses limits its capacity to provide the nuanced feedback often necessary for learning complex physics concepts (Liang, Zou, Xie & Wang, 2023).

AI holds significant potential in improving physics education by increasing engagement, personalizing learning, and expanding accessibility (Menchafou, Aaboud & Chekour, 2024). However, its integration creates challenges related to over-reliance, ethical problems, inequality in access, and limitations in contextual understanding (Pavlov, 2023). Addressing these limitations is critically important for realizing AI's full potential in education, so that it serves as a beneficial supplement and not a replacement for traditional practices (Mahligawati, 2023). Balancing AI's strengths with careful consideration of its limitations will be necessary to create a more effective and equitable learning environment (Mustofa, 2024).

Enhancing Learning Outcomes with Personalized, Adaptive, and Interactive AI

The integration of AI into physics education has transformed learning outcomes through personalized, adaptive, and interactive tools (Liang, Zou, Xie & Wang, 2023). These AI-driven applications not only support student engagement but also tailor the educational experience to their individual needs, leading to improved understanding and retention (Pavlov, 2023). In this section, we will discuss how AI enhances learning outcomes, focusing on personalized tutoring, adaptive assessment, and interactive environments that together foster a deeper learning experience and better accommodate diverse learning styles (Mahligawati, 2023).

Personalized Tutoring Systems

AI-based personalized tutoring systems have become an important tool for providing individualized instruction to students, offering targeted guidance based on their needs (Liang, Zou, Xie & Wang, 2023). For example, AI language models, such as ChatGPT, are increasingly being used as virtual tutors that respond in real-time to physics-related questions (Duy, Ngoc & Hai, 2024). These models adapt their explanations to each student's level of understanding, allowing learners to master complex physics concepts at their own pace (Wang, Zhou & Liang, 2023). This approach aligns with the theory of self-regulated learning, in which students benefit from immediate feedback and individualized explanations that help bridge gaps in their knowledge (Pavlov, 2023).

Personalized Learning Tools and Adaptive Learning

The use of personalized learning tools, such as symbolic regression models, aids in solving complex physics problems by providing explanations and guiding students through the equation derivation processes (Liang, Zou, Xie & Wang, 2023). These models help in visualizing and solving physics equations, which is particularly useful in disciplines like mechanics and electromagnetism, where mathematical rigor is paramount (Pavlov, 2023). Through such individualized support, AI tools help learners achieve mastery of topics by catering to their specific learning needs and progression (Mahligawati, 2023).

AI's ability to analyze real-time data from student performance has enabled the creation of adaptive learning systems that dynamically adjust content and difficulty levels (Wang, Zhou & Liang, 2023). Adaptive learning platforms track student progress and adaptively present challenges suited to their current level, fostering continuous engagement and growth (Wang, Zhou & Liang, 2023). Wang et al. (2023) emphasize the effectiveness of AI in creating adaptive environments where students receive appropriate levels of difficulty and support, which keeps them motivated and prevents frustration from overly challenging content.

In addition, adaptive assessment tools that analyze student responses provide educators with information on each learner's strengths and weaknesses, facilitating targeted interventions

(Kurniawan, Sari & Wijaya, 2024). Kurniawan et al. (2024) introduced an AI-based automated assessment system for physics essays, which automatically evaluates comprehension and provides constructive feedback. By identifying areas of misunderstanding, these tools help students and educators focus on areas needing improvement, thereby enhancing learning efficiency and supporting a mastery-based approach to physics education (Kurniawan, Sari & Wijaya, 2024).

Interactive Learning Environments

Interactive learning environments, driven by AI, including virtual labs and simulations, provide students with hands-on experience that deepens their understanding of physics principles (Pavlov, 2023). For example, the AI-based TEALSim active learning simulation tool improves the understanding of modern physics concepts, such as quantum mechanics, by allowing students to interact with simulations that visualize complex processes (Liang, Zou, Xie & Wang, 2023). These tools create engaging learning environments where students can manipulate variables, observe outcomes, and develop a more intuitive understanding of abstract concepts (Mahligawati, 2023).

The role of interactive environments in physics education is further supported by virtual laboratories, which make experimental physics accessible to a wider range of students (Pavlov, 2023). Menchafou et al. (2023) report that AI-driven virtual labs are especially useful in settings with limited access to physical lab facilities, as they allow students to conduct experiments virtually (Menchafou, 2023). This approach not only expands access to practical learning but also helps students develop critical thinking skills when they interact with realistic simulations of scientific experiments (Mahligawati, 2023).

Enhancing Engagement with Gamified AI Tools

Gamified AI-based learning tools introduce elements of game design into physics education, making the process more engaging and interactive (Pavlov, 2023). Games like "Newton's Playground" use AI to adapt their complexity based on player actions and offer tasks related to physics principles (Liang, Zou, Xie & Wang, 2023). This approach increases engagement and motivates students to explore complex concepts in a low-risk environment (Mahligawati, 2023). Gamification elements, including achievements, badges, and leaderboards, reinforce positive behavior and allow students to progress at their own pace, fostering both motivation and retention (Pavlov, 2023).

The application of AI in gamification also aligns with cognitive learning theories, which state that active involvement in learning tasks leads to better cognitive processing and memory retention (Liang, Zou, Xie & Wang, 2023). Thus, gamified physics education solves the problem of maintaining student interest in a traditionally challenging subject by transforming learning into an exciting and interactive experience (Mahligawati, 2023).

Real-time feedback and automated assessment

Artificial intelligence (AI) optimizes the assessment process by providing timely feedback, which is critically important for effective learning (Liang, Zou, Xie & Wang, 2023). Automated assessment tools, such as systems based on machine learning, evaluate students' understanding of physics concepts through essays. This not only reduces the workload for educators but also ensures consistent feedback (Kurniawan et al., 2024).

The analysis of student performance data allows AI tools to identify specific areas that need improvement and offer targeted feedback (Pavlov, 2023). This real-time analysis allows for more formative assessment, giving students the opportunity to correct misunderstandings immediately and leading to better learning outcomes (Mahligawati, 2023). Such systems are also useful for educators, as they provide insights into student progress and help adjust the teaching process (Kurniawan et al., 2024).

Fostering Collaboration with AI-Enhanced Communication Tools

AI also enhances collaborative learning in physics education by facilitating group discussions and enabling interaction in different learning environments. For example, AI-driven chatbots can help students discuss physics problems by offering prompts or guiding questions, fostering collaboration and peer learning (Duy, 2023). These chatbots assist in self-study and collaborative learning by providing structured support and responding to student inquiries, which can be especially useful in online or hybrid learning environments (Duy, 2023).

In addition, AI-enhanced discussion boards and virtual study groups allow students to collaborate on tasks, share ideas, and learn from each other's perspectives. This collaborative approach aligns with social constructivist theories, which emphasize learning as a social process where students construct knowledge through interaction with peers. AI's role in fostering such collaborative environments supports both individual and group learning, making it an effective tool in diverse educational settings (Duy, 2023).

AI for Language Processing to Improve Comprehension

Another significant advantage of AI in personalized physics education is its application in natural language processing (NLP) to support language-related comprehension in physics (Wulff, 2019). Tools that use NLP can help students by clarifying complex terminology, translating physics jargon into simpler language, and making content more accessible (Wulff, 2019). AI-powered NLP tools help students grasp the language-specific nuances of physics, which is often a barrier to understanding for non-native speakers (Wulff, 2019).

This capability is especially useful for students from diverse linguistic backgrounds, as it ensures equitable access to physics education (Wulff, 2019). AI-driven language support tools allow learners to overcome language barriers and understand complex theories in their own terms, thereby enhancing inclusivity in physics education (Wulff, 2019).

The integration of personalized, adaptive, and interactive AI into physics education significantly improves learning outcomes by providing individualized support, creating engaging learning environments, and ensuring continuous feedback (Wang et al., 2023). These tools make physics more accessible, foster engagement through gamification, and support collaborative and inclusive learning (Duy, 2023; Menchafou et al., 2022). However, successful implementation requires careful consideration of each tool's role in promoting active learning, encouraging critical thinking, and providing meaningful feedback (Kurniawan et al., 2024). The potential of AI to transform physics education offers a promising path toward a more inclusive, effective, and interactive learning environment (Wang et al., 2023).

3. Conclusion

The integration of Artificial Intelligence (AI) into physics education demonstrates significant potential to transform how physics is taught and learned (Wang et al., 2023). AI tools, such as intelligent tutoring systems, adaptive platforms, and interactive simulations, have proven crucial in creating a more personalized, adaptive, and engaging learning environment (Kurniawan et al., 2024; Menchafou et al., 2022). These tools not only promote a deeper understanding of complex physical concepts but also align with modern educational goals by encouraging active learning and critical thinking (Duy, 2023). The narrative review highlights that AI's ability to adapt content, provide real-time feedback, and engage students through interactive experiences significantly contributes to improved comprehension and retention (Wang et al., 2023).

Furthermore, AI has played a key role in increasing accessibility and providing diverse learning pathways, especially for students from different backgrounds and with varying learning

paces (Menchafou et al., 2022; Wulff, 2019). Through knowledge-based systems, virtual laboratories, and language processing tools, AI addresses the unique needs of students, fostering an inclusive environment that makes physics more accessible and less intimidating (Duy, 2023).

However, the effective implementation of AI in physics education still faces several challenges, including concerns about over-reliance, ethical issues related to data security, and the risk of exacerbating the digital divide (Wang et al., 2023; Duy, 2023). While AI offers significant advantages, it is important to address these limitations to ensure that it complements, rather than replaces, traditional teaching methods (Kurniawan et al., 2024). Future research should focus on developing robust frameworks for integrating AI into physics curricula in a way that enhances educational outcomes without compromising students' abilities for independent problem-solving (Wang et al., 2023).

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THE DEPICTION OF DOMESTIC VIOLENCE IN HOLLY RINGLAND'S NOVEL THE LOST FLOWERS OF ALICE HART AND ITS CINEMATIC ADAPTATION

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Summary

This article investigates the depiction of domestic violence in Holly Ringland's *The Lost Flowers of Alice Hart* and its screen adaptation, with a focus on the interplay between literary and cinematic representations. Applying a comparative multimodal approach, the study examines textual strategies in the novel, such as floral symbolism, metaphors, and narrative techniques. It also investigates audiovisual strategies in the series which include cinematography, sound, performance, and pays attention to the intermedial translation of symbolic elements. Flowers emerge as a central motif which shapes narrative meaning and functions as a medium for reflection, resilience, and healing. The research also contextualizes Alice's experiences using criminological frameworks, including victim typologies and Lenore E. Walker's cycle of abuse, highlighting the generational impact of domestic violence and the psychological consequences for victims. The study demonstrates that multimodality enhances audience understanding of trauma and recovery, providing a nuanced depiction of gendered violence. The findings underline the importance of symbolic devices across media and suggest directions for future research on cross-media portrayals of abuse and the narrative power of symbolic imagery.

Key words: multimodality, symbolic meaning, violence against women, metaphor, intermediality.

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1. Introduction

The issue of domestic abuse, or more precisely domestic violence, has always drawn public attention, though with varying degrees of sensitivity and empathy. Historically, it was often treated as a taboo subject, silenced due to the marginalized position of women in society and prevailing prejudices concerning the roles of both men and women. In recent decades, however, the narrative has shifted: domestic violence is increasingly represented as part of women's struggle against different forms of oppression and humiliation. It is no longer a hidden problem; many women speak publicly about their experiences, while for those who are still struggling to find support, literature and media have created a kind of mirror-encyclopedia of abusive scenarios that reflect real-life situations. Narratives of such kind make this problem more visible and those who are involved may get their unique chance to reflect on the issues that have been destructive to them but due to lack of knowledge might have seemed normal.

According to the World Health Organization domestic violence refers to “any behavior within an intimate relationship that causes physical, psychological, or sexual harm to those in the relationship” (WHO, 2012). However, domestic violence is not limited to partners; very often, children also become direct or indirect victims. The Council of Europe’s Istanbul Convention (2011) highlights this by defining domestic violence as acts of physical, sexual, psychological, or economic abuse that occur within the family or household and recognizing that victims may include women, men, or children. Closely related to this is the broader concept of violence against women, which the United Nations (1993) defines as “any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life” (the United Nations, 1993). These definitions provide a conceptual framework for understanding how fictional narratives reflect on social issues, which are skillfully woven into various plots. The website Goodreads (n.d.) lists over 200 contemporary novels addressing domestic violence, each offering distinct perspectives on this complex issue. Among them we can just name a few telling examples of how literature engages with the theme of domestic violence: *Big Little Lies* by Liane Moriarty (2014), *Behind Closed Doors* by B. A. Paris (2016), *The Girl on the Train* by Paula Hawkins (2015), *Black and Blue* by Anna Quindlen (1998) etc. They depict various forms of intimate partner abuse and psychological control. Similarly, visual media such as the series *Maid* (Netflix, 2021), the adaptation of *Big Little Lies* (HBO, 2017–2019), or the film *Sleeping with the Enemy* (directed by Joseph Ruben, 1991) highlight the pervasiveness of domestic violence narratives.

Against this background, Holly Ringland’s *The Lost Flowers of Alice Hart* (2018) and its television adaptation directed by Glendyn Ivin (2023) stand out for their nuanced portrayal of the intergenerational consequences of abuse, particularly focusing on how trauma shapes female identity and resilience. Narrative power of figurative language helps authors to shape their stories in a way that even the most wild scenarios become unforgettable and provide food for thought, especially when addressing sensitive topics. Holly Ringland is no exception: her characters are strong, and their struggles call for action.

The aim of this article is to explore the depiction of domestic violence in Holly Ringland’s novel *The Lost Flowers of Alice Hart* and its screen adaptation. Special attention is given to the multimodal role of floral symbolism as a narrative tool that reveals hidden trauma, communicates emotional states, facilitates the representation of female resilience against abuse. By comparing the literary and cinematic versions, the study seeks to demonstrate how different modes of expression (verbal, visual, auditory) contribute to a deeper understanding of domestic violence and its psychological consequences.

2. Methodology and theoretical background

The study employs a comparative multimodal analysis of the novel *The Lost Flowers of Alice Hart* by Holly Ringland and its screen adaptation directed by Glendyn Ivin. To interpret the symbolic resonance of floral imagery in narratives of domestic trauma, it is useful to draw on multimodal frameworks that emphasize the interplay of visual, auditory, and verbal elements in shaping metaphorical meaning in television narratives (Bystrov et al., 2023; Bilyk et al., 2024). Applying this approach allows us to unpack how flowers can symbolically signify notions such as resilience or transformation across different communicative modes.

The study further investigates the intersemiotic translation of symbolic elements from literature to screen. It considers how meaning is preserved, transformed, or amplified. “As

the transfer of imagery from literature to film often reshapes symbolic meanings” (*Bodnar & Malyshivska, 2023*). It is undoutful that literature and film belong to different semi-otic systems which “intertwine to convey messages to readers or viewers” (*Malyshivska & Romanchuk, 2024: 190*).

The representation of violence against women in modern media discourse is inherently multidisciplinary, drawing together insights from sociology, media studies, linguistics, and cultural studies. Scholars emphasize that media representations not only reflect but also shape social attitudes toward gender-based violence, making this area of inquiry highly relevant (*Car & Ravbar, 2021; Cuklanz, 2019*). Research demonstrates that domestic violence is frequently framed in ways that reproduce stereotypes, silence victims, or normalize structural inequalities, thereby underlining the need for critical analysis of media texts. Contemporary Hollywood often constructs the home as a contested site of feminine vulnerability, rendering the domestic space not as a place of safety but as one of danger (*Szczekala, 2025*). Similarly, Shoos (2017) has shown how depictions of abuse in film are subject to ideological manipulation often in a form of cultural “gaslighting” which reveals the complex interplay between narrative framing and sociocultural denial. More broadly, other scholars have analyzed how gender-based violence is represented across news reporting, literature, and television, underscoring the discursive mechanisms that either challenge or reinforce patriarchal norms (*Boyle, 2005; Meyers, 2012; Lloyd, 2020; Pletniova, 2024*).

From a sociological standpoint, Johnson (2010) developed a widely recognized typology of domestic violence, distinguishing between intimate terrorism, violent resistance, and situational couple violence, which provides a valuable framework for understanding the complexity of abuse narratives across media.

Taking into account the above-mentioned studies on domestic violence, it should be noted that those analyzing its representation in both literary and cinematic narratives are scarce. Therefore, our study seeks to bridge this gap.

3. Results and Discussion

The *Lost Flowers of Alice Hart* tells the story of a young girl, Alice, who experiences domestic violence and profound trauma in her early childhood. The narrative follows her journey of coping with loss, silence, and resilience, while highlighting how personal suffering intertwines with broader themes of memory, and identity.

Flowers serve as a constant background to the entire story, framing Alice’s life from her mother’s intimate garden to her grandmother’s expansive flower farm. The novel is full of references to native Australian flora, with each flower carrying symbolic meaning which is represented in the separate chapters. As an Australian writer, Holly Ringland introduces her readers to the uniqueness of her land in a particularly evocative manner: “her desk faced two large windows, staghorns and butterfly-leaf plants” (*Ringland, 2023: 4*). This vivid attention to the natural environment is carried into the screen adaptation, where close-ups and bird’s-eye shots capture the vibrant, colorful landscapes that surround Alice. Yet this lush imagery only intensifies the contrast with the darkness she endures emotionally, it highlights the tension between external beauty and inner suffering.

The novel itself is composed of thirty chapters, each named after a flower. Every chapter opens with a delicate black-and-white drawing of that flower, accompanied by a short encyclopedic description of its features and symbolic meaning. In this way, readers receive information through two intertwined modes: the visual, which appeals to the eye, and the verbal, which

conveys knowledge and interpretation. The series, however, is divided into only seven parts, yet it preserves the same structural device of beginning with a flower, its image, and its meaning (See Fig. 1) Still, only the very first chapter of the book coincides with the first episode of the series: “Black Fire Orchid. Meaning: Desire to Possess”. In the adaptation, all such openings appear against a black background, with flowers visually engulfed by flames. This striking repetition creates a powerful visual mode that recalls one of the central traumatic events of Alice’s life – the fire that destroyed her family. At the same time, the imagery emphasizes the paradox of destruction and rebirth: after fire, new life emerges, just as the black fire orchid itself is able to bloom only in the aftermath of flames. Thus, the visual symbolism both deepens the narrative and mirrors Alice’s own painful yet transformative journey.

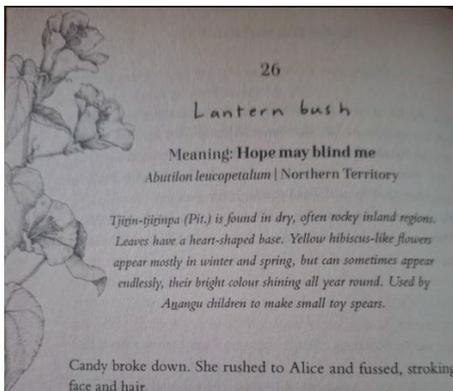
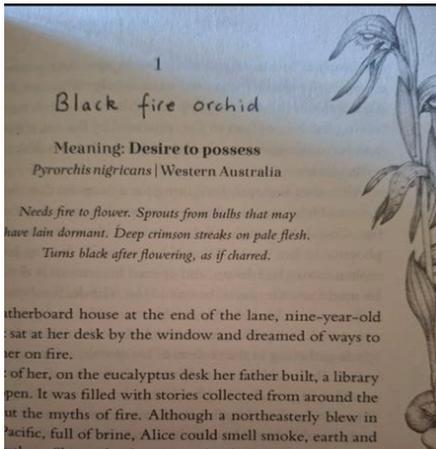


Fig. 1. Flower depiction from the novel and the series

To guide her readers, Ringland opens the book with a dedication on the cover page: “for women who doubt the worth and power of their story” (Ringland, 2023). This signals from the very beginning that the narrative will center on a story that is not simple to tell, one shaped by silence, trauma, and resilience. The title itself can be interpreted in at least two ways, and the author gives subtle hints to both. On the one hand, the flowers represent Alice’s lost hopes and dreams, fragile yet persistent across the years. On the other, they evoke her grandmother’s farm,

which was far more than just farmland it was a refuge for women in need, whom she tenderly called “Flowers.”

In the screen adaptation, this symbolism expands into a multimodal metaphor where woman is a flower. Importantly, it is not limited to the conventional notion of women as delicate beings whose beauty must be nurtured or else they wither. Instead, the metaphor draws on the richness of Australian flora, suggesting that women, like native flowers, may bloom again after fire, carry poisonous strength for protection, or survive in harsh environments. This imagery transforms the floral motif into a layered expression of endurance and renewal. It connects women’s stories with the land’s own cycles of destruction and rebirth.

According to criminological typologies, victims of domestic violence can be categorized into six types: passive, who do not resist due to inability or family circumstances; passive-provocative, whose lifestyle or behavior may inadvertently provoke aggression; impulsive, characterized by fear and diminished rationality during abuse; aggressive, who actively resist and may retaliate; active, who immediately seek assistance from authorities or support systems; and latent, who endure prolonged abuse in silence without seeking help (*Tychyna, 2023: 519*). Such characteristics cannot be strictly divided, as mixed types often occur depending on the situation. Nevertheless, these outlines provide a useful framework for understanding victim behavior.

In *The Lost Flowers of Alice Hart*, both in the novel and its screen adaptation, we can identify representations of the passive and latent victim types. Alice, as a child, embodies the passive type: she neither knew how nor was able to escape from her father, a man she both loved and feared. As the narrator notes, “maybe Alice would never again see his blue eyes turn black with rage...” (*Ringland, 2023: 4*). Her mother, Agnes, in contrast, exemplifies the latent type. She endures everything in silence: the isolation from society, as they lived far from the city and were forbidden to visit it; the physical abuse, as her husband regularly beat her; and the psychological abuse, as he convinced her she had no choice but to stay. When Alice hugged her mother after another fight, “she smelled like jasmine, and fear” (*Ringland, 2023: 5*). The author creates here a striking simile: the pleasant fragrance of jasmine is contaminated by fear, which, through this comparison, becomes almost tangible.

What is more, the flowers, which are traditionally perceived as a universal language of love, in the hands of an abuser are transformed into a language of violence and gaslighting. After another fight that left Alice’s mother devastated, her father reflects: “If he spoke to her in flowers, maybe then she would understand. Forked sundew, I die if neglected. Harlequin fuchsia, cure and relief. Wedding bush, constancy” (*Ringland, 2023: 11*). In this context, the seemingly romantic symbolism of flowers is distorted into a manipulative tool. Instead of expressing tenderness, the floral codes reinforce control, placing the responsibility for the abuser’s actions on the victim. The father uses the connotations of devotion, healing, and permanence not to comfort but to reassert dominance, turning symbols of love into a justification for suffering.

Domestic violence rarely occurs as an isolated incident and, according to Lenore E. Walker’s cycle of abuse, typically follows four recurring stages: (1) tension-building, when the abuser seeks control and may justify behavior by stress or blame the victim; (2) incident of abuse, including physical, economic, psychological, or sexual violence; (3) reconciliation, where the abuser apologizes and shifts blame onto the victim; and (4) a calm or “honeymoon” phase (*Walker, 1987*). All these phases are clearly present in the novel.

For example, tension-building phase is reflected in her father’s thought: “He wanted to reach out to her, to explain she just needed to be more mindful of her behaviour so he wouldn’t be provoke” (*Ringland, 2023: 11*) Here, the blame is shifted onto the victim, as though her actions were responsible for his anger.

Incident of abuse resonates with Alice's memory that "being around him was like being outside without shelter during stormy weather, always watching the sky" (Ringland, 2023: 33). This description captures the unpredictability and violence of his outbursts.

Reconciliation comes after, when the abuser softens and reestablishes control, as seen in "he made her a writing desk" (Ringland, 2023: 30). Such gestures attempt to erase the harm with material or symbolic gifts, while never addressing the underlying violence. Calm or "honeymoon" phase is revealed in the line: "Her father's tides were peaceful" (Ringland, 2023: 32). For a time, harmony returns, but it is only temporary, before the cycle begins again.

Alice subconsciously carried this destructive cycle into her adult life. She entered a relationship with a boyfriend who also beat her, then asked for forgiveness, made presents, and once again returned to violence. "Flashes of Dylan merged with memories of her father. Faces white with rage" (Ringland, 2023: 338). In this way, the cycle of abuse perpetuated itself across generations, shaping Alice's understanding of love and intimacy. She ultimately managed to break the vicious circle of abuse by gaining self-awareness, recognizing patterns of control and manipulation, and learning to assert her own boundaries.

The presence of flowers shapes each part of the story in both the novel and its screen adaptation, often signaling the key message of a chapter or guiding the reader's/viewer's attention to significant emotional or narrative elements. In the novel, flowers also play a role in the characters' healing and self-discovery. For example, the author writes of Alice's mother: "the truest parts of her mother bloomed among her plants, especially when she talked to them" (Ringland, 2023: 16). Here, flowers are intimately connected with emotional expression and personal growth. Similarly, when Agnes introduces Alice to books, she frames them through floral imagery: "from Agnes' description, Alice imagined a library must be a quiet garden of books, where stories grew like flowers" (Ringland, 2023: 17). In both examples, flowers function as a metaphorical space for nurturing, reflection, and recovery, reinforcing the themes of resilience and the restorative potential of care and attention within a world otherwise marked by trauma.

4. Conclusions

The present study has shown that *The Lost Flowers of Alice Hart* and its screen adaptation offer rich, multimodal representations of domestic violence, illustrating how abuse shapes the experiences and emotional development of victims across generations. The analysis demonstrated that the novel uses textual strategies such as floral symbolism, metaphors, narrative techniques, and also descriptive language to convey the cyclical nature of abuse, victim typologies, and the psychological impact on Alice and her family. The series translates these experiences into audiovisual forms where cinematographic techniques like different shots, sound, actor expressions help convey tension, trauma together with moments of reconciliation.

A key finding is that flowers operate as a central symbolic and narrative device in both media, signaling the emotional tone of each chapter or scene. Flower images provide clues to underlying themes and function as instruments of reflection and healing. The study also highlights the interplay between verbal and visual modes in conveying sensitive topics, showing that multimodality enhances audience understanding of abuse and resilience.

Further studies might explore cross-cultural differences in symbolic representation, the pedagogical potential of multimodal narratives in raising awareness about domestic abuse, and the impact of visual metaphors, such as floral imagery, on audience perception and empathy. By integrating literary, cinematic, and symbolic analyses, such research could deepen our understanding of how complex social issues are communicated across different media.

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NEO-AVANT-GARDE TENDENCIES IN LATE 20TH CENTURY UKRAINIAN POETRY

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Summary

This paper investigates how neo-avant-garde tendencies shaped Ukrainian poetry of the 1980s–1990s, focusing on experimental aesthetics and the creative reworking of avant-garde traditions by groups like Bu-Ba-Bu, LuHoSad, and Red Wagon. The study demonstrates how these collectives creatively reworked the legacy of the historical avant-garde through irony, parody, intermedial experimentation, and a deliberate rejection of canonical forms. Drawing on theoretical debates surrounding the neo-avant-garde (Bürger, Foster, Silverberg), the paper situates Ukrainian developments within broader global contexts while foregrounding their unique cultural and political specificity.

The group Bu-Ba-Bu challenged nationalistic clichés and socialist-realist literary norms by employing grotesque humor, linguistic play, and performative poetics. LuHoSad, rejecting the notion of a literary vanguard, identified instead as a “rearguard” drawing on the entire tradition of world literature and baroque formalism, integrating visual poetry and performance into their work. Red Wagon, centered in Kharkiv, fused neofuturist language with post-Soviet existentialism, as exemplified in the early works of Serhiy Zhadan. These poets depicted fragmented realities, technological metaphors, and the search for spiritual meaning in a collapsing ideological landscape.

By synthesizing innovation with tradition, and subversion with play, these neo-avant-garde movements reshaped the trajectory of contemporary Ukrainian poetry. The study argues that their conscious engagement with historical and aesthetic precedents – particularly the Ukrainian baroque and futurism – enabled a dynamic reimaging of poetic form and identity in late 20th-century Ukraine.

Key words: poetics, humor, parody, grotesque, intertextuality, intermediality.

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1. Introduction

The concept of the avant-garde has long been central to discussions of literary and artistic innovation, yet its evolving definitions and contested legacy continue to provoke debate. While early theorists like Peter Bürger dismissed the neo-avant-garde as a diluted repetition of historical avant-garde strategies, more recent scholars argue for its critical potential to re-engage with cultural institutions and ideological norms. These debates are particularly relevant in the context of Ukrainian literature of the 1980s and 1990s – a period marked by radical aesthetic shifts, the collapse of Soviet authority, and the emergence of new literary voices. This paper investigates how Ukrainian poets of this era, especially those associated with the groups *Bu-Ba-Bu* («Бу-Ба-Бу»), *LuHoSad* («ЛьґоСад»), and *Red Wagon* («Червона Фіра»), reimaged the avant-garde tradition through experimentation, parody, and intermedial play, helping to redefine the literary landscape of post-Soviet Ukraine.

2. Definitions of Neo-Avant-Garde

Christopher Innes, in his book “Avant Garde Theatre: 1892–1992”, notes that the term “avant-garde” is frequently applied to any form of art that challenges tradition, often serving as a descriptor for artistic innovation that is soon surpassed by subsequent developments (Innes, 2003: 1). This fluid and sometimes ambiguous characterization has led to competing interpretations of what constitutes avant-garde art and how its legacy persists in later movements.

One of the most influential theoretical perspectives on the avant-garde comes from Peter Bürger, whose “Theorie der Avantgarde” (1974) argues that the historical avant-garde emerged as a reaction against modernist tendencies, seeking to dissolve the boundaries between art and life. Bürger contends that this movement fundamentally challenged the institution of art itself. However, he asserts that after World War II, artists began appropriating avant-garde techniques not as a means of radical subversion but rather as a way to legitimize their work within established artistic institutions. In Bürger’s view, the so-called neo-avant-garde merely replicates the gestures of its predecessors, reducing avant-garde poetics and techniques to formulaic, institutionalized conventions. Consequently, he dismisses the neo-avant-garde as a superficial iteration that ultimately undermines the transformative potential of the historical avant-garde (Bürger, 1984).

Bürger’s position has been widely contested by later scholars, including Benjamin Buchloh (1984), Hal Foster (1996), and Dietrich Scheunemann (2005). Notably, Hal Foster challenges Bürger’s claim that the neo-avant-garde negates the radical aspirations of the historical avant-garde. Instead, Foster argues that the neo-avant-garde provides a means to critically engage with and rethink the institution of art. According to Foster, rather than simply reiterating past experiments, the neo-avant-garde actualizes the avant-garde’s project in a theoretically open-ended manner, allowing for continuous reinterpretation and renewal (Foster, 1996: 20). This ongoing critical discourse highlights the complexity of defining avant-garde movements and their legacy, raising fundamental questions about artistic innovation, institutional critique, and the evolving relationship between art and society.

Mark Silverberg claims that the neo-avant-garde’s “challenge goes beyond the level of institutional critique to the more general level of ideology critique” (Silverberg, 2010: 23). Silverberg’s neo-avant-garde does not require manifestos or groupings. Nor does it need to subscribe to the four main features of the avant-garde as described by Renato Poggioli, namely *antagonism* (the need to “agitate against something or someone”, especially “that collective individual called the public”), *activism* (“action for the mere sake of doing something”), *nihilism* (“destructive labor (...) attaining nonaction by acting”), and *agonism* (which posits “the artist as victim-hero (...) a paradoxical and positive form of spiritual defeatism”) (Poggioli, 1986: 25–40). Silverberg’s antidote to such aggressive posturing and self-destructive heroism lies precisely in the adoption of a more “neutral and ironic, less transgressive and more deconstructive” stance (Silverberg, 2010: 19).

In the introduction to “Neo-Avant-Gardes: Post-War Literary Experiments Across Borders” (2021), the following parameters of neo-avant-garde literature are defined:

Firstly, writers deal with their own poetics and aesthetics using the historical avant-garde as a source of inspiration, or frustration. This connection may be expressed explicitly as well as implicitly. Sometimes, it can be inferred from the paratext or the intertext, e.g. from mottos, quotations, pictures, characters embedded in the literary text.

Secondly, writers utilize experimental techniques which can be traced back to the historical avant-garde and include linguistic, stylistic, and narrative devices. Examples of such techniques include (photo)montage, ready-mades, collage, radically unconventional language and style, disintegrated or disjunctive syntax, eccentric metaphors, enhancing the dissimilarity between the connected semantic fields, increased degree of abstraction etc.

Thirdly, neo-avant-garde texts are deeply connected to social and political contexts and conflicts in which they function.

Fourthly, the epitext may also contribute to framing and labeling certain texts as neo-avant-garde. It encompasses publication in certain journals, performances in particular venues, presentations in experimental circles or in festivals considered experimental.

3. Purpose of the Study

This paper aims to explore how neo-avant-garde tendencies shaped Ukrainian poetry of the 1980s–1990s, focusing on experimental aesthetics and the creative reworking of avant-garde traditions by groups like *Bu-Ba-Bu*, *LuHoSad*, and *Red Wagon*.

4. Manifestations of Neo-Avant-Garde in Late 20th Century Ukrainian Poetry

The debates surrounding the neo-avant-garde are particularly relevant when examining the evolution of Ukrainian literature in the 1980s and 1990s, a period marked by radical aesthetic experimentation and a deliberate challenge to both Soviet and nationalistic literary traditions. In her book “The Post-Chornobyl Library. Ukrainian Literary Postmodernism” (2005), Tamara Hundorova describes the literature of this era as “characterized by irony and spectacle, (...) parodied ideological clichés, revived baroque playfulness, and foregrounded new kinds of characters and roles” (Hundorova, 2005: 37). She writes, “In Ukraine, postmodernism becomes simultaneously a reflection upon, the completion of, and a criticism of Ukrainian modernism. At the same time, it also continues and develops the avant-garde tendencies of the twenties and thirties (it is not a coincidence that the most popular authors during the 1990s are the futurist Mykhail Semenko, the formalist Maik Yohansen, and the modernist Viktor Petrov [V. Domontovych])” (Hundorova, 2005: 39).

Hundorova observes that neo-avant-garde and postmodernist intentions in Ukrainian literature of the 1980s and 1990s often coincide. Sometimes, this leads to the merging of these two terms. The literature of this time period actively uses popular culture, street forms, and commercials, and becomes performative and multi-stylistic.

In this paper, my goal is to demonstrate the novel and experimental features of Ukrainian poetry of the 1980s and 1990s, while also showing how Ukrainian neoavantgardists were cognizant of their legacy and utilized achievements of previous generations of writers in their works.

One of the most significant artistic groups to emerge in late Soviet and early post-Soviet Ukrainian literature is *Bu-Ba-Bu*, initially recognized as an avant-garde movement influenced by neo-baroque aesthetics and later associated with postmodernism. Founded in Lviv in 1985, the group comprised three writers: Yurii Andrukhovych, Viktor Neborak, and Oleksandr Irvanets. The name *Bu-Ba-Bu* derives from the first syllables of three Ukrainian words – *bufonada* (buffoonery), *balahan* (puppet show farce), and *burlesk* (burlesque) – a choice that reflects the group’s commitment to playful irreverence and theatricality in their literary endeavors.

Central to *Bu-Ba-Bu*'s artistic mission was the creation of a new literary identity that challenged established norms. The group deliberately distanced itself from the traditional icons of Ukrainian literature, employing satire and parody to subvert canonical figures and conventions. Their work rejected the nationalistic canon of classical Ukrainian literature, the ideological constraints of socialist realism in Soviet Ukrainian literature, and even the literary authority of the preceding generation, known as the Poets of the Sixties. Instead, *Bu-Ba-Bu* championed an aesthetic of liberation, advocating for an uninhibited Ukrainian literary language that defied both Soviet censorship and nationalistic orthodoxy.

Beyond its literary innovations, *Bu-Ba-Bu*'s emergence must be understood within the broader socio-political context of the mid-to-late 1980s. Ukrainian society at the time was marked by profound disillusionment, exacerbated by the Chernobyl disaster and a pervasive loss of faith in the ruling authorities. Against this backdrop of societal entropy, *Bu-Ba-Bu* injected a sense of creative energy and renewal. Their embrace of absurdity, humor, and linguistic play served as a means of both resistance and revitalization, positioning them at the forefront of Ukraine's literary transformation in the waning years of Soviet rule.

Language innovation has been one of the primary legacies of the *Bu-Ba-Bu* group. One example thereof can be observed in "A Drum-Tympanum (a sonnet uttered by the Flying Head)" by Viktor Neborak. In this sonnet, the poet employs intricate wordplay, deliberate manipulation of syllables, and the visual demarcation of "BU" and "BA" across different lexical constructions. The lyrical hero embraces the notion of the world as a stage, where actors and bards merge life and art into a playful, performative act. This perspective signifies a rejection of traditional spiritual concerns, such as death and immortality, in favor of celebrating the inherently playful and joyous essence of artistic expression.

БУБОН (Сонет, виголошений Літаючою Головою)

– Малойте БАБУ голу БУ
 гуБАми дивиться доБА
 БУ дифірамБАм БУ таБУ
 вам зуби вставить БУБАБУ
 росте поезія з горБА
 в горбі з грошима боротьБА
 та Бунтом БУ-де БУБАБУ
 від азБУк голова слаБА
 гуБАми виБУхає Бард
 чим світ сичить – кричить театр
 зіграєш вірш якого варт
 потрапиш в рай (чи на монмартр)
 БУ смерті і безсмертю БУ
 і БУ і БА і БУБАБУ
 (*Bu-Ba-Bu*, 1995: 143)

A DRUM-TYMPANUM (a sonnet uttered by the
 Flying Head)

– Paint a BABE naked BLUE
 with lips the day looks BA
 BU in dithyramBs BU taBOO
 put your teeth in BUBABU
 poetry grows from hunchBACk work
 with money BATTLE in the hump
 and BUBABU will BE reBELLion
 your head's feeble from alphaBETs
 the BARD BURsts with his labia lips
 what the world hisses with the theater screams
 you'll play a poem that's worth it all
 you'll end up in Paradise (or Paris)
 BU to death to eternity BU
 and BU and BA and BUBABU
 Translated by Michael M. Naydan
 (*Naydan*, 2006: 456–457)

Neborak widely employs grotesque and satirical elements, as exemplified in the following poem, where he constructs the unsettling image of a blood-covered Flying Head that instills fear among the locals. This striking imagery serves as a cautionary allegory, warning against the uncritical consumption of popular culture and the resulting intellectual emptiness.

ВОНА ПІДНИМАЄТЬСЯ, ЯК ГОЛОВА,
 відрубана голова волоцюги.
 Вона промовляє уперше, і вдруге,
 і втретє свої потойбічні слова:
 Я ЛІТАЮЧА ГОЛОВА!
 Над юрмищем площі нависло навскіс
 її всевидюще летюче бароко.
 Кров гусне в повітрі, розчахнутий зріз
 тінь відкидає, важку і глибоку:
 Я ЛІТАЮЧА ГОЛОВА! (...)
 Жереш мелодрами телевізійні?
 Ти розглядаєш драконів за склом!
 Стіну тобі проламає чолом
 ожила куля з оркестру Фелліні –
 Я ЛІТАЮЧА ГОЛОВА! (...)
 (Bu-Ba-Bu, 1995: 145)

It rises up like a head,
 the lopped-off head of a vagrant.
 It utters words from the beyond
 once, twice, and for the third time:
 I AM THE FLYING HEAD!
 The all-seeing flying Baroque
 hangs above the city square's horde.
 Blood clots drip in the air, the torn cut
 casts a deep and heavy shadow:
 I AM THE FLYING HEAD! (...)
 Are you devouring TV soaps?
 You gaze at dragons behind the glass!
 The wrecking ball from Fellini's Orchestra
 has come to life and breaks through your wall –
 I AM THE FLYING HEAD! (...)
 Translated by Michael M. Naydan
 (Neborak, 2005: 61)

Oleksandr Irvanets parodies Volodymyr Sosyura's renowned poem "Love Ukraine" (1947), subverting its nationalistic fervor through irony and satire. As Michael M. Naydan observes, "Parody, of course, is one of the highest forms of praise – especially since the object of parody must be a universally recognized cultural icon worthy of irreverence" (Naydan, 2006, p. 458). The comedic effect arises from Irvanets's retention of Sosyura's original rhythm while substituting the topos of Ukraine with American states, thereby satirizing the excessive admiration for American culture in 1990s Ukraine.

ЛЮБИТЬ

Любіть Оклахому! Вночі і в обід,
 Як неньку і дедді достоту.
 Любіть Індіану. Й так само любіть.
 Північну й Південну Дакоту.
 Любіть Алабаму в загравах пожеж,
 Любіть її в радощі й біди.
 Айову любіть, Каліфорнію теж.
 І пальми крислаті Флориди. (...)
 (Bu-Ba-Bu, 1995: 87)

LOVE!

Love Oklahoma! At night and at supper,
 Like your mom and your dad quite equal.
 Love Indiana. And the very same way
 Love Northern and Southern Dakota!
 Love Alabama in the red glow of fires,
 Love her in joy in misfortune.
 Be sure to love Iowa. And California, too.
 And the branchy palms of Florida. (...)
 Translated by Michael M. Naydan
 (Naydan, 2006: 458)

In his cycle of poems "Lessons from the Classics" (1992), Irvanets incorporates a reference to Volodymyr Korolenko's well-known statement, "Man is born for happiness, like a bird for flight." However, his ironic reinterpretation of this maxim generates a humorous effect through the use of specifying questions. By invoking various bird species (*turkey, ostrich, kiwi, emu, marabou* etc), Irvanets prompts a range of associations in the reader's mind, further enhancing the playful and satirical tone of the passage.

Людина родиться для щастя,
 Як птах для польоту.
 Як птах ...
 Як індик,
 Як півень,
 Як деркач на болоті?
 Як страус,
 Як ківі,
 Як ему,
 Чи як марабу?
 А може, як той, що ховає
 Товсте своє тіло у скелі?
 Всі ж бо вони народились літати,
 Тож плазувати вони принципово не можуть.

А може без порівнянь?
 Може, людина просто
 Родиться для щастя?
 (Bu-Ba-Bu, 1995: 91)

Man is born for happiness,
 like a bird for flight.
 Like a bird ...
 Like a turkey,
 Like a cockerel,
 Like a bittern in the mud?
 Like an ostrich,
 Like a kiwi,
 Like an emu,
 Or like a marabou?
 Or maybe like the one that hides
 Its fat body in a rock?
 After all, they were born to fly,
 So they cannot crawl on principle.

Or maybe we should drop the comparisons?
 Maybe, man is simply
 born for happiness?

Translated by Kateryna Nikolenko

Yuri Andrukhovych's poetry integrates elements of Halychyna's cultural heritage, refined humor, contemporary Ukrainian language, and an urban sensibility. His works are distinguished by their irony and rapid emotional rhythm. Frequently criticized for being "apolitical" and "anticivic," Andrukhovych addressed these critiques in his poem "Ironic Message on One Occasion" (*«Іронічне послання з одного приводу»*, 1985). In this work, he asserts that the "ivory tower" is the poet's natural domain, a vantage point from which one can perceive the harmony between the earthly and the divine.

Кажуть, ніби я мешкаю в башті зі слонової кості.
 Кажуть, без апеляцій, аж сумніватися годі.
 Що ж, буду радий, – заходьте до мене в гості!
 Муза-вахтерка зустріне внизу при вході.
 От вам віконце, Ви полюбіть красвиди.
 Як поетично, приміром, пасуть корову!
 Ну а якщо нічого у Вас не вийде –
 дам вам трубу – підзорну чи оркестрову –
 гляньте і грайте! Зернину й зорю завважте,
 кожну печаль полюбіть і кожну втому.
 Це – чудеса. Це – ефект високої башти.
 А я при столі сидітиму.
 Я ні при чому.
 (Morenets, 2016: 19)

They say I live in an ivory tower.
 They say it without appeal, leaving no room for
 doubt.
 Well, I'll be glad to have you visit me!
 The gatekeeper muse will meet you at the entrance.
 Here is a window, do admire the views.
 How poetically, for example, a cow is grazing!
 Well, if nothing works out for you,
 I'll give you a spyglass or a trumpet –
 look and play! Notice the grain and the dawn,
 love every sorrow and every fatigue.
 These are miracles. This is the effect of the high
 tower.
 And I will sit at the table.
 I have nothing to do with it.
 Translated by Kateryna Nikolenko

Andrukhovych's lyrical hero is characterized by the depth of his feeling. His whimsical, humour-filled tone is balanced by the state of being deeply moved by the beauty of the world, which differentiates Andrukhovych from other *Bu-Ba-Bu* poets like Viktor Neborak who tended towards the grotesque and the meticulous imagery building (collections of poems

“Amber Time” («Буритиновий час», 1987); “The Flying Head” («Літаюча голова», 1990), and Oleksandr Irvanets, who tested the limits of traditional lyrical genres through burlesque expression (collection of poems “Fire in the Rain” («Вогнище на дощі», 1987)).

In 1984, another literary group was created in Lviv under the name of *LuHoSad*, which included Ivan Luchuk, Nazar Honchar and Roman Sadlovsky. When characterizing the work of *LuHoSad*, Bu-Ba-Bu and others of their generation, Valerii Shevchuk used the term «необароковий авангард» (“neobaroque avant-garde”). However, literary critic Taras Luchuk came up with a different artistic philosophy which was supported by the representatives of *LuHoSad*. They believed that the literary process didn’t begin with *LuHoSad*, which is why there was no point in talking about avant-garde, or the leading guard in the late 20th century. In turn, they called themselves the “literary rearguard.”

In a conference dedicated to the 10th anniversary of *LuHoSad*, Taras Luchuk gave a succinct explanation of the rearguard concept: “Everything that exists in literature, everything created by our predecessors, came before us. We are chronologically behind the entire development of literature, we are closing the literary process (of course, our time is limited to our time – for some people we will be predecessors). And that is why our work draws from the entire heritage of world literature, and that is why we are behind the main forces in the march of literature (...) That is why we are the rearguard, the “rear” detachment in literature. This is manifested in the fact that our work reflects poets of all times and nations (of course, to the best of our ability)” (*Luchuk, 1993: 16*).

From 1990 to 1995, Ivan Luchuk edited the “Parnassusland” («Парнасленд») rubric in the Lviv newspaper “City Hall” («Паруша»). By the way, it was in “Parnassusland” that publications of the literary group *Red Wagon* first appeared.

Intertextuality and intermediality are key features of the *LuHoSad* poets’ work. They ventured into poetry (they particularly liked palindromes and sought to continue the traditions of baroque poetry, particularly palindromes by Ivan Velychkovsky (1651–1726), poetic performances, theatre, and visual art. For instance, Nazar Honchar created the PERHAPS studio, which is deciphered as PerformanceHappeningStudio. He also created the TLC, or “Theatre of the Lazy Creature” («Театр ледачої істоти»), which meant to prioritize the experiences of the observer.

Roman Sadlovsky, who suffered a stroke at the age of 24, has written few poems, and was not able to write because of his health issues. However, he began exploring poetry from a visual side, calling his literary and poetic pieces “poetrypainting” («поезомалярство»). He published two books: “Sleepy Suns” («Сонні сонця», 1996) and “Two Windows” («Два вікна», 1999). Each one of these books includes only one poem, every line of which takes up a whole page. These books are not just meant to be read – they are meant to be looked at, studied, and seen.

In turning to “poetrypainting,” Sadlovsky continued the traditions put in place by Mykhail Semenko (1892–1937). Ukrainian futurists were very interested in the effect of synesthesia and the different combinations of words, sounds, colours and shapes. Semenko, in particular, believed in the integration of poetry, painting, sculpture and architecture.

In 1922, the *Association of Panfuturists* was created in Kyiv. In their journal which was called “A Semaphore to the Future” («Семафор у майбутнє»), Mykhail Semenko published his paper “Poetrypainting” («Поезомалярство»), in which he explained the foundations of a new art: “...we have destroyed all the previous forms of poetic expression because they are too small for us. Then another process is inserted into the same moment: the process of decomposing the material of poetry, the word, into its original elements. The word is subjected to vigorous experimentation” (*Semenko, 2010: 289*).

For Semenکو, a poet, the word has always been an important expressive means of art. But, being subjected to the process of destruction, it “reaches its end. The word is decomposed and used from all sides – as a concept, symbol, image, paint stain, tonal sound, and finally as prose” (*Semenکو, 2010: 296*), so, as he notes: “the word, as such, will no longer be the main thing in the texture of prose” (*Semenکو, 2010: 297*).

The Kharkiv neo-avant-garde of the 1990s encompasses the works of Andriy Bondar, Volodymyr Tsybulko, as well as Serhiy Zhadan, Rostyslav Melnykiv, Ihor Pylypchuk, who later formed the literary group *Red Wagon*. For the purposes of this paper, the activities of the group will be illustrated using examples of Serhiy Zhadan’s works as he has become one of the most influential and recognizable Ukrainian poets.

Upon moving to Kharkiv in 1991, the writer quickly immersed himself into the literary and cultural life of the city. He was one of the co-founders of the neofuturist literary movement *Red Wagon*, which utilized wordplay and grotesque to parody journalistic clichés and challenge conventional public tastes. *Red Wagon*’s activity was centered around Kharkiv Literary Museum. It was them who opened the 1993 exhibition dedicated to Mykola Khvyliovy. Building off the traditions of Ukrainian futurism (in particular, the poetry of Mykhail Semenکو) and postmodernism (most prominently represented by the literary performance group *Bu-Ba-Bu*, founded in Lviv in 1985), *Red Wagon* offered a fresh perspective on poetry and became a powerful force in the Kharkiv literary underground scene.

In his poetry of the time, Zhadan depicts a lyrical hero who is homeless and lost amid the world that is falling apart and values that are changing. His exaggeration of the role of technical progress in society leads to the emergence of new technologically-oriented metaphors and their connections with the themes of religion and spirituality.

Волога і різка, мов контури дерев,
в повітрі застряє Господня арматура.
Вирізблюється день, холоне між дверей
блукаюча вода – твоя температура.
Поважне надбання – ця вогкість по ровах,
ці розчерки птахів, що в’язнуть сторожами
допоки будуть нам стояти в головах
великі небеса великої держави,
це коливання, цей тижневий падолист,
це обважніле тло, немов червона паста.
Розхитуєш містки, якими подались.
Так легко перейти, така спокуса впасти.
(*Zhadan, 2005: 64*)

Moist and sharp, like the contours of trees,
God’s scaffolding is stuck in the air.
The day carves itself out, wandering water
cools between the doors – your temperature.
A respectable asset – this dampness in the ditches,
these strokes of birds that get stuck as guards
as long as the great heavens of a great state stand in
our heads,
this fluctuation, this weekly fall of leaves,
this heavy background, like red paste.
You shake the bridges we had crossed.
It’s so easy to cross, such a temptation to fall.
Translated by Kateryna Nikolenko

The images of falling leaves, heavy skies, cold, autumn accentuate the lyrical hero’s feeling of loneliness amid the disintegration of the Soviet Union (“the great heavens of a great state”) while also realizing that many of his compatriots still maintain mental ties to the Communist past (“this heavy background, like red paste”). However, Zhadan’s lyrical hero also has hope in his soul – and he turns to literature, art, culture for salvation. In particular, he turns to the image of Bohdan-Ihor Antonych – a key figure of Ukrainian modernism who spoke of the beauty of natural environment and an individual’s deep connection with nature in his poems.

БОГДАН-ІГОР

(...) Нічний вібруючий бузок.
 Під вікнами, як сіль у рані,
 потужний звук, що рушить грані –
 дерева проливають соки,
 мов труби схованих в пісок
 важких органів.

Набряклі залози весни
 над стінами районних центрів.
 З яких чіпких підземних нетрів,
 з чиєї вогкої вини
 постануть ще подібні сни –
 густі й відверті?

І цей напівпрогрітий мед,
 прозора і ядуча слина –
 по всьому. Березнева глина,
 розмиті фарби, рух планет
 і довгі описи прикмет
 Отця і Сина.
 (Zhadan, 2005: 61)

BOHDAN-IHOR

(...) Nighttime vibrating lilacs.
 Under the windows, like salt in a wound,
 a powerful sound that shakes the edges –
 trees spill their sap,
 like pipes hidden in the sand
 of heavy organs.

The swollen glands of spring
 above the walls of district centers.
 From which tenacious underground slums,
 from whose damp guilt
 will similar dreams arise –
 thick and frank?

And this half-rotten honey,
 transparent and poisonous saliva –
 everywhere. March clay,
 blurred colors, the movement of planets
 and long descriptions of the attributes
 of the Father and the Son.
 Translated by Kateryna Nikolenko

5. Conclusions

The neo-avant-garde tendencies in Ukrainian poetry of the 1980s and 1990s reflect a complex interplay between innovation and tradition, irony and seriousness, playfulness and critique. Literary groups such as *Bu-Ba-Bu*, *LuHoSad*, and *Red Wagon* challenged both Soviet ideological constraints and national literary canons by reviving and reinterpreting avant-garde practices through satire, intertextuality, linguistic experimentation, and performative strategies. Their work demonstrates a conscious engagement with historical predecessors – from baroque poets to Ukrainian futurists – while responding to the shifting cultural and political realities of late Soviet and early post-Soviet Ukraine. This synthesis of past and present enabled a dynamic reimagining of Ukrainian literary identity, positioning the neo-avant-garde as a vital force in the transformation of contemporary Ukrainian poetry.

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SPRECHAKT DES LOBES IM KRIEGSDISKURS

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Abstrakt

Die vorliegende Studie widmet sich der Untersuchung des Sprechaktes des Lobes im Kontext des Kriegsdiskurses, wobei die Analyse auf politischen Reden zum Krieg in der Ukraine basiert. Im Kontext bewaffneter Konflikte erhält Lob, als Ausdruck positiver Bewertung, eine strategische und vielschichtige Funktion. Es dient nicht nur der Anerkennung, sondern auch der politischen Einflussnahme, der Förderung von Solidarität und der emotionalen Mobilisierung.

Im Fokus der Untersuchung steht die Analyse der anthropozentrischen Struktur des Lobens – mit Fokus auf Adressant, Adressat, Intentionen und Funktionen. Der Sprechakt des Lobes wird von verwandten evaluativen Akten wie Komplimenten oder Ironie abgegrenzt und als expressiv, assertiv und teilweise direktiv charakterisiert.

Die Analyse der Reden von Wolodymyr Selensky und Olaf Scholz zeigt, dass Lob gezielt eingesetzt wird, um politische Botschaften zu vermitteln. W. Selensky lobt vor allem Verbündete, Streitkräfte und das ukrainische Volk, während Scholz den Widerstand der Ukrainer und die Rolle Deutschlands betont. Beide Politiker verwenden Lob sowohl gegenüber Pol- yadressaten als auch Monoadressaten. Die Untersuchung verdeutlicht die kommunikative Wirkkraft des Lobes im Kontext kriegerischer Auseinandersetzungen.

Schlüsselwörter: politische Rede, evaluative Kommunikation, Diskursanalyse, Ukrainekrieg, Expressivität, Adressatenstruktur, interkulturelle Pragmatik, politische Rhetorik.

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1. Einstieg

In der komplexen und oft düsteren Welt des Kriegsdiskurses gibt es Momente, in denen positive Sprechakte wie das Loben eine besondere Bedeutung erlangen. Der Sprechakt des Lobens, der in friedlichen Zeiten als alltäglich und selbstverständlich erscheint, nimmt im Kontext von Krieg und Konflikt eine tiefere, vielschichtigere Rolle ein. Loben spielt eine wichtige Rolle im politischen Diskurs. Politiker und politische Akteure nutzen es, um verschiedene Ziele zu erreichen, darunter die Stärkung der eigenen Position, die Förderung von Solidarität und die Beeinflussung der öffentlichen Meinung. Das Ziel der vorliegenden Studie ist es, die Rolle und Funktionen des Sprechaktes des Lobes im Kriegsdiskurs zu untersuchen. Besonderes Augenmerk liegt auf politischen Reden von Wolodymyr Selensky und Olaf Scholz zum Krieg in der Ukraine, um die kommunikative Wirkkraft des Lobens im Kontext kriegerischer Auseinandersetzungen herauszuarbeiten. Zur Erreichung dieses Ziels verfolgt die Studie folgende Aufgaben:

1. Die anthropozentrische Struktur des Lobens (Adressant, Adressat, Intentionen, Funktionen) im Kriegsdiskurs zu analysieren.

2. Den Sprechakt des Lobes von verwandten evaluativen Akten (Kompliment, Ironie u. a.) abzugrenzen.
3. Die expressiven, assertiven und teilweise direktiven Dimensionen des Lobens zu bestimmen.
4. Die Reden von Selenskyy und Scholz vergleichend zu untersuchen, um Gemeinsamkeiten und Unterschiede im Einsatz von Lob herauszuarbeiten.
5. Die politische und kommunikative Funktion von Lob im Kontext bewaffneter Konflikte zu bestimmen.

Die Untersuchung stützt sich auf qualitative Methoden der Diskurs- und Pragmatikforschung. Bei der Diskursanalyse wurde die Rolle des Lobens als strategisches kommunikatives Mittel im politischen Kriegsdiskurs identifiziert. Pragmalinguistische Analyse stellt die Klassifikation des Sprechakts des Lobes nach Intentionen, Funktionen und Adressaten dar. Vergleichende Analyse: Gegenüberstellung der Reden Selenskyys und Scholz', um unterschiedliche nationale und politische Kontexte sichtbar zu machen. Bei dem funktional-pragmatischen Ansatz wurde Loben als Teil evaluativer Sprachhandlungen und seiner Wirkung auf Solidarität, Anerkennung und politische Einflussnahme betrachtet.

2. Der Kriegsdiskurs im Kontext politischer Kommunikation

Beim Diskurs handelt es sich generell um die Art und Weise, wie Themen und Ideen in der Gesellschaft diskutiert und kommuniziert werden. Es geht um die Kommunikationsordnung, die Form und Inhalt von Äußerungen in bestimmten Bereichen bzw. zu bestimmten gesellschaftlichen Aspekten festlegen.

Der Diskurs kann bestimmte lexikalische, grammatikalische, syntaktische oder semantische Merkmale aufweisen. Er hat ein bestimmtes Thema, Ziel, Struktur und richtet sich an einen bestimmten Adressaten. Es ist notwendig, zwischen den Konzepten Text und Diskurs zu unterscheiden. Ein Text ist eine zusammenhängende Folge von geschriebenen oder gesprochenen Wörtern, die eine bestimmte Bedeutung oder Botschaft vermitteln. Er ist oft statisch und kann unabhängig von seinem Kontext verstanden werden. Im Gegensatz zum Text bezieht sich der Diskurs auf die aktuelle Sprechhandlung, hat paralinguistische Mittel und ist eine Einheit der kommunikativen Analyse. Der Zeitpunkt der Entstehung des Diskurses fällt meist mit dem Zeitpunkt seiner Übermittlung zusammen, das heißt, der Diskurs ist mit der Echtzeit verbunden. Zu den Merkmalen des Diskurses gehören Kohäsion, Kohärenz, semantische Vollständigkeit, Informativität, Anthropozentrität und Interaktivität. Diskurse können in verschiedenen Kontexten auftreten, wie in der Politik, den Medien, der Wissenschaft und im Alltag.

Kriegsdiskurs ist ein spezifischer Typ von Diskurs, der sich auf die Art und Weise bezieht, wie über Krieg gesprochen und geschrieben wird. Er umfasst die Narrative, Metaphern und Argumente, die verwendet werden, um Krieg zu rechtfertigen, zu erklären oder zu kritisieren. Kriegsdiskurs bezieht sich auf den sprachlichen und interkulturellen Austausch über Krieg oder bewaffnete Konflikte. Es ist eine Form des Diskurses, bei dem verschiedene Aspekte des Krieges, wie seine Ursachen, Folgen, Strategien und Taktiken analysiert und debattiert werden. Der Kriegsdiskurs umfasst eine Vielzahl von Akteuren, darunter Politiker, Militärangehörige, Journalisten und breite Öffentlichkeit. Sie verwenden Sprache, um ihre Meinungen, Argumente, Perspektiven zu Kriegsthemen auszudrücken und/oder miteinander zu kommunizieren.

Politische Reden, die mit dem Thema des Krieges verbunden sind, sind Teil des Kriegsdiskurses. Politische Rede ist eine Art von Reden, die den Adressaten über bestimmte

politische Ereignisse informiert und in der Regel im Voraus vorbereitet wird (*Lernhelfer, 2025; AbiWeb, 2025*). Diese Reden zeichnen sich durch eine deutliche Struktur aus. Sie bestehen aus drei Teilen: der Einleitung, die über das Thema der Rede informiert und den Adressaten auf die Darstellung der wesentlichen Informationen vorbereitet, dem Hauptteil, der Fakten und Argumente enthält und dem Schluss, in dem der Redner die Ergebnisse seiner Rede zusammenfasst. Wichtig sind auch der Kontext politischer Reden und der Kontext der globalen gesellschafts-politischen Situation (*Schrott&Spranger, 2006:139*).

Politische Reden haben drei Hauptfunktionen: Kommunikations- Nachrichten- und Einflussfunktion (*Klein, 2009:45*). Sie dienen als wichtiger Einflussmittel nicht nur innerhalb des Landes, sondern auch auf der Weltbühne. Sie haben folgende Ziele:

- a) über die Relevanz der stattgefundenen Ereignisse zu informieren;
- b) Aufmerksamkeit auf die Bedeutung des in der Rede angesprochenen Themas zu lenken;
- c) den Adressaten zu überzeugen;
- d) eine bestimmte Beziehung zu den in der Rede erwähnten oder beschriebenen Personen oder Ereignissen aufzubauen (*Schrott&Spranger, 2006:139*).

Ein bedeutender Aspekt dieses Diskurses ist das Loben, das oft verwendet wird, um bestimmte Narrative zu unterstützen und die öffentliche Meinung zu beeinflussen.

3. Zum Begriff des Lobes

In der Linguistik versteht man unter „Lob“ „eine positive Reaktion auf eine Leistung, eine Tat; und auch die Worte der Anerkennung“ (*Langenscheids, 2003: 629*), oder „anerkennd geäußerte, positive Beurteilung, die man jmdm., seinem Tun, Verhalten o.Ä. zuteil werden lässt“ (*Duden, 2003:975*). Loben ist eine Kategorie, die eng mit den Begriffen Emotionalität, Expressivität, Höflichkeit, Ehre, Norm verbunden ist. Diese Untersuchung betrachtet Loben als eine positive Bewertung von den Handlungen, Taten, Meinungen usw. des Adressaten. Die Lobäußerung wird vor allem als einen Sprechakt bestimmt, kann aber auch als eine Sprechgattung und eine Textsorte betrachtet werden.

Sprechakt des Lobes dient dazu, die Anerkennung der Handlungen oder Eigenschaften des Adressaten auszudrücken. Sprechakt des Lobes ist synkretisch, er gehört zu expressiven, nämlich evaluativen Sprechakten, weil sie positive Bewertung abgeben. Außerdem ist der Sprechakt des Lobes assertiv, weil es oft um eine emotionslose Bewertung gehen kann. SA des Lobes hat auch eine direktive Funktion, das heißt, ermutigt den Adressaten zu bestimmten Handlungen.

Sprechakt des Lobes ist mit dem Sprechakt des Dankens verbunden. Bei dem Ausdruck der Dankbarkeit werden oft die positiven Handlungen oder Taten des Adressaten verbalisiert und positiv eingeschätzt, das heißt, beide Sprechakte drücken eine positive Bewertung des Adressaten und dienen dazu, positive Wirkung auf den Adressaten zu erzielen. Beide Sprechakte haben ähnliche illokutionäre Zwecke (*Palamar, 2013*).

Es gibt aber auch andere evaluative SA, die oft mit dem Lob verwechselt werden können, z. B. Komplimente, Ironie, Schmeichelei, Selbstlob. Diesen SA ist positiv bewertende Semantik eigen, deshalb gehören sie zu einer mit Lob Gruppe. Lob zeichnet sich durch pragmatische Spezifik aus, die es ermöglicht, es von anderen Sprechakten abzugrenzen. SA des Lobes unterscheidet sich von den genannten Sprechakten durch die Aufrichtigkeit und Objektivität des Ausdrucks, die keine nützlichen Ziele für den Sprecher verbergen, Spontaneität und Nicht-Konventionalität. Ein wichtiger Aspekt ist das zeitliche Merkmal des Lobes. Demnach

kann der Zustand der Dinge in Bezug auf das Lob in der Vergangenheit, Gegenwart und manchmal auch in der Zukunft widerspiegelt werden. Die Fähigkeit des Ausdrucks, eine positive Bewertung zu enthalten und eine stimulierende Funktion zu erfüllen, ist nur dem Lob eigen. Ein wichtiges Merkmal des Untersuchungsobjekts ist der Faktor der Anwesenheit des Adressaten des Lobes im Moment des Sprechens. Nur beim Lob kann der Adressat abwesend sein, und der Dialog wird mit einer dritten Person geführt. Darüber hinaus tritt Lob in einer kommunikativen Situation auf, die auf Zusammenarbeit abzielt, das Bestreben, den kommunikativen Komfort aufrechtzuerhalten und dadurch den emotionalen Zustand des Gesprächspartners zu verbessern.

4. Analyse von Adressaten in politischen Reden

In Reden von W. Selenskyy wird das Lob meistens an Polyadressaten gerichtet. Am häufigsten werden die Verbündeten und die Bürger anderer Länder von W. Selenskyy gelobt. W. Selenskyy betont meistens die große Bedeutung der Hilfe und der Unterstützung, die diese Länder leisten. Das kann nicht nur die Anerkennung ihrer Wichtigkeit zeigen oder Dankbarkeit ausdrücken, sondern auch ein indirekter Aufruf zur weiteren Unterstützung der Ukraine sein.

(1) *Tse ne lyshe vidobrazhaye riven dvostoronnikh vidnosyn, ale y fundamental'nu rol' Nimechchyny u pidtrymtsi normal'nosti v Yevropi ta sviti. (Selenskyy, 2023)* [dt.: Dies spiegelt nicht nur das Niveau der bilateralen Beziehungen wider, sondern auch die grundlegende Rolle Deutschlands bei der Aufrechterhaltung der Normalität in Europa und der Welt.]

(2) *Nimechchyna naibil'she dopomahaye nam z protypovitryanoyu oboronoyu. Tse fakt, shcho ryatuye tysyachi ukrayins'kykh zhyttiv i daye nashym mistam i selam mozhlyvist' zakhyshchatysya vid rosiys'koho teroru. (Selenskyy, 2023)* [dt.: Deutschland hilft uns am meisten bei der Luftverteidigung. Das ist eine Tatsache, die Tausende ukrainischer Leben rettet und unseren Städten und Dörfern die Möglichkeit gibt, sich gegen den russischen Terror zu verteidigen.]

(3) *Amerykans'ka dopomoha nablyzhaye spravedyvyy myr v Ukrayini ta vidnovlyuye hlobal'nu stabil'nist'. (Selenskyy, 2024)* [dt.: Die amerikanische Hilfe bringt einen gerechten Frieden in der Ukraine näher und stellt die globale Stabilität wieder her.]

(4) *Rumuniya znaye, shcho take hidnist', i v vyrishal'nyy moment stane na nash bik. (Selenskyy, 2023)* [dt.: Rumänien weiß, was Würde bedeutet, und wird sich im entscheidenden Moment auf unsere Seite stellen.]

Selenskyy lobt häufig ukrainische Streitkräften für ihre Leistungen, Verdienste, Ergebnisse auf dem Schlachtfeld und persönliche Eigenschaften, wie zum Beispiel Mut oder Tapferkeit.

(5) *S'ohodni ya khochu osoblyvo zhadaty soldativ, yaki krok za krokhom povertayut' Ukrayini yiyi vlasnist', osoblyvo v rayoni Bakhmuta. (Selenskyy, 2024)* [dt.: Heute möchte ich besonders die Soldaten würdigen, die Schritt für Schritt das Eigentum der Ukraine zurückerobern – insbesondere im Raum Bachmut.]

(6) *Boyi zapekli, ale my prosuvayemosya vpered, i tse duzhe vazhlyvo. Vtraty voroha – tse same te, shcho nam potribno. Khotya pohoda v tsi dni nespriyatlyva i doshch uskladnyuye nashe zavdannya, syla nashykh voyiv vsyoodno prynosyt rezultaty. (Selenskyy, 2022)* [dt.: Die Kämpfe sind heftig, aber wir rücken vor, und das ist von großer Bedeutung. Die Verluste des Feindes sind genau das, was wir brauchen. Obwohl das Wetter in diesen Tagen ungünstig ist und der Regen unsere Aufgabe erschwert, bringt die Stärke unserer Kämpfer dennoch Ergebnisse.]

(7) *Vy strymuyete zlo, yake stalo shche bil'shym. (Selenskyy, 2024)* [dt.: Ihr haltet das Böse zurück, das noch mächtiger geworden ist.]

Manchmal wird auch das ukrainische Volk gelobt. Selenskyy hebt ihre positiven Eigenschaften oder Leistungen hervor und fördert so das Zusammengehörigkeitsgefühl bei der Bürgern und schafft ein positives Bild des Landes.

(8) *Ya ne bachu sensu v zhytti, yakshcho vono ne mozhe zupynyty smert. Tse moye nayvazhlyvishe zavdannya na choli moho narodu – velykykh ukrayintsiv. (Selenskyy, 2024) [dt.: Ich sehe keinen Sinn im Leben, wenn es den Tod nicht aufhalten kann. Das ist meine wichtigste Aufgabe an der Spitze meines Volkes – der großen Ukrainer.]*

Seltener werden auch die ukrainischen Politiker gelobt. Es kann das Vertrauen der Öffentlichkeit in staatliche Institutionen stärken

(9) *S'ohodni ya khochu vidznachyty robotu Verkhovnoyi Rady, yaka pryynyala zakon pro nashu dukhovnu nezalezhnist'. (Selenskyy, 2022) [dt.: Heute möchte ich die Arbeit der Werchowna Rada würdigen, die ein Gesetz über unsere geistige Unabhängigkeit verabschiedet hat.]*

Selenskyy richtet sein Lob auch an Monoadressaten. In dem Beispiel drückt er sein Lob für den Bundeskanzler Olaf Scholz für seine Unterstützung persönlich aus.

(10) *Dorohyy Olafe, ya vdyachnyy za tvoyi osobysti zusyllia, shchob zrobyty tse rishenya real'nisty. (Selenskyy, 2025) [dt.: Lieber Olaf, ich bin dir dankbar für deinen persönlichen Einsatz, dieses Vorhaben zur Realität zu machen.]*

Es gibt Beispiele, wo das Lob des Monoadressaten mit dem Lob des Polyadressaten kombiniert wird. Präsident Wolodymyr Selenskyy lobt gleichzeitig das deutsche Volk und Olaf Scholz.

(11) *My dyakuyemo Nimechchyni za tse – ya osobysto dyakuyu tobi, Olafe, za tsyu potuzhnu pidtrymku Ukrayiny – za pidtrymku ukrayintsiv. (Selenskyy, 2025) [dt.: Wir danken Deutschland dafür – und ich persönlich danke dir, Olaf, für diese starke Unterstützung der Ukraine – für die Unterstützung der Ukrainer.]*

(12) *Persh za vse, ya khochu shchyro podiakuvaty tobi, Olafe, i vs'omu n'imets'komu narodu – diysno shchyro – za vashu dopomohu, za kozhne vryatovane ukrayins'ke zhyttya. Ya khochu pidkreslyty: dopomoha N'imechchyny – tse zakhyst zhyttya lyudey, yaki tam zhyvut', tse zakhyst lyudey, yaki zakhyshchayut' te, shcho mayut', za dopomohoyu protypovitryanoyi oborony, shchob sotsial'ne zhyttya v Ukrayini mohlo prodovzhuvatysya. Vasha finansova dopomoha takozh duzhe vazhlyva. Ukrayins'kyy narod zavzhdy bude vdyachnyy n'imets'komu narodu za tse, i zavdyaky liderstvu N'imechchyny ta tovyemu liderstvu, Olafe, ye shans zrobyty svit bezpechnishym. Chym bil'she N'imechchyna tut lideruye, tym krashche dlya myru u sviti i tym bil'she stabil'nosti bude v mizhnarodnykh vidnosynakh. (Selenskyy, 2024) [dt.: Zunächst möchte ich dir, lieber Olaf, und dem gesamten deutschen Volk – wirklich von Herzen – für eure Hilfe danken, für jedes gerettete ukrainische Leben. Ich möchte betonen: Die Hilfe Deutschlands bedeutet den Schutz des Lebens der Menschen, die dort leben. Sie bedeutet den Schutz derjenigen, die mit Hilfe der Luftverteidigung das verteidigen, was sie haben, damit das soziale Leben in der Ukraine weitergehen kann. Auch eure finanzielle Unterstützung ist von großer Bedeutung. Das ukrainische Volk wird dem deutschen Volk dafür immer dankbar sein. Und dank der Führungsrolle Deutschlands und deiner Führung, Olaf, besteht die Chance, die Welt sicherer zu machen. Je stärker Deutschland hier führt, desto besser für den Frieden in der Welt und desto mehr Stabilität wird es in den internationalen Beziehungen geben.]*

In Reden von Olaf Scholz wird das Lob auch meistens an Polyadressaten gerichtet. Es gibt mehrere Beispiele, wo Scholz das ukrainische Volk und ukrainische Streitkräfte lobt. Er betont persönliche Eigenschaften der Ukrainer, wie Mut, Entschlossenheit, Widerstandswillen und Heldenmut.

(13) **Die Ukrainerinnen und Ukrainer verteidigen sich seit fast zweieinhalb Jahren heldenhaft** gegen den russischen Aggressor. Sie haben dabei eine Zukunft vor Augen, die sie für sich gewählt haben – eine Zukunft in Frieden, in Freiheit, in Demokratie und in Europa. (Scholz, 2025)

(14) **Aber für mich ist auch klar, dass zu dem, was in der Ukraine eine Rolle spielt, natürlich auch der Mut und die Tapferkeit der ukrainischen Soldatinnen und Soldaten sowie das Geschick ihrer Militärführung gehören**, die ihr Land eben mit großem Einsatz verteidigen. (Scholz, 2023)

(15) **Die Soldatinnen und Soldaten der Ukraine leisten Heldenhaftes** bei ihren Bemühungen, das Land gegen den russischen Imperialismus zu verteidigen. (Scholz, 2022)

Es gibt auch Beispiele, in denen Scholz das deutsche Volk für die Hilfe und Unterstützung der Ukraine lobt. Auf diese Weise betont er die Bedeutung der deutschen Hilfe für die Ukraine. Das kann natürlich aber als **Selbstlob** bewertet werden:

(16) **Es ist so, dass Deutschland einer der wichtigsten militärischen Unterstützer der Ukraine ist; niemand liefert in ähnlich großem Umfang, wie Deutschland es tut. Es gibt ein paar wenige, die auch sehr viel tun, wie zum Beispiel die Vereinigten Staaten von Amerika; aber Deutschland zählt zu den Ländern, die in ganz großem Umfang ihre Möglichkeiten einsetzen. Wir haben in großem Umfang geliefert: Panzerabwehrwaffen, Luftabwehrraketen, Munition in riesigen Mengen, gepanzerte Truppentransporter.** (Scholz, 2022)

(17) **Wir sind in Europa mit Abstand der größte Unterstützer der Ukraine**, auch, wenn es um militärische Hilfe und Waffenlieferungen geht (Scholz, 2025).

(18) **Unsere Herzen sind bei dir und deinem Volk, lieber Wolodymyr. Und nicht nur das: Deutschland ist der stärkste militärische Unterstützer der Ukraine in Europa, der zweitstärkste in der Welt. Dabei wird es bleiben, das kann ich dir heute und hier klar versichern.** (Scholz, 2025)

Olaf Scholz lobt manchmal die Unterstützung der Ukraine, die von anderen Staaten geleistet wurde. In den angeführten Beispielen betont er die Wichtigkeit der Hilfe von Verbündeten. Meistens lobt Scholz die USA, als einen der größten Unterstützer der Ukraine.

(19) **Dabei helfen dann aber auch die Waffenlieferungen so vieler Staaten**, die es der Ukraine nun ermöglicht haben, schon so lange Widerstand zu leisten. (Scholz, 2024)

(20) **Die Verteidigungsausgaben, die die USA haben, liegen bei über 800 Milliarden US-Dollar. Das ist erheblich mehr als das, was Europa zusammen für die eigenen Verteidigungsanstrengungen ausgibt. Dann kann man ja auch sehen, welche Kraft die Unterstützung der USA für die Ukraine hat.** (Scholz, 2024)

(21) **Dass die USA eine große Bedeutung hat – auch bei der Unterstützung der Ukraine, sich selbst zu verteidigen – ist offensichtlich.** (Scholz, 2025)

Es gibt einige Beispiele, in denen das Lob in den Reden von Olaf Scholz an einen bestimmten Adressaten und an eine bestimmte Gruppe von Menschen gleichzeitig gerichtet ist. In dem Beispiel richtet Scholz sein Lob und Anerkennung an das ukrainische Volk und an den ukrainischen Präsidenten Selenskyj persönlich. Auf diese Weise drückt er seine Unterstützung und Solidarität und betont die Anerkennung der Leistungen, die der Präsident und das Volk gemeinsam erreicht haben.

(22) **Denn das ukrainische Volk und du, lieber Wolodymyr, leisten gemeinsam seit dem 24. Februar 2022 Unermessliches.** (Scholz, 2023)

(23) **Augenblicklich war klar: Das ukrainische Volk wird nicht weichen vor Russlands Gewalt. Das ukrainische Volk wird widerstehen. Und überhaupt nur deshalb können wir heute**

gemeinsam hier in Aachen sein. Europa hat dem ukrainischen Volk und ganz persönlich dem Präsidenten Wolodymyr Selensky sehr viel zu verdanken. (Scholz, 2023)

Scholz lobt den amerikanischen Präsidenten Biden für seine Leistungen persönlich und gleichzeitig hebt er die Tapferkeit der Streitkräfte und die Unterstützung der Verbündeten hervor.

(24) Deiner Führung ist es zu verdanken, dass Putins Plan gescheitert ist. Dass die Ukraine dank der Tapferkeit ihrer Streitkräfte und der Unterstützung vieler Staaten – allen voran der USA und Deutschlands – dem imperialistischen Russland seit mehr als zweieinhalb Jahren die Stirn bietet. (Scholz, 2025)

5. Schlussfolgerungen

In den Reden von Selensky und Scholz unterscheiden sich die Adressaten des Lobes. Beide Politiker richten sein Lob meistens an Polyadressaten. Wolodymyr Selensky lobt am häufigsten verbündete Länder (68%), das Volk der Ukraine (12%) und die Streitkräfte (15%). Das Lob von Olaf Scholz richtet sich meistens an die Ukrainer und ihre positiven Eigenschaften (63%), an Deutschland für seine Hilfe (12%) und an andere Länder, die für die Ukraine Hilfe leisten (12%). Es gibt aber einige Beispiele für das Lob, das an Monoadressaten gerichtet ist.

Zusammenfassend lässt sich feststellen, dass Lob im Kriegsdiskurs sowohl bei Selensky als auch bei Scholz eine strategische kommunikative Funktion erfüllt. Während Selensky Lob vor allem nutzt, um internationale Partner zu festigen und gleichzeitig das ukrainische Volk zu mobilisieren, setzt Scholz es ein, um moralische Unterstützung zu signalisieren, politische Handlungen zu legitimieren und die internationale Koalition zu stärken. In beiden Fällen wird deutlich, dass Lob im politischen Diskurs über Krieg nicht nur als Ausdruck von Anerkennung, sondern als wirkungsvolles Mittel der Beeinflussung, Solidarisierung und Legitimation fungiert.

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BUSINESS SYSTEMATICITY THROUGH THE SYSTEMATICITY OF MARKETING COMMUNICATIONS

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Summary

The key objective of this article is to emphasize the importance of perceiving business communications through the prism of the systematic nature of the business itself. The article aims to address several issues. The first is the issue of the components of the systematic nature of business: marketing communications, the marketing system itself, and related systems that strengthen the business. The second is to reflect the graduate student's work in terms of testing marketing communications tools in both verbal and non-verbal aspects. The third is to expand the meaning of the systematic nature of marketing as a "pillar" of business sustainability. Methods used in the formation of the material: theoretical modeling method and systemic approach, empirical method.

Key words: business, marketing, systematicity, marketing tools, information, management.

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1. Introduction

Let's consider the business structure as a system of complementary elements. Each department (system) has its own order of interactions both internally and externally. If we consider the structure of the classic format, which includes senior management (or CEO), top management and line management, we immediately understand that relationships are most often built organically, depending on the purpose of the final product. Therefore, processes are individually established and declared at both the external and internal levels of each system. These processes are the basis of the company's future communication manifestations. Since there is an opinion in companies that without building internal HR, it is impossible to build external (when interacting with customers). In the management system, this is called internal and external reference. In the following paragraphs, we will consider the factors of systematicity, when it is worth introducing systematicity in marketing and with the help of effective tools.

2. What constitutes the foundation of business systematicity?

The systems theory of management reveals the importance of the systematic nature of business as a set of components that are interdependent, and the organization is a single whole: "The systems theory of management asserts that any organization is a single, unified system of interrelated parts or subsystems" (*Morgan & Rana, 2015*). This statement is based on a thesis that reveals the essence of not only the business system, but also management. The interdependence of such elements of business as finance, human resource management, sales and marketing has long been proven. Without the clear functioning of one of the elements, the business structure suffers and the final product in the form of income, operating profit or profitability is not achieved. Often, entrepreneurs think in one or two categories of

the system and wonder why the business does not bring the desired results. Since this article aims to reveal the topic of the systematic nature of marketing processes and tools that influence the final decision of the buyer, we will talk about this. Marketing in Ukraine is flexible, creative, compiled (one that accumulates the best examples of the international arena), but not systemic. Practical testing of the postgraduate student's developments in terms of marketing tools from the point of view of their effectiveness for business leads to one simple conclusion: the chaotic application of tools and approaches to marketing systems will not yield results for Ukrainian business for a long time. The reason lies in the lack of knowledge and the opportunity to test approaches in general. For someone (microbusiness) this is a complicated story due to the lack of a complete understanding of how a marketing system should function, for small business – this is impossible due to the lack of funds for testing hypotheses and approaches. Medium-sized businesses, with revenue of 5 million hryvnias per month, can allow for partial implementation of systemic approaches to building marketing and communication tools. Large businesses most often turn to international consulting practices BCG (Boston Consulting Group), Deloitte, etc.

What should micro and small businesses do in this situation? After all, the key to growth is precisely in the proper functioning of a single system (the components listed above). Most often, entrepreneurs either take on the lion's share of operational tasks and thus compensate for knowledge through practice, building the system themselves, turn to one-time consultations with narrow-profile experts (on building finances or sales), or simply ignore existing signs of problems. Another important factor that complicates the construction of marketing systems is the total absence of specialized experts. Most often, they are brand strategists, marketing strategists or marketing operations specialists who solve problems here and now.

What should an entrepreneur pay attention to when building a marketing system?

What goals does the business set for itself in the near future?

What stage of the company's development life cycle is it currently experiencing?

According to the methodology of Yitzhak Adizes (*Adizes, 2004*), there are several of them:

Courting: The emergence of a business idea and belief in its viability.

Early childhood: The founding of the company, the emergence of the first obligations and the start of production, with difficulties in management.

Active growth: High demand, exceeding the company's capabilities, and dependence on the manager.

Youth: Transition from sales growth to increased efficiency.

Flourishing: Achieving a balance between flexibility and control.

Stability: Stable profitability without necessarily increasing sales.

Decline: Loss of connection with the requirements of the outside world, the beginning of aging.

Aristocracy: The management apparatus suppresses innovative potential.

“Witch hunt”: Obvious loss of positions and the search for the guilty.

Bureaucracy: The application of strict control measures, inertia of processes, dependence on outside help.

Death: The end of the company's life cycle.

Often, companies face anomalous problems at a certain stage. For example, in “Early Childhood” the company wants to systematize processes as much as possible without setting up sales or production, or in “Healing” the company owner lets go of the main management processes of the strategic level and thereby “kills” revenue, since it may still be unstable.

The key conclusion in this issue is that business systematization can and should be addressed when the business has stabilized, receives income that covers operating expenses and is ready for external injections. This is the "Youth" stage (*Adizes Institute, 2020*).

In the next section of the article, we will reveal the fundamental approaches to building marketing systematization that can meet the needs of micro and small businesses.

3. Practice tools we recommend to improve on the way of systematicity of marketing communications

As we have already understood, tools without understanding their feasibility and method of implementation are ineffective and a source of loss for the company. Instead, for marketing systems we have developed and implemented several tools that have strengthened marketing communication, made it stronger and more holistic.

First, let's make sure that marketing communication is part of the marketing system. Without the implementation of a marketing ecosystem, the communication tool will be ineffective.

For example, the Globis Insights resource says: "A systemic marketing approach interprets all marketing disciplines as part of one holistic ecosystem. It then aligns them along the customer journey with one objective" (*Globis Insights, 2020*).

Bleicher (1994) in the article "Integrative management in a time of transformation" emphasizes, "An approach to structure management challenges by applying a 'system-theoretical perspective that sees organizations as complex systems consisting of sub-systems, interrelations, and functions" (*Bleicher, 1994*).

These statements emphasize the importance of the factor of the integrity of the marketing system as a guarantee of the effectiveness of all company communications.

We have tested the approach of building systemic marketing, which consists of:

1. Setting up the HR system in marketing.
2. Optimizing marketing operations.
3. Budgeting and setting key performance metrics (KPIs).
4. Marketing system reporting system.

You ask, where is marketing communication here? It is a derivative part of these fundamental processes. For example, by setting up the HR system, we understand that the company will be able to attract target specialists who will qualitatively convey the product's value proposition to the market. By setting up operational processes in marketing, there is a chance for debureaucratization and the team has time to implement product communication. High-quality budgeting immediately helps to see the benefits of implementing marketing communications and predict their effectiveness. A transparent and clear reporting system will reflect quantitative indicators of the effect of marketing or PR activities.

Tools that are proposed and implemented in part of each of the marketing subsystems:

– HR. System of test tasks, assessment of the quality of their implementation, candidate portrait, specialist grade.

– Operational processes. Optimization (simplification) through the use of flowcharts according to the Lean methodology, communication canvas, company meeting system. Template creation when creating a marketing strategy or communication strategy, as well as tasks for its implementation.

– Budgeting. Division of marketing processes into revenue, service and system, according to the Adizes methodology (*Adizes Institute, 2020*), which says "Set goals and budgets in a

way that encourages risk-taking, committing to goals that are not easily achieved and establishing goals and budgets based on mutual trust and respect".

– Reporting. Forms of reports that display key metrics of marketing communications effectiveness.

Ключові KPI сторінки/Key metrics										
К-сть підписників/Followers		% приросту/growth		Кількість підписок/fact followers	Показник залучення/ ER		% переглядів сторі від к-сті підписників/engage from followers		Охоплення/reach	% приросту/growth
План	Факт	План	Факт	Факт	План	Факт	План	Факт		

Fig. 1. Shows key metrics in evaluating marketing communications through Social media

Загальна к-ть переглядів/ Sum of views	Повторна к-ть переглядів (поставити коефіцієнт)/ retention of views	Кількість охоплення/ Reach	Кількість взаємодій/ count of engagement	Глибина переглядів/ deep watch	Загальна к-ть продажів (шт)/ sales	Вартість 1 покупки в USD/ CAC
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Fig. 2. Shows key metrics in evaluating marketing communications through video value delivery

The implementation of each subsystem takes from 2 weeks to 3 months. At the time of writing, the current system has been implemented in 4 companies in Ukraine.

4. Verbal and non-verbal dimensions of business communications

Business communication is generally divided into verbal and nonverbal. Organizations as systems function through language, symbols, behavior, and cultural codes that are embedded internally and transmitted externally.

Verbal Dimension

Verbal communications form the basis of business interactions. These include:

- internal communication (company policies, job descriptions, internal meetings, corporate culture in written and oral forms);
- external communication (marketing messages, advertising slogans, social media content, management speeches).

According to research in the field of communication management, verbal communications are interpreted as follows: "Verbal business communication delivers clarity of message, structure, and directness, yet its effectiveness depends on the systemic alignment of language with organizational goals and brand identity" (Nadrag, 2022).

(see Bleicher, Knut, "Integrative management in a time of transformation") (Bleicher, 1994)

Nonverbal dimension

Nonverbal communications are manifested both inside and outside the company. These are:

- visual attributes of the brand (logo, product design, colors, spatial environment);
- behavioral patterns (facial expressions, gestures, culture of business communication);
- digital interfaces (UX/UI of the site, presentation design, tone of voice in messengers)

Research by Mehrabian (1971) proves that the nonverbal component has an even greater influence on the perception of the message than words:

"Non-verbal cues often carry the greater weight in communication, shaping perceptions of trust, authority, and authenticity" (*Mehrabian, 1971*).

Systemic approach

Both dimensions must function together, as they are part of a single marketing ecosystem. If a company systematically builds marketing processes (HR, operations, budgeting, reporting), then communication – both verbal and non-verbal – becomes consistent, holistic, and persuasive.

Thus, the systematic nature of communications lies in the combination of content (what is said) and form (how it is presented). It is at the intersection of these two planes that customer trust is formed, the brand is strengthened, and the competitiveness of the business is ensured.

5. Conclusions

The systematic nature of a business is formed through the interaction and interdependence of all its components: finance, human resources, operations, sales and marketing. The organization appears as a single whole, in which the dysfunction of even one subsystem can destroy the balance and negatively affect the final result. This is confirmed by the systemic theory of management, according to which any organization is a single system of interconnected elements (*Morgan & Rana, 2015*).

In marketing, systematicity is manifested not only in a set of tools, but in building an ecosystem, where each tool has a clearly defined place. Practice shows that the chaotic use of individual marketing tools without a systematic approach leads to low performance and waste of resources. Therefore, the key task of entrepreneurs is to move from intuitive and situational use of communications to the creation of holistic systems.

The life cycle of a company according to Itzhak Adizes is also important: systematic business cannot be implemented at the stages of “courtship” or “early childhood”, when the structure has not yet stabilized. This is most effectively done at the “Youth” stage, when the company already provides basic profitability and is ready to invest in processes that consolidate its sustainability (*Adizes, 2004; Adizes Institute, 2020*).

Practical marketing system tools – HR, operational processes, budgeting, reporting – form the foundation for marketing communication. They ensure the presence of a team that is able to convey the value of the product, create space for communication activity, allow you to plan budgets and forecast effectiveness, as well as track results. It is in such a system that marketing communication becomes effective and consistent, and not an isolated action.

Verbal and non-verbal aspects of business communication should be distinguished separately. They form two complementary planes:

- verbal communication provides clarity and structure of the message;
- non-verbal – forms an emotional background, trust and authenticity.

Studies prove that non-verbal signals often have a greater impact on perception than words (*Mehrabian, 1971*). Thus, the systematic nature of marketing communications lies in the harmonious combination of content and form, logic and emotions, structure and culture.

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BOOK GRAPHICS OF THE PRESENT DAY AS A COMPONENT OF UKRAINIAN DESIGN HISTORY

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Summary

The History of Design is a mandatory part of the curriculum in higher education design programs. Acquiring theoretical knowledge of the history of design of different stages of society's development allows a young person not only to competently use it in their practice, but also to develop an understanding of the importance of historical heritage and cultural traditions for modern society. The history of modern Ukrainian design is connected with the Russian-Ukrainian war. The artistic space of today in Ukraine is formed through the prism of the creative concepts of artists and is supplemented by new evidence regarding the knowledge of reality, the knowledge of the mentality of the people, and the understanding of the causes and events that are currently taking place. Book graphics make a significant contribution to the artistic space of today. As an element of the overall concept of book design, book graphics not only generalize the communicative dimension of history, but are also an important tool for preserving and popularizing literary and visual culture.

The article contains illustrations – examples of student creativity, the imagery of which generalizes the specific manifestations of their time. Combining two artistic spaces: prose or poetry and visual art, the examples given generalize the communicative dimension of book graphics in the history of contemporary Ukrainian design.

Key words: artistic space, illustrations, student creativity, communication, popularization of visual culture.

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1. Introduction

The history of the formation and development of design, as the basic foundation of training competent specialists in the artistic design of spatial-subject environment, is based on systematized scientific research into the history of architecture, fine arts, crafts and technology, styles and style create. The acquisition of theoretical knowledge of the history of design at various stages of society's development provides an opportunity to young personalities not only to use it competently in their practice, but also to develop an understanding of the significance of historical heritage and cultural traditions in modern society.

The modern history of Ukrainian design is formed on the basis of scientific research into the artistic space created by talented individuals. Book graphics make significant contribution

to the artistic space. As an element of the overall concept of book design, an illustrative means of expressing literary content through artistic imagery, book graphics are an important tool for preserving and popularizing literary and visual culture. Responsible for the visual design of books in the diversity of artistic space, book graphics generalize the specific manifestations of its time. It was interesting to identify these manifestations of time in the book graphics of master's students majoring in Design at ChSTU and summarize them as a creative contribution to the modern history of design of Ukraine.

2. Formation of the artistic space of project book culture

In her dissertation research, 'Book design in the context of Ukrainian project culture of the 1950s – 2020s,' Doctor of Art History Viktoriya Mulkohainen asserts that the work of each book graphic artist is a unique phenomenon that reveals the spirit of its time through the prism of the author's creative concept (*Mulkohainen, 2024*). The authors of the publication (*Gula et al., 2023*) systematized information on the synthesis of the development of book graphics and design in Ukraine and state that the transition in the 21st century from classical forms of book graphics illustration to electronic projecting, widespread Internet-globalization has changed not only the technique of illustrating the corresponding text by a graphic artist, but also the status of the modern illustrator, who goes beyond illustrating the text and becomes a co-author of the book, an active participant in the a creative team whose activities influence the overall concept influencing the overall concept and perception of the book.

An indisputable phenomenon of our time is the Russian-Ukrainian armed conflict, which has been ongoing for the past 11 years and escalated into a full-scale war on February 24, 2022. The war affects all spheres of public life: social, economic, political, psychological, and cultural. A new history of Ukraine, a new history of the culture of the Ukrainian people, and a new artistic space for design are being formed. As part of the field of knowledge "Culture and Art, and Humanities," design also makes a significant contribution to the history of design. Through the prism of authors' creative concepts, the history of design is enriched with new evidence regarding the cognition of reality, the cognition of the mentality of the people, and the understanding of the causes and events that are currently taking place.

As mentioned above, the formation of the artistic space of book project culture is usually based on the achievements of creative personalities of both words and graphics. The graphic accompaniment of the book's content, whether prose or poetry, attracts the reader's attention with the opportunity to see a detailed and lengthy reflective narrative about the relevant events. To give illustrations dynamic effects capable of evoking a new range of emotions, various types of applications are used today that combine traditional art with digital art. In particular, the use of multimedia tools makes it possible to create augmented reality. Master's thesis project in design by Oleksandr Orap, graduate of Cherkasy State Technological University (ChSTU) on the topic: "Modern Means of Book Design" aims to find modern illustrative and multimedia means of artistic expression capable of evoking emotions associated with patriotism, humanity, and sincerity (*Romanenko et al., 2020*). Illustrating, in the words of the airmobile brigade officer Valery Loginov, who participated in the defense of the Donetsk airport, the unsuccessful battle near the airport, when the group was ambushed due to a reconnaissance error, Alexander tried to recreate the emotions experienced by the soldiers in that battle (Illustr. 1). The composition contains small color accents that serve as identification elements according to state symbols. The content of the inscription: "We drove to the airport on top of the armor, like frozen ready-made products" emphasizes the feelings of the guys who understood that not all of them would return alive.



**Illustration 1. Sketch search for composition to the words:
“We drove to the airport on top of the armor, like frozen semi-finished products”**

For emphasizing the emotional state of the fighters, the student used AR (augmented reality) technologies, which can supplement the perception of the real world, providing greater informativeness and interactivity.

By conducting modern art research using information and communication technologies, master’s students at ChSTU’s Design and Visual Culture educational program, as part of educational content “Book Graphics” acquire the ability to form the artistic space of book design culture, using the functional and aesthetic specifics of graphic design to reflect the historical and sociocultural events.

3. Book graphics as a communicative dimension of artistic space

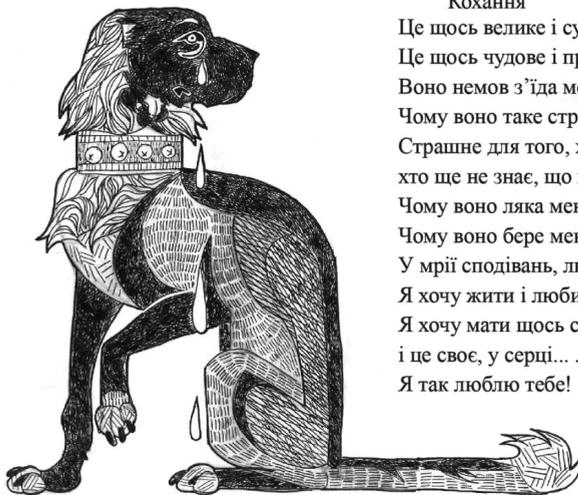
Book graphics in the artistic space summarize the communicative process, where a designer-graphic, by illustrating a phrase, poem, or prose, conveys certain of his or her ideas, emotions and feelings. This means of communication includes various levels of interaction: between the writer and the illustrator, book designer, publisher, between the reader and the co-authors of the book, etc. and determines the process in which art acts as a means of their interaction. The more a student is able to apply the functional and aesthetic specifics of graphic design to reflect historical and sociocultural events, the more aesthetically appealing this communication will be, and the more harmoniously the book illustration will be blend with the text. As an example of expressing the feelings of individual phrases in poems through figurative language of illustration, we can cite the creative achievements of master's student Nadiia Luki-anenko, which, in our opinion, can be a worthy contribution to the history of design of Ukraine. In her research on the topic: “Design and Book Graphics of Memorial Publications: Emotional Impact”, Nadiya chose as her source of inspiration the poems of the fallen soldier-poet Anton Zadoyanchuk, who died near Sloviansk in Donetsk Oblast in May 2022. Eternal memory to the Hero!

Information about Artem Zadoianchuk's work appeared online in July 2023, when a presentation of the fallen hero's collection ‘I Want to See Spring...’ took place (*Iryna Mulyar et al., 2023*). Two hundred copies of the collection were printed with the assistance of the

Khmelnyskyi territorial community and placed in all libraries in the city. Anton Zadoyanchuk's collection of poems 'I Want to See Spring...' contains 22 poems (*Artem Zadoyanchuk, 2023*). Artem's poems, with their sense of light and feelings of love, inspired Nadiya to learn more about the author's life and creative achievements and to visualize individual lines of poetry that touched her heart.

The poem entitled 'Love' begins with the words: 'It is something great and sad, it is something wonderful and beautiful, it is like eating me up' (Fig. 2) is placed on a double-page spread next to an image of a dog, which, in our opinion, is crying over the poet's death and the lack of answers to two rhetorical questions:

IS THIS HOW PEOPLE SEE THE WORLD?
DO THEY REALLY NOT CARE AT ALL?



Кохання
Це щось велике і сумне.
Це щось чудове і прекрасне.
Воно немов з'їда мене.
Чому воно таке страшне –
Страшне для того, хто не вміє,
хто ще не знає, що це є.
Чому воно ляка мене,
Чому воно бере мене
У мрії сподівань, любові?
Я хочу жити і любити.
Я хочу мати щось своє,
і це своє, у серці... Але навіки зберегти.
Я так люблю тебе!

Illustration 2. Book spread for the poem "Love"

Why the image of a dog? The use of anthropomorphic descriptions and definitions as an aesthetic way of perceiving and embodying spiritual content in the imagery system has a long tradition (*Golobutsky, 2001*). For this reason, the dog as a symbol of safety and security, and its tears, can be identified with the rhetorical questions in the title of the composition and the lines of poetry placed next to it. The black-and-white graphics of the illustration give the text and the image next to it integrity and conciseness; the imbalance of the spread is not congested.

In another poem, Artem expresses his sarcasm towards the feeling of love: "Only a crumpled bedding at dawn will satisfy their whims," in another – generalized by rhetorical questions "Are there really no feelings?", "Are there really no tender words?" These questions make the reader think about what they need in love: genuine and sincere feelings, or something else? The sarcasm and comparison of true love with carnal pleasures in this poem prompted illustrator to create an image of a stone heart and vegetation growing around it (Illust. 3).

STONE HEART

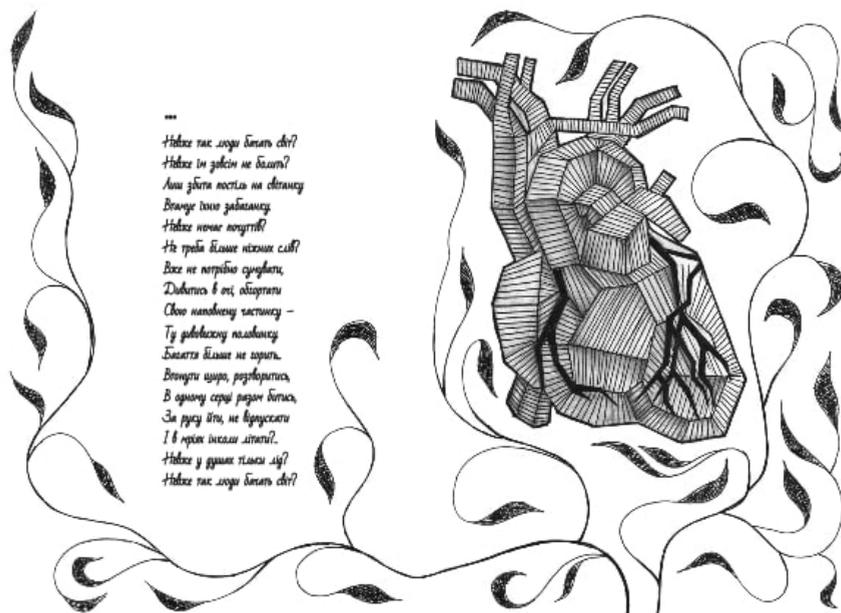


Illustration 3. Book spread to the poems "Heart of Stone"

In this illustration, the stone heart is an image that personifies only carnal pleasures, referring us to the lines “Only a rumpled bed at dawn...”, while true and sincere feelings, in which one can “Sink sincerely, dissolve, beat together in one heart, walk hand in hand, never let go, and sometimes fly in dreams?” are embodied in the image of vegetation around the heart. It is the flowing, living, and real shoots and leaves that convey the sincerity of feelings, in contrast to the heart, which is limited by sharp shapes and angles, straight lines, and looks like a piece of cold stone of “lifeless” human love.

Artem's poems entitled “Connection” reveal the philosophical meaning of life, when day turns into night, the color palette of spring, summer, autumn and winter changes – when the end of one thing becomes the beginning of another (Illust. 4). That is, it is about the connection of everything on Earth in order to build and live. With the phrase “When you crawl or when are a bird,” the author, in our opinion, generalizes the connection between the inhabitants of the soil, where the crawling snake reigns supreme, and the inhabitants of the air—the birds.

The student refined the sketches using traditional materials: pencils and pens of various thicknesses. This allowed her to vary the width of the strokes to highlight certain parts of the illustration: imitation of the texture of feathers on the bird's body, scales on the snake's body. To enhance the contrast, the illustrations were scanned and processed in appropriate programs.

These examples of student creativity show that the modern history of Ukrainian design is being shaped through the prism of original visual concepts of young personalities, in particular, – and achievements in book graphics.

WHEN YOU CRAWL OR WHEN YOU A BIRD

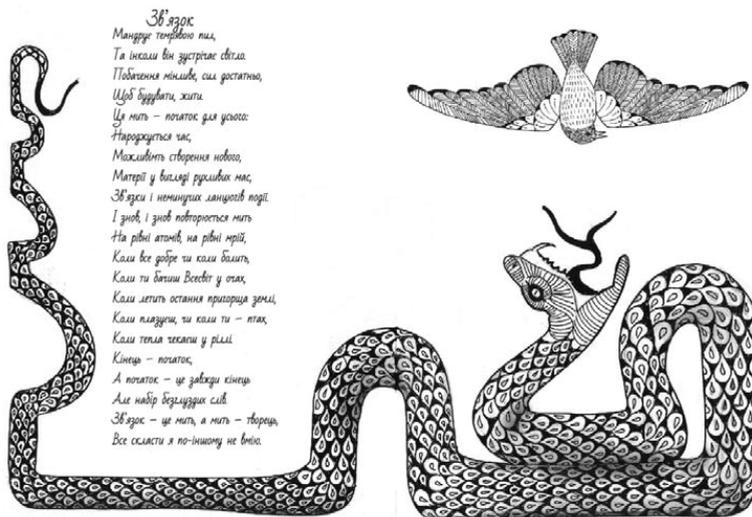


Illustration 4. Book spread with the phrase: “When you crawl, or when you are bird”

4. Conclusions

1. The formation of the artistic space of book design culture is based on the achievements of individuals in the fields of literature and graphic design, while the history of Ukrainian design and book graphics, as its component, is summarized by the artistic space of today, which is associated with large-scale armed conflict.

2. The given examples of students' creativity from book graphics summarize the specific manifestations of their time.

2. Illustrations by a talented master's student, co-author of this publication, for a collection of poems by the late poet Artem Zadoyanchuk, combining two artistic spaces: poetry and visual art, generalize the communicative dimension of book graphics in the history of contemporary design of Ukraine.

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REPRESENTING THE NATIONAL IDENTITY OF UKRAINE IN GRAPHIC DESIGN

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Summary

Based on the study of scientific works, comparative art historical analysis of a large array of ukrainian graphic design since the beginning of its exit from the Soviet Union and its functioning as an independent state, it has been determined that the national liberation struggle assumed a broad scope, having only a territorial, but also a cultural character. It has been reflected that the new system of visual communication is characterized by the rejection of the Soviet heritage and complete de-Russification at the social and cultural levels. The establishment of the Ukrainian national style includes turning to the ethnic objects and their use by Ukrainian brands as part of the identity, and in the creation of new symbols associated with the war against russian invasion. The scientific novelty of the study lies in revealing the trends in the development of Ukrainian graphic design and visual representation of Ukraine and its symbols after the full-scale invasion of the Russian Federation. The practical significance of the work lies in a creation of a holistic picture of the development of graphic design «with a Ukrainian character» and in the formation of the main strategies for creating a Ukrainian national product and brand.

Key words: ethnodesign, visual communication systems, country branding, state brand, national identity, national symbols, «sharovarschyna», «bayraktarschyna».

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1. Introduction

Over the last decades, and especially in connection with the full-scale Russian invasion of Ukraine, the need and interest in creating an independent ukrainian brand and creation of its set of symbols, has increased, which directly affected the development of Ukrainian design. It should be noted that in a recent years the number of studies on the origins of the Ukrainian visual identification in different areas of design, including industrial design, clothing and accessory design, environmental design, have emerged. Of particular importance is that fact that designers not only find the traditional motifs, but also rethinks them in the context of modern time and implement them in their works. Graphic design, as the art of visual communication, plays a special role in the development of the state brand. Currently, an increasing number of independent design companies, publishers of Ukrainian books and printing products are emerging in Ukraine, new design techniques and new symbols used in the creation of graphic works, can be observed.

The concept of branding a country and its national style is relatively new, but there is already a considerable amount of research on this concept. State branding or nation branding and its impact on the perception of the country by the international community is the subject of research by such scholars as F. Kotler, I. Rhine, G. Szondi, T. Cromwell, M. Aronczyk and others. Their works argue that it involves a broad strategic approach, often linked to a long-term vision of the country's development and covering various aspects of the nation's identity and attributes (*Aronczyk, 2008*).

This issue has become especially relevant for Ukraine in the context of new challenges to the country's national security, when there is an urgent need to improve its international image and attract investment for the post-war reconstruction of the destroyed regions (*Madryha, 2024*).

This situation provided a jump-start for designers to study Ukraine's cultural heritage as a structural component of its brand in terms of visual communication. The issues of developing Ukraine's own brand and the modern means of communication currently used to promote it in the international community are highlighted in the works of T. Madryga, O. Biletska, I. Levytska and O. Melnyk. Over the past ten years, the phenomenon of Ukrainian ethno-design and its modernization has become the subject of cultural discourse by a number of researchers (*Mudrak, 2011*).

Since 2014, the study of the heritage of Ukrainian design is being explored at a much deeper level. As a result, previously forgotten artists and objects have appeared and the issues of researches are constantly expanding. It consists of not only analytical articles about Georgy Narbut, Fedor Krychevsky, Mykhailo Boychuk (*Mudrak, 2018*) etc., and the influence of their work on modern design, but also analysis of the Ukrainian avant-garde and futurism, a deeper search of folk heritage of Ukraine and methods of its implementation in contemporary design (*Udris-Borodavko, 2023*).

A large role of educational and advertising aspect in the development of Ukrainian design and visual art in general is played by popular science periodicals «Chronicle of Ukrainian Design», which is published on the initiative of the «Spilka» design bureau and «Telegraf» magazine, from the online Projector Institute (Projector Publishing), which publish creative works of Ukrainian artists and interviews with famous Ukrainian designers. At the same time, despite the growing interest in Ukrainian design within the country, the appeal to the topics of ethnodesign and Ukrainian symbolism in scientific sources, a comprehensive analysis of Ukrainian graphic design as a component of the general branding of Ukraine is practically absent.

Purpose. The identified relevance and degree of research of the problem led to the formulation of the task of the proposed investigation, the purpose of which is to create a holistic picture of the development of graphic design «with a Ukrainian character», to reveal strategies, conceptual and visual decisions that aroused due to the development of Ukrainian brand.

Research methodology. To identify current trends in contemporary Ukrainian graphic design, scientific researches and popular science articles and interviews were analyzed and a comparative, art, historical analysis of a number of graphic works with a Ukrainian character released on market was conducted.

2. Dynamics of evolution of Ukrainian graphic design during the period of independence

The research and analysis of national branding as a means of identifying a country at the international level began in the early 2000s and reached its peak in the 2010s, at a time when Ukrainian design was just beginning its independent development and search for methods and means of visual communication (*Dineri, 2024*).

The Ukrainian design community and a competitive capitalist market emerged 50–70 years later than the European one, which is a consequence of the long-term pressure of Soviet system and the absence of small and medium-sized businesses and the possibility of their development. As a result, there was no need to create different competitive brands that had to fight for the attention of both local and foreign consumers. After Ukraine achieved independence, a foreign goods and advertising appeared on the market, which in turn stimulated the emergence of own ukrainian developments in the field of advertising and branding. At the initial stages, it was copying and rethinking of Western models, but over time, Ukrainian design agencies began to integrate with Western companies and create new products for both their own and foreign markets, gaining important work experience, which was lacking at first after Ukraine gained the status of an independent state.

The national liberation struggle of 2014, the development of medium and large businesses, the entry of Ukrainian products into the European market and the need for its promotion have become a great impetus for the active growth of brand competition and the improvement of the quality of Ukrainian design. Despite the low of advertising quality at the state level, Ukrainian design agencies began to work on creating new concepts, which have contributed to the emergence of new symbols and forms of expression. Among the successful design agencies «Spilka», «Hexagon shots», «Golagon», «I am in media», «Fedorov» can be singled out. At the same time, there is support for the development of Ukrainian design in the international community, which is manifested in collaborations with Ukrainian agencies and the emergence of foreign orders.

In this regard, the case of «Ukraine now» campaign is indicative as a promotion and advertising of Ukraine as a tourist-attractive country (*Mosendz et al., 2025*).

The symbols used in its advertising products, such as the trident, the sunflower spike, viburnum, bandura, and the Cossack, have already become quite familiar signs of a «Ukrainian» product by 2022. The formation of a stereotypical image of Ukraine has obtained both positive (brand and symbolism formation) (*Iermolaieva, 2017*) and negative sides (the phenomenon of simplified stereotypical solutions in all areas of design, or «sharovarschyna») (*Riznychenko, 2024*).

However, the tendency of departure of Ukrainian archaic image, imposed by long domination of Soviet power, can be observed. As a result, new forms based on the study of historical heritage are being pursued, the rejection of Russian fonts at various levels, renaming and redesigning of objects occurs (*Soloviova, 2022*). These processes also stimulate active work on the design and redesign of Ukrainian brands that consciously or unconsciously used elements not rooted in the Ukrainian cultural code (milk products, as Sloviachok, Halychyna, Fairy Milk, «Bila Bereza», etc.).

For example, TM «Bila Bereza», which previously positioned itself as Belarusian products, has now affirmed its Ukrainian origin and actively includes national elements in the advertising of its own products (embroidery on a girl, wildflowers of Ukraine, ears of wheat, etc.).

In this context, the following sources of inspiration for creating brands that emphasize their national identity can be distinguished:

- Ukrainian folklore (characters from fairy tales, mythology, legends and early religious beliefs in the form of paganism);
- techniques and elements of folk art (ornamentation on towels and clothing, Petrykivka paintings, Kosivka paintings, Kosivka ceramics, Hutsul carpets, Borshchiv embroidery, Krodevets towel, Opishnya ceramics, etc.) (*Halchynska, 2024*);
- works of Ukrainian artists aimed at rethinking folk art (F. Krychevsky, G. Narbut, the work of M. Boychuk and Boychukists, etc.);

- cultural symbols associated with the local area and the image of the land, stylized images of plants typical for Ukrainian nature (viburnum, wheat, spikelets, etc.);
- state symbols (coat of arms, flag).

3. Ethnodesign as a mean of national identity

In recent years, ethnodesign has gained popularity in all areas of design, the main features of which are ornamentalism, picturesqueness, intricacy (Bondar, 2020).

Therefore, in the advertising of household goods of various price categories, ethnic elements are actively used, emphasizing the origin of the product and its affinity with Ukraine, – luxury segment brands are also emerging, which have a powerful advertising company and modern design (Pashkevych, 2023). These are mainly jewelry companies and clothing brands (SOVA, Oberig, Kozachka, Kochut, Etnodim, etc.).

Design of cosmetics «Brunka» by Yurko Gutsulyak (Fig. 1). Simple design uses monochromatic Ukrainian ornament, inspired by the embroidery of towels of the Dnieper region and their graphic embodiment in the tree of life. A simplified stylized image of the selected element is organically woven into the overall concept of the company that at the same time, due to graphic stylization and maximum simplification, it looks original and modern.



Fig. 1. Design of cosmetics «Brunka» by Yurko Gutsulyak. Retrieved from: <https://www.behance.net/gallery/50057795/Brunka-Cosmetics>

Packaging design of «Kaniv» Cheese from the Grape agency team (Fig. 2). The cheese packaging uses motifs from the works of Ukrainian artist Maria Prymachenko, who in turn was inspired by Ukrainian nature and stylized Red Book animal species – black stork, white-tailed eagle, Dnieper feather grass, bear's onion, white water lily and more than 10 other plant groups that require protection (Maslak, 2023).



Fig. 2. Packaging design of «Kaniv» Cheese from the Grape agency team. Retrieved from <https://mmr.ua/show/novi-pakovannya-siru-kaniv-1971-nathnenni-prirodoyu-ta-kartinami-mariyi-primachenko>

The success of Ukrainian ethnodesign is also proven by the awards of the prestigious international competition Red Dot Design Award (Essen, Germany), which is a sign of quality.

Over the years, design projects by «Banda Agency», «Tough Slate Design», «Spiilka Design Büro» received this award in the direction of branding, graphic design, UX/UI, etc.

The design of «Fairy Milk» from the industrial company «Molokia» (design by the studio «Yurko Gutsulyak») has a minimalist national character. The compositional solution consists in combination of drawn characters of Ukrainian folklore made in the style of modern European digital illustration with a minimalist font, which, due to its smooth forms, has a somewhat childish, friendly character (Fig. 3).



Fig. 3. The design of «Fairy Milk» by the studio «Yurko Gutsulyak»

Retrieved from: <https://cases.media/en/news/kazkove-moloko-dlya-malenkikh-lyudei-z-velikim-maibutnim-reklamna-kampaniya->

Restaurants of Ukrainian cuisine («Galushka», «Bavovna», «Ostannya Barikada») often use collages with combination of folk elements (ornaments and symbols) and modern digital photos in their promotional campaign on social networks (instagram, facebook).

The evidence that the Ukrainian brand is flowing into the consciousness of the European community and the concept of identity is being consolidated behind it is the work of Western agencies that create a product with a «Ukrainian character».

«UAnimals» with a «sunflower» mane from the Pentagram team (London), created in 2022. While working on the project, the designers studied the history and culture of Ukraine and opted for the image of a sunflower, which is one of the country's permanent symbols. This is explained by the fact that after the full-scale invasion, the sunflower became a world-famous symbol of resistance, unity and hope. The colors of the logo convey the Ukrainian origin of the organization, and the style for an international audience is associated with the Ukrainian trident.

Interest to national design is actively developing in the field of printing and book production: publishing houses focus on the Ukrainian cultural background and are engaged in the popularization of modern ethnodesign and Ukrainian design in general. This movement covers almost all literary genres, including the design of children's books, popular science, art history literature, etc. (publishing houses «Rodovid», «Old Lion Publishing House», etc.).

A large array of merch production (stickers, posters, etc.) of combines AI technology stylization of traditional symbols or images of famed Ukrainian artists and bright collages with geometric forms (Fig. 4).



Fig. 4. The project merch. This poster combines a quote by Mykola Khvylovy and the Aleksa font, created by Kirill Tkachev and Marcel Mozhin. «Beautiful as a leopard».

The stickers of projector «Tomorrow». Retrieved from <https://www.prjctr.store/>

4. Wartime design

Another trend in graphic design has aroused as a result of the military situation in the country. General militarization, the development of war production led to the emergence of new symbols and forms that have developed both in mass art and amateur performance in the form of «memes», and in official advertising campaigns of the state and large and small enterprises. At the same time, symbols rooted in the cultural code can coexist with the military theme of social posters, which connect time spaces, comprising the symbols of the past with signs of present war, emphasizing the unity and eternity of the country's history. Therefore, it plays an important role in the fight for national identification and confirmation of Ukraine as independent state. The following characteristic features in design can be distinguished, which have developed as a result of political situation in the country and is a reflection of the social demand for psychological support of patriotic sentiments of citizens:

- New artistic fonts or fonts that appeal to the font design of the era of the national liberation struggle of the 30s–50s of the last century (a striking example is the official font of the Armed Forces of Ukraine by Marcelo Mozhyna, based on the fonts of Nil Hosevych, who is currently considered the creator of the visual image of the Ukrainian Insurgent Army) (*Syvash, 2024*).

- The emergence of new heroes, mythologized symbols. An example of such images is the «Ghost of Kyiv»: a mythological character – a generalizing image of an avenger, a soldier of World War II, who was reborn in order to protect the sky of Ukraine from Russian aircraft; the zoomorphic hero «Patron the Dog»: one of a mass culture mascot of the Ukrainian military, a service dog and a minesweeper (*Kostusiak, 2022*).

- Appeal to the images of Cossacks, as a historical phenomenon early Ukrainian defenders of Ukrainian territory, which play a kind of dialogue with modernity and current political situation.

- The appearance of symbols with specific meaning, associated with certain events, stages of the war (drones, tanks, etc.).

Examples of such design can be seen in advertising for craft Ukrainian alcoholic beverages, energy companies, etc. For instance, an energy drink «Volya» contain the face of a Cossack combined with a stylized inscription that appeals to Old Slavic fonts and Cossack cursive. The graphic solution of the work corresponds to modern trends in minimalism (Fig. 5).



Fig. 5. Design of energy drink «Volya» by «Rocketmen». Retrieved from <https://rocketmen.com.ua/ua/topcases/morshinskaya-volyacketmen>

According to digital art researcher Olena Holub, regarding the peculiarities of the dominance of narrative over visuality in wartime art, its «severe militancy is intertwined with lyricism and folk ornamentation» (*Udris-Borodavko, 2023*).

It is also necessary to highlight interesting and original approaches to branding of companies producing goods of a militarized nature, aimed at supporting the patriotic spirit and

psychological state of Ukrainians, such as advertising campaign for craft beer produced by the DP Ray.

It currently manufactures several three types of beer: «Vilkha», «Neptun» and «Stugna», each of which was named after iconic weapons: «Vilkha» is a multiple launch rocket system, «Stugna» – a heavy anti-tank missile system and «Neptun» – an anti-ship cruise missile that hit the cruiser «Moscow» in April 2022. «Vilkha», «Neptun» and «Stugna» are not just names, but symbols of modern Ukrainian weapons used to raise funds for the needs of the army (Fig. 6).



Fig. 6. Design of craft beer «Vilkha», «Neptun» and «Stugna» for «III O BREWERY».
Retrieved from <https://tykyiv.com/news/brovarnia-iii-o-brewery-ta-biuro-militarnogo-brengingu-vipustili-blagodiinu-seriiu-piva-iiiob-vluchilo/>

Among other industrial brands, the «Transcarpathian Gingerbread» and its series of gingerbread cook be mentioned. The box depicts a teacher at Uzhhorod University, who continues to lecture in dugouts in the Donetsk region.

The Dodo Socks brand has released a charity collection «Towards Victory» with an aim to help the Armed Forces of Ukraine. The socks are presented on the website with the following inscriptions: «Palyanytsya», «Bandera Smuzi», «Batko nash Bandera», «Slava ZSU». Part of the funds from each product will be transferred to charitable foundations and volunteer organizations.

5. Conclusions

Thus, Ukrainian graphic design is a complex phenomenon that combines both purely ethno-stylistic solutions based on folk decorative and applied art. Ukrainian Designers who conduct historical and cultural research in their works, have found new conceptual solutions: they combine national typical ornamentation with geometric shapes, stylize objects of folk art in the format of the simplified graphic forms, transform artistic «naive works» of folk art into 3D format or create fantasy works with the inclusion of AI, rethink the works of avant-garde artists of the 20th century expand the knowledge about the diversity and modernity of ukrainian cultural background.

At the same time, the active use of collage techniques continues, which is characterized by a combination of established classical works with modern and national symbols and daily objects in the format of kitsch and irony (a combination of high genre with low) (*Udris-Borodavko, 2018*).

By using established symbols and including new ones that have appeared in the course of historical, technological and social transformations, Ukrainian design reflects political and cultural changes in society and, in addition to distributing visual messages and information, serves as a «soft» force that influences the perception and establishment of the Ukrainian brand in both domestic and foreign market. Through stylization and rethinking Ukrainian acquires a new modern character and sound.

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ETHNOCULTURAL FEATURES OF UKRAINIAN DANCE TRADITIONS IN HUMANITARIAN REFLECTIONS

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Summary

The presentation of a holistic system of scientific research partly takes place in the space of humanitarian reflections. After all, they have the ability to highlight issues ranging from the preservation of cultural heritage to the creation of cultural industries. The article announces the scientific principles of reflection and introspection, analyzes philosophical, cultural, historical, and psychological studies on the problems of substantiating ethnocultural features of traditions. Emphasis is placed on the traditions of Ukrainian dance.

Humanitarian reflections are complex in nature, they enable the study of material and spiritual aspects in the context of preserving cultural heritage, the traditional basis of human existence. Scientific novelty. The features and prospects of ethnoculture are investigated in the space of humanitarian reflections aimed at understanding the human experience of culture and society.

The concept of "humanism" is clarified, as well as the theoretical developments of leading cultural scientists of modern scientific thought. Conclusions. Since traditions are a subject of ethnoculture, we present the historiography of the issues under study at the main stages of the formation of philosophical reasoning, cultural approaches in modern science are substantiated in understanding the ethnocultural features of traditions in view of sociocultural and geopolitical problems.

The nature of the relationship between the traditions of Ukrainian dance in humanitarian reflections has been clarified, that is, we focus on the values of traditions. The ethnocultural features of traditions have been preserved for centuries and influence the life of society.

Thus, an attempt has been made to isolate the regional component of the peculiarities of dance traditions in the ethnic culture of Ukraine. Emphasis has been placed on the preservation and transmission of the ethnocultural peculiarities of Ukrainian dance traditions as a means of uniqueness and identity of the nation.

Key words: ethnoculture, humanitarian reflection, Ukrainian dance, traditions.

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1. Introduction

The humanitarian aspect of the scientific sphere currently holds a leading role in education and culture, actualizing various areas of research. Among the diversity, we single out mutual understanding and respect between peoples, interpersonal and social relations.

The modern cultural and educational space is unthinkable without a successful personality capable of creative self-expression. Therefore, humanitarian reflections use knowledge from various fields (philosophy, sociology, history, art history, pedagogy, psychology, etc.) for this purpose, reflecting the trends of modern culture and education. This forms the background for the preservation and transformation of traditions, the ability to connect the individual to

universal human values (language, customs, religion, folk art, worldview), outlining the goal of instilling a tolerant attitude towards different peoples and cultures, forming the individual as the face of the nation.

2. The problem formulation

We have learned about the traditions of ethnoculture as a leading source of self-knowledge of the people since the 19th century from the ideas of M. Shashkevych (*Stepiko, 1998; Shashkevych, 1996*), from which it becomes clear that we are talking about the cultural and historical conditions for the existence of an ethnos and the preservation of its ethno-root system.

The traditions of Ukrainian dance in the modern world are of particular importance. By dancing, a person develops his emotional and volitional sphere, forms national and cultural values, and is oriented towards a healthy lifestyle. This is how the important spiritual, intellectual, and physical qualities of the future generation are purposefully developed.

From the list of universal human values, we single out the features of the traditions of ethnoculture. Since traditions are the subject of cultural creation, they direct efforts to preserve the national identity of the features of Ukrainian culture.

In the aspect of the current state of ethnographic, culturological, and art studies, we consider the traditions of Ukrainian dance as an expression of the preservation of cultural heritage. Of course, dance can be called a universal language of communication, a powerful lever in the formation of ideals and values. At the same time, it should be added that Ukrainian dance, influencing the formation of the moral principles of the individual, is an important factor in philosophy, culture, education, and the historical and ethnographic component of the nation.

3. The problem formulation

Despite the high modern means of communication and information, ethnocultural features of traditions play the role of a “tuner” that tunes an instrument in the orchestra. This way, ethnoculture can be justified in the context of a cultural paradigm and an important factor in the harmony and balance of society.

The leading strategic goal of humanitarian reflections is the concept of ensuring cultural memory and transforming ancient traditions into the spiritual world of the modern space. Therefore, dance enriches the inner world of the individual and is part of ethnocultural characteristics.

This refers to a Ukrainian dance that was created by a certain ethnic group, is widespread in everyday life (calendar or family ritual), and reflects the ethnocultural characteristics of the corresponding region.

Types of dance patterns are conventionally divided into ritual (ritual) and (non-ritual, everyday) that is, non-ritual. These include round dances, everyday, story-based; solo, pair; folk and folklore, folk-stage, and academic dances.

Not to mention the character, manner of performance, and musical and rhythmic structure of the dance. For the most part, folk (folklore) dance is associated with rural areas, and is often performed in cities as part of festive and concert programs and festival culture.

After all, dance realizes the role (psychological component) of the all-pervading ability of empathy between dancers and spectators, conveying emotions through movements that express the inner world of the dancer and the palette of dance colors. At the same time, emotional intelligence is formed, illuminating the inner world of dance and the dancer through the means of movement, music, and costume.

Thus, through the knowledge of Ukrainian folk dance, the dancer (and the viewer) comprehends the ancient culture, concentrating the semantic structure of human existence with embodied and inherited values, ideals. Therefore, humanitarian reflections are an effective tool for understanding traditions as a mechanism for forming a symbolic and figurative awareness of the foundation of ethnoculture.

Considering the traditions of Ukrainian dance as a segment at the core of humanitarian reflection, one should trace the objective reality of the past artistic heritage. The inherited art of dance partly serves as a source of understanding the historical and cultural background of the people's spirituality. It is the spiritual fullness of modern culture, based on the past traditional foundation, that serves as a kind of ladder of the hierarchy of life values, the ideological depth of the reflection of the world of ethnoculture.

4. State study of the problem

Ruslana Atashkaden's scientific research extensively analyzes the concept of tradition formation in philosophy. The author draws on the works of famous Ukrainian researchers A. Steshenka and M. Rusyn. We fully agree with such fragments of the double historical imitation of traditions, both the path "from below" (a spontaneous process), and the general interest of broad segments of the population interpreting "the ancient into the modern" (*author Savchyn*). This is how the spread of rituals occurs, in wide ceremonies, the search for renewal of ancient objects, for innovations, turning traditions into a social fact. R. Atashkaden emphasizes that the assimilation of traditions occurs in multi-vector ways: awareness, the course of the historical process, relations between people, economic, political, social and spiritual shifts in the life of society (*Atashkadeh, 2021*).

In the course of the historical-cultural, socio-cultural process, traditions should be identified with the innovative basis of the modern existence of society. In this context, it should be noted that tradition is not a static substance, it is a constant dynamic that performs mostly a stabilizing function of human activity (of the dancer and the spectator – author Savchyn), stimulating the progress of society.

In this regard, comprehending the reasoning of M. Rusyn, it should be noted that "the content of the concept of "tradition" is not only the experience of past generations, but also the experience that involves the conditions of development at a certain historical stage, in specific conditions of society" (*Rusyn, 1991*). The definition of tradition is academically spelled out in the philosophical dictionary

"Tradition is a concept that defines various forms of influence of the past on the present and the future" (*Shinkaruk, 2002:646*).

Therefore, we understand that socio-historical circumstances fundamentally influence the life of society, including the traditional basis as a translator of cultural memory. Cultural memory is a special information cluster of ethnoculture with its values and essential and meaningful basis. This is discussed in detail in the studies of the most authoritative expert on the issues of traditional societies, K. Geertz, "The Interpretation of Cultures" (*Geertz, 2001*) and P. Connerton, "How Societies Remember" (*Connerton, 2004*). The authors highlight the understanding of traditions in the plane of representation of the past. Paul Connerton's work deals with social memory, which is formed, preserved and transmitted between generations through three main directions, among which bodily practices (body memory) are distinguished.

5. Purpose and research methods

The article announces the scientific principles of reflection and introspection, analyzes philosophical, cultural, historical, and psychological studies on the problems of substantiating ethnocultural features of traditions. Emphasis is placed on the traditions of Ukrainian dance.

In modern Ukraine, interest in cultural studies is growing in the area of humanization as a leading vector of socio-cultural phenomena. The world scientific community is paying more and more attention to preserving the traditional basis of festive and ritual culture. It is about the background of national culture and the interconnection of regional and national cultures that form global integrity. After all, the progress of humanism should unite humanity against the background of universal human values, the spread of scientific knowledge and advanced technologies, and the enrichment of national cultures.

6. The purpose of article

The leading directions of research on traditions in the humanitarian sphere are their origins. This is how historical and cultural sources are studied and the social conditions (then and now) that contribute to the preservation and transformation of traditions are understood.

We consider the issues of the current state of the meaning of traditions through the prism of humanitarian reflections: the formation of identity and the transfer of knowledge through the means of preserving the cultural memory of ethnic heritage.

In the presented topic, we focus on humanistic cultural studies, where the traditions of Ukrainian dance are considered in various spheres of life: everyday life – the influence of traditions on family relationships; society – social behavior; professional sphere – art; education and other aspects of social life.

7. Research information base

In this context, it would be appropriate to emphasize the leading epistemological principle of the humanist movement research method according to Paul Kurtz. The philosopher, cultural scientist, and humanist movement figure emphasizes reason and scientific objectivity (*Kurtz, 2007:5*).

Given the reasoning (institutionalization of "humanism") of the American philosopher, the use of the term "humanism" is dynamic and sometimes unstable, an attempt to emphasize the deep connections at the level of interaction between man and culture.

Culturology in the plane of humanism creates a holistic and unifying space of culture based on the interaction of ideas, values, lifestyles, traditions, and ideals, and is a unique "litmus" of worldview. The problem of humanism and cultural studies, their awareness, interaction, interconnection, and communication mechanism is actualized in the context of special requests of intellectual practice in the cultural industry.

Scientist M. Poplavsky accurately and concisely formulated a humanistic algorithm for rethinking the prerequisites of standards, values, models, and criteria of humanism. He postulates the existence of a community of people based on unification through communication, customs, and understanding the meaning of culture (*Poplavsky, 2022*).

We mean that the issue of ethnocultural features of dance traditions is an important component of humanization – from scientific works of domestic researchers to practical presentations. Thorough research was carried out by domestic scientists A. Golovchenko,

V. Kremen, V. Lychkovah, P. Gerchanivska, M. Poplavsky, M. Cherenkov, I. Shandruk and others.

Considering the stated topic of the study, attention should be focused on works that reflect the creative and artistic component of the traditions of Ukrainian folk dance: S. Vasiruk "Historical and Everyday Dance" (Vasiruk, 2012), O. Golubets "On the Question of Genre Classifications of Spring Calendar and Ritual Folklore" (Golubets, 2010), S. Zubatov "Dance compositions and etudes of Ukrainian folk dances" (Zubatov, 2021), V. Kyrylyuk "Problems of the development of folk choreography in Ukraine" (Kyrylyuk, 2017), K. Kinder "Semantics of plastic movement" (Kinder, 2007), L. Kozynko "Terminology of Ukrainian dance in the studies of V. Avramenko, V. Verkhovynets and A. Humenyuk" (Kozynko, 2023), V. Lytvynenko "The Language of National Dance" (Lytvynenko, 2011), B. Stasko "Choreography of Ivano-Frankivsk Region" (Stasko, 2004), etc.

The unifying content of publications and scientific sources is an idea adapted to the new requirements of modernity, in which folk dance developed mainly under the influence of historical, social and geographical conditions of life of a certain ethnic group. Ideas contain the imprint of place and time, national traditions, psychology, and the system of artistic understanding of the people.

The publications are dominated by the idea of using traditions in scientific research and their implementation in the practice of dance culture. Along the way, some forms fade into oblivion, but thanks to famous folklore groups, dances and songs acquire a new sound: in Volyn (Lutsk) the exemplary children's and youth folk dance ensemble "Volynyanochka" has been demonstrating the harmony of life for more than thirty years. Their repertoire includes more than thirty productions, including "Veseli lychaky", "Cherevichki", "Chybyryachyk", "Polka-graika", the dance-game "Kizlyk", the dance-game "Yarovytski zabavlyanky", dance-game "Oh, Cucumbers, Wriggle", "Dudariki", "Dzhurinsky Antics", "Polissky Vykrutasy", "Go, Go Rain", "Gray Cat", "Grytsia, Grytsia to Work", etc.

The best groups of Galicia (Lviv) are an indicator of a high level of professionalism, performing skills and special success. Among the numerous ones are the folk dance ensemble "Druzhba", the vocal and choreographic ensemble "Vykrutasyki", the folk dance collective "Samotsvity", the folk music and dance ensemble "Gorgany", honored Dance Ensemble "Yunist", Zenon Kolobych Folk Dance Ensemble "Horytsvit" of Lviv National Medical University, etc. The repertoire policy of the ensembles lives in humanitarian reflections of love for the Motherland, the preservation and development of the most valuable forms of traditional culture.

As the analysis of scientific works shows, in this context we can consider and actualize the issues of dance traditions in the system of humanitarian reflections. Naturally, traditions are studied using methods of historical analysis, ethnographic research, comparative analysis, semantic analysis, and sociological analysis.

We coordinate ethnographic research to the maximum extent possible: field research, observations, and the study of contemporary practices in the use of dance traditions. The basis of the integrity of research on traditions is an interest in preserving cultural heritage and national identity.

Since only that which has not lost its social significance is inherited and developed today, it is necessary to clearly understand what social processes have influenced the modern cultural transformations of traditions. After all, the art of dance has the ability to reflect objective reality based on cultural memory and ideas about the past.

Therefore, naturally, they serve as sources of history and culture of a certain time, capable of being realized against the background of a certain region with signs of conservatism.

Conservatism, which forms a stabilizing function and is realized in humanitarian reflections as an element of innovation.

We mean that the trends of human activity stimulate social progress, integrating the spiritual foundations of the past into the sphere of higher values. A return to spiritual origins will help overcome national oblivion and the individual will join the cultural memory and greatness of the world of ethnoculture.

Ethnoculture as a phenomenon of humanism has a special dependence on nature, as evidenced by the names of folk dances, which are poeticized by the spirit of nature, agriculture, and the nature of the activities of ethnic groups. The names encode the “tactile” feeling of the surrounding world: “Peanut”, “Oh, there is rye in the field”, “Pea”, “Poppy”, “Green Noise”, etc. (*Kinder, 2007*).

Similarly, V. Lytvynenko emphasizes that “each folk dance carries within itself national characteristics, the specifics of native nature, way of life, customs, way of life, moral, ethical and aesthetic views and beliefs of the people. The language of dance is the manner of performance, the pace and rhythm of movements, gestures, music, facial expressions, “costume, compositional structure – all these elements reflect precisely the national traits of character and image” (*Lytvynenko, 2011*).

Therefore, the driving force of the features of ethnoculture in the field of Ukrainian folk dance is artistic culture, in which dances are conditioned by specific conditions of cultural and historical existence based on the conditioning of a certain hierarchy (*Kinder, 2007:19*).

The leading strategic goal of the historical sphere as a component of humanitarian reflections is the desire to enable knowledge of the past by actualizing aesthetic feelings. This is how values, norms, and ideals are embedded in society and generalize human experience, influencing the self-awareness of the individual.

Similarly, the history of cultural memory becomes an effective tool for understanding the phenomenon of ethnoculture and interprets traditions by combining symbolic and figurative knowledge (we mean folk dance) into the paradigm of humanitarian reflections in several variations. Firstly, the interest in understanding folk dance as a socio-cultural phenomenon in the family space can be outlined by the wealth of traditions of festive and ritual culture. The family has always been and is the center (mostly in the countryside) of the social organization of a community of people in certain natural living conditions, hence – demonstrations of the traditional heritage of family relations. Thanks to traditions, as a stable basis of elements of a powerful ethnosystem of upbringing, dance features reflect the experience (economic, everyday, cultural) of the region, ethnic group, and people.

Here, folk dance plays the role of a powerful psychophysical factor in which the cultural values of the Ukrainian people are imprinted. This ensures the creation of family traditions at the level of the formation of the ethnos of each nationality.

N. Babenko's monograph states that the long-term historical functionality of family traditions, holidays, and rituals of a particular people is evidence of their spiritual and physical vitality, civilization, cultural endurance, and the expediency of their existence in the world space (*Babenko, 2001*).

Secondly, the ritual of the folk calendar uses Ukrainian dance in celebrations, where the religious component does not contradict fun and dancing. We are talking about the winter, spring, summer and autumn cycles. Of course, there is a specific use of dance – girls', boys', children's and adults' dances.

That is, every holiday, due to the power of emotional excitement, requires personal attention, and the performance depends on the age category, a certain gender – it ties to the life of

one's native village, city, country. Thus, dance plays a crucial role in humanitarian reflections (among many) – from raising a child to identifying a nation.

To foster national identity, the NGO “National Institute of Ukrainian Studies” considers the introduction of Ukrainian studies as a science into the education system to be one of the most important areas of education. “Without knowledge of history” notes Y. Kalakura, it is impossible to comprehend the scientific principles of the ethnogenesis of the Ukrainian people, the formation of the Ukrainian nation, the development of language, culture, mentality, and the state-building process (*Kalakura, 2004:38*).

The current situation in Ukraine (Russian-Ukrainian war 2022): an extremely weakened, bloodless culture, subjected to aggression and destruction, is experiencing depression, and therefore another transformation of regional identity. For the sake of democratic values, the people respond to world impulses to enter the new parallels of ethnoculture – art projects, concerts, creative academies in Ukraine and EU countries, where dance art plays a unifying role: environment and space in humanitarian reflections.

Thus, ethnoculture motivated by socially transformative practices (as a system of institutionalized educational and educational practices) is a means of preserving and translating sociocultural experience and a mechanism for ensuring intergenerational inheritance.

Thus, ethnoculture reflects the history, worldview, and values of the people and is transmitted through forms of intangible heritage: knowledge, skills, language, festive and ceremonial culture, folk dances, children’s games, and folklore.

Intangible cultural heritage always interacts with oral and practical transmission, which requires certain efforts for its preservation, as it is associated with living bearers of traditions. To this day, traditional cultural heritage reflects the ethnocultural identity of historical and ethnographic regions of Ukraine. In Galicia and Polissya, Slobozhanshchyna and Severshchyna, Volhynia and Podillia, Bukovina and Pokuttya, Tavia and Crimea, Don region and Subcarpathian Ukraine, Ukrainian folk dance is still a powerful layer of traditional culture.

Regional kinship and differences prove that in every village and city the art of choreography has been preserved to this day with inherited traditions that characterize the plastic art of the people in the space of ethnoculture.

8. Conclusions

The art of choreography is therefore a unique resource of Ukrainian ethno-regionalism and has the ability to reconstruct fragments of the most ancient forms of folk dance. All folk dance and song groups have their own, unique face. Their repertoire preserves the unique performing traditions of a particular region, the authenticity, truthfulness and purity of the dance pattern. The repertoire is based on traditional folk games, entertainment, and ceremonial actions using appropriate attributes and musical instruments. Years of searches and field research findings in traditional culture have shaped productions dominated by a variety of artistic images, stage, and distinctive costumes.

This is of great importance for future historical, cultural, and educational prospects. Under the conditions of development and dynamic progress of ethnoculture, a connection with the historical past is established and the landscape of future generations is built, and the interaction of ethnic groups with the surrounding world becomes consistent, a value system is developed, the norms of social relations are regulated. All this allows us to consider the features of ethnoculture as a powerful prerequisite for the harmonious development of society and all its systems with all the diversity of sustainable social interactions.

The work of modern dance groups organically combines dance performance traditions and innovative trends – an attempt to synthesize folklore melodrama with the dance style of the avant-garde of pop music, and modern artistic technologies.

This stylization of dance significantly enhances the means of expression – complication of drawing, vocabulary, strengthening of dynamics, expression, performance style, development of new dramaturgy, introduction of directing techniques.

The very history of the culture of a certain ethnic group in the context of social communication (in particular, language and the plastic language of dance) contributes to the functioning of a system of folk traditions, which constantly enrich the picture of the movement of life in the world from simple everyday relationships, stereotypically repeated in everyday images of movement, to complicated artistic images, in their sign-symbolic forms. That is, in the content dynamics of humanitarian reflections, similar to the historical development of humanity, there is a movement from simple to complex on the basis of the acquired life and artistic experience of the people.

Historically consolidating customs, and hence rituals, ethnocultural traditions were subsequently born. Their accumulation and cumulation consistently went from the assimilation of a certain recurring custom to the formation of an entire system of traditions, thanks to which there was awareness and knowledge of the complex worldview and mental support in preserving the traditions of ethnoculture.

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GAMIFICATION AS A TOOL FOR DEVELOPING PROFESSIONAL COMPETENCIES IN THE CONTEXT OF MILITARY EDUCATION DIGITALIZATION

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Summary

The article examines the theoretical and practical foundations of gamification as an innovative approach for developing professional competencies of learners in higher military educational institutions (HMEIs). Analysis of both Ukrainian and international practices indicates that, despite its global adoption, gamification in Ukrainian military education remains fragmented, creating a significant research gap and limiting the potential for comprehensive skill development. The study proposes a model for integrating gamification into military history courses, transforming traditional instruction into an interactive and immersive learning process that fosters strategic thinking, analytical skills, problem-solving, and decision-making under uncertainty. The findings demonstrate that the use of game mechanics, including points, quests, and simulations, substantially increases learner motivation, engagement, and academic performance. The article concludes that gamification represents a highly promising component of contemporary military education, offers practical implications for enhancing educational outcomes, and suggests directions for further research, particularly the integration of virtual and augmented reality technologies to create more immersive and realistic training environments.

Key words: gamification, military education, professional competence, military history disciplines, strategic thinking, innovative technologies, pedagogical experiment.

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1. Introduction

At the current stage of development, military education faces unprecedented challenges driven by the rapid evolution of the nature of warfare. Wars, asymmetric conflicts, and the use of advanced technologies such as artificial intelligence, unmanned aerial systems, and cyber capabilities require military professionals not only to possess technical knowledge but also to demonstrate rapid analysis, critical thinking, and decision-making skills in conditions of informational uncertainty.

The aim of this study is to provide a theoretical justification and empirical validation of the effectiveness of gamification as a tool for developing professional competencies of learners in higher military educational institutions. To achieve this goal, the following research objectives were defined: to analyze the theoretical foundations of gamification in the context of professional education; to study the existing experience of applying gamification in military training abroad and in Ukraine; to develop a methodology for integrating gamified elements into the educational process; and to experimentally test the effectiveness of the developed methodology.

The traditional, predominantly academic, model of military education-based on memorization and linear knowledge transfer-proves insufficient for preparing commanders capable of acting effectively in the dynamic environment of modern combat. Therefore, a key task is to improve military education through the implementation of innovative technologies.

In this context, gamification is not merely a modernization but a necessary condition for developing professional competencies that meet the requirements of the 21st century. It enables the transformation of passive assimilation of historical experience into interactive practice of strategic and tactical skills, which are critical for the successful execution of combat missions.

In studying military history disciplines, gamification allows learners not only to learn about the past but also to train by drawing lessons from it. Simulations and game-based scenarios, grounded in historical events, provide opportunities to analyze tactical and strategic decisions of commanders, understand the causes of victories and defeats, and develop skills essential for effective unit leadership under modern conditions.

The methodological framework of the research consists of general scientific methods: analysis and synthesis for studying theoretical sources, comparison for evaluating domestic and international experience, a pedagogical experiment for testing the hypothesis, and statistical data processing methods. The research logic envisages a consistent transition from the analysis of theoretical foundations to practical implementation and assessment of effectiveness.

2. Analysis of Recent Studies and Publications

Gamification has become the subject of numerous studies, which reflects its considerable potential. However, an analysis of the academic literature shows that its effectiveness and practical applicability in the educational process are evaluated differently, indicating a diversity of scholarly perspectives. This is evident in the works of V. Buhaieva, K. Halatsyn, L. Zelenska, K. Kovinko, O. Makarevych, S. Pereiaslavskva, K. Rumiantseva, O. Smahina, and L. Serheeva. Certain aspects of the application of interactive technologies and teaching methods (including game-based approaches) in educational institutions of various levels have been studied by Yu. Bystrova, N. Volkova, O. Zhukova, O. Malykhin, L. Morska, and I. Shmyhol. The problem of organizing the educational process in higher education institutions on the basis of a simulation-game approach has been explored by L. Burman, M. Viievskva, L. Viktorova, K. Vishnevskva, O. Havrylenko, O. Dobrotvor, L. Kondrashova, V. Morozov, L. Savchenko, S. Sapozhnikov, O. Sereda, and S. Shcherbyna. Nevertheless, the variety of approaches to understanding the content and essence of the concept of “gamification” in the pedagogical literature necessitates their systematization (*Aristova & Makhovych, 2024: 1068*).

According to the analysis of pedagogical literature, Ukrainian scholars emphasize that gamification in education helps to create an interactive learning environment. It effectively shapes essential professional knowledge, skills, and abilities, makes educational material more visual, and enhances learners’ motivation and cognitive engagement (*Makarevych, 2015: 276*).

Some authors, such as D. Kasyanov (*Kasyanov, 2011*), focus on the motivational potential of gamification and its ability to support an individualized approach to learning. Kasyanov argues that personalized tasks, which take into account the needs and motives of the learner, significantly increase their engagement. Other researchers, such as S. Petrenko (*Petrenko, 2017*), define gamification exclusively as an innovative pedagogical technology. These perspectives demonstrate the overall recognition of gamification as an effective tool, while differing in the assessment of its nature and classification.

At the same time, Ukrainian researchers are actively examining specific aspects of gamification in the military context. L. M. Kozubtsova, I. M. Kozubtsov, V. O. Lishchyna, and S. S. Shtanenko address the concept of a training complex for preparing military specialists in information and cybersecurity based on computer games. They emphasize the importance of continuous measurable feedback, which enables dynamic adjustment of learner behavior (*Kozubtsova, 2017: 52*). V. Yu. Buhaieva considers gamification a technology with enormous potential to positively influence learning outcomes (*Buhaieva, 2016*), while V. Hurska (*Hurska, 2022*) analyzes virtual environments as a means of enhancing the effectiveness of English language teaching.

3. Theoretical Foundations of Gamification in Military Education

In the context of global instability and threats characterizing the modern geopolitical environment, higher military educational institutions face the need for a fundamental transformation of traditional educational approaches. Ensuring a high level of professional training of learners requires the implementation of innovative pedagogical technologies capable not only of transmitting knowledge but also of developing critical professional competencies. In this regard, gamification, as the application of game mechanics in non-game contexts, emerges as one of the most promising tools for increasing motivation, engagement, and learning efficiency.

Since the concept of “gamification” is relatively new, it is necessary first to analyze its meaning. Scholars interpret this concept differently, which gives rise to debates and discussions. The term has been known since the 1990s, when the gaming industry became widespread. However, it was first introduced into academic discourse in 2002 by British video game developer Nick Pelling, who applied it in his user interface designs (*Diadykova*). Its mass adoption across various fields began in 2010.

Etymologically, the term “gamification” derives from “game,” while “edutainment” combines “education” and “entertainment” (*Kochenhina & Koval*). Despite their similarity, these concepts are different. Most games pursue entertainment purposes, whereas the primary goal of gamification is the achievement of specific benefits-acquiring knowledge, skills, and competencies. In other words, gamification (from English *gamification*) refers to the use of game practices and mechanisms in a non-game context to “engage users in problem-solving.”

Although the concept is relatively new, the scholarly literature contains multiple definitions. Yet, no universally accepted interpretation exists. To clarify, let us turn to international experience. Kevin Werbach, a professor at the University of Pennsylvania (USA), defines gamification as a way of engaging audiences in solving educational tasks through “the use of game thinking and game dynamics,” that is, “turning something into a game” (*Werbach, 2012*). Karl Kapp (*Kapp, 2012*) offers a more detailed definition, describing gamification as the use of game principles, aesthetics, and thinking to engage learners, increase their motivation, and enhance the assimilation of educational material.

By its very essence, gamification promotes active learning, encourages collaboration, and fosters self-directed learning. It influences three key behavioral domains of learners:

Cognitive – “a game contains a system of rules for players; it ensures problem-solving adapted to the learner’s qualification level; increasing difficulty fosters skill acquisition” (Kozubtsova, 2022: 52). This allows learners to follow diverse “paths,” promoting flexible thinking.

Emotional – “participation in a game allows players to experience a range of emotions-from joy and pride for achievements to frustration” (Kozubtsova, 2022: 53). This emotional involvement is a powerful motivator.

Social – “the game content and organization allow players to assume new roles and make decisions” (Kozubtsova, 2022: 55). This develops teamwork, leadership, and communication skills.

According to the analysis by Aristova and Makhovych (Aristova and Makhovych 2024: 1065), Ukrainian scholars consider gamification a comprehensive educational technology broader than mere use of games. They view it as a method of instruction, a means of fostering active professional behavior, and a concept that modernizes teaching in the digitalization era. A key idea shared among scholars is the application of a simulation-game approach, which transforms students from passive observers into active participants in the educational process, thereby enhancing their engagement and learning outcomes.

The implementation of gamification in education takes place through the transformation of didactic objectives into game-based tasks (Kozubtsova et al., 2022: 56). These principles are particularly effective in the study of military history disciplines, where the goal is not simply memorization of facts, but understanding the logic of events, strategic thinking, and tactical decision-making.

Instead of passive memorization of dates and names, learners can engage in simulations that model well-known battles or military operations. In such simulations, historical material becomes a means of achieving a game result, while the competitive element transforms the study of history into an interactive and engaging activity. For instance, the study of the defense of Kyiv in 1941 can be implemented as a team-based game in which learners, acting as unit commanders, make decisions under constantly changing conditions, thereby experiencing the dynamics of historical events.

The effectiveness of gamification is ensured by high-quality feedback, which enables learners to feel confident and track their progress (Sahan, 2014). Key motivational components include: the presence of an evaluation scale with clear criteria; tools for calculating points that reflect progress; the possibility of openly tracking one’s achievements and advancing to a new level; and consideration of the number of attempts made to solve tasks (Sahan, 2014: 17).

Thus, gamification is a powerful tool that fosters strategic thinking, critical analysis, and teamwork skills during the study of history, which is crucial for the training of future commanders.

4. Foreign and Domestic Experience

An analysis of contemporary scientific discourse and practices in leading countries demonstrates that gamification is no longer perceived solely as an entertainment element but is increasingly regarded as an effective tool of professional training. In the context of military education, its application has acquired particular relevance, as evidenced by numerous foreign and a limited number of domestic studies.

Foreign experience: from simulation to strategic thinking. Leading military educational institutions in NATO member states and other developed countries actively employ gamification to develop a wide range of competencies. Instead of traditional lectures and tactical maps, learners are engaged in dynamic simulations that allow them to “relive” historical events.

Military history through simulators. Military history training in the armed forces of the United States, the United Kingdom, and Australia involves the use of serious games and simulators that replicate real combat situations. For example, instead of memorizing the plans of the Normandy operation, learners may participate in virtual landing simulations where their decisions influence the outcome. This approach helps them not only to memorize the course of events but also to grasp the logic and consequences of command decisions, thereby developing strategic thinking and leadership skills. Game-based elements (scores, badges, leaderboards, narratives, competition, etc.) enhance motivation, engagement, confidence, and decision-making in a safe tactical learning environment (Stathakarou N., Kononowicz A., Mattsson E., & Karlgren K., 2024). Digital wargaming in higher military education provides secure “what-if” scenarios, increases motivation, facilitates knowledge transfer, enhances skills, changes behavior, saves time, and improves understanding of the operational environment (Bojor L., & Grigore L., 2023: 146).

Gamification of “soft” skills. A study conducted in the Ecuadorian Navy demonstrates that gamification is effective not only for tactical training but also for linguistic and social skills. The use of game mechanics (points, competition) in learning English significantly increased learners motivation and academic performance. This experience may be adapted to military history training through quests to search for information in English about military campaigns, thereby fostering intercultural communication.

Integration of game-based thinking. The Australian Army (ADELE) explicitly recognizes that goal orientation, competition, and achievement – elements inherent to gamification – contribute to more effective and adaptive learning (Stathakarou N., Kononowicz A., Mattsson E., & Karlgren K., 2024). This recognition facilitates adaptation to the learning process and enhances its effectiveness.

Domestic experience: from isolated initiatives to a systemic approach. In Ukraine, the use of gamification in military higher education institutions remains at an early stage. While there are isolated initiatives and scholarly developments, a systemic approach has yet to emerge.

Ukrainian scholars actively discuss gamification in education in general (Kasyanov, 2011), yet only a few works focus on its military dimension. For example, L. Kozubtsova et al. (Kozubtsova, 2022) highlight the concept of a training complex for information and cybersecurity specialists based on gamification principles. This indicates an understanding of the technology’s potential but also points to the narrow specialization of research.

Although gamification is rarely mentioned in official programs, some military personnel and educators already experiment with it. For instance, the use of popular strategic games such as *Arma 3* or *Hearts of Iron* to practice tactics, understand logistics, and explore historical scenarios reflects a growing “bottom-up” demand.

Ukrainian scholars (Hlovatskyi, 2018: 107) confirm that domestic higher education institutions lag behind foreign counterparts in implementing gamification. This gap creates a unique opportunity for research aimed at developing and introducing a systemic model of gamification for military history education. For example, the creation of digital quests that immerse learners in the era of the Ukrainian Revolution or World War II would allow them not only to study the material but also to appreciate the significance of historical experience for modern defense.

Thus, foreign experience confirms the effectiveness of gamification in developing a broad spectrum of professional skills, whereas domestic experience highlights a significant scholarly gap and the need to develop comprehensive methodologies for applying gamification in military history education.

5. Practical Application and Results

Gamification is a powerful tool that not only enhances motivation but also effectively develops key professional competencies. Its practical implementation in the educational process of military institutions requires transforming traditional tasks into interactive ones through the use of game mechanics. This is particularly relevant in the study of military history disciplines, which must go beyond the mere memorization of facts and serve as a foundation for the development of strategic thinking and analytical skills.

Based on theoretical principles and an analysis of prior experience, a methodology for implementing gamified elements in the study of military topography was developed. The experiment was conducted in a higher military educational institution with the participation of two groups of learners: an experimental group and a control group. For the experimental group, game mechanics were introduced, including points for completed tasks, badges for achievements, a leaderboard, and field quests using GPS navigation. The control group studied according to the traditional program.

The use of gamification in the study of military history disciplines opens new opportunities for immersing learners in the learning process. It enables the combination of academic rigor with interactivity, creating an environment in which history is perceived not as a collection of dates and facts but as a domain for strategic thinking and analysis. This can be achieved through several approaches:

Development of historical quests and simulations. Instead of passive reading, learners engage in active participation. For example, the study of the Battle of Kruty may be organized as a digital quest in which teams receive initial data (maps, reports) and must make decisions under conditions that simulate historical circumstances. Correct decisions earn points, while mistakes result in penalties, enabling learners to understand the consequences of each step. This transforms history into a dynamic process in which learners act as commanders, practicing leadership and tactical analysis skills.

Integration of existing games. Strategic games such as *Hearts of Iron*, *Civilization*, or *Company of Heroes* can serve as effective supplementary tools. Instructors may create learning scenarios based on historical events. For instance, learners may be tasked with altering the outcome of a particular military campaign or analyzing logistical miscalculations of an army during a specific historical period. This approach not only facilitates the acquisition of knowledge but also deepens the understanding of how geopolitical factors, economics, and logistics influence the course of military operations.

Reward and ranking system. To foster competitive spirit and motivation, a comprehensive system can be introduced. Examples include points for correct answers in quizzes and successful completion of tasks or simulations; badges for specific achievements, such as *Historical Analyst* for in-depth analysis of primary sources or *Tactical Genius* for victory in a battle simulation; and leaderboards reflecting the progress of each team or cadet. This creates healthy competition and motivates learners to achieve better results.

Narrative-based assignments. The study of history can be structured as a single “mission,” with each topic framed as a “task.” For example: *Mission 1: The Origins of World War II;*

Mission 2: Operation Barbarossa; Mission 3: The Battle of Stalingrad. This creates an immersive effect and encourages learners to complete the entire “scenario.”

Model for Developing Professional Competencies through the Gamification of Military History

Stage 1: Defining the Didactic Goal. This stage serves as the foundation of the entire model. Traditionally, the goal of history education is the memorization of facts, dates, and names. Gamification transforms this objective into a dynamic task. For example, instead of the traditional goal of “*studying the defense of Kyiv in 1941*,” the gamified objective becomes “*ensuring the retention of key defensive lines and the successful evacuation of troops*.” This shifts learning from passive information absorption to active problem-solving, thereby fostering critical thinking.

Stage 2: Designing Game Mechanics. At this stage, clear and understandable game rules are established to motivate learners. The core mechanics include:

Points: awarded for correct decisions, timely completion of tasks, or identifying logistical errors in historical documents.

Rankings: reflecting the success of each team or cadet, creating a competitive spirit.

Badges and achievements: virtual awards for specific accomplishments, such as “*Tactical Analyst*” for developing an effective strategy or “*Military Historian*” for an in-depth analysis of primary sources.

Leaderboard: a public ranking that motivates learners to strive for better results.

Stage 3: Content Development. Historical material is transformed into interactive tasks:

Quests: learners may receive assignments to search for and analyze historical maps, reports, and photographs in order to “*investigate*” the course of military operations.

Simulations: development of simple simulations that recreate historical battles. Teams can command virtual units and make tactical decisions.

Narrative missions: the study of an entire campaign can be presented as a sequence of “*missions*,” with each unlocking access to the next stage.

Stage 4: Implementation and Feedback. The educational process is launched with gamified elements. It is crucial to provide immediate feedback:

Visualization: progress in points and rankings is displayed in real time on dedicated online platforms.

Decision analysis: after each game task, the instructor analyzes the learners’ decisions, explaining which were historically justified and which were not. This promotes learning from one’s own “*mistakes*.”

Stage 5: Evaluation and Adjustment. At this stage, the overall effectiveness of the model is assessed. Evaluation includes:

Comparison of academic performance: comparing the results of the gamified group with the control group.

Analysis of motivation levels: conducting surveys and collecting cadet feedback.

Adjustments: based on the data obtained, modifications are made to the game mechanics, content, and methodology.

Case Example: Operation “Barbarossa” (June 1941)

Didactic goal: to study the strategic objectives, planning, and initial stages of the German invasion of the USSR, particularly the operations of Army Group South in Ukraine, as well as the reasons behind the Wehrmacht’s successes and the Red Army’s initial failures.

Game objective: “*to analyze and reenact the initial stage of the invasion, revealing key tactical and strategic decisions of the German command and the Soviet response.*”

Game mechanics: cadet teams earn points for successful analysis, correct tactical decisions, and identifying mistakes in the planning of both sides. The assignment is divided into missions:

Mission 1: Planning (points for analyzing historical directives and operational plans, identifying key directions of attack).

Mission 2: Blitzkrieg (points for speed and effectiveness of advancement on a simulated map, as well as for analyzing contributing factors).

Mission 3: Defense (bonuses for identifying weaknesses in Soviet defenses, such as communication issues, logistics, or poor troop placement).

Optional scenarios: learners may choose to act as either German or Soviet command, allowing them to view events from multiple perspectives.

Content: learners use digital versions of historical maps, operational plans, commanders' memoirs, and meteorological data from June 1941 to make decisions under conditions closely resembling reality. This enables them to experience the complexity of decision-making with limited and often contradictory information.

Results: the experiment demonstrates that this approach not only increases engagement but also helps learners better understand the complexities of military planning and the importance of logistics in a historical context. Instead of simply memorizing dates, they learn to analyze and forecast the course of military operations.

6. Conclusions

The conducted research has comprehensively substantiated and confirmed the effectiveness of gamification as an innovative tool for developing the professional competencies of learners in higher military educational institutions. In the context of digitalization and dynamic changes in the military environment, traditional teaching methods have become insufficiently effective. Gamification, which influences the cognitive, emotional, and social dimensions of learners, ensures the transition from passive knowledge acquisition to active, practice-oriented learning.

The analysis of international and domestic experience demonstrated that the implementation of gamified elements in military education is a global trend, whereas in Ukraine this process is still at an initial and fragmented stage. This scientific gap opens up a broad field for further research and practical implementation.

The most significant results of the study include:

1. *Theoretical justification* of gamification as an effective pedagogical technology capable of enhancing learners' motivation and engagement.

2. *Development of a practical model* of gamification for military-historical studies, which transforms history from a purely theoretical discipline into a tool for developing strategic thinking, analytical skills, and decision-making abilities.

3. *Empirical confirmation* that the use of gamified elements such as points, quests, and simulations significantly improves academic performance and the quality of knowledge acquisition.

Prospects for further research in this field include the design and testing of comprehensive gamified platforms for various military specialties (logistics, intelligence, cybersecurity), as well as the study of the long-term impact of gamified learning on the level of combat readiness and the professional effectiveness of graduates. Future studies should also focus on integrating gamification with virtual and augmented reality technologies to create more immersive and realistic training environments.

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STEM TASKS IN PHYSICS TO DEVELOP STUDENTS' DIGITAL COMPETENCE

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Summary

The article explores the potential of STEM-based physics tasks as a means of fostering students' digital competence within the context of contemporary educational transformations. Emphasis is placed on the integration of digital technologies, interdisciplinary approaches, and practice-oriented learning into physics education, aimed at developing skills essential for life in the digital society and Industry 4.0. Based on a review of recent scholarly research, digital competence is defined as encompassing information literacy, skills in using digital devices, data handling, programming, modeling, and presenting research outcomes via digital tools. The study employs a range of theoretical methods, including analysis, synthesis, generalization, systematization, modeling, and predictive reasoning. It generalizes typical examples of STEM tasks in physics implemented through virtual laboratories, simulations, robotics platforms, software-based modeling, and data analytics. A systematized mapping of task types to specific components of digital competence is presented. The study demonstrates that the use of augmented reality (AR), virtual reality (VR), electronic modules, and multimedia platforms (e.g., YouTube) enhances students' learning efficiency and fosters both independent and collaborative activity. The paper also addresses key challenges in implementing STEM tasks, including teacher preparedness, infrastructure modernization, and the adaptation of methodological strategies to blended and distance learning environments. The conclusion argues that the full potential of STEM-based physics tasks can only be realized through integrated educational policies, continuous professional development of teachers, and the creation of pedagogical conditions conducive to implementing interdisciplinary digital projects in schools. Future research should focus on the empirical evaluation of the effectiveness of such STEM tasks in real-world educational settings.

Key words: STEM education, digital competence, physics teaching, project-based learning, virtual laboratories, robotics, digital tools, interdisciplinary approach, teacher.

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1. Introduction

In contemporary educational practice, the integration of the STEM approach (Science, Technology, Engineering, Mathematics) into the teaching of natural sciences, particularly physics, is gaining increasing relevance. This approach implies not only the interdisciplinary nature of the educational process but also the active use of digital technologies, which creates prerequisites for the development of students' digital competence (*Semenikhina et al., 2022b; Yurchenko et al., 2023a*). Engaging students in STEM-based physics tasks that integrate elements of programming, digital modeling, data analysis, and the use of electronic educational platforms contributes to the formation of both subject-specific and cross-cutting competencies, such as critical and creative thinking. In the context of labor market transformation and the global implementation of Industry 4.0 technologies, digital skills are considered one of the key components of students' general educational preparedness. Educational research confirms that the use of digital tools in the process of solving problem-based tasks positively correlates with improved academic performance and increased levels of students' cognitive engagement. Thus, the design and implementation of digitally oriented STEM tasks in physics emerge as an effective means of developing students' digital competence within the framework of the competency-based approach to learning.

2. Review of literature

In contemporary educational scholarship, increasing attention is being paid to the problem of developing students' digital competence within the context of STEM education. Researchers emphasize that the digital learning environment provides optimal conditions for students' self-expression, the development of their creative potential, and the enhancement of creative thinking through hands-on activities that incorporate innovative digital tools (*Wang & Li, 2022*). Digital literacy plays a crucial role in this process, encompassing both technical skills and the ability to effectively engage with digital resources in blended learning contexts (*Le et al., 2022; Rudenko et al., 2025*).

An examination of the integration of digital components in STEM-related instruction shows that even at the early stages of education, subject-oriented digital platforms are widely used, increasing student engagement and supporting the development of digital competence. One of the most effective pedagogical strategies in this regard is Project-Based Learning (PBL), which immerses students in real-world problem solving using digital technologies. Research has shown that PBL not only fosters critical and creative thinking but also improves students' collaboration skills (*Khoiri et al., 2023*).

Considerable attention has also been given to STEM-oriented project-based learning (STEM PjBL), which has a positive impact on students' self-efficacy when solving physics problems. Empirical data indicate that this form of learning enhances student motivation, fosters awareness of the connection between academic content and real-life situations, and supports career identity development (*Samsudin et al., 2020; Semenikhina et al., 2022a*).

The analysis of existing research highlights the key components of students' digital competence that can be developed through STEM-based physics tasks: information literacy (i.e., the ability to search, analyze, and evaluate digital sources); practical skills in using digital devices (e.g., sensors, mobile labs, simulators) for conducting experiments; and digital communication, which involves presenting research findings using digital tools. Thus, the body of research reviewed supports the potential of STEM tasks as an integrated means of fostering

digital skills in the context of physics education. Based on this, the **aim of the article** is defined as the substantiation of the possibilities for developing students' digital competence through the implementation of STEM tasks in physics instruction.

3. Methodology

This study employed a set of theoretical methods that provided a comprehensive understanding of the research problem and facilitated the development of well-substantiated conclusions: *analysis of scientific literature* was conducted to identify current approaches to the integration of STEM education in physics instruction and to examine the factors influencing the development of students' digital competence; *synthesis and generalization* were used to determine the essential characteristics of STEM tasks, their typology, and their educational potential; *systematization of empirical data* presented in scientific sources made it possible to establish correlations between the types of tasks, digital tools, and the corresponding components of digital competence; *modeling* was applied to construct a generalized structure of STEM-based physics tasks aimed at fostering digital competence, taking into account interdisciplinary principles; *predictive generalization* was employed to outline future perspectives and the necessary conditions for the integration of digital technologies into physics education in order to develop students' competencies within the digital environment.

4. Results

The implementation of the STEM approach in physics education contributes not only to a deeper understanding of natural laws but also to the development of students' digital competence. One of the key areas of this implementation is the integration of robotics and programming into the educational process. Working with microcontrollers, sensors, and algorithms enables students to combine theoretical knowledge with practical activities, which, according to empirical research, significantly enhances motivation and interest in physics (Mazur & Franko, 2023).

Practice-oriented learning involves students in real-life projects where they apply physical laws to create robotic systems and controlled mechanisms. The use of platforms such as Arduino or LEGO Mindstorms allows for the modeling of mechanical, electrical, and electromagnetic phenomena in real time. Additionally, programming physical models creates opportunities for experimentation that were previously impossible or technically challenging in traditional school laboratories.

Students' digital competence is developed through mastering basic algorithmic thinking, logic, and control of technical systems, as well as through practical engagement with modern electronics, sensors, motors, and microcontrollers (Bondarenko, 2018; Shamonia et al., 2019). Simultaneously, STEM-based physics tasks support an interdisciplinary approach by integrating knowledge from computer science, mathematics, electronics, and engineering. This fosters a comprehensive understanding of content and promotes systems thinking (Ilnitska, 2020).

Such tasks stimulate research, critical, and creative thinking. They teach students to work in teams, solve complex problems, analyze experimental results, and present their findings, skills that align closely with key components of digital competence (Kramar & Shyshkina, 2024).

This study has generalized effective types of STEM-based physics tasks aimed at developing digital competence:

– *Modeling physical phenomena in software environments* (e.g., Scratch, Python) allows students to visualize laws of mechanics, simulate motion, and analyze real-time parameter changes.

– *Virtual laboratories* (e.g., PhET, Algodoo) support conducting experiments in digital environments with adjustable parameters and observable outcomes.

– *Robotics projects* (e.g., Arduino, LEGO Mindstorms) focus on designing and programming physical models using sensors, which fosters engineering thinking.

– *Big data analysis* (e.g., Excel, Google Sheets) trains students in data processing, visualization, building graphs, and drawing conclusions.

– *Digital presentations and video tours* develop information literacy, the ability to communicate research results, and disseminate them in digital formats.

The use of modern digital platforms significantly expands the didactic potential of STEM-based tasks. Technologies such as augmented reality (AR) and virtual reality (VR) provide high levels of student immersion, contributing to deeper knowledge acquisition and skills development through interactive engagement (Setiawan *et al.*, 2023). The use of electronic modules based on iSTEM or Ethno-STEM approaches helps adapt educational content to the learners' needs and contexts while supporting independent learning (Purwanto *et al.*, 2021; Sari *et al.*, 2023).

Project-based learning supported by platforms like YouTube enables students to create their own educational content, enhancing digital creativity and reinforcing their understanding of physics concepts (Widiastuti *et al.*, 2021).

To provide a practical justification for the potential of STEM-based tasks in developing students' digital competence, the study has summarized common task types already used in educational practice or recommended by scholarly sources (Table 1). Each task type is characterized not only by its didactic potential but also by its targeted contribution to specific components of digital competence, such as programming, working with digital sensors, data visualization, and multimedia communication.

Table 1

Examples of STEM-based Physics Tasks and the Development of Digital Competence

Type of Task	Task Description	Digital Tools	Digital Competence Components
Modeling physical phenomena	Creating simulations of the motion and interaction of bodies	Scratch, Python (matplotlib, Pygame)	Programming, visualization, and analytical thinking
Virtual laboratories	Conducting experiments in simulation environments	PhET, Algodoo	Interactive engagement, data analysis, and interpretation
Robotics projects	Designing and programming devices	Arduino, LEGO Mindstorms	Hardware interaction, algorithm design, and engineering thinking
Data analysis	Graphing and analyzing experimental data	Excel, Google Sheets	Data processing, digital literacy
Digital presentations/ videos	Visualizing and explaining physical phenomena	PowerPoint, Canva, YouTube	Multimedia communication, content creation

The analyzed examples demonstrate the high potential of STEM-based physics tasks as an effective means of integrated digital competence development. Their implementation in

the learning process engages students in practical, interdisciplinary activities that foster digital creativity and 21st-century skills. It is important to emphasize that the effectiveness of such tasks depends largely on the deliberate selection of digital tools, pedagogical support, and the creation of conditions for reflective analysis of learning activities.

5. Discussion

The findings confirm that STEM-based physics tasks integrating digital tools, interdisciplinary approaches, and practical orientation serve as an effective means for fostering students' digital competence. Such activities not only enhance the assimilation of educational content but also contribute to the development of essential skills for successful socialization in the context of a digital society and Industry 4.0. The combination of physics knowledge with digital technologies facilitates the formation of information literacy, engineering thinking, analytical abilities, and presentation skills, which align with the framework of 21st-century competencies.

Despite their significant didactic potential, the implementation of STEM tasks in physics education entails a series of challenges. One of the critical factors determining the success of such tasks is the professional readiness of teachers. To effectively deliver STEM education, teachers must possess not only deep subject-specific knowledge but also competencies in the integration of technology, engineering approaches, and mathematical modeling into physics curricula (Jiménez-Fanjul *et al.*, 2022; Sulaeman *et al.*, 2022). Notably, the importance of continuous professional development is emphasized as it ensures consistency in instruction, ongoing enhancement of digital skills, and teacher motivation to adopt innovative practices.

Other challenges include pedagogical and organizational difficulties associated with the implementation of project-based learning within the constraints of limited instructional time, as well as the adaptation of such practices to blended or online learning formats (Jiménez-Fanjul *et al.*, 2022; Yurchenko *et al.*, 2023b). In the context of early STEM education, which also encompasses elements of digital literacy, researchers highlight the shifting role of the teacher from knowledge transmitter to facilitator of learning, who stimulates students' cognitive engagement and creates conditions for inquiry-based learning (Kalogiannakis *et al.*, 2023; Leung, 2023).

Special attention should also be paid to the role of out-of-school environments in developing digital literacy. Research shows that children's experiences with digital technologies at home, as well as the sociocultural context of these interactions, play a significant role in preparing them to engage with STEM content in formal education settings (Neumann *et al.*, 2023; Soyooof *et al.*, 2024). In this context, STEM tasks may serve as a tool not only for formal but also for informal learning, necessitating new models of collaboration among schools, families, and digital environments.

Thus, the results of this study demonstrate the high potential of STEM-based physics tasks as a tool for developing students' digital competence. At the same time, the full realization of this potential requires systemic support from education policy, enhancement of teacher training programs, and adaptation of task content to the contextual diversity of learning environments.

6. Conclusions

This study has substantiated the potential of STEM-based physics tasks as an effective means for fostering students' digital competence. Based on the analysis of current scientific literature and the synthesis of task examples, it has been demonstrated that the integration of

digital tools into the teaching of physics contributes to the development of information literacy, programming skills, data visualization, data analysis abilities, as well as critical and creative thinking. The success of such educational practices is ensured by the combination of interdisciplinary approaches, project-based learning, and the use of AR/VR technologies, digital platforms, and simulations.

Nevertheless, the implementation of these approaches requires addressing several systemic challenges. Key among them are teacher readiness for STEM integration, availability of appropriate technical infrastructure, support for continuous professional development, and adaptation of educational content to the sociocultural and developmental context of learners. Particular emphasis should be placed on developing digital literacy from an early age, which lays the groundwork for effective engagement with STEM-oriented tasks in future learning.

Looking ahead, the implementation of STEM tasks in physics education should be based on the integration of digital tools into a structured pedagogical model that combines project-based activities, inquiry-based learning, collaboration, and independent student work. Investment in infrastructure development, the creation of didactic materials and digital content, and support for teachers in acquiring digital pedagogical skills are essential conditions for the ongoing transformation of physics education in the digital age.

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ONEIRIC STRATEGY OF PROLEPSY IN THE PHILOSOPHICAL PROSE OF MYROSLAV DOCHYNTS, HALYNA PAGUTYAK, HALYNA TARASYUK

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Summary

The article analyzes artistic visions and dreams as oneiric strategies of prolepsis in the philosophical prose of the early 21st century by Myroslav Dochynets, Halyna Pahutyak, and Halyna Tarasyuk.

It is revealed that among the narrative strategies of prolepsis, dreams and visions occupy a prominent place as forms of shifting temporal planes. Myroslav Dochynets, Halyna Pahutyak, and Halyna Tarasyuk use dreams and visions in a number of their philosophical works, rethinking their role and functions in literature.

It has been found that the dominant narratological feature for Myroslav Dochynets is the use of dreams and visions in the novels about the sages «Vichnyk», «Krynychar», «Svitovan», in which they are a means of rest, instruction and security. The neo-mythological mystical dream in Halyna Patutyak is the driver of the plot, the creator of the character, a text within the text that needs to be decoded. Visions and prophetic dreams in Halyna Tarasyuk become elements of prophecy in the narrative strategy of prolepsis of Halyna Tarasyuk.

It has been proven that traditionally a dream in literature is a means of artistic and psychological analysis, «a way of comprehending the integrity of the character's being», a way to realize the innermost in a person, and in the philosophical prose of Myroslav Dochynets, Halyna Pahutyak and Halyna Tarasyuk it is an honorific narrative strategy of prolepsis.

Key words: dream, vision, mixing of time planes, narrative technique, anticipation, mythologeme, philosogeme, neomythologism.

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1. Introduction

At the end of the 20th and the beginning of the 21st centuries, Ukrainian philosophical prose became actualized, represented by a number of authors, in particular Halyna Pahutyak, Halyna Tarasyuk and Myroslav Dochynets, in whose works prolepsis is particularly widespread among narrative dominants.

Among the narrative strategies of prolepsis, dreams and visions occupy a prominent place as forms of shifting time planes. Myroslav Dochynets, Halyna Pahutyak and Halyna Tarasyuk use dreams and visions in a number of their philosophical works, rethinking their role and functions in literature.

Therefore, the purpose of the article is to analyze artistic visions and dreams, which become oneiric strategies of prolepsis in the philosophical prose of the beginning of the 21st century by Myroslav Dochynets, Halyna Pahutyak and Halyna Tarasyuk.

The study systematizes the views of world and domestic literary scholars on dreams and visions, using the method of narrative analysis, the narrative features of dreams and visions in the works of Myroslav Dochynets, Halyna Pahutyak and Halyna Tarasyuk are investigated,

their common and distinctive features are identified, and the innovation of the writer as representatives of postmodern literature is clarified.

2. Prolepsis as a narrative strategy

Prolepsis as a key definition of narratology is studied by a number of world, in particular J. Genette, R. Barthes, T. Bridgeman, D. Herman, M. Curry, R. Stenberg, T. Todorov, and Ukrainian, in particular I. Kachurovsky, L. Matsevko-Bekerska, G. Maksymenko, A. Menshiy, I. Nabytovych and others, literary scholars. It is quite clear that artistic and literary times do not coincide, since according to the writer's narrative strategy it can be accelerated or slowed down, presented linearly, nonlinearly, mixed, alternate with inserts from the past or future, reflecting various combinations. According to T. Todorov, such temporality is a sign of narrative.

Researchers from ancient times have turned to the analysis of the displacement of time planes in literary texts, which summarizes the narratological approach in literary studies.

In the era of antiquity the concept of «prolepsis» was already known, which Cicero interpreted as anticipation, or prediction of events. Later this term was introduced into psychological science by W. Wundt.

Narratologist J. Genette in «Narratological Discourse» (*Genette, 1980*) devotes the chapters «Order», «Duratio» to the phenomenon of mixing time planes, in which he calls the discrepancies between the order of history and the order of narration anachronisms in the forms of retrospection and anticipation. The researcher describes the definition of prolepsis as «a narrative technique consisting in the anticipatory narration of some later event» and «analepsis» – any later mention of an event that precedes the point in history where the narrator is (*Genette, 1997: 76*). The researcher distinguishes between «announcements»-reminders and «beginnings» without anticipation or even a hint, which R. Barthes figuratively calls «an insignificant sprout» L. Macevko-Bekerska, developing the idea of J. Genette, believes that «beginnings activate the reader's «narrative competence» appeal to his close use in the text, and aim to evoke a reaction that has been determined in advance» (*Macevko-Bekerska, 2008: 393*).

Narratologist T. Bridgman in the article «Thinking about the Future: A Cognitive Approach to Prolepsis» (*Bridgman, 2005*) continues Jeanette's research, believing that announcements prepare the reader, who must keep the hint in mind and recall it at a certain time.

For the characteristics of the narrator J. Genette suggests distinguishing between heterodiegetic (referring to a different plot line) and homodiegetic (referring to the primary narrative) prolepsis (*Jeanette, 1997: 86*).

K. Ireland in the «Encyclopedia of Narrative Theory» (*Ireland, 2005*) operates with the phenomenon of analepsis, under which he differentiates, according to O. Veshchikova, «homodiegetic analepsis – creates a jump in time to a sequence of events related to the same character and plot; heterodiegetic analepsis – switches to other plot lines» (*Veshchikova, 2014: 22*), calling prolepsis a «polar twin» or «flashforward». Two types of prolepsis – objective (the event will happen) and subjective (in the character's vision) – are distinguished by M. Yang in the work «Narratology: A Guide to the Theory of Narrative» (*Yang, 2005*). M. Curry in the work «About Time. Narrative, Fiction and the Philosophy of Time» (2007) distinguishes between narratological, structural and rhetorical prolepsis, which are characterized by O. Veshchikova: «prolepsis 1 is narratological prolepsis, a form of anticipation that takes place during the time of the narrated. It is a prediction (or flashforward) of future events in the universe of narrated events; prolepsis 2 is structural prolepsis, a form of anticipation that occurs in the interval between the time of the narrator and the time of the narrated. These relations are characteristic

of tense classical narration; prolepsis 3 is rhetorical prolepsis that takes place between the time of the narrator and the time of the reader» (*Veshchikova, 2014: 22*).

Ukrainian literary scholars O. Veshchikova, T. Hrebenyuk, I. Kachurovsky, L. Matsevko-Bekerska, G. Maksymenko, A. Menshiy, I. Nabytovych explore prolepsis in the narrative structure of a work of art. Thus, I. Nabytovych believes that anticipation can be realized «in allusive visions, repetitions in certain variants of certain images, mythological and fairy-tale motifs. The climax of visionary events also finds its echo in oneiric anticipations» (*Nabytovych, 2004: 126*). The authors of the «Literary Dictionary-Reference» R. Gromyak, Yu. Kovaliv, V. Teremko (*Gromyak et al., 2007*) distinguish types of intratextual anticipation, in particular direct (immediate), reverse, contrastive, allusive.

The «Encyclopedia of Literary Studies» interprets the concept of prolepsis (from the Greek. – premonition) as «a violation of logical coherence, a break in the chronological sequence of the narrative, when there is an unexpected transition to the future of the depicted events presented in the present tense» (*Kovaliv, 2007: 279*).

A number of researchers, in particular O. Veschykova, T. Bosunivska, Yu. Vynnychuk, T. Hrebenyuk, G. Maksymenko, draw attention to the fact that prolepsis, that is, a narrative technique that consists in an anticipatory story about some later event, is the leading artistic means in philosophical prose, which is inherent in the idiostyle of Halyna Pahutyak, Myroslav Dochynets, and Halyna Tarasyuk. The oneiric narrative strategy, according to O. Fenko (*Fenko, 1999*), becomes decisive in the philosophical works of writers at the end of the 20th and beginning of the 21st centuries.

The literary dictionary characterizes a character's dreams as «vivid visual images, subjectively experienced representations that arise during «rapid sleep», the plot of which in symbolic form reflects the main motives and guidelines of the individual, fragments of his mental activity» (*Grom'yak et al., 2007: 414*).

There are a number of mythologies in literature, including «life is a dream», which originated in the Baroque era; «dream is creativity», in which freedom of creativity is available only in a dream; «dream-dream» and «dream-memory» with a religious-mystical worldview; «dream is oblivion» for a respite from reality, which writers traditionally use in their literary texts.

Postmodernists in their narrative strategies experiment with dreams and visions, O. Romanenko (*Romanenko, 2012*) draws attention to the fact that at the end of the 20th and the beginning of the 21st centuries, Ukrainian «high» and mass literature use the dream narrative differently in the direction of one-dimensionality and multidimensionality. Thus for «high literature» a dream is not just a «reflection of reality», but a psychological, symbolic, mystical-mythological, philosophical artistic means, and for mass literature – a real phenomenon that distinguishes the real and fantastic worlds.

Oneiric dream visions in Ukrainian literature are studied by a number of literary scholars, in particular T. Bovsunivska, N. Zborovska, O. Mishchenko, O. Romanenko, V. Chaykovska, N. Fenko. O. Fenko (*Fenko, 1999*) creates a classification of dreams, which is summarized by O. Romanenko (*Romanenko, 2012*): dream states in fiction (dream pictures themselves; dream fantasy; delusion; vision; daydream); by the nature of the impact on the psychology of the characters (dreams-shocks (dream of «psychological conflict», prophetic dream); dreams-calm (dream-dream, dream-archetype, dream-memory); by their formal features (by location (dream pictures, which are located at the end, in the middle and at the beginning of the work); by volume; by quantity); by type of thinking, worldview (dream-concept; dream-artistic technique).

The modern understanding of dreams in Ukrainian literature begins in the 1960s with the work of V. Shevchuk, whose idiosyncrasy, according to N. Fenko, consists of «a masterful synthesis of elements of Baroque and Gothic, of «magical» realism, which stems from the writer's interest in the world of human contradictions, subconscious impulses and their connections with cosmic existence» (*Fenko, 1999: 12*).

Prolepsis in the form of dreams and visions becomes the leading narrative strategy of philosophical prose of the late 20th and early 21st centuries in Myroslav Dochynets, Halyna Pahutyak, and Halyna Tarasyuk. We have written a number of articles (*Umanska, 2022–2025, 18–23*) in which the oneiric visions of writers are analyzed.

3. Narratological dominants of Myroslav Dochynets

Oneiric discourse is significant in the work of Myroslav Dochynets, who resorts to the narrative strategy of prolepsis in the form of dreams and visions in the novels about the sages «Vichnyk», «Krynychar», «Svitovan». The narrator of the novel «Vichnyk» uses sleep for rest and security: «I raked leaves and dry fern into the hole under the upturned root, burrowed like a beast, and spent the night in a timid dream» (*Dochynets, 2011: 11*). Moreover a restless dream best describes the psychological state of the protagonist.

In the novel of the same name, Svitovan, teaching a journalist, describes an instructive dream as follows: «Bears like to arrange their dens under old poplars. Soft and warm. The trunk creaks, lulls, sweetens sleep. Tonight you too will be tempted, as if to sleep in the belly of a tree» (*Dochynets, 2014*), giving advice: «Lie down and sleep like a bear. Bears don't have dreams, because they are not afraid of anything. And don't be afraid. Everything will be alright» (*Dochynets, 2014*).

The journalist came to Svitovan, an enchanted wanderer of the world, to gain life wisdom, so his notebook gradually fills with instructions: «Wherever you are, you are home. Because this world is for you. If you accept it as it is, the world will never be hostile to you... People rush somewhere and for something... They think that there is good where they are not. Bypassing the good in their native lands. Neglecting the great law – the law of presence, which gives a good place and a good time everywhere» (*Dochynets, 2014*).

It is in a dream that spiritual rebirth and knowledge of the world take place: «The journalist listened to the old man, and sleep carefully took him into its embrace. It was a bearish dream without anxious competitions with the world and himself. A blue notebook also slept in his bosom, in which Svitovan's wise words were noted: in which Svitovan's wise words were noted: «Do not become attached to people with all your heart, and even more so – do not give them your heart. There are many of them, but you have only one heart»; «They do not wait for fate. They choose fate. They create fate» (*Dochynets, 2014*).

4. Dream space by Halyna Pahutyak

The neo-mythological mystical dreams of the characters in Halyna Pahutyak's philosophical prose give reason for Y. Vynnychuk to call the writer the «Queen of dreams».

A number of researchers decode the surreal artistic world of Halyna Pahutyak: M. Zhulynsky in the preface to the collection «Children» (*Zhulynsky, 1982*) notes its extraordinary atmosphere; N. Zborovska (*Zborovska, 2003: 22*) characterizes the writer's creative manner as an escape with the characters «into some strange, fictional world of surreal visions, delusions, dreams»; E. Baran (*Baran, 2015*) perceives her works as a sacred text that no one believes.

Halyna Pahutyak's oneiric strategy is best illustrated by the novel «Enchanted Musicians» (*Pahutyak, 2010*) with its baroque conviction that «life is a dream», in which in the structure of the narrative, a dream performs a dual function – it is a transitional space and reflects the character's inner life, and is also the engine of the plot, part of the chronotope, time and space, which can be interpreted both as a test within a test and as a text of life, difficult for even the character to decode.

The novel «The Enchanted Musicians» is permeated with a number of intertextual philosophers: dream-reality in Mateusz's jam, dream-abyss, dream-creativity in Jacob's vision, dream of a stone found by Oleksandr Domnytsky, dream-vision in Mr. Lukash's epiphany, dream-memory, dream-reincarnation that envelops Boniface and Ivas, who have fallen into the hands of those who live underground, dream-life, according to researchers, although allusively connected with Lesya Ukrainka's drama-extravaganza «Forest Song», perform the function of a metaphorical unity of dream and artistic reality.

The dream becomes an element of the narrative structure and contributes to the awareness of the violin's voice and oneself: «Who are you? What are you? Who are you?» (*Pahutyak, 2010: 111*), delves into the philosophy of the other «what does anyone really need» (*Pahutyak, 2010: 85*).

In the chapter «Three Dreams Seen That Night in Zhuravne» each dream is a subconscious drive to fulfill the character's desire: the sculptor-carver Yakiv dreamed of an obsession that would elevate him to the level of «not only great masters, but also the Lord himself» (*Pahutyak, 2010: 78*), having received which, he felt the dormant soul of the stone, creating a sculpture of the Mother of God: «it was simply that something that he had always had awakened in the man»; Mr. Lukash seeing the actions of the one he «never aspired to become, the king of an unknown land» (*Hirniak, 2014: 78*), decided to find Mateusz at any cost; Mr. Oleksandr Domnytsky's servant Petro received a warning about the destruction of the master's estate, which later happens in reality.

A mystical dream, rooted in folklore traditions, through the decoding of symbols, sounds, elements, colors in the images of fog, water, depth, is a penetration into a borderline psychological state: at the beginning of the work, Mateush (Matviy) comes to a clearing in the fog, where horses graze, then the Virgin leaves with musicians; the winter dream-oblivion of Ivan and Boniface changes them so that, having passed underground, above the water, they become enchanted musicians of the Beautiful Virgin.

Therefore, it can be argued that Halyna Patutyak's dream is not simply, according to M. Hirnyak, «a semantic reflection of further adventures», but also «the creation of the character of himself» (*Hirnyak, 2014: 338*).

5. Honorary narratives by Halyna Tarasyuk

Halyna Tarasyuk also creates her own oneiric narrative strategy, because the motif of dreaming in her, as in other works of mass literature, serves the function of warning, prophecy. In the short story «The Archduke is Leaving!» (*Tarasyuk, 1995*), the dream becomes a prophecy of the heroine's fate and comes true through several episodes of the text, because the author makes the dream-delusion not just an artistic detail, but also the driver of events in the narrative strategy.

The work is constructed as an alternation of the inner monologues of the hero and heroine, which alternate, but have one common motif – sleep and insomnia. The types of dreams in the novella, in which the world is not divided into real and mystical, are the same: a dream-event: «The

woman fell asleep next to the child, and the new dress dimly whitened on the back of the chair» (*Tarasyuk, 1995: 51*), a «black heavy dream of the Man, a «strange dream» about the Archduke, a dream-divination, a dream of the Man about a puppy. In the finale, a peculiar meeting of the world of dreams with everyday life occurs; reality The Woman thought that the Archduke galloped past her, as in a strange dream, but in fact it was the Man who «did not brake, only turned the steering wheel with all his might, and the car, crushing the front garden, roared out into the street from the narrow courtyard. – Idiot! – without looking back. The man cursed» (*Tarasyuk, 1995: 59*).

In the novel-parable of Halyna Tarasyuk (according to the author's definition – a novel-provocation) «The Temple in the Swamp» (*Tarasyuk, 2007*) also uses the means of prolepsis – visions, prophetic dreams.

At the end of the work, the main character Yuriy is confused about whether the night's events really happened or were dreamed: «Meanwhile, on the opposite side of the swamp, the laypeople, having finally reached the shore alive and well, excitedly discussed the night's events-miracles. No one could believe that they had experienced such a thing, but the fact that they had just crossed the swamp on their own, and no one had drowned, and some had not even gotten their feet dirty (!), testified that the night before was not a dream, but a reality!» (*Tarasyuk, 2007: 220*). The prophetic dream-vision came true: «And... I could not believe my own eyes: where the Bloody Swamp had stretched a moment ago, a low hill had grown green, and on its summit an ancient, strangely beautiful wooden temple shone with its golden crowns and crosses» (*Tarasyuk, 2007: 221*).

In the final dialogue, Yuri and Lesya realize the origins of this miracle, which was prophesied in a dream: «– An unburnt bush. They say only initiates can see it, – said someone very close. Yuri looked around: a girl named Lesya. – Do you see her too?! – he asked in a whisper, as if he was afraid to wake up from a dream or scare the mirage. – I see! – the girl echoed» (*Tarasyuk, 2007: 221*).

6. Conclusions

So, traditionally, a dream in literature is a means of artistic and psychological analysis, «a way of comprehending the integrity of a character's existence», a way to realize the innermost in a person, and in the philosophical prose of Myroslav Dochynets, Halyna Pahutyak and Halyna Tarasyuk it is an honorific narrative strategy of prolepsis. In the form of a dream and vision Dochynets, Pahutyak, Tarasyuk. Narratologically dominant for Myroslav Dochynets is the use of dreams and visions in novels about the sages «Vichnyk», «Krynychar», «Svitovan», in which they are a means of rest, instruction and security. The neo-mythological mystical dream in Halyna Patutyak is the driver of the plot, the creator of the character, a text within the text that needs to be decoded. Visions and prophetic dreams in Halyna Tarasyuk become elements of prophecy in the narrative strategy of prolepsis of Halyna Tarasyuk. Therefore, the oneiric strategy becomes not only a «reflection of reality», but also a psychological, symbolic, mystical-mythological, philosophical artistic means.

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INNOVATION, WORK, SOCIETY

ASYMMETRY OF INTERNATIONAL RELATIONS IN THE EARLY MODERN PERIOD (16TH–18TH CENTURIES)

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Summary

The article explores the essence of asymmetry in international relations during the early modern period, emphasizing the impact of economic and military inequality on global politics. Asymmetry in international relations in a historical context encompasses various aspects in which certain states or groups possess significantly greater influence, resources, and power compared to others. It often arises from disparities in military, economic, political, or cultural strength between states. The early modern period is identified as a significant era in European history, marked by the emergence of nation-states, the development of diplomatic practices, and the rise and expansion of colonial empires. The emergence of absolutist monarchies in Europe led to the centralization of power and the strengthening of states, which created asymmetric relations between the more powerful absolutist monarchies and weaker states. Influential European powers, leveraging their economic, technological, and military advantages, established unequal conditions in international relations that had long-lasting consequences for world history. The cultural hegemony established during this period influenced global cultural norms, contributing to the dominance of Western civilization. Overall, asymmetry in international relations during the early modern period was the result of complex political, economic, military, and cultural processes that significantly influenced the further development of international interactions. It was defined by a complex network of political, economic, and military relations among influential states competing to expand their spheres of influence on the continent.

Key words: asymmetry, asymmetric relations, war, Great Britain, France, Spain, the Netherlands.

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1. Introduction

The historical evolution of asymmetric international relations is a complex and multifaceted process that encompasses the development of interactions between actors with varying levels of power from ancient times to the present. Throughout history, asymmetry in international relations has manifested in various forms, ranging from colonial dependence to modern economic and military alliances.

Analyzing the asymmetry of international relations through the lens of historical experience broadens the understanding and perspectives on asymmetric relations and can have a constructive impact on their formation. A historical approach to studying asymmetric relations can provide insight and analytical tools for addressing key issues and offer political prudence to state actors.

The early modern period offers important case studies for understanding the development of key concepts in international relations, such as sovereignty, the balance of power, and asymmetry. It also highlights the impact of economic and military inequality on global politics.

The aim of this study is to reveal the essence of asymmetry in international relations during the early modern era.

In studying asymmetry in international relations in the 16th–18th centuries, general scientific methods of analysis, synthesis, induction, and deduction were used. In particular, the problem-chronological method made it possible to trace the evolution of asymmetry in international relations during the early modern period.

2. Literature Review

Asymmetry in international relations during the early modern period has been the subject of study by a considerable number of scholars, as this dynamic and complex era is characterized by the formation of the first nation-states and the beginning of colonial empires, which led to a shift in the balance of power on the international stage.

One of the key scholars who developed the concept of world-systems analysis, Immanuel Wallerstein, examined how the global capitalist economy began to take shape during the early modern period, in which nations were divided into the core, semi-periphery, and periphery. This model highlights the asymmetries in economic and political relations between countries (Wallerstein, 2004).

Jonathan Israel, a leading historian of international relations and geopolitics in the early modern period, in his work *The Dutch Republic: Its Rise, Greatness, and Fall, 1477–1806*, analyzes the history of the Dutch Republic, focusing on its development, political system, and international relations. He pays special attention to the inequality in international relations that characterized the Republic during its rise and fall. In this context, asymmetry in international relations refers to the imbalance between the Dutch Republic and other major European powers such as Spain, France, and England. The Netherlands often had to maneuver between more powerful states, using diplomacy and economic tools to preserve its independence and influence (Israel, 1998).

British historian Paul Kennedy, who studied the rise and fall of great powers from the 14th to the 20th century, analyzed in his research how asymmetry in economic and military power among states affected their ability to dominate in international relations. In his work *The Rise and Fall of the Great Powers*, he examines how different states in various eras used asymmetry in their international strategies (Kennedy, 1988).

American sociologist and historian Charles Tilly, who studied the process of state formation in Europe and its impact on international relations, emphasized in his book *Coercion, Capital, and European States, AD 990–1992* how asymmetry in resources and military power among states contributed to their unequal positions on the international stage (Tilly, 1992).

The historical context and principles of international relations, including during the early modern period, are also addressed in Henry Kissinger's work *World Order* (Kissinger, 2014).

Although Kenneth Waltz's work is often associated with neorealism and structural realism, his analysis of power structures in international relations laid the foundation for

understanding the nature of asymmetry. Despite his broader focus, his seminal work *Theory of International Politics* can be applied to the early modern period through its insights into the distribution of power and how it affects state behavior (*Waltz, 1979*).

Diplomatic and military strategies in Europe at the end of the 18th and beginning of the 19th centuries are examined in Paul Schroeder's *The Transformation of European Politics, 1763–1848*. His analysis of the political actions of leading powers such as Great Britain and France, and their influence over smaller states, sheds light on the asymmetry of power during this period (*Schroeder, 1994*).

While James Scott's *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia* primarily focuses on Southeast Asia, his research on "state evasion" and the ways in which weaker actors resist domination by stronger states provides a framework that can also be applied to understanding asymmetry in early modern Europe (*Scott, 2009*).

The complex relationships among states, empires, and religious institutions in early modern Europe are explored by Daniel Nexon in his work *The Struggle for Power in Early Modern Europe: Religious Conflict, Dynastic Empires, and International Change*, where he emphasizes how these entities often interacted asymmetrically during periods of religious and dynastic conflict (*Nexon, 2009*).

An important work for understanding the dynamics of asymmetry in the context of colonial expansion and international relations at the beginning of the modern era is M. Doyle's *Empires*. Doyle's analysis of imperialism helps explain how empires, as powerful entities, exert influence over weaker states and regions (*Doyle, 1986*).

The scholarly study by D. Lake, *Hierarchy in International Relations*, focuses on the power structures that lead to asymmetric relations between states. His concept is especially useful for understanding how powerful states establish and maintain dominance over weaker actors (*Lake, 2009*).

P. Wilson's in-depth study of the Holy Roman Empire provides insight into the complex, often asymmetric relationships between the various states and entities within the Empire. His work *The Holy Roman Empire: A Thousand Years of Europe's History* is significant for understanding internal dynamics and power imbalances in early modern Europe (*Wilson, 2016*).

American scholar of asymmetric international relations B. Womack points out that asymmetric international interactions have deep historical roots, and that understanding them is key to analyzing contemporary international politics. His research helps clarify how historical factors shape modern state relations and what opportunities and challenges they create for both small and great powers in today's world (*Womack, 2006; Womack, 2016*).

The academic contributions of these scholars offer various approaches to analyzing asymmetry in international relations during the early modern period—from power structures and hierarchies to specific historical contexts. These studies also shed light on the complex and multifaceted dynamics of asymmetric relations in the early modern era and contribute to understanding how asymmetries in economic, military, and political power shaped the development of international relations during this time

3. Dynamics of Asymmetry in International Relations in the 16th–17th Centuries

Asymmetry in international relations, in a historical context, encompasses various aspects in which certain states or groups possess significantly greater influence, resources, and power compared to others. This phenomenon can have political, economic, social, and military

dimensions. Asymmetry in international relations often arises from disparities in military, economic, political, or cultural power between states.

Asymmetric relations refer to situations in which two or more international actors possess unequal capabilities in terms of power and, consequently, influence. The gap in capabilities between two states is a common concept in unbalanced bilateral relations (*Lake, 2009; Waltz, 1979; Womack, 2016*).

Overall, asymmetry in international relations is a concept that describes the uneven distribution of power and influence among states on the global stage. It typically refers to inequalities between states in the economic, military, or political spheres, which affect their ability to negotiate and achieve their foreign policy goals (*Womack, 2006*).

The early modern period, usually considered from the late 15th to the late 18th century, marks a significant era in European history characterized by the emergence of nation-states, among which Spain, France, and England stood out in terms of power, as well as the development of diplomatic practices and the rise and expansion of colonial empires. For international relations, this was a period of profound social, economic, political, and cultural transformations (*Kennedy, 1988*).

Due to significant changes in political, economic, military, and cultural aspects, asymmetry in international relations became distinctly evident in the early modern period (16th–18th centuries).

The rise of absolutist monarchies in Europe led to the centralization of power and the strengthening of states, which created asymmetric relations between more powerful absolutist monarchies and weaker states (*Tilly, 1992*).

In the 16th–18th centuries, European powers – Spain, Portugal, Great Britain, France, and the Netherlands – used power asymmetry to build vast colonial empires. They established control over extensive territories in the Americas, Africa, Asia, and Oceania, creating asymmetrical relations between metropolises and colonies. Their superior military technology, naval power, and economic resources enabled them to dominate and subjugate these regions (*Doyle, 1986*).

European powers ignored the sovereignty and right to self-determination of the peoples in colonized regions, establishing asymmetrical relationships of dependency and exploitation. They governed their colonial possessions through local administrations subordinate to the metropolises, which created political asymmetry and led to a deep imbalance of power, as the local populations had no representation or influence over decision-making. Thus, during the colonial period, asymmetric relations became especially pronounced.

At the same time, the establishment of European rule in the colonies was also accompanied by cultural and religious expansion. Missionary activities and colonial administrations promoted the spread of European standards and worldviews. Subjugated peoples were often forcibly converted to Christianity and compelled to adopt European cultural norms and values, resulting in prolonged processes of cultural assimilation or the destruction of local cultures and religions – an illustration of cultural and religious asymmetry. Colonial empires imposed their economic, political, and cultural values and traditions on colonized peoples, depriving them of any alternatives (*Kennedy, 1988; Tilly, 1992; Wallerstein, 2004*).

One of the most powerful states in Europe in the 16th and 17th centuries (these centuries are sometimes referred to as the «Golden Age of Spain») was Spain, whose relations with less powerful countries were distinctly asymmetric. These asymmetries were driven by key factors such as colonial possessions, military strength, political ties, and economic influence.

Vast colonial holdings provided Spain with immense wealth, enabling it to finance military campaigns and pursue an influential foreign policy. This created asymmetry in relations with weaker European states (*Doyle, 1986; Nexon, 2009*).

A classic example of asymmetry was the relationship between Spain and Portugal. Due to the disparity in capacities, the relationship between Spain and Portugal, which became the first major colonial powers, was largely shaped in the 16th and 17th centuries by the asymmetry that resulted from the political unification of the two kingdoms under the Spanish crown (the Iberian Union lasted from early 1580 to early 1640). This asymmetry manifested in economic, military, and political spheres and affected both countries.

After the dissolution of the union and the restoration of Portuguese independence, the asymmetry that had existed during the Iberian Union left a deep imprint on the national consciousness of both nations and influenced their subsequent relations.

Thus, in cases of geographic proximity between unequal political entities, a high level of asymmetry was observed, particularly in military-political, economic, and cultural spheres. This led to serious social problems and tensions, which primarily had a negative impact on the weaker actor in the asymmetric relationship.

In the 16th–17th centuries, the relationship between Spain and the Netherlands was also marked by significant asymmetry, which manifested in political, religious, and economic pressure from Spain. The central event of this period was the Eighty Years' War (1568–1648), as a result of which the Netherlands gained independence and became one of the world's leading trading and maritime powers. For Spain, however, the loss of the Netherlands, which had been one of the most profitable parts of the Spanish Empire, signified a weakening of its economic and military power (*Tilly, 1992*).

In the 17th century, the asymmetry in international relations reflected the dominance of European colonial empires (Spain, Portugal, France, England), which had significant influence on global politics and the development of global trade networks.

Leading European powers had a significant advantage in technology (possessing advanced navigation and shipbuilding technologies) and in military affairs, which allowed them to expand their colonies, strengthen their influence on the international stage, and succeed in military conflicts. Key elements of their military power included firearms, artillery, naval vessels, and organized armies, which enabled them to gain an advantage over weaker states. This technological advantage was crucial in establishing asymmetric relations (*Kennedy, 1988; Kissinger, 2014*).

One of the key characteristics of international relations in the early modern period was economic asymmetry, as Europe became a dominant force in the global economy through its colonial empires, trade development, and industrialization.

The establishment of trade routes by Europeans between Europe, Africa, the Americas, and Asia created global trade networks, where the leading European powers dominated thanks to their military and naval strength. Important trade centers in the 16th century remained Venice and Genoa, but their significance diminished due to the rising dominance of northern European states.

A key role in shaping economic asymmetry in international trade in the 16th–18th centuries was played by the East India and West India companies, which controlled a significant portion of international trade and had their own armed forces.

The English East India Company, which was granted a monopoly on trade between England and Asia, established control over Indian production and trade, contributing to India's economic dependence on England. Eventually, the company became the de facto ruler of much of India (*Scott, 2009*).

One of the most powerful trading companies in the world was the Dutch East India Company, which actively intervened in the internal affairs of the colonies, establishing control over

the production and trade of local goods (*Israel, 1998*). The activities of such companies greatly enriched European states through colonial exploitation and led to vast economic inequality between Europe and the colonies (*Tilly, 1992*).

The general economic decline of Spain in the 17th century and its subsequent loss of economic and political hegemony on the global stage to England, France, and the Netherlands – which became the new economic leaders of Europe – created asymmetry in relations between Spain and these emerging centers of power. As a result, Spain lost the ability to compete on equal terms with the leading European powers.

Thanks to relatively stable political institutions that facilitated economic development, England and the Netherlands achieved significant economic growth (*Israel, 1998*). At the same time, periodic political crises in France hindered its socio-economic development.

The active use of the economic theory of mercantilism by European states – aimed at increasing national wealth through trade and colonial expansion – further intensified economic inequality and tensions between countries.

In the early modern period, asymmetry in power between states often led to military conflicts. Weaker states became victims of aggression from stronger ones, contributing to the constant redrawing of borders and shifts in spheres of influence (*Kennedy, 1988*).

Asymmetric power dynamics also influenced diplomatic practices, with weaker states often forced into alliances or vassal relationships with stronger powers. Smaller European states sometimes had to unite with major powers for protection, even at the expense of their own autonomy.

Numerous manifestations of asymmetry were revealed during the Thirty Years' War (1618–1648), which had far-reaching political and socio-economic consequences for Europe. It began as a religious conflict between Catholics and Protestants within the Holy Roman Empire but soon escalated into a pan-European war between a Catholic alliance and a coalition of Protestant states.

This war involved a complex network of political, religious, and military factors. Key aspects of asymmetric relations during the Thirty Years' War included political, economic, and military asymmetry.

A large number of European states participated in the war, each with varying levels of economic development, power, influence, and objectives. France, Spain, and Sweden, possessing significant resources for waging war, had considerable influence on its course. In contrast, smaller principalities, limited in resources and dependent on loans and subsidies from larger powers, were forced to choose allies and act in their interests (*Nexon, 2009*).

The Holy Roman Empire and Spain had strong dynastic ties and allies, which strengthened their political positions. Meanwhile, Protestant principalities were in a less advantageous position due to internal fragmentation and political instability.

Asymmetry in the Thirty Years' War also appeared in the resources, goals, and methods of warfare employed by the opposing sides, making the conflict dynamic, protracted, and unpredictable.

Asymmetry in resources played a key role in the course and outcome of the war. The Holy Roman Empire and Spain had significant economic resources due to their control over vast territories and colonies. The Protestant forces lacked sufficient resources to sustain prolonged warfare and thus largely relied on foreign support. Unlike the Habsburg monarchy, they also suffered from a shortage of manpower, placing them at a disadvantage and increasing the asymmetry of the conflict.

Asymmetry was also evident in political and religious goals. For the Catholic forces, the war was a means of preserving the Habsburg dynasty's power and maintaining the traditional

Catholic order, whereas the Protestant states sought decentralization and the preservation of the autonomy of principalities – in other words, the war was a path to greater independence and influence. Furthermore, the Catholic coalition aimed to preserve and expand Catholic influence, while Protestants fought for the right to religious freedom and freedom of belief.

Notably, the Catholic alliance employed traditional methods of warfare, including large armies, heavy cavalry, and fortifications, while the Protestant coalition used innovative tactics such as mobile artillery units, rapid maneuvers, and the use of light cavalry (*Wilson, 2016*).

In the war that devastated large parts of Central Europe, smaller states and regions suffered disproportionately high economic losses compared to the larger powers, which were able to sustain their economies despite the prolonged conflict. France and Sweden, intervening in the war to weaken the Habsburgs, often manipulated the smaller states to achieve their strategic goals. This external interference influenced the course and outcome of the war and highlighted the asymmetric influence of powerful states on the internal dynamics of the Holy Roman Empire.

Manifestations of asymmetry were also evident in the diplomatic sphere. During negotiations, the great powers dictated the terms of alliances and treaties, limiting the rights of smaller states. The Peace of Westphalia (1648), which marked the end of the war, was largely shaped by the interests of the leading powers, although it introduced:

- the principle of state sovereignty (each state was granted the right to determine its internal affairs without external interference);
- the balance of power, which became a key principle aimed at preventing similar future conflicts (the treaty initiated a system striving to maintain equilibrium among Europe's major powers);
- religious tolerance (religious rights of both Protestants and Catholics within the Holy Roman Empire were guaranteed, which helped reduce religious conflicts) (*Kennedy, 1988; Nexon, 2009*).

Overall, the Thirty Years' War serves as an illustration of how asymmetric relations affect complex international conflicts, where great powers use their superior economic resources, military strength, and diplomatic influence to pursue their goals, often at the expense of weaker states.

4. Asymmetry of International Relations in the 18th Century

Asymmetry in international relations in the 18th century – an era marked by political struggles for hegemony, frequent wars, and various forms of inequality – also played a significant role and manifested in different aspects. This period, characterized by transformations in political, military, economic, and social spheres, saw asymmetry expressed through imbalances in military, economic, and political power between states. It was a key factor shaping the foreign policy behavior of states and influencing the development of global events at the time.

With the establishment of powerful absolute monarchies in Europe, asymmetry in relations between these powers and smaller states grew accordingly. A major European conflict that arose from the struggle for the Spanish throne was the War of the Spanish Succession (1701–1714), which was notably marked by a complex asymmetry of relations among the main participants. The asymmetry between the main belligerents – on one side France and Spain, and on the other Great Britain, the Holy Roman Empire, and the Netherlands – was evident in differences in military strength, economic resources, and diplomatic support (*Tilly, 1992*).

Asymmetric relations among the participants in the War of the Spanish Succession were driven by the varying economic, military, and political capacities of the states involved. Under Louis XIV, France had one of the most powerful armies in Europe but was forced to fight on multiple fronts, whereas the coalition consisted of armies from different countries that did not always act in a coordinated manner. However, Great Britain and the Netherlands controlled the seas, allowing them to restrict supplies to France and Spain, while Austria had a strong army but was limited in action due to involvement in other conflicts in Europe.

France and Spain possessed substantial financial resources thanks to their colonies. France's revenues significantly exceeded those of its rivals, whereas the coalition comprised countries with varying economic capacities. Only Great Britain, due to its financial strength, was able to operate on all fronts against France. Moreover, Spain was weakened by economic and internal problems at the start of the war, limiting its capacity for active military engagement.

France also had an advantage in diplomatic support due to its dynastic ties with Spain, while the coalition had to balance the interests of multiple states (*Kennedy, 1988*).

There was also clear asymmetry in strategic objectives: France sought to strengthen its dynastic union and dominate Europe, while the anti-French alliance aimed to contain French expansion and maintain the European balance of power. Great Britain and the Netherlands, in particular, were interested in preserving this balance to protect their commercial and political interests (*Israel, 1998*).

Thus, the asymmetry in relations among the participants in the War of the Spanish Succession reflected differences in military power, economic resources, strategic objectives, and political maneuvering, ultimately influencing the outcome of the conflict and the subsequent political order in Europe. The war reshaped the European political landscape, strengthening the positions of Great Britain and Austria and ending France's hegemony in Europe.

Another example of asymmetric relations across multiple dimensions – from military strength and economic resources to political alliances and geopolitical ambitions – was the War of the Austrian Succession (1740–1748). Understanding this asymmetry helps to grasp the complex dynamics of asymmetric interactions among states, which led to intense conflict and a new distribution of power on the international stage. The asymmetry in relations among the war's participants had a significant impact on its course and outcome, demonstrating the importance of coordination, resources, and strategic goals (*Kennedy, 1988*).

Ultimately, the War of the Austrian Succession led to the intensification of destabilizing trends and a change in the structure of international relations, which saw a steady increase in conflict potential, threatening the outbreak of a new armed confrontation. As tensions between the leading powers escalated, they culminated in the Seven Years' War (1756–1763), which highlighted the significance of asymmetry in the capabilities of the war's participants.

The balance of power before the war was defined by the Diplomatic Revolution of 1756 (a realignment of alliances in which Austria joined France and Russia against Prussia, which was supported by Great Britain), altering traditional alliances: Great Britain and Prussia allied against France, Austria, and Russia. This created asymmetric alliances and demonstrated asymmetry in their military-political goals, which revolved around political, territorial ambitions and colonial interests.

Great Britain possessed a powerful navy that enabled it to control sea routes and colonies and block French supplies, although it had a smaller army on the continent.

Prussia, for its part, had one of the most effective armies in Europe, but its resources were limited compared to those of France and Austria. Surrounded by enemies, it was forced to fight on multiple fronts, putting significant pressure on its military and economic resources.

However, Prussia managed to resist the superior forces of Austria, France, and Russia through mobility and strategic ingenuity, demonstrating asymmetric effectiveness in military tactics. Meanwhile, the large Austrian and Russian armies faced difficulties in coordinating their actions and logistics (*Tilly, 1992*).

Thanks to its advanced economy and financial resources, Great Britain was able to subsidize its allies, creating economic asymmetry. In contrast, France and Austria faced financial difficulties that affected their ability to sustain prolonged military campaigns.

In the colonies, the conflict unfolded mainly between Great Britain and France, where asymmetry was reflected in differences in governance approaches and available resources. Great Britain had a considerable advantage over France in organizing colonial administration and in naval power, which allowed it to effectively blockade French fortifications.

French colonies, by contrast, had fewer resources, which limited their capacity to resist Britain. They were less populated, less organized, and relied heavily on alliances with local Indigenous tribes.

In particular, in India, the British East India Company actively leveraged local alliances and superior naval support to dislodge the French from their strongholds (*Kennedy, 1988*).

Thus, the asymmetric relations of the Seven Years' War were characterized by differing military capabilities, economic power, colonial ambitions, and diplomatic strategies, which played a decisive role in the development and outcome of the conflict. As a result, the war ended in victory for the Anglo-Prussian coalition. Great Britain significantly strengthened its position in North America and India, while Prussia emerged as a powerful European state.

Asymmetry in international relations was clearly evident during the three partitions of the Polish-Lithuanian Commonwealth (1772, 1793, 1795), when stronger powers – Austria, Prussia, and Russia – took advantage of the weakness of a neighboring country to expand their territorial holdings and influence. These events demonstrated how significant asymmetry in capabilities, combined with aggressive intentions, led to the destruction of what was once a major European power.

Internal political and economic crises, along with weak central governance, made Poland vulnerable to external intervention. The Russian and Austrian Empires and Prussia possessed far greater resources than Poland and were thus able to exert pressure on the Polish government. Additionally, they skillfully used diplomacy to coordinate their actions. The partitions of the Commonwealth occurred in stages and were formalized through international treaties, legitimizing their actions on the global stage and creating significant political asymmetry.

European powers with vast resources actively interfered in the political affairs of other countries (such as the Ottoman Empire, Persia, and China), further contributing to asymmetry in international relations.

In the second half of the 18th century, radical political and social changes took place – the American Revolution (1775–1783) and the French Revolution (1789–1799) – which altered the balance of power and challenged existing power structures. These revolutions introduced new governance ideas, laying the groundwork for political asymmetry (*Schroeder, 1994*).

The Industrial Revolution, which began in England at the end of the 18th century, had a significant impact on the configuration of Europe's socio-economic environment. Thanks to this industrial transformation, Great Britain became the world's leading industrial power, clearly outlining the contours of economic asymmetry. Technological innovations, factory-based production, trade liberalization, financial resources, and a developed transport infrastructure enabled Britain to dominate global markets and exert significant influence on the global economy.

Overall, the onset of industrialization in Europe laid the foundation for further economic and technological asymmetry and increased the uneven development among countries. The Industrial Revolution greatly enhanced the economic and military power of European states, which began actively expanding their empires, further deepening asymmetry in international relations, especially in Africa and Asia.

The industrial transformation and asymmetry in international relations stimulated military innovations, as states developed new technologies and tactics to overcome their disadvantages. The use of advanced weaponry and regular armies altered the nature of warfare, leading to the growing importance of military power (Tilly, 1992).

By the end of the 18th century, asymmetry continued to shape relations between states, reflecting significant differences in political, economic, and military power between large and small nations.

5. Conclusions

Thus, the early modern period was marked by significant asymmetry in international relations, caused by colonialism, economic and political transformations, and military advancements. Asymmetry between states was further reinforced by international agreements and alliances that primarily served the interests of powerful states, strengthening their dominance and creating dependency among smaller states.

Influential European powers, leveraging their economic, technological, and military advantages, created unequal conditions in international relations, which had long-term consequences for world history. The cultural hegemony established during this period shaped global cultural norms, contributing to the dominance of Western powers.

Asymmetry in international relations during the early modern era had a profound and lasting impact on the formation of the geopolitical landscape, the global economy, and cultural and social standards. A clear advantage in power served as a persuasive tool for establishing unequal relations with conquered or weaker states.

In general, asymmetry in international relations during the early modern period was the result of disparities in capabilities, where the stronger party acted solely from a position of power, imposing its terms and its vision of future relations on the weaker side.

Asymmetry clearly highlighted the complexity of relations not only between stronger and weaker states but also among influential powers engaged in an uncompromising struggle to expand their spheres of influence across the continent.

Asymmetry in international relations did not provide a foundation for mutually beneficial cooperation. On the contrary, this phenomenon of asymmetry often led to a form of forced coexistence – and frequently to friction – between states whose interests, value systems, and ways of representation were markedly unequal.

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GUIDELINES FOR STATE POLICY TO PROMOTE THE ADOPTION OF NEW TECHNOLOGIES IN THE WORKFORCE

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Summary

The development of human capital, as well as the accelerated digitalization of the economy, are absolute priorities of the EU economic policy. The article analyzes the state policy of the EU countries aimed at introducing the latest human capital management technologies in enterprises. It is shown that the EU countries are actively developing, introducing and implementing state programs for financing, lending, subsidizing the introduction of the latest technological products both in the business processes of companies in general and in the HR sphere in particular. The priority areas of state policy to encourage the introduction of the latest human capital management technologies in enterprises are highlighted. At the same time, the difficulties and problems faced by individual countries (primarily Latvia) in the implementation of these processes are shown. *The purpose* of the article is to propose directions for improving state policy to increase the efficiency of implementing the latest technologies in the practice of human capital management of enterprises.

The main stages and elements that are proposed to be included in the structure of the state program are highlighted: defining the goals and objectives of the program; analysis of the current situation; development of digital infrastructure; training and development; stimulation of innovation; performance assessment; support and financing; transparency and reporting. To achieve the set goal, the following *research methods* were used: comparative analysis; abstract-logical method; methods of deduction, theoretical generalization, classification; dialectical method and methods of theoretical generalization.

Key word: human capital management (HCM), HR technologies, digital technologies, government programs, digitalization.

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1. Introduction

State policy aimed at introducing the latest technologies for human capital management in enterprises plays a key role in the development of a competitive economy. After all, in a world where digital technologies are rapidly spreading, the ability to integrate modern latest technologies and approaches into the management of company personnel has become important for business development.

This involves the implementation of data analysis systems, digital platforms for training and development, productivity assessment tools, etc. Based on this, the goal of government

initiatives should be to use the latest technologies to optimize labor processes, improve efficiency and motivation of employees, and assist in creating an innovative environment for the development of human capital and the business sector as a whole..

A balanced public policy will ensure the correct use of the latest technologies in human capital management. This will increase employee satisfaction, retain talent and reduce staff turnover, which in turn will help reduce company costs and ultimately increase GDP. In addition, the successful integration of new human capital management technologies helps create more resilient and adaptive enterprises that can effectively respond to changes in the economic environment..

2. State support for digitalization in European countries

A study of scientific sources (*Alexander, L., Song, Q. C., Hickman, L., & Shin, H. J. (2025), Azmuk, N., Grishnova, O., & Kuklin, O. (2020), Kalenyuk, I., & ets. (2020, ets.)*) showed that in the EU countries, state programs aimed at financing, lending, subsidizing activities for the implementation of the latest technological products both in the business processes of companies in general and in the HR sphere in particular are being actively developed, implemented and implemented. At the same time, European governments provide state support through incentive measures aimed at developing infrastructure and encouraging citizens to use digital technologies, increasing their accessibility, clarity and security.

To this end, European governments are taking various measures of both financial and non-financial support, initiating and implementing joint public-private investment projects aimed at developing digital infrastructure, actively using the possibilities of legal and administrative regulation, which proves the necessity and effectiveness of state control in this area.

Thus, state support for the implementation of new technologies in general and in human capital management in particular in the countries of the European Union is carried out through various programs, initiatives and policies. Let us consider and analyze the experience of implementing such programs and policies using the example of specific European countries:

1. Germany: the main direction of state policy for the development of HR technologies is innovative cluster strategies. Germany actively supports the creation and development of innovative clusters in which companies, research organizations and educational institutions work together on new technologies, including in the labor sphere, as a result of which the digital capabilities and skills of workers are expanded. The German Federal Ministry of Economics and Technology (BMWi) promotes the development of training and retraining programs for managers at all levels in order to improve their competence in the areas of management, innovation and international activities (*German Federal Ministry of Economics*).

2. Finland: The main direction of the state policy on HR technologies is the development of the information society. Finland is developing a digitalization strategy, noting the importance of education in preparing employees to work with the latest technologies. Various projects provide training opportunities for entrepreneurs and employees to make the most effective use of digital tools in human capital management (*TIEKE Finnish Information Society Development*).

3. Netherlands: The main direction of the state policy for the development of HR technologies is investment in digital skills. The state is actively investing in the development of digital skills of the working population, and the Dutch business sector uses modern technologies to ensure the management and production processes of enterprises. The government of the country promotes digital transformation through the state program "My Digital Business" (*Mijn Digitale Zaak*). In terms of the use of digital technologies, cloud services and social networks

in the business sector, the Netherlands significantly exceeds the average indicators of the European Union (*Nalog.nl., 2022*).

4. Italy: The main direction of the state policy of HR technologies is the development of a system of accessible training. Italy has developed a program aimed at improving the qualifications of personnel through accessible online educational resources. An example of such a direction of state policy is the activity of the Fondo Nuove Competenze Foundation, which is co-financed by the European Social Fund and whose goal is to provide employees with the opportunity to acquire new or expand existing skills and equip themselves with useful technological tools to adapt to new conditions of the labor market. (*Gruppo SICURFORM S.r.l. 2023*).

5. France: The main direction of the state policy for the development of HR technologies is innovation grants for startups working with new technologies, including HR technologies. As part of the program, the state also supports startups in the field of human capital management technologies, offering financial assistance and consulting services (*French Tech Mission, 2024*).

6. Denmark: The main direction of the state policy for the development of HR technologies is formed on the basis of the National Digitalization Strategy for 2022–2026, and the greatest attention is paid to specialized educational programs. The state actively supports educational programs for advanced training of specialists in the field of HR and IT, which allows for the effective implementation of new technologies. The latest technologies in Denmark are integrated even into primary school education. The digital skills of human capital should be improved by improving the quality of secondary and higher education, financed both through regular and additional continuous programs (*Directorate-General for Communications Networks, Content and Technology, 2022. Denmark*).

7. Spain: in line with the national Digital Transformation Program The Spanish government has launched initiatives aimed at supporting small and medium-sized enterprises in the digitalization of HR processes, including employee training and the implementation of new technologies. The state offers subsidies to companies that organize training for their employees in new technologies and skills necessary for working in a digital environment. Programs and activities for the development of digital competencies are a guarantee of the focus of state policy on overcoming the digital divide among the population. (*Directorate-General for Communications Networks, Content and Technology. (2022). Digital Spain*)

8. Lithuania: With the NextGenerationEU project and the digital transformation of education (EdTech), the government aims to meet the needs of teachers and students by introducing digitalization “in the classroom”. At the same time, a national digital learning platform is being created, open and free for everyone, containing proven innovative tools for different users. The purpose of this platform is to increase the involvement of the younger generation (*The Innovation in Politics Institute. (2023)*).

9. Poland: the main direction of the state policy on HR technologies is the development of digital competencies of employees. The program for the development of digital competencies for 2020–2030 is aimed at improving the digital skills of citizens, specialists in the ICT sector and employees of small and medium-sized enterprises, as well as public administration bodies and national authorities (*Directorate-General for Communications Networks, Content and Technology. (2020)*).

10. Latvia's key official documents on digitalisation include the Digital Transformation Guidelines 2021–2027, Cybersecurity Strategy 2023–2026 and Digital Decade Roadmap 2030 (*European Union. 2021, 2023, 2024. Latvia*). They are adopted in line with pan-European policy, but are not always fully implemented and within the planned timeframes. It should be

emphasised that, unfortunately, Latvia is progressing more slowly in this direction than its neighbours and, in some respects, ranks among the last in EU rankings.

3. Priority directions of the state policy of HR digitalization in Latvia

Analyzing the experience of public policy in implementing the latest technologies in the labor sphere of European countries, it is also worth noting the powerful policy of developing human capital of the European Union as a whole. For example, the European Union Horizon Europe Program finances research and innovation aimed at developing human capital. Horizon Europe is the most ambitious program that has never been implemented to solve the problems of society. Within the long-term budget for 2021–2027, the program will receive €95.5 billion. Within the framework of this program, the European Union invests significant resources in solving the problems of its citizens regarding the lack of human resources, industrial modernization, infrastructure development and interregional cooperation.

Through this programme, the EU aims to transform scientific leadership into global leadership in entrepreneurship and innovation by 2027. The strategic implementation plan uses a sophisticated funding structure with a consortium of public-private partnerships to empower all Europeans. The budget for the new European Union research and innovation programme for 2021–2027 will be around €95.5 billion. The overall budget for Horizon Europe is 30% larger than that of Horizon 2020, making it the most ambitious research and innovation programme in the world. Horizon Europe supports an inclusive framework that enhances cooperation and improves research and innovation systems across the continent. (*EMDESK. (n.d.)*).

As the analysis showed, European public policy on the introduction of new technologies in human capital management includes a variety of financial support tools and approaches, digitalization of labor processes, the use of data analytics to monitor and control labor productivity, training and development programs, and in some countries even aimed at improving the emotional health of workers. These areas of public policy are aimed at creating a creative, effective and adaptive worker in a rapidly changing digital business environment.

Based on the experience of progressive European countries, among the main priority areas of state policy aimed at introducing the latest technologies for managing human capital in enterprises, in Latvia, in our opinion, the emphasis should be placed on such measures (Fig. 1).

State digitalization programs. A necessary condition for the effective development of new technologies in the domestic labor sphere is the development and implementation of national programs aimed at the digitalization of business. These programs, in particular, should include funding for the development and implementation of IT solutions for personnel management, including systems for automating the selection, training and assessment of personnel productivity, etc.

Government subsidies and grants. Providing opportunities to obtain government funding for the implementation of innovative HR technologies, such as talent management systems or LMS (Learning Management System). Financial support from the state can be expressed both in the form of direct cash subsidies and in the form of tax incentives for companies investing in the modernization of their own HR infrastructure.

Educational initiatives. In recent years, learning management systems have played a special role in government programs. Educational and development programs organized using modern technologies help employees not only improve their professional skills, but also adapt to new conditions in the labor market. In addition, effective mentoring and coaching systems supported by digital tools create opportunities for the exchange of experience and knowledge between

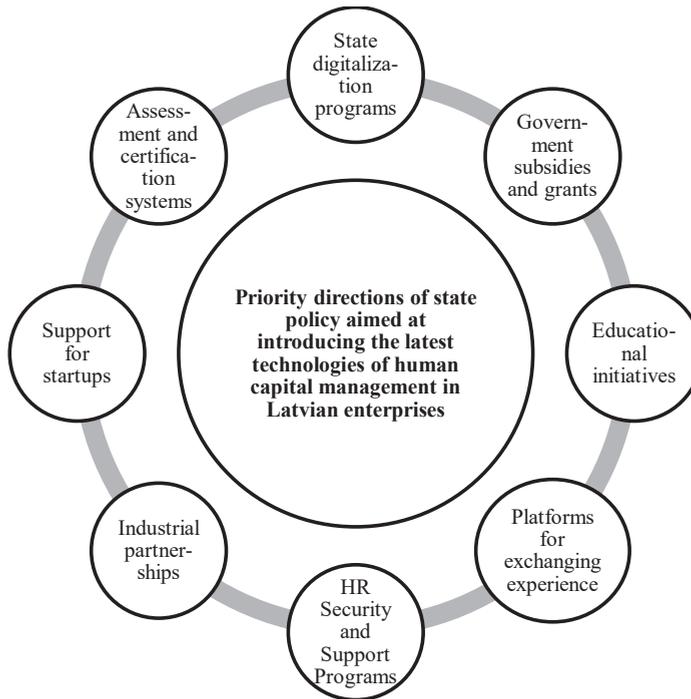


Fig. 1. Priority areas of state policy aimed at introducing the latest technologies for human capital management

employees at different levels. A key aspect of modern government programs for the implementation of learning management systems based on the latest technologies should be facilitating access to educational resources in order to create an individual development trajectory for employees. In addition, government support for initiatives aimed at involving the latest technologies in the learning process helps to create partnerships between educational institutions and enterprises, which ensures the training of specialists in accordance with current market needs. Thus, at the implementation stage, this area involves the creation of special courses and programs based on universities and retraining centers focused on mastering current technologies and human capital management skills. For example, these could be courses on the use of Big Data in HR, etc.

Platforms for exchanging experience. Organization of forums, conferences and exhibitions where companies can share successful practices in implementing HR technologies. This allows companies to learn from each other and actively implement proven advanced solutions.

HR Security and Support Programs. Creating platforms and tools to monitor the labor market and anticipate the training and development needs of certain categories of workers using automated digital systems and analytics. This may include the need to register vacancies in government systems, which will allow for a better understanding of the needs of the market and employer companies. Special attention from government agencies in this context should be directed to efforts to ensure cybersecurity. Cybersecurity is extremely important for businesses when implementing rapid technological solutions, as it ensures data security, increases worker productivity, helps protect their reputation, facilitates compliance with laws and regulations, and promotes economic efficiency.

Industrial partnerships. Facilitating the creation of cooperation between universities, research centers and enterprises in the development of new technologies and their implementation in the HR sphere. Such interaction should be built on the basis of the triple helix approach, where the public sector, business and academia cooperate together.

Support for startups. Government programs must necessarily include measures to support technological startups in the HR field, in particular, this may be in the form of providing various types of financial support and access to digital infrastructure. Support for startups will facilitate the development of new relevant solutions and technologies for human capital management.

Assessment and certification systems. It is also necessary to create national standards and certificates for the latest HR technologies, which will allow companies to understand which solutions are the most effective and guaranteed to be reliable.

These priority areas can be integrated both into the national strategy of our country and adapted for use in state policy at the regional level, depending on economic conditions and labor market needs.

4. Problems of implementation of effective state policy for introduction of new HR-technologies in Latvia

However, at the stage of developing the foundations of an effective state policy for the introduction of the latest human capital management technologies in Latvia, attention should be paid to a number of problems characteristic of the domestic economy (Fig. 2). Let us characterize the main ones:

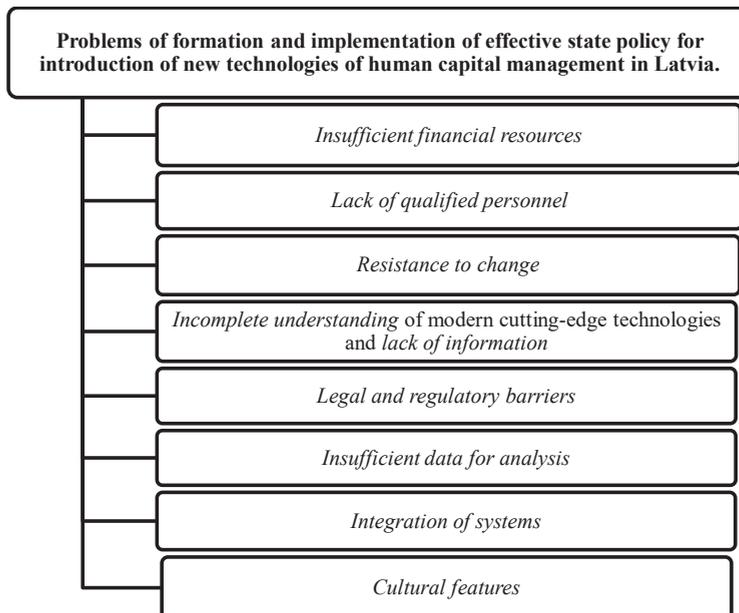


Fig. 2. Problems of formation and implementation of effective state policy for introduction of new technologies of human capital management in Latvia

Insufficient financial resources. Limited budget resources today prevent sufficient investment in new technologies and educational programs for employees of domestic enterprises. This problem is especially acute now, when a real military threat looms over Europe and a lot of money is directed to strengthening defense capabilities and assistance to Ukraine, which also leads to significant government spending and the need to cut other budget items.

Lack of qualified personnel. The lack of specialists who can implement and configure new technologies complicates the process of digitalization in human capital management at enterprises for several reasons: firstly, many educational institutions do not have up-to-date courses on modern digital technologies; secondly, there is a gap between education and the needs of the labor market: training programs do not keep up with the rapid changes in the labor market; thirdly, there is an emigration of talent to other countries where they are offered better working conditions; fourthly, not all categories of workers can quickly adapt to new technological requirements and retrain; fifthly, company managers save on investments in personnel development.

Resistance to change. Employees and business leaders are often wary of introducing new technologies, increasing the volume and complexity of workloads, and the need to master new skills and knowledge. There are several reasons for this: employees may fear that new technologies will change their work processes or make their work less important; the use of new technologies often requires additional training, but many companies, due to a lack of available funds, do not provide sufficient resources for this, so employees may feel insecure; in most companies, staff are often overloaded with current tasks and do not have the time or energy to master new technologies; the corporate culture in the company can also be resistant to change, especially if it is based on a traditional approach to work; if employees are not involved in the decision-making process on changes in the company, they believe that their opinion is not taken into account, this creates a problem of insufficient employee engagement.

Incomplete understanding of modern cutting-edge technologies and lack of information. Our research shows that the level of awareness of the benefits of cutting-edge technologies among the domestic business community is still quite low, which makes it difficult to make final decisions on their implementation. At the same time, if there is a lack of information, that is, changes are not justified or employees do not understand how new technologies will improve their work, this also leads to mistrust and resistance.

Legal and regulatory barriers. The lack of clear legislative and regulatory acts complicates the process of introducing new technologies, and also creates additional bureaucratic barriers. The domestic legislative process in the field of new technologies is carried out not only slowly and inconsistently, but also without a clear concept and outside the definition of legal regulation methods. However, this problem is relevant not only for Latvia, today in many European countries acts, laws and regulations are adopted that ensure the safe and free implementation of technological changes and related products and services in business and society. At the moment, it is impossible to talk about the existence of a single system or a single approach to their regulation, today these are only targeted measures aimed at solving individual problems.

Cultural features. Traditional approaches to management and insufficient flexibility of the corporate culture of companies can jeopardize the success of new technologies for managing human capital. That is, in the modern, rapidly changing and unstable economic situation, in which the introduction of new technologies is necessary for almost every company, a conservative organizational culture becomes a significant obstacle to the development of the enterprise and the achievement of its business goals. Experts note that if in the 20th century the life cycle

of an organization's business model was approximately 75 years, today it has decreased to an average of 7 years (*Viguerie, S. P., Calder, N., & Hindo, B. (2021)*). At present, the formation of an innovative type of organizational culture, in which innovation, initiative, creativity and creativity are intra-organizational values, is becoming relevant.

Integration of systems. Implementation of new technologies requires integration with existing systems, which can lead to additional complexities and costs for companies. The complexity of this process is most often due to the heterogeneity of existing systems, which may include outdated solutions and software that does not support modern standards. In such conditions, the integration of new technologies requires not only technical knowledge, but also a strategic approach to change management.

Insufficient data for analysis. Problems in collecting, analyzing and interpreting human capital data can also limit the effectiveness of implementing technologies aimed at increasing labor productivity.

5. The main guidelines and effectiveness of the state program for the introduction of new technologies in the labor sphere

Given the significant number of obstacles, the state must also choose a strategy according to which the transformation of the ways of implementing HR technologies in enterprises should occur.

Given that scientists divide new technologies into two types – supporting and breakthrough, the strategies and programs for implementing these technologies must also be appropriate. Supporting technology refers to sustainable improvements to traditional technology. Breakthrough technology is unique, usually has high performance and may require the installation of additional useful functions. That is, it can disrupt and change the way work is done in enterprises (*Cascio, W. F., & Montealegre, R. (2016)*).

Thus, the development of a state policy program for the introduction of the latest technologies in human capital management requires a systematic approach.

The main guidelines of the state program for the introduction of the latest technologies in the labor sphere should be aimed at continuously improving the digital infrastructure and conditions for the development of human capital, which will allow companies to more actively implement digital solutions in the HR sphere and develop talent. At the same time, an emphasis on the development of human capital will help to create a sustainable society capable of coping with challenges and ensuring economic growth in the future.

The author proposes to include the following *main stages and elements* in the structure of the state program: defining the goals and objectives of the program; analysis of the current situation; development of digital infrastructure; training and development; stimulation of innovation; performance assessment; support and financing; transparency and reporting.

Regardless of the specifics of the direction of the state program for the implementation of the latest technologies for human capital management, an integral element of its structure should be the *training and advanced training of employees*. The development of individual plans and training programs is an important aspect of the country's socio-economic development. In the context of rapid changes in the domestic labor market and the introduction of new technologies, advanced training of employees is becoming not only a necessity, but also a guarantee of the competitiveness of enterprises. Therefore, state initiatives in this area should include funding for educational programs, providing grants and subsidies, as well as the creation of vocational training centers.

Cooperation with educational institutions will allow adapting training courses to the real needs of businesses and ensuring continuous training and development of employees. These and other activities aimed at improving the skills and knowledge of employees will contribute to increasing staff satisfaction and loyalty, which will have a positive effect on the overall working atmosphere in the team. Thus, state support in the field of training and advanced training of employees will not only strengthen the domestic labor market, but also create conditions for innovative growth and sustainable development of the economy as a whole, which is a critical need in our time of global upheavals and growing threats.

The stage of *assessing the effectiveness of the state program* for the implementation of digital technologies in HR requires a comprehensive approach that takes into account various aspects of implementation. First of all, it is necessary to analyze the degree of integration of digital solutions into human capital management processes, including recruiting, training, development, etc. An important indicator of the success of the program is the reduction in time spent on finding talent and improving the quality of personnel selection. In addition, when assessing the effectiveness of the program, attention should be paid to the level of satisfaction of employees and managers from the use of new HR technologies. Surveys and interviews can help identify which tools have proven to be the most useful, and which aspects of the program require improvement. Monitoring labor productivity indicators is no less important, which allows you to assess how HR digitalization affects the overall results of the company.

It is important not only to monitor the quality of implementation of state programs, but also to ensure the *availability and transparency of information* about them for a wide range of stakeholders. This helps to increase trust between government agencies and businesses, and improves interaction between all participants in the process. One of the tools for increasing transparency is the use of open electronic data, allowing each stakeholder to track the progress of programs and evaluate their effectiveness. The introduction of reporting mechanisms, such as regular performance reports, as well as an initiative to conduct independent audits, contribute to deeper analytics and the identification of problem areas that require more attention.

The elements of the state program proposed in the work, when applied comprehensively, are aimed at creating a modern human capital management system based on the latest technologies, which will not only increase the efficiency of enterprises, but also improve the quality of life of workers..

The key aspects and *economic effects* of the impact of such a program at the macro level are: increased labor productivity and efficiency of work processes; reduced hiring and training costs; improved management quality; increased employee satisfaction; sustainability and adaptability to change; creation of an innovative environment, attraction of investments, etc. The economic effect of the state policy of introducing human capital management technologies at the macro level was determined by the following determinants: increase in the total volume of production and GDP of the country; reduction in unemployment; improvement of innovation processes; increase in foreign investment; social stability; sustainable development; effective implementation of resources: social inclusion.

6. Conclusions

As the results of the study show, public policy aimed at introducing human capital management technologies can have a significant positive impact on the economy both at the macro level and at the level of individual enterprises. Thus, effective human capital management on

an innovative technological basis is the key to increasing productivity, innovative development and overall social stability in the state.

It has been established that the use of the latest technologies in human capital management is a relevant topic for many countries. European countries use different approaches and practices in this area, aimed at improving the efficiency of companies and developing human potential.

Based on the analysis of advanced European experience, priority areas of state policy aimed at introducing the latest human capital management technologies in enterprises were identified, which can be implemented in domestic practice, in particular: state digitalization programs; state subsidies and grants; educational initiatives; platforms for exchanging experience; assessment and certification systems; industrial partnerships; support for start-ups; personnel security and support programs. However, the formation and implementation of an effective state policy for the introduction of the latest human capital management technologies in Latvia in accordance with the specified areas faces a number of problems that require preliminary solutions.

The paper proposes and characterizes the main stages and elements of the state policy program for the implementation of the latest human capital management technologies at enterprises. A structured and balanced state policy in the digitalization of the labor sphere will help create a solid foundation for economic growth and social well-being in the future.

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PUBLIC PARTICIPATION AND ACTIVISM IN THE CONTEXT OF WAR: COMMUNITY ADAPTATION TO SOCIAL CHANGES

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Summary

The article investigates the phenomenon of public participation and activism as a key mechanism for the adaptation of Ukrainian society to social changes caused by the full-scale war. It analyzes the transformation of forms of civic mobilization in extreme conditions, particularly the shift from traditional practices to new models of interaction. The main manifestations of public activity are discussed, such as the volunteer movement, the creation of humanitarian initiatives, support for internally displaced persons, and assistance to the armed forces, which have become tools for addressing crisis challenges and strengthening social cohesion.

Particular attention is given to the role of digital technologies and social networks as effective platforms for rapid organization, coordination of actions, and dissemination of information. The research explores how the war impacts the structure of communities, their value orientations, and the level of social capital. The author argues that active public participation not only helps to overcome urgent challenges related to the conflict but also lays the groundwork for post-war reconstruction, contributing to the development of a resilient and democratic civil society. It highlights how new social ties and practices of solidarity that emerged in conditions of instability establish the foundations for long-term social development.

Key words: public participation, civic activism, social changes, war, civic initiatives, collective identities.

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1. Introduction

Civic participation and activity are subjects of fundamental research in the social sciences, as they serve as key indicators of citizens' ability to influence socio-political processes. In the context of extreme challenges, such as a full-scale war, these phenomena undergo profound transformation. War as a crisis context not only alters political and economic structures but fundamentally reconfigures social practices. It mobilizes and engages broad segments of the population that may have previously remained passive, acting as a catalyst for the formation of new forms of collective action.

These transformations are most vividly manifested in the emergence of powerful volunteer movements, new civic initiatives, and innovative practices of solidarity. Civic activity during wartime becomes not only a mechanism for providing humanitarian and material support but also a powerful factor in strengthening social cohesion and national identity. Participation in volunteering and civic organizations transforms into a means of expressing patriotic positions, where every citizen has the opportunity to make a personal contribution to the defense and future recovery of the country. Such collective efforts create resilient social ties and enhance trust within society.

The adaptation of communities to social changes caused by war requires a rethinking of traditional models of participation. An important aspect of this process is the digitalization of civic activity, where social media and digital platforms have become leading tools for mobilizing resources, coordinating actions in real-time, and disseminating information. This process not only responds to the crisis but also opens opportunities for the development of new, more flexible, and inclusive social practices. Analyzing the motivational factors and barriers to participation of various social groups in these new conditions is crucial for understanding the dynamics of contemporary civil society. Ultimately, the collective overcoming of wartime challenges promotes the establishment of new value orientations, where the priority of the common good becomes dominant, laying the foundations for a new social consciousness based on shared experiences and common goals.

The relevance of this research topic is determined by the necessity of a deep sociological understanding of these transformational processes. Understanding new forms and mechanisms of civic participation allows for the documentation of unique social phenomena during wartime and the development of effective strategies to support civil society and its engagement in post-war recovery in Ukraine.

The aim of this article is to analyze the transformations in the forms and content of civic activity in wartime conditions and to identify key factors influencing the adaptation of communities to social changes. To achieve this goal, the following tasks must be addressed: to analyze theoretical approaches to studying civic activity, to determine the specifics of its transformation in a state of war, to explore the role of the volunteer movement as a key form of social adaptation, and to assess the impact of digital technologies on citizen mobilization.

The object of the study is civic participation and activity as a social phenomenon, while the subject is the transformational processes and adaptive mechanisms of this activity in wartime conditions.

2. Theoretical Aspects of Civic Activism and Social Cohesion

Research on civic participation and activity in wartime relies on a broad spectrum of theoretical developments in sociology. An analysis of scientific sources allows us to identify several key conceptual blocks that form the basis for understanding the transformation of civic activity in crisis conditions: theories of civil society, concepts of social capital and social cohesion, as well as studies of contemporary forms of civic participation.

The fundamental foundation for analysis is the concept of civil society. Modern Ukrainian researchers, particularly V. Stepanenko, define it through the lens of «discourses and practices», emphasizing that civic activity increasingly extends beyond formal organizations and is characterized by spontaneity and mobilizational involvement in addressing specific problems (*Stepanenko, 2015*). This idea is complemented by O. Tit, who views civic activism as a key factor in building civil society in Ukraine, aimed at consciously transforming social conditions (*Tit, 2019*). A significant contribution to understanding the nature of civil society was made by E. Gellner, who introduced the concept of the «modular man» – an individual capable of combining personal interests with voluntary participation in associations that foster cooperation and mutual aid (*Gellner, 1994*). This balance between the individual and the collective gains particular significance in wartime when the realization of citizens' needs becomes inseparable from supporting society.

The concept of social capital is central to understanding the mechanisms of civic participation. P. Bourdieu viewed social capital as a resource arising from stable social networks

(Bourdieu, 1986), while J. Coleman described it as an element of social structure that facilitates individual actions within it (Coleman, 1990). R. Putnam empirically demonstrated that dense networks of civic engagement are a guarantee of effective democratic institutions, as they cultivate skills of cooperation and mutual trust (Putnam, 1993). F. Fukuyama directly linked social capital with trust, calling it a «social virtue» and the foundation of prosperity (Fukuyama, 1995). In wartime, the social capital accumulated within society becomes the basis for rapid self-organization, volunteering, and mutual aid.

The concept of social capital is closely related to the concept of social cohesion. Contemporary researchers, including J. Chan and H. Fonseca, define social cohesion as a multidimensional process that includes a sense of belonging, voluntary social participation, tolerance for diverse values, and the provision of equal opportunities (Chan et al., 2006; Fonseca et al., 2019). In this model, social participation serves as a key dynamic component of civil society. When analyzing civic participation in wartime, it is important to consider both horizontal (voluntariness, donations) and vertical (political participation) dimensions of cohesion. Empirical measurement of these components, as noted by J. Chan, is often conducted through the analysis of membership in various groups – from political parties to professional and religious communities (Chan et al., 2006: 296).

Finally, research highlights the diversity of forms of civic activity. N. Rosenblum argues that for a healthy society, the ideological orientation of associations is less important than their organizational diversity and openness (Rosenblum, 2001). This creates a pluralistic environment where citizens can realize their interests. An analysis of attitudes toward civic activity in Ukraine, conducted by S. Dembitsky, demonstrates the heterogeneity of society and the dynamics of change related to socio-demographic factors and political expectations (Dembitsky, 2019), emphasizing the importance of a contextual approach.

Thus, theoretical analysis shows that civic activity is a complex phenomenon shaped at the intersection of individual interests and collective actions. In wartime, it becomes a key mechanism for society's adaptation, relying on social capital, networks of trust, and various forms of citizen self-organization. This theoretical framework allows for an analysis of specific manifestations of civic activity in contemporary Ukrainian society.

3. Contemporary Forms and Expressions of Civic Activism

Civic activity, as a conscious effort aimed at transforming social conditions, manifests in various forms – from participation in protests and petitions to grassroots initiatives. In the modern era, these traditional practices are supplemented and transformed by digital technologies. As noted by V. Stepanenko, today's civic activity increasingly extends beyond formal organizations, characterized by spontaneity and network mobilization to address specific social issues (Stepanenko, 2015).

In wartime, these trends gain particular importance. The adaptation of communities to social changes occurs through the activation of both traditional and new, flexible forms of participation, allowing for effective responses to crisis situations. Associations and voluntary organizations play a key role in this process, becoming hubs for accumulating social capital. P. Bourdieu indicated that participation in such groups creates a «club effect», providing access to unique resources and support (Bourdieu, 1986).

Importantly, during wartime, these organizations operate in a wide range of areas – from cultural and ecological to informational. R. Putnam emphasized that even apolitical associations, such as choral societies, cultivate cooperation and mutual trust skills, which are

foundational for a strong civil society (*Putnam et al., 2001: 113*). This idea is further developed by N. Rosenblum, who argues that for society, the ideology of associations is less important than their organizational diversity, openness, and the free movement of members among them (*Rosenblum, 2001*). Such a pluralistic structure enables citizens to effectively unite efforts to address pressing issues.

The social capital generated within these networks has the ability to accumulate and spread. Dense social ties and active participation create an environment of trust and solidarity, which is critically important for societal resilience during crises (*Putnam, 1993*).

At the same time, an analysis of attitudes toward civic activity in Ukraine shows that society is heterogeneous. Research by S. Dembitsky demonstrates that the willingness to participate varies among different socio-demographic groups and depends on the socio-political context and citizens' expectations (*Dembitsky, 2019*). This underscores the necessity of considering the specific needs and characteristics of different communities for effective mobilization and support of civic activity during wartime.

Civic activity is a complex, multi-level phenomenon that can be examined through several key components. Firstly, it involves a high level of civic awareness and culture, manifested in active participation in public life. Secondly, social responsibility to both the state and the community is crucial. Thirdly, civic activity includes the realization of personal interests directed at expanding access to material and cultural goods.

Civic activity serves as a way of life, characterized by a conscious orientation of actions towards transforming social conditions in line with urgent needs, interests, goals, and ideals. It manifests across various spheres: social-communicative, political, cultural, civic, and informational. Forms of civic activity can include participation in demonstrations, protests, writing letters and petitions, membership in associations, discussing socially significant programs, proposing local initiatives, and participating in community meetings and public hearings.

In the context of war, traditional forms of civic participation remain relevant; however, new opportunities for activism arise through the development of information and digital technologies. V. Stepanenko notes that modern civic activity increasingly is not tied to formal criteria of belonging to NGOs or political parties but is defined by spontaneous participation and mobilizational engagement focused on addressing specific social problems (*Stepanenko, 2015*).

Thus, civic activity today is characterized as a «situational practice» realized within a specific territorial and social space, taking into account its political, social, cultural, and historical characteristics. Participation can be carried out by individuals through advocating for their rights, publicly expressing opinions, engaging in social media, and through collective actions where citizens unite in associations and groups to achieve a common outcome (*Bukrieva, 2019*). In wartime, these aspects of civic activity gain particular significance, as they allow communities to adapt to social changes and effectively respond to the challenges facing society.

4. Civil Society as the Institutional Foundation of Activism

Civil society is an important institutional foundation for the development of civic activity, especially during wartime (*Stepanenko, 2015*). It creates conditions for active citizen participation in social processes, providing platforms for expressing opinions and implementing initiatives. It comprises civic organizations, professional associations, religious communities, and educational institutions that shape public consciousness and self-governance skills (*Gellner, 1994; Rozenblum, 2001*). These organizations conduct educational programs

and training, raising citizens' awareness of their rights and opportunities for participation in public life. In the context of armed conflicts, civil society becomes a platform for mobilizing resources and supporting those affected, fostering cohesion and solidarity among the population (Putnam, 1993; Fukuyama, 1995; Chan et al., 2006; Fonseca et al., 2019).

In wartime, civic activity takes on new forms as organizations and initiatives mobilize to respond to the needs of the population (Tit, 2019). This includes humanitarian campaigns, monitoring government actions, advocating for human rights, and other activities that strengthen democratic institutions and ensure social justice. Thus, civil society becomes an important factor in adapting to the challenging conditions of war and supporting democratic development.

Research on civic activity in the context of war is crucial for understanding the functioning of modern societies in crisis conditions (Bukrieva, 2019). War transforms traditional forms of participation, mobilizing citizens for volunteering, social initiatives, and political campaigns (Coleman, 1990). This process is influenced by several factors: social cohesion, which stimulates collective action (Bourdieu, 1986); access to information, which is critical for awareness of urgent issues; and state policy, which can either encourage or restrict civic participation.

Thus, analyzing civic activity during wartime allows for assessing its role in supporting democratic values and social stability. It demonstrates the ability of civil society to adapt to extreme challenges, recover, and strengthen after crises, reflecting its resilience and maturity.

5. Challenges and Factors Influencing Civic Activity

In wartime, a significant portion of the population faces psychological barriers such as feelings of helplessness, apathy, and learned helplessness, which substantially reduce the level of civic activity. The belief in the inability to influence the situation becomes a serious obstacle to engagement in social processes. In these circumstances, mechanisms of psychological and social support play a critically important role. Specialized assistance (individual counseling, group sessions) and social work aimed at building supportive communities help individuals cope with stress, restore faith in the possibility of change, and strengthen self-efficacy. Involvement in collective actions, where citizens see tangible results from their efforts, is a powerful factor in enhancing social cohesion and creating a favorable environment for further activity (Chan et al., 2006; Fonseca et al., 2019; Fukuyama, 1995).

Socio-economic factors also have a dual impact on civic activity. On one hand, economic instability, rising unemployment, and deteriorating living standards can catalyze protest activity and demands for social justice. On the other hand, focusing on basic needs and survival strategies often leads to a narrowing of interests, social apathy, and decreased engagement in public life (Bourdieu, 1986; Coleman, 1990). Feelings of helplessness, compounded by economic hardship, can become an additional barrier to participation, redirecting citizens' attention from collective actions to individual coping strategies.

Social inequality is another significant factor that shapes civic activity. In wartime, existing disparities may become exacerbated, increasing social tension. Marginalized groups – specifically internally displaced persons, ethnic minorities, and individuals with disabilities – often face limited access to resources and discrimination. The sense of social injustice arising from this can spur their increased participation in public life, sometimes in more radical forms (Tit, 2019). For example, communities of internally displaced persons may actively organize initiatives and protests to draw attention to their specific issues (Dembitskyi, 2019; Bukrieva, 2019). Thus, social inequality not only creates barriers but also acts as a factor that stimulates certain forms of adaptation and mobilization. Addressing issues of social inequality

and supporting vulnerable groups is key to reducing social tension and promoting stability in society, highlighting the necessity of an inclusive approach in crisis conditions.

6. Key Areas and Forms of Activity in Wartime

Modern social networks play a key role in mobilizing communities, organizing assistance, and ensuring rapid information exchange. Citizens' active participation in volunteer initiatives, often coordinated through digital platforms, is a vivid expression of social cohesion and patriotism (*Dembitskyi, 2019; Bukrieieva, 2019; Chan et al., 2006*). Engagement in volunteer projects fosters a sense of shared purpose and mutual support, which is critically important for societal stability during times of crisis. Thus, civic activity provides not only material but also significant emotional support, creating a sense of community and laying the foundations for sustainable societal development.

In addition to volunteering, public activity in the political sphere is a crucial factor shaping social processes, especially during wartime. It becomes a means of expressing citizens' will and a mechanism for supporting state resilience and national unity (*Patnam et al., 2001; Tit, 2019*). Traditional forms of political participation, such as voting, participating in rallies, and engaging in public discussions, allow citizens to influence political decisions and take direct part in shaping the country's future (*Stepanenko, 2015*). In challenging times, such an active civic stance is critically necessary for strengthening democratic values, fostering a responsible society, and creating an atmosphere of trust and cooperation.

7. Conclusions

Civic participation and activity during wartime play a crucial role in shaping and adapting society to social changes. In times of crisis, when a country faces numerous challenges, citizens' activity becomes not only an important tool for addressing urgent problems but also a foundation for strengthening democratic values and national unity. War presents society with new tasks that require rapid responses, and it is community initiatives – often mobilized through digital platforms – that effectively fill gaps that state institutions may not always be able to address.

Political activity, volunteering, and participation in civic organizations become vital components of supporting social stability. These forms of engagement not only provide necessary assistance but also contribute to the formation of a cohesive society capable of adapting to new conditions. An active civic stance during wartime fosters the development of collective identity. By uniting around common initiatives, people strengthen social ties, helping to create a sense of community and mutual understanding. Thus, civic activity in wartime is essential not only for solving specific problems but also for laying the groundwork for the stable development of society in the long term, transforming citizens into agents of change.

Researching civic participation and activity in wartime opens numerous avenues for further study. One key direction involves examining the role of social media in organizing volunteer initiatives and political actions. The psychological aspects of civic participation also require attention; it is important to explore the motivations that drive citizens to engage and the impact of such activities on their psychological well-being. Another significant area is the analysis of collective identity formation, which helps understand how civic activity during wartime contributes to national unity. Comparative analysis of civic participation in different countries and regions can reveal successful practices and models that can be adapted to other contexts.

Furthermore, the interaction between the state and civil society, particularly the mechanisms of their cooperation in times of crisis, deserves attention. Finally, studying the role of civic activity in post-war recovery processes, especially in the context of social integration and economic revitalization, is essential.

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LEGAL STATUS OF AN «E-PERSON»: FROM A BINARY OPPOSITION TO A MODULAR APPROACH

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Summary

The rapid advancement of artificial intelligence (AI) challenges traditional legal frameworks, particularly concerning liability. The European Parliament's 2017 proposal to create a legal status of an "electronic person" for sophisticated autonomous systems ignited a critical debate on whether machines can or should be granted legal personality. This article scrutinizes this controversial concept. **Purpose.** The study aims to critically analyze the "e-personhood" proposal, highlight its fundamental flaws, and introduce a more viable alternative framework for conceptualizing the legal status of AI. **Methods.** The research methodology includes a comparative legal analysis of key EU documents, such as the European Parliament's Resolution and reports from the EESC and AI HLEG, alongside a review of influential scholarly publications in the field of law and AI ethics. **Results.** The analysis concludes that granting legal personality to AI is a flawed approach that creates a dangerous "responsibility gap" and is ethically questionable. The study finds that existing legal instruments, such as strict product liability and insurance schemes, can be adapted to address damages caused by AI more effectively. **Conclusion.** The binary "person-or-thing" approach is insufficient for regulating AI. This article puts forward a novel hypothesis of a "modular approach" to AI's legal status. Instead of full personhood, this framework suggests endowing AI systems with specific, limited "modules" of legal capacity tailored to their function and autonomy. This pragmatic model ensures compensation for victims while firmly anchoring ultimate legal responsibility with human developers, manufacturers, and operators.

Key words: artificial intelligence, electronic person, legal personality, liability for damages, European Parliament resolution, autonomous systems, modular approach, legal status of AI.

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1. Introduction

The rapid development of artificial intelligence (AI) technologies and their integration into all spheres of public life from industry and medicine to transport and finance have become a defining feature of the 21st century. The emergence of increasingly autonomous systems, capable of making decisions without direct human intervention, inevitably gives rise to complex legal questions for which traditional jurisprudence does not always have ready answers. The central problem being actively debated at the international level today is the determination of the legal status of such systems.

Who is responsible when a self-driving car gets into an accident, when a medical diagnostic AI makes an error, or when a financial algorithm causes a market crash?

This issue became particularly acute after the European Parliament adopted a resolution on February 16, 2017, with recommendations to the Commission on Civil Law Rules

on Robotics (2015/2103(INL)). Paragraph 59(f) of this document contains a proposal that caused a significant resonance: "creating a specific legal status for robots in the long run, so that at least the most sophisticated autonomous robots could be established as having the status of electronic persons responsible for making good any damage they may cause" (*European Parliament, 2017*). This idea, although presented as a long-term perspective, became a catalyst for a global discussion about the future of AI legal regulation.

The purpose of this article is to conduct a critical analysis of the "electronic person" concept, identify its main weaknesses, and develop an alternative scientific hypothesis that would allow solving the problem of AI's legal status more flexibly and pragmatically, without resorting to a radical change in the fundamental principles of law. The research objectives are: to analyze the European Parliament's argumentation in favor of "e-personhood"; to summarize the critical remarks from European institutions and the academic community; to investigate alternative models of liability allocation; and to propose our own concept of regulation.

The problem of AI legal personality has been the subject of active research in recent years. Among the key works criticizing the idea of an "electronic person", it is worth noting the publications of Joanna Bryson, who argues that granting legal personality to robots is a misguided path that only creates a tool for their human creators and owners to evade responsibility (*Bryson, Diamantis & Grant, 2017*). Significant contributions to the discussion have been made by Chesterman, who explores the rule of law in the digital age (*Chesterman, 2021*), and Mireille Hildebrandt, who analyzes the concept from the perspective of legal certainty and predictability. At the same time, there are supporters of granting AI certain forms of legal personality, such as Gabriel Hallevy, who considers models of criminal liability for "artificial intelligence entities" (*Hallevy, 2010*). Also important is an interdisciplinary view of the problem, an example of which is the book "Artificial Intelligence Renders Verdicts: A Developer's Take vs. a Lawyer's Stand" by Oleksii Shamov, a lecturer at the Higher School of Advocacy of Ukraine, which analyzes the deep philosophical and practical aspects of using AI in jurisprudence, particularly in the process of rendering court verdicts, which indirectly relates to the issue of the status and liability of such systems (*Shamov, 2025*). This article builds on these studies, attempting to systematize the existing criticism and propose a constructive step forward.

2. Analysis of Recent Research and Publications

The European Parliament's initiative to create the status of an "electronic person" was driven by the desire to solve the potential problem of a "responsibility gap". The authors of the resolution assumed that the actions of complex autonomous systems would be impossible to trace back to the specific decisions of their developers, manufacturers, or owners, which would complicate or make it impossible for victims to receive compensation. The creation of a new legal category, as intended, would allow liability to be imposed directly on the "electronic person", which could have its own assets (for example, through special funds) to cover damages.

However, this proposal almost immediately faced a barrage of criticism from other EU institutions and leading academics. The European Economic and Social Committee (EESC) stated in its opinion that, at the current stage of technological development, attributing legal personality to AI is inappropriate and premature. The Committee stressed that responsibility must always remain with a human and proposed focusing on improving existing liability regimes, such as product liability and insurance (*European Economic and Social Committee, 2017*).

Even more categorical was the position of the High-Level Expert Group on Artificial Intelligence (AI HLEG), established by the European Commission. In its "Ethics Guidelines

for Trustworthy AI", the group explicitly rejected the idea of "e-personhood", arguing that such a step is legally and ethically unfounded. The experts emphasized that this could lead to "moral hazard", where companies would use "electronic persons" to avoid liability, as well as to the devaluation of the concept of human dignity (*High-Level Expert Group on AI, 2019*).

The academic community largely supported this critical position. One of the most influential arguments against "e-personhood" is the thesis put forward by Bryson and colleagues that legal personality is a tool created by humans for humans (and for legal entities as human constructs) to regulate social relations.

Granting this status to artifacts, which robots and AI are, makes no sense, as they cannot be true subjects of law, having no consciousness, intentions, or interests in the human sense (*Bryson, Diamantis, & Grant, 2017*).

Researchers also point out that existing legal institutions are flexible enough to cope with the challenges of AI. For example, the rules on liability for damage caused by a source of increased danger of the concept of strict product liability can be adapted to cases involving autonomous systems (*Bertolini & Episcopo, 2021*). Other authors propose developing mandatory insurance mechanisms or creating compensation funds analogous to those that exist for compensating damages from traffic accidents or environmental disasters, which would secure the interests of victims without the need to create a new legal fiction (*Soyer & Tettenborn, 2023*).

Criticism from the standpoint of legal philosophy is also important. Granting machines the status of a "person" can erode the uniqueness of human personality, which is based on dignity, free will, and moral responsibility. As Nadia Banteka notes, instead of a binary "yes or no" choice regarding AI legal personality, it is worth considering the application of a "sliding scale" of legal attributes granted to a system depending on its characteristics (*Banteka, 2024*).

This idea seems much more productive than the European Parliament's proposal. Thus, the vast majority of modern research based on scientometric databases (Scopus, Web of Science) tends to conclude that the concept of an "electronic person is counterproductive and calls for the search for more pragmatic and justified solutions.

3. Materials and Methods

This research was based on a comprehensive analysis of normative-legal and doctrinal sources. The materials for analysis included: the European Parliament Resolution of 16 February 2017; official opinions and reports of EU advisory bodies, in particular the European Economic and Social Committee and the High-Level Expert Group on Artificial Intelligence; the European Commission's White Paper on Artificial Intelligence and draft EU acts on AI regulation. In addition, a wide range of scientific publications by leading foreign scholars (M. Hildebrandt, J. Bryson, R. Calo, S. Chesterman, N. Banteka, G. Hallevy, and others) dedicated to the legal and ethical aspects of AI, indexed in international scientometric databases Scopus and Web of Science, was processed.

The methodological basis of the study is built on a combination of general scientific and special legal methods. The dialectical method allowed for the examination of the problem of AI's legal status in its development, contradictions, and interconnection with technological, social, and ethical factors. Using the formal-logical method (analysis, synthesis, induction, deduction), the content of legal concepts was analyzed, logical flaws in the argumentation of supporters of "e-personhood" were identified, and our own hypothesis was formulated. The comparative-legal method was used to compare the European Parliament's proposal with

alternative approaches proposed in legal doctrine, as well as to analyze existing legal institutions (legal entity, source of increased danger) for their applicability to relations involving AI.

System analysis made it possible to consider the legal regulation of AI as a complex system, the elements of which (liability, legal personality, insurance) must be coordinated. The choice of these methods is determined by the need to conduct a deep, comprehensive, and objective study of a complex interdisciplinary problem and to develop a well-founded scientific proposal.

4. Results and Discussion

The analysis allows us to state that the European Parliament's proposal to grant complex autonomous systems the legal status of an "electronic person" is conceptually flawed and practically dangerous.

Despite the rational kernel – an attempt to solve the problem of compensating for damages in cases where traditional liability models fail the proposed solution creates far more problems than it solves.

The main arguments against "e-personhood" can be grouped as follows:

1. *The Philosophical-Ethical Argument*: Legal personhood is not just a technical fiction, but a concept deeply rooted in the notions of human dignity, autonomy of will, and moral responsibility. Even the fiction of a legal person (corporation) serves as a tool for organizing human activities, not for replacing them. Extending this status to machines, which lack consciousness, feelings, interests, and the capacity for moral judgment, devalues the very concept of personality and erases the fundamental line between a person and a thing (Bryson, Diamantis & Grant, 2017; Solaiman, 2017).

2. *The Legal-Practical Argument*: The creation of a new subject of law will lead to an unjustified complication of the legal system. Instead, existing legal institutions, if modernized, are capable of meeting the challenges of AI. Strict liability of the manufacturer, liability of the owner of a source of increased danger, the institute of agency, as well as the development of mandatory insurance schemes, are much more pragmatic and proven tools for ensuring the rights of victims (Bertolini & Episcopo, 2021).

3. *The "Responsibility Gap" Argument*: Paradoxically, the introduction of an "electronic person" may not solve, but deepen the problem of the "responsibility gap". Unscrupulous manufacturers and operators of AI will get a convenient tool for shifting responsibility to an "electronic person", which, in the absence of assets in its special fund, will be unable to compensate for damages. Thus, instead of a clear chain of responsibility "developer-manufacturer-owner-user", there will be a risk of its rupture at the most vulnerable link.

Given the above, it becomes clear that the binary "person or thing" approach is a dead end. Artificial intelligence is no longer just a thing in the classical sense (like a hammer or a manually operated car), but it has not yet become, and perhaps never will become, a person. It is a unique phenomenon that requires a unique legal solution.

5. The Hypothesis of a Modular Approach to AI Legal Personality

Instead of trying to fit AI into the Procrustean bed of existing categories, it is proposed to develop and implement the concept of modular (or partial, functional) legal personality for AI.

The essence of this hypothesis is to abandon the idea of endowing AI with a holistic status of a person and instead to recognize for certain types of autonomous systems only specific, legally defined elements of legal personality ("legal modules") that are necessary for their functioning in civil circulation and for solving the problem of liability.

Legal personality traditionally consists of legal capacity (the ability to have rights and obligations) and dispositive capacity (the ability to acquire rights and create obligations through one's actions). The modular approach assumes that the scope of these elements for AI can be different:

– *Legal Capacity Module*: An AI system can be recognized as capable of having certain, exclusively proprietary rights (e.g., the right to own digital assets in a special account) and obligations (the obligation to compensate for damages within the limits of these assets). This does not mean recognizing any personal non-property rights (to dignity, name, etc.).

– *Dispositive Capacity Module*: An AI may be recognized as capable of concluding certain types of transactions in an automatic mode (e.g., a trading bot on a stock exchange), but only within the limits clearly defined by its owner/operator. That is, its dispositive capacity will always be derived from human will and limited by a specific function.

– *Delictual Capacity Module*: AI can be recognized as a "person responsible for causing harm" within a strict liability regime. This means that to recover damages, the victim will not need to prove the fault of the developer or owner; it will be sufficient to prove a causal link between the system's action and the damage. In this case, the owner of the AI (or a specially created insurance fund) will bear subsidiary or joint and several liability.

Advantages of the Modular Approach:

1. *Flexibility*: It allows for a differentiated approach to different types of AI. A simple chatbot does not need any legal personality modules, while a complex autonomous investment fund can receive a module of legal capacity and limited dispositive capacity.

2. *Pragmatism*: It does not require the destruction of fundamental legal concepts. It only creates a special legal regime for a new technological object, which is a common practice in law (e.g., special regimes for securities, uncertificated assets, etc.).

3. *Preservation of Human Responsibility*: It clearly establishes that any "legal module" of an AI is derived from human will, and the ultimate responsibility (especially in the case of insufficient AI assets) always lies with people developers, owners, operators.

This concept, unlike the idea of an "electronic person", does not create the false illusion of the emergence of a new subject of law equal to a human, but offers a purely instrumental approach to solving specific legal problems arising in connection with the proliferation of autonomous systems.

6. Conclusions

The conducted research has shown that the idea of granting artificial intelligence the full legal status of an "electronic person", as proposed by the European Parliament, is premature, theoretically unfounded, and potentially dangerous for the stability of the legal system. It creates the risk of diluting human responsibility and contradicts fundamental philosophical and legal ideas about the nature of personality. A critical analysis of the positions of leading European institutions and legal doctrine indicates a consensus on the need to find alternative, more pragmatic solutions.

Instead of trying to apply a binary "person/thing" logic to AI, a new, more flexible approach must be developed. As such an approach, this article proposes the scientific hypothesis of a modular legal personality for AI. This concept provides for the possibility of endowing autonomous systems not with a holistic status, but only with separate, functionally determined "modules" of legal and dispositive capacity, necessary for their participation in specific legal relations. This approach allows for solving practical tasks (e.g., automatic conclusion of

agreements or compensation for damages) without creating a dangerous legal fiction and while retaining ultimate responsibility with humans.

Prospects for further research in this area lie in the detailing of the proposed concept. It is necessary to develop:

- clear criteria for classifying AI systems by their level of autonomy and risk to determine which "legal modules" and to what extent can be granted to them;
- specific mechanisms for the relationship between the liability of the AI (within its assets) and the subsidiary/joint and several liability of its owner/operator;
- proposals for amending civil legislation, in particular, the Civil Code of Ukraine, to implement the model of modular legal personality, which is particularly relevant in the context of harmonizing Ukrainian legislation with European standards and the future EU Artificial Intelligence Act.

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POLITICAL INSTITUTIONS REFORM AS A GUARANTEE OF ECONOMIC PROGRESS IN MODERN SOCIETY

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Summary

The article examines the role of political reforms in ensuring the economic security of the state amid global instability and internal transformations. Effective reform of political institutions is identified as a key condition for macroeconomic stability, an improved investment climate, risk reduction, and sustainable development. Stable political institutions ensure predictability in economic policy and foster trust among domestic and foreign economic actors.

Special attention is given to anti-corruption policy as a crucial part of institutional transformation. The article highlights how corruption undermines economic security by distorting competition, reducing fiscal efficiency, and eroding public trust. The author stresses the need for transparent, accountable management of public resources, particularly through the digitalization of procurement and greater openness of public institutions.

Judicial reform is analyzed as a basis for legal certainty, property rights protection, and a favorable investment environment. An independent judiciary reduces corruption risks, ensures fair resolution of disputes, and strengthens confidence in state institutions.

Fiscal management reform is also considered essential for financial stability. Transparency in budgeting, modernization of tax authorities, and effective public debt management are emphasized as factors that help increase revenues, avoid crises, and build a predictable economic environment.

Key words: political reforms, economic security, institutional capacity, anti-corruption policy, decentralisation, public policy.

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1. Introduction

In today's conditions of public administration transformation and the intensification of internal and external challenges, the issue of ensuring economic security has become particularly urgent. At the same time, the effectiveness of measures in this area largely depends on the level of institutional capacity of the political system.

Weak political institutions, high levels of corruption, legal instability, and a deficit of trust in government authorities significantly complicate the formation of a stable economic order. In this context, political reforms serve as a key tool for modernizing the system of public administration, improving the quality of political decisions, reducing risks, and laying the foundation for sustainable economic development.

However, in the Ukrainian context, the reform process is often accompanied by fragmentation, politicization, and a lack of strategic vision, which diminishes their effectiveness and undermines trust from both the public and investors. The absence of a comprehensive system for implementing reforms, combined with underdeveloped mechanisms of accountability and transparency, leads to limited results in the sphere of economic security. Therefore, there is a pressing need for a comprehensive scientific analysis of the role of political reforms

as a systemic factor in ensuring Ukraine's economic security, taking into account modern challenges and international experience.

2. Reforms as a foundation for strengthening economic security

Political reforms aimed at strengthening the institutional capacity of the state play a critically important role in ensuring the country's economic security. Effective reform of political institutions can significantly improve the economic situation, promote stable development, reduce economic risks, and enhance trust in the state both domestically and internationally.

In the context of modern global competition for investments, resources, and influence in international economic processes, stable and effectively functioning political institutions constitute a key prerequisite for ensuring the economic resilience of a state. Analyzing the impact of political institutional reforms on the level of economic security becomes particularly significant, as it makes it possible to identify how the transformation of governance structures contributes to achieving macroeconomic stability, minimizing business risks, and improving the overall socio-economic situation in the country (*Tytarenko, 2025*).

Reforming political institutions generally involves introducing changes in the systems of state governance, power structures, decision-making mechanisms, as well as the legal regulation of economic and social policies. One of the key directions of these reforms is combating corruption and increasing the transparency of state authorities.

Corruption, which is usually the result of institutional weakness within the political system, poses a serious threat to the economic security of the state, as it undermines public trust in government institutions, distorts market competition mechanisms, leads to the inefficient use of state resources, and slows down the pace of economic development. Political reforms aimed at minimizing corrupt practices have the potential to significantly strengthen economic security by reducing investment risks, increasing the efficiency of fiscal policy, and creating a more transparent and fair environment for doing business (*Khavanov, 2024*).

According to I. Stadnik, the necessity for fundamental changes in the state and legal organization of society requires not only institutional and functional transformations within the state but also a transformation of legal consciousness, overcoming its various deformations, and fostering a high level of legal culture, which is impossible without ensuring genuine rule of law (*Stadnik, 2023*).

Political reforms focused on strengthening the judicial system, ensuring its independence, and improving the efficiency of justice form a critically important institutional environment for reducing risks associated with the violation of contractual obligations, fraud, and corruption. The judiciary serves as one of the key factors in investment decision-making for both domestic and foreign business entities. States with functionally capable and reformed judicial institutions that can guarantee reliable protection of property rights and ensure impartial consideration of commercial disputes possess a significantly higher potential for attracting foreign investment, which, in turn, is a crucial component of ensuring economic security (*Khotynska-Nor, 2016*).

3. Fiscal reforms and institutional stability as pillars of economic security

Political reforms include the improvement of public administration, particularly through decentralization of power and increasing the efficiency of local self-governance. Decentralization has become an important reform aimed at strengthening management capacity at the local level, enabling more effective resource allocation, quicker responses to local challenges, and

fostering regional development. In many countries, decentralization measures have improved local economic indicators, reduced social tensions, and enhanced the quality of life for the population.

As noted by O. Diachkova and O. Cherkasov, the decentralization reform is primarily aimed at strengthening the capacity of local self-government, bringing authorities closer to the residents of consolidated territorial communities, and residents closer to the authorities (*Diachkova, Cherkasov, 2020*). At the same time, the success of such reforms depends on improving the transparency and accountability of local authorities, since only under these conditions can they ensure the stability and resilience of the economic system.

Reforms related to fiscal and budgetary policies also have a significant impact on economic security. Political institutions responsible for developing and implementing fiscal policy must be reformed in such a way as to ensure the transparency of budget processes, fair distribution of state funds, and effective management of public debt.

Fiscal reforms should focus on reducing the state budget deficit, strengthening control over public expenditures, and ensuring the stability of the tax system as a key element of economic policy. The modernization of tax authorities, with an emphasis on minimizing corruption risks and improving the efficiency of tax administration, contributes to increased budget revenues and the formation of a more predictable macroeconomic environment. At the same time, proper management of public debt, ensured by effective political institutions, serves as a tool to reduce the likelihood of financial crises and to stabilize the national economy in the medium and long term (*Pavlenko, 2023*).

Another important direction of political reforms is ensuring institutional stability by improving the efficiency of executive authorities and strengthening the political system as a whole. Reforms of the executive branch, aimed at optimizing management processes, enhancing the qualifications of civil servants, and reducing bureaucracy, can improve the quality of decision-making and ensure a more effective response to economic challenges. At the same time, it is important that these reforms are directed toward strengthening the stability of the political system, particularly through expanding democratic governance and fostering political dialogue between the government and civil society, as the political system is an ontological condition for the existence of mass political consciousness (*Chorna, 2021*).

4. The role of decentralization in ensuring economic security

The reform of political institutions also involves the implementation of measures aimed at deepening international cooperation and integrating the state into global economic processes. Strengthening the institutions responsible for implementing foreign policy and coordinating economic relations with other countries serves as a key factor in enhancing economic security. This is achieved by intensifying foreign economic activities, attracting foreign direct investments, and creating favorable conditions for the development of international trade (*Instytut rehionalnykh doslidzhen im. M. I. Dolishnoho NAN Ukrainy, 2025*).

In the process of reforming political institutions, it is also important to take into account aspects of social stability and fairness, as political reforms should aim to ensure a more equitable distribution of economic benefits among the population. Political institutions that effectively implement reforms can reduce social inequalities, support the development of social programs, and ensure an adequate level of social protection. This, in turn, helps to reduce social tensions and supports the resilience of the economic system in the face of global challenges.

Reforms in public administration and the implementation of anti-corruption policies are integral elements of a modern strategy for ensuring the state's economic security. These areas of reform play a key role in shaping an institutional environment conducive to sustainable economic development, improving investment attractiveness, and optimizing the functioning of public authorities. The presence of effective mechanisms of transparency, accountability, and efficiency in the public administration system is a determining factor in maintaining macroeconomic stability and preventing crises. At the same time, anti-corruption policies aim to eliminate systemic manifestations of corruption that significantly threaten economic security, deter investment inflows, and lead to inefficient use of public resources (Sukhan, Senko, 2025).

Decentralization, as one of the priority directions of public administration reform, involves delegating a significant share of powers and resources to local self-government bodies, thereby increasing the efficiency of decision-making at the regional level. This approach enables quicker responses to local economic challenges, ensuring targeted use of budget funds and strengthening economic security.

At the same time, decentralization creates additional institutional tools for monitoring and oversight of local authorities, contributing to a reduction in corruption and enhancing accountability. The formation of a more flexible, transparent, and open governance system stimulates economic activity at the local level, as territorial communities gain greater autonomy in designing and implementing local development strategies. This has a positive impact on the overall economic stability of the state (Huba, 2024).

5. The role of anti-corruption policy in strengthening economic security

Effective anti-corruption policy can significantly improve the economic situation in a country by increasing the level of trust from investors, businesses, and international organizations. Anti-corruption reforms that include strengthening legislation, creating specialized bodies to combat corruption, ensuring the independence of the judicial system, and increasing transparency in public procurement help reduce corruption levels and provide fairer conditions for economic activity.

Transparency in public administration is another important aspect of anti-corruption policy. The introduction of electronic systems for public procurement, such as the implementation of ProZorro, became one of the first steps toward the digitalization of Ukraine's fiscal policy. The ProZorro platform serves as an effective tool for automating public procurement processes. Over the years, this public bidding system has created a communication space for both procurers and suppliers. The implementation of an electronic procurement system at the national level has helped combat corruption, fostered a competitive environment, and reduced financial losses caused by insufficient competition (Syniutka, Kurylo, Vasyliuk, 2021).

Operating the public procurement system based on openness and competition creates conditions for potential suppliers and contractors to participate in tenders on equal terms. This approach contributes to more efficient use of budget funds and minimizes corruption risks. Ensuring transparency in the field of public procurement serves as an important tool for the fair distribution of state contracts, which, in turn, fosters a higher level of trust in government institutions from both domestic business communities and international partners.

Thus, political reforms in public administration and the implementation of anti-corruption policies play a key role in strengthening the state's economic security by creating institutional prerequisites for a favorable business climate, reducing corruption risks, and increasing

transparency and accountability of government bodies. Such transformations directly influence economic stability and stimulate sustainable development.

6. Conclusions

Political reforms play a key role in strengthening the economic security of the state, as they create institutional conditions for enhancing transparency, accountability, and the efficiency of public administration. In particular, the implementation of anti-corruption policies, judicial system reform, the development of decentralization, and the improvement of fiscal management contribute to reducing economic risks, improving the investment climate, and increasing trust from both the public and international partners. Political institutions that are capable of adaptation and modernization serve as the foundation for stable socio-economic development.

The conducted analysis confirms the necessity of a comprehensive and coordinated approach to reforming the political system amid growing internal and external challenges. Only by combining effective institutional mechanisms, political will, and broad public consensus can reforms achieve the desired outcome of ensuring economic security. Thus, political reforms should not be viewed as mere technical adjustments but as a strategic instrument for strengthening the state as a whole.

Prospects for further research lie in a deeper analysis of the impact of specific areas of political reforms on particular indicators of economic security, as well as in studying comparative international experiences of institutional transformation in countries with similar socio-economic conditions to develop effective models for the Ukrainian context.

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POLITICAL COMMUNICATION IN THE CONTEXT OF HYBRID THREATS: A STRATEGIC RESOURCE FOR NATIONAL SECURITY

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Summary

The article examines political communication in the context of hybrid threats and the full-scale war against Ukraine, viewing the information space as a critical battlefield of contemporary confrontation. It demonstrates that communication is no longer merely an auxiliary tool but has evolved into a strategic resource of national security, shaping the legitimacy of decisions, mobilizing public support, and influencing the international reputation of the state.

The theoretical framework is grounded in approaches that conceptualize hybrid warfare as a synergy of military and non-military methods of influence, including cyberattacks, information campaigns, and economic pressure. Within this configuration, the cognitive dimension becomes especially significant, as the creation of an alternative reality through manipulative narratives and microtargeting complicates the distinction between a state of war and “normal” politics.

The Ukrainian case highlights the systematic and large-scale nature of informational aggression aimed at delegitimizing institutions and polarizing society. At the same time, coordinated strategic communications have enabled the alignment of messaging across governmental bodies, the development of a unified narrative, and the maintenance of both internal cohesion and external support.

Methodologically, the article employs an interdisciplinary toolkit: discourse and content analysis to identify semantic constructs and recurring themes; case studies to trace the dynamics of crisis campaigns; surveys and statistical modeling to measure effects; network analysis to pinpoint nodes of information dissemination; and disinformation monitoring using AI algorithms to detect anomalies in content propagation.

Practical recommendations are structured around three key areas: prevention, coordination, and response. They include principles of transparency, accuracy, and timeliness; continuous information dissemination to avoid creating a “vacuum”; institutionalization of fact-checking and debunking mechanisms; development of value-driven and inclusive narratives; partnerships between the state, civil society, media, and opinion leaders; and enhanced collaboration with social media platforms.

Key words: political communication, hybrid threats, strategic communications, disinformation, information security, national security, crisis management, information warfare.

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1. Introduction

Russia’s full-scale aggression against Ukraine has turned the information space into a critical battlefield of hybrid confrontation, where classical approaches to political communication have lost much of their effectiveness. The state is compelled to explore new models of response and the development of resilient communication strategies.

Large-scale disinformation campaigns and manipulative narratives erode public trust in state institutions, deepen social polarization, and weaken society's ability to achieve cohesion. In this context, political communication evolves from a mere tool of information dissemination into a vital component of national security.

At the same time, there is a lack of comprehensive methodologies for assessing the effectiveness of communication strategies and ensuring coordination between state and non-state actors. This gap underscores the need for in-depth research that integrates institutional, technological, and social dimensions of political communication development.

2. The correlation between hybrid threats and political communication

The concept of hybrid threats emerged in political science and security studies in the early 21st century as a response to the changing nature of armed conflicts and the transformation of interstate relations. In the works of Frank Hoffman, one of the first theorists of this phenomenon, hybrid threats are defined as a combination of traditional and non-traditional forms of violence, including conventional military operations, terrorist attacks, cyberattacks, and large-scale information campaigns. According to Hoffman, it is the synchronized use of these diverse tools that creates a multidimensional pressure effect, undermining an opponent's resilience (*Hoffman, 2007*).

In the scholarly works of Peter Mansoor, particular emphasis is placed on the integrated nature of hybrid threats, where military force is closely intertwined with psychological influence, information attacks, and disinformation. This approach blurs the line between war and peace, creating a climate of perpetual instability. In this context, information campaigns are seen as a key component of hybrid strategies, enabling covert manipulation of public sentiment (*Mansoor, 2012*).

The European Centre of Excellence for Countering Hybrid Threats (Hybrid CoE) in Helsinki offers an even broader definition of the term, encompassing information attacks, cyber intrusions, economic pressure, and manipulation of energy resources. NATO documents also interpret this phenomenon as a complex of military and non-military methods aimed at undermining stability and weakening the defensive capacity of states. This confirms that the modern understanding of hybrid threats goes far beyond the boundaries of traditional military paradigms (*Hybrid CoE, 2023*).

The informational and communicative component of hybrid threats is of strategic importance because it shapes the cognitive environment necessary to achieve political and military objectives. Its essence lies in the creation of an alternative reality that alters not only citizens' knowledge but also their emotions and behavior. This enables actors to achieve large-scale effects without the direct deployment of significant military resources.

Hybrid actors actively leverage modern data processing technologies, algorithmic targeting, and big data analytics, allowing for highly personalized influence that often remains imperceptible to individuals. In such conditions, people become targets of information attacks without realizing the manipulative nature of the content they consume (*Borgesius, 2018*).

A distinctive feature of hybrid threats is their transnational character. Information campaigns transcend national borders, shaping international discourse and influencing the positions of partners and public opinion abroad. As a result, the informational dimension of hybrid operations acquires a global scope, complicating containment efforts and necessitating coordinated responses among states.

3. Strategic communications in the context of hybrid threats

Strategic communications in the context of hybrid threats become an independent battlefield where the legitimacy of political decisions, the mobilization of public support, and the formation of a state's international image are determined. Control over information flows is no less critical than control over territories. Through communication strategies, opponents can be delegitimized, resources mobilized, and the image of the enemy constructed (Koch, 2024).

One of the most striking examples of hybrid warfare in the 21st century is Russia's aggression against Ukraine. The Kremlin employs information as a systematic instrument of its military-political strategy: spreading myths about the "protection of Russian-speaking populations," conducting smear campaigns against Ukrainian institutions, and leveraging propaganda channels at the international level. This demonstrates that the informational and communicative dimension is not a supplementary but a fundamental element of modern warfare, influencing outcomes as decisively as military power (Barovska, 2016).

A telling example of the use of information strategies in contemporary political processes is the campaign surrounding the United Kingdom's exit from the European Union. During the 2016 referendum, strategic communications became the primary tool of competition between supporters and opponents of Brexit. The mass dissemination of manipulative messages on social media, the use of false economic data regarding EU membership, and appeals to emotional factors such as national identity illustrated how the information sphere can directly shape political decisions with far-reaching international consequences (Bastos & Mercea, 2017).

In the context of hybrid warfare, political communication simultaneously serves as a vulnerable target of attacks and a strategic resource for resistance. Modern digital technologies allow adversaries to conduct large-scale manipulative campaigns aimed at delegitimizing state institutions, undermining trust in political leadership, and exacerbating internal social divisions. The vulnerability lies in the fact that any message in the open information space can be distorted, taken out of context, or integrated into hostile disinformation narratives.

At the same time, political communication is a key tool for enhancing state resilience against hybrid threats. Strategic communications enable the coordination of messaging across various political and governmental institutions, the alignment of narratives, and timely responses to information attacks.

This coordination fosters social unity, strengthens trust in state institutions, and enhances citizens' ability to resist external manipulation. Thus, political communication functions as a protective shield, safeguarding the information space while consolidating society.

One of the most dangerous manifestations of information aggression is the spread of disinformation, fake news, and manipulative narratives designed to delegitimize democratic processes and create an atmosphere of general distrust. Under such conditions, an effective state communication policy can not only neutralize hostile propaganda but also shape the public agenda. When built on the principles of transparency, openness, and dialogue with the public, it becomes a vital factor in reinforcing political stability and fostering social cohesion (Bukanov, 2025).

4. Political communication as a social phenomenon

In the era of digital media, political communication has acquired a new meaning, as information technologies have radically transformed the speed, scale, and forms of interaction between authorities, the media, and society. Social networks have created conditions for direct

communication between political actors and citizens, which, on the one hand, has made politics more accessible but, on the other, has complicated the control over the quality and accuracy of content. The digital environment has facilitated the instant dissemination of information, the formation of networked communities, and new forms of political mobilization, significantly reshaping the public sphere.

At the same time, digital communication has made the public space highly vulnerable to manipulation. Algorithmic mechanisms of social platforms incentivize the spread of sensational or emotionally charged content, deepening processes of polarization and societal radicalization. Disinformation, bot farms, synthetic media, and targeted fake content have become tools used by both domestic political actors and external players seeking to undermine democratic institutions (*Vosoughi, Roy, & Aral, 2018*).

The vulnerability of the public sphere is further exacerbated by the effect of information bubbles, within which users mostly interact with like-minded individuals. Such segmentation of the communicative space reduces critical engagement with information, complicates intergroup dialogue, and creates favorable conditions for manipulative narratives. In this environment, political communication transforms into a field of informational confrontation that shapes the quality of democracy and the level of societal resilience to hybrid threats.

5. Methods of political communication

The methodological foundation for studying political communication in the digital age is shaped by its interdisciplinary nature, integrating approaches from political science, sociology, psychology, information technology, and cybersecurity. This methodological complexity enables the analysis of multi-level communication processes, the identification of hidden mechanisms of manipulation, and the assessment of how information flows influence public opinion formation.

In social sciences, the concept of “methodology” encompasses several dimensions. Broadly, it refers to a system of principles and approaches to organizing scientific research. In a more reflexive sense, methodology represents knowledge about the very process of inquiry, allowing researchers to understand how they construct and verify their theoretical frameworks. In the socio-humanitarian sciences, methodology holds particular significance, as it not only serves as a tool for data collection but also as a means for critically interpreting complex and multidimensional social phenomena (*Tarielkin & Tsykyn, 2010*).

The field of qualitative research methods in political communication is particularly valuable, as it allows the exploration of deeper meanings and hidden structures of political interaction. By applying these approaches, researchers can analyze not only facts and messages but also the contexts in which they arise, enhancing the interpretative depth of scientific analysis. Such methods focus on uncovering the symbolic and cognitive dimensions of political processes.

Discourse analysis is one of the key tools in this regard, as it makes it possible to study the language of political texts, speeches, and media narratives within their social and ideological dimensions. This method helps identify hidden ideologemes, semantic constructs, and rhetorical strategies that shape the perception of political reality, demonstrating how language is used as a tool of power and influence (*Khudolii, 2014*).

Content analysis provides a systematic examination of large volumes of textual or media information, allowing researchers to extract key themes, track changes in communication practices, and identify strategies used by political actors. This method is particularly important in

the context of information wars, where the mass repetition of messages significantly shapes public opinion (*Bataieva, 2018*).

The case study method focuses on analyzing specific campaigns, electoral processes, or crisis situations. Its application helps trace the dynamics of political communications in particular contexts, identify key factors behind success or failure, and derive generalized conclusions applicable to broader political processes. This approach is especially useful for examining non-standard or unique cases (*Elstub & Pomatto, 2022*).

Public opinion surveys allow researchers to measure levels of support for political actors, evaluate the effectiveness of communication strategies, and identify shifts in societal attitudes across different socio-demographic groups. When combined with carefully designed sampling and accurate data collection tools, this approach provides a scientifically grounded picture of political processes and enables predictions about their future trajectories.

Statistical analysis serves as a key tool for processing large datasets, enabling the identification of hidden correlations, patterns, and trends in electoral behavior. Techniques such as regression and factor analysis, clustering, and modeling provide deeper insights into the relationships between informational influences and citizens' political preferences.

Network analysis is an emerging and promising direction that opens new opportunities for studying political narratives and communication structures. It enables the identification of key nodes of information dissemination, the mapping of influential actors, and the analysis of the architecture of information flows. This approach is particularly valuable for understanding coalition dynamics, the mechanisms of propagandist message spread, and the formation of information bubbles that create isolated informational environments for users (*Zaiets, 2024*).

Disinformation monitoring holds special methodological significance, becoming a key tool in the context of hybrid threats. It involves tracking false messages, analyzing information flows, detecting bot networks, and identifying the dynamics of manipulative campaigns. The integration of machine learning algorithms and artificial intelligence technologies allows for the detection of anomalies in content distribution and enhances the effectiveness of protecting democratic processes.

In conclusion, the methodological framework for the study of political communication emerges as an integrated system that combines classical methods of social sciences with innovative digital tools. It allows researchers to capture the multidimensional nature of political communication, enhance scientific reflexivity, and effectively respond to modern challenges such as information wars, crises of trust, and the radicalization of public attitudes.

6. Practical recommendations for the development of political communication in crisis situations

Political communication in crisis situations must be grounded in clear principles, with transparency, accuracy, and timeliness being paramount. Providing society with verified information in an accessible and understandable form minimizes the risk of panic and reduces the effectiveness of manipulative influences (*Ostapenko, 2012*).

Consistency and coherence in messaging across different state institutions foster public trust, while regular updates prevent the emergence of an information vacuum often exploited by hostile actors. Incorporating empathy as a principle ensures that the emotional state of society is acknowledged, strengthening solidarity and resilience.

In the context of hybrid threats, strategies to counter disinformation are of particular importance. Preventive communication creates a stable informational background, reducing

the persuasiveness of manipulative content. Real-time fact-checking acts as a tool for social verification, helping restore balance and trust. Reactive rhetoric aimed at promptly debunking false messages enhances the adaptability of the communication system (*Arcos, Brandt, Fernández-García, & Gil-Ortega, 2022*).

Collaboration between state and non-state actors is a key condition for effectively countering hybrid threats. State institutions provide strategic coordination, regulatory frameworks, and long-term policy development, while civil society organizations and independent journalism ensure public oversight, media literacy, and factual analysis. Social networks, serving simultaneously as channels for spreading disinformation and platforms for debunking it, require tailored mechanisms of regulation and structured cooperation with civil society.

An important area of focus is the construction of resilient narratives rooted in national identity, democratic values, and principles of solidarity. Such narratives not only counter destructive informational influences but also promote positive scenarios of societal development. Their inclusiveness ensures that the interests of diverse social groups are considered, creating a sense of shared purpose and strengthening public trust.

Influence scenarios in crisis conditions can have both destructive and constructive effects. While disinformation campaigns can fuel panic, radicalization, and distrust, effective communication strategies can transform a crisis into an opportunity for consolidation and the development of critical thinking. Achieving this requires systematic forecasting based on sociological monitoring, digital audience analysis, and continuous media space tracking.

Opinion leaders and influencers play a significant role in this process, as they can reach narrow and localized audiences, forming horizontal trust networks. Their involvement in communication campaigns amplifies the resonance of official messages and enhances the effectiveness of countering manipulation (*Hlynskyi & Donets, 2025*).

Ultimately, political communication in the context of hybrid threats is not merely a response tool to disinformation but a strategic resource for ensuring national security and societal resilience. The integration of preventive and reactive strategies, coordination between state and non-state actors, and the development of coherent narrative systems enable democratic societies to maintain stability amid informational turbulence.

7. Conclusions

Political communication in the context of hybrid threats and the full-scale war against Ukraine has acquired strategic importance, becoming one of the key tools for ensuring national security. Its effectiveness depends on the state's ability to coordinate information flows, build resilient narratives, and respond swiftly to disinformation attacks. The integration of preventive and reactive communication strategies enables the maintenance of societal cohesion, the strengthening of governmental legitimacy, and the formation of a favorable international image of the state.

Ukraine's experience demonstrates that a combination of technological solutions, cross-sectoral cooperation, and transparency in communication is the foundation of societal resilience to informational challenges. Building partnerships among state institutions, civil society, the media, and opinion leaders creates a synergy of efforts, reducing the vulnerability of the information environment to manipulation.

Further academic research should focus on developing unified models for evaluating the effectiveness of strategic communications, analyzing the impact of algorithmic technologies on the formation of societal narratives, and studying the interaction between public and private

actors in countering disinformation. These efforts will help refine evidence-based approaches to building communication strategies capable of enhancing the resilience of democratic institutions and strengthening national security.

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HEALTHCARE IN WARTIME: INSTITUTIONAL CAPACITY OF THE STATE AS A FACTOR OF NATIONAL SECURITY

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Summary

The article explores the institutional capacity of the healthcare system during wartime as a critical dimension of national security, with a particular focus on Ukraine's experience in the context of Russia's full-scale military aggression. It emphasizes that healthcare is no longer solely a social or humanitarian sphere but a vital political instrument for maintaining state resilience in crises. The author examines the role of medical institutions in sustaining logistical, psychological, and operational support for the civilian population and armed forces alike, highlighting the politicization of healthcare in hybrid warfare, including through disinformation and psychological attacks.

Drawing comparative insights from Israel and Georgia, the article illustrates how institutional flexibility, intersectoral coordination, and public trust enable healthcare systems to adapt to wartime conditions. In Ukraine, despite some legislative and administrative efforts, the healthcare system faces numerous challenges: insufficient staffing, lack of legal frameworks for military medicine, fragmentation of governance, weak decentralization mechanisms, and poor integration of mental health services. The author stresses the need for a comprehensive framework law on medical security, expanded public-private partnerships, modern digital platforms for healthcare management, and reform of medical education and human resources policy.

The article argues that only through institutional reform, strategic leadership, and strengthened accountability can healthcare become a sustainable element of national security policy in wartime.

Key words: governance, public policy, crisis management, healthcare system, national resilience, institutional reform, decentralization, human capital.

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1. Introduction

The full-scale aggression of the Russian Federation against Ukraine has brought the issue of the institutional capacity of the healthcare system to the forefront as a key element of national security. Traditionally perceived as a social sphere, healthcare is increasingly acquiring a political dimension, becoming an important instrument for ensuring state resilience in times of crisis.

The novelty of this study lies in the conceptualization of healthcare as a political institution performing strategic functions during wartime. The aim of the article is to analyze institutional challenges and governance gaps in Ukraine's healthcare sector under war conditions and to outline reform directions based on international experience.

The research objectives include defining the role of healthcare in the national security system, analyzing the adaptation of political institutions, identifying management shortcomings, and formulating policy recommendations. The methodology is based on institutional analysis, a comparative approach, and case studies of Israel and Georgia.

2. Healthcare as a factor of security during wartime

In the context of the Russian Federation's full-scale armed aggression against Ukraine, the concept of national security has undergone a significant conceptual expansion. The healthcare sector, traditionally perceived as a social institution designed to ensure the physical and mental well-being of the population, is increasingly being positioned as a structurally important element of the national security environment.

In the current environment, healthcare is seen not only as a technical or humanitarian area of state policy, but also as a political tool for implementing a strategy for the survival of society in situations of multifactorial crisis. Armed conflict, which destroys civilian infrastructure, destabilises medical logistics, causes mass migration of the population and provokes deep psychological trauma, exacerbates these threats and creates additional challenges for the healthcare system (ACAPS, 2023).

During armed conflict, the healthcare system takes on a multifaceted role in the architecture of national security. First and foremost, it performs the critical function of providing treatment to wounded military personnel and civilians, acting as an element of logistical support for defence capabilities.

Medical support for combat operations, effective evacuation, provision of first aid in the field, and the activities of military medical units are an integral part of the state's defence logistics. Any weakening of the medical infrastructure or disruption of its coordination with military structures directly affects the combat potential of the Armed Forces of Ukraine and the overall stability of the defence system.

At the same time, the functioning of the healthcare system ensures the preservation of the critical life functions of the state. Medical services are a prerequisite for the stable functioning of related areas – the economy, education, and social protection. In wartime, it is extremely important to prevent the emergency care system from shutting down, access to medicines from being interrupted, and the work of family doctors and outpatient clinics from being disrupted, as this creates a sense of state presence, support, and organised management among the population (Bondarenko-Zelinska, Boryslavska, Zelinskyi, 2021).

In hybrid warfare, the healthcare system also becomes a target of hostile information and psychological influence. The enemy uses the destruction of medical facilities and the lack of medical services as tools to demoralise the population and spread misinformation.

The dissemination of false reports about medical experiments, water poisoning or artificial contamination is part of a strategy to destabilise the rear. In this respect, healthcare is an object of strategic communication that requires institutional protection within the framework of state information policy (Minenko, 2023).

3. Institutional adaptation in wartime: the experience of Israel and Georgia

The formation of political institutions in the field of healthcare in conditions of armed conflict requires high institutional flexibility, strategic coordination and public trust. The experiences of Israel and Georgia are illustrative examples of how public healthcare systems can adapt to the constant security challenges associated with military action.

In the case of Israel, the integration of medical and security policies, implemented within the framework of a comprehensive national security concept, is decisive. The healthcare sector functions as a structural part of the institutional complex responsible for ensuring the viability of the state during emergencies and martial law.

The legislative consolidation of the role of the Ministry of Health in the state's security architecture allows Israel to effectively manage the medical system in threatening conditions. This includes not only the organisation of medical care, but also political leadership of evacuation processes, public information, deployment of medical infrastructure and mobilisation of medical personnel (*OECD, 2025*).

An important component of the effective functioning of the healthcare system is inter-agency coordination between the Ministry of Health, the Armed Forces, the National Emergency Service, and local authorities. This model ensures horizontal policy coordination, which facilitates rapid response to various threats and challenges.

The mobilisation of resources in Israel is seen as a key political task, which is implemented through mechanisms of interaction between government structures and public institutions. Of particular importance is the maintenance of national medicine reserves, the system of reserve hospitals, and political control over medical infrastructure (*Nitzan, Mendlovic, Ash, 2024*).

The role of political parties in Israel's healthcare system is manifested through mechanisms of parliamentary control, rule-making, and participation in the formation of the state budget for medical needs. Opposition and coalition forces interact within the framework of specialised committees, which ensures a high level of institutional accountability.

In addition, civil society organisations and medical associations play an important role in Israel's healthcare system, exercising their political influence through participation in advisory bodies. This mechanism contributes to the institutionalisation of interaction between the state and civil society (*Levi, Davidovitch, Dopelt, 2021*).

In the context of Israel, armed conflict is not only a challenge but also a catalyst for the modernisation of political institutions. Crisis conditions contribute to the formation of a political culture focused on efficiency and the strengthening of institutional links between different sectors.

Unlike Israel, in Georgia, the political dynamics of the formation of health care institutions in wartime are determined by the specifics of the historical context and transformation processes. The armed conflicts of the 1990s and the war of 2008 became catalysts for reforming the system of public administration in the medical sphere.

For a long time, Georgia was dominated by a fragmented healthcare model with limited political influence from central authorities. Military actions in Abkhazia and South Ossetia revealed the structural weakness of the system, which necessitated the centralisation of medical management and the strengthening of state coordination.

After the 2008 conflict, the Georgian government initiated a set of institutional reforms aimed at strengthening the role of the Ministry of Health as the central political body for crisis response. A rapid response system was created, coordinated through specialised government platforms.

A distinctive feature of the Georgian model was the active participation of international donors, who influenced the formation of the institutional architecture by providing technical assistance, political expertise and funding. This involvement led to a certain dependence on external political actors (*World Bank Group, 2010*).

The Georgian government worked closely with the WHO, the European Union, USAID and other international organisations to modernise the healthcare system. This cooperation provided resource support, but also created political risks associated with the delegation of some sovereign powers.

Communication with the population during periods of conflict was limited due to the underdevelopment of the information infrastructure. However, over time, the government

introduced digital platforms to provide information about medical services, which was an important political step in increasing public trust.

At the same time, the political institutionalisation of healthcare in Georgia remained incomplete due to the fragmentation of the political system and frequent changes of government, which created obstacles to the formation of long-term strategies for crisis medical response (*World Bank Group, 2025*).

Both countries demonstrate different approaches to crisis management, which are determined by political traditions and specific threats. What these cases have in common is that armed conflicts act as drivers of institutional transformation, changing decision-making structures and determining public policy priorities. In this context, political health institutions acquire not only functional but also legitimising significance.

4. Challenges to the institutional capacity of the healthcare system

After the Russian Federation launched a full-scale military aggression against Ukraine in 2022, significant transformations took place in the healthcare system, which brought the issue of political governance of the medical sector to the fore. The war has increased the need for effective political institutions capable of responding quickly to threats in emergency situations. The political adaptation of the healthcare system has become one of the key factors determining its stability and ability to function.

Military administrations, which temporarily perform the functions of providing medical care in the combat zone, play a significant role in supporting the medical system. They represent a new level of political mediation between local communities and the central government. However, the lack of an established legal basis for their activities creates uncertainty in the area of management decision-making (*Kovalchuk, 2023*).

The staffing crisis in the healthcare system has emerged as a result of both the mass emigration of professionals and the internal rotation of medical personnel driven by mobilization processes. The absence of a centralized policy for the distribution of medical staff in frontline and rear regions has led to a shortage of doctors and nurses in critical areas.

Staffing issues in frontline zones are further exacerbated by the lack of adequate living conditions and professional infrastructure. Medical workers are forced to operate under constant threat of shelling, resource shortages, and psychological stress. At the same time, central government authorities often fail to take these circumstances into account when allocating budgets and planning support (*Karamushka, 2022*).

The medical care system in combat zones has undergone significant strain and transformation. The deployment of mobile hospitals, the organization of casualty evacuations, and coordination with military units have become routine elements of medical practice. However, these processes have been carried out without proper strategic planning, revealing the weakness of political governance in this domain.

The issue of ensuring continuity of medical services for the civilian population in conflict areas has become particularly acute. Due to the destruction of healthcare infrastructure, many medical facilities have been forced to cease operations.

In rear regions, the healthcare system has also faced considerable pressure due to the influx of internally displaced persons. Many medical institutions are operating at the limits of their capacity, making access to services increasingly difficult. At the same time, political institutions have failed to develop coherent policies for integrating internally displaced persons into the healthcare system (*Pravo na zakhyst, 2021*).

The lack of a systemic approach to mental health has emerged as another critical issue exacerbated by the conditions of war. Psychological support for military personnel, their families, and the civilian population is vitally important, yet it largely remains neglected by political actors.

Civil society organizations and international partners have played a significant role in supporting the mental health system; however, their efforts have not been integrated into a unified state policy. The absence of coordination between these actors and political institutions has resulted in the duplication of functions and inefficient use of resources. Moreover, the lack of a legislative mechanism for cooperation between the state and non-governmental initiatives has further widened the gap between existing needs and adopted decisions.

A positive example has been seen in certain regional initiatives, where local authorities, in collaboration with volunteers, provided comprehensive medical and psychological services. These practices highlight the potential of political decentralization in the healthcare sector. However, scaling such models to the national level requires political will and regulatory support (NISD, 2024).

5. Institutional challenges and management gaps

A key challenge has remained the institutional capacity of the Ministry of Health and other central executive bodies. Insufficient human resources, excessive bureaucratization of processes, and poor quality of managerial decisions have negatively impacted the effectiveness of public policy implementation. The political culture of governing bodies has been marked by inertia, with a predominance of reactive rather than proactive actions.

Strengthening the role of local self-government in healthcare is a promising direction that enables policy adaptation to regional specificities. The delegation of powers within the framework of decentralization creates opportunities for more effective management of medical resources at the local level. However, the absence of clear coordination mechanisms between state and municipal levels limits the potential of these reforms.

The financial stability of the healthcare system largely depends on political decisions related to budget planning and the attraction of international aid. In wartime conditions, the ability to exercise financial flexibility is critical, yet the mechanisms for doing so remain weakly institutionalized, which undermines the system's resilience to long-term challenges (Romashka, 2025).

Another important area is the regulatory framework for military medicine, in particular ensuring the proper status of military medics. Political institutions have not yet created a comprehensive system of guarantees, social protection and professional development for this category of specialists. The lack of relevant legislation weakens the position of medical personnel in the defence sector.

It is worth noting the role of the Verkhovna Rada of Ukraine as a key political institution in shaping the framework policy for healthcare in wartime. Although a number of important legislative acts were adopted (the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Improving Access to Medical and Rehabilitation Care During Martial Law" (*Zakon Ukrainy Pro vnesennia zmin do deiakyykh zakonodavchykh aktiv Ukrainy shchodo pidvyshchennia dostupnosti medychnoi ta reabilitatsiinoi dopomohy u period dii voiennoho stanu*, 2022), the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding Improving the Provision of Medical Care" (*Zakon Ukrainy Pro vnesennia zmin do deiakyykh zakonodavchykh aktiv Ukrainy shchodo udoskonalennia nadannia medychnoi*

dopomohy, 2022) etc.), most decisions were mainly short-term or situational in nature. The lack of a long-term parliamentary strategy reduces the institutional predictability and effectiveness of public policy.

Specialised parliamentary committees became an important component during the war, but their activities often boiled down to responding to crisis situations rather than forming a systematic strategic vision. The lack of proper political dialogue between the government and parliament on long-term planning in the health sector exacerbated the dysfunction of institutional interaction.

The political institutionalisation of medical self-government requires particular attention. In wartime, this mechanism could become the basis for adaptive management at the local level, but in Ukraine it has not been properly developed. The lack of political recognition of the role of medical self-government hinders the initiatives of healthcare institutions to function autonomously.

Successful implementation of healthcare policy in wartime requires a combination of institutional flexibility and political accountability. It is necessary to balance operational decision-making with long-term strategic vision. Political institutions must acquire the ability to act in conditions of uncertainty, drawing on the experience of international partners and analytical support (*Alliance for Public Health*, 2025).

6. Healthcare reform in wartime

Reforming the healthcare system in wartime requires rethinking the political role of key actors, including parliament, government, local government and civil society. It is important to establish a sustainable mechanism for interaction between these actors to ensure the continuity, adaptability and inclusiveness of healthcare policy. Only under such conditions is it possible to transform the crisis into a potential opportunity.

The first step should be to improve the legislative framework, which currently does not take into account the specifics of the healthcare system's functioning in conditions of military conflict. Regulatory and legal acts need to be systematised, harmonised and supplemented with provisions regulating the activities of medical institutions in crisis situations. It is advisable to adopt a separate framework law on medical security, which will define the competences of state and local authorities, the rules for mobilising resources and the algorithms for responding to emergency situations.

Legislative initiatives should provide for a clear division of powers between the Ministry of Health of Ukraine, the Ministry of Defence of Ukraine, local authorities and self-governing medical organisations. The introduction of such a division will avoid duplication of functions, increase the speed of decision-making and ensure the effective use of available resources.

Legislative improvements should also include mechanisms for the emergency reallocation of budget funds, the optimisation of tender procedures under martial law, and the deregulation of internal logistics. The introduction of such tools will ensure the system's rapid response to changes in the situation and increase the effectiveness of management decisions.

The policy of managing medical resources should be transformed from a centralised model to a hybrid system that combines vertical and horizontal coordination mechanisms. Modern digital platforms for accounting and monitoring need to be created to enable real-time tracking of hospital needs, the availability of medicines and the status of logistics chains.

It is necessary to expand public-private partnership tools in the healthcare sector, in particular by creating joint logistics centres, introducing outsourcing of technical services and

involving businesses in the formation of medical reserves. Political institutions must identify priority areas for such partnerships and ensure appropriate regulatory oversight.

The human resources capacity of the healthcare sector remains one of the most vulnerable links in the context of military conflict. A comprehensive national strategy for the formation and support of human resources is needed, including motivational programmes, reforms of the medical education system, professional rotation mechanisms and the protection of social rights.

Improving the quality of medical education should be based on updating curricula to reflect the realities of wartime, including training for work in combat conditions, providing psychological support, and teaching crisis management. At the same time, continuing education programmes for current employees should be developed to ensure the flexibility and competitiveness of the system.

Institutional change can only be successful if the accountability and transparency of all medical policy actors is strengthened. It is advisable to establish independent analytical centres within parliamentary committees to monitor the implementation of reforms and provide sound recommendations.

Institutional development of healthcare in wartime is impossible without political leadership, strategic vision and the ability to reform flexibly. It is political institutions that must act as guarantors of the transformation of the healthcare system into an instrument of national security.

7. Conclusions

The study confirms that in conditions of armed conflict, healthcare becomes not only a critical component of social infrastructure but also a strategically important political institution. Its ability to function effectively under wartime pressure directly influences national resilience, public trust, and the operational capacity of the defense sector. The Ukrainian case illustrates that fragmented governance, insufficient institutional coordination, and the lack of a coherent legislative framework significantly hinder the performance of the healthcare system.

The comparative analysis of Israel and Georgia reveals that institutional flexibility, inter-agency coordination, and integration of civil society can strengthen healthcare systems in crisis. For Ukraine, the key areas of reform should include the adoption of a framework law on medical security, development of medical self-governance, improvement of human resource policies, and modernization of healthcare infrastructure through digital platforms and public-private partnerships.

Further research should focus on the development of political accountability mechanisms in wartime healthcare governance, the institutionalization of mental health support systems, and the role of decentralized models in crisis response. These areas remain underexplored and are essential for building a sustainable, inclusive, and adaptive healthcare system capable of responding to modern security challenges.

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MODERN TRENDS IN THE FORMATION OF MANAGERIAL COMPETENCIES: IMPACT ON THE TRANSFORMATION OF MANAGERIAL CULTURE

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Summary

The article examines modern trends in the development of managerial competences and their impact on the transformation of managerial culture. It is determined that, under current conditions, managerial culture functions as a system that ensures organizational flexibility, the ability to respond to changes in the external environment, and the formation of competitive advantages. The author emphasizes the importance of considering global competence development models, particularly EU approaches and international framework programs, which define universal managerial competences and standards of effective management. Managerial culture in contemporary settings should be regarded as an open system that combines national specificities with global trends, thereby enhancing organizational flexibility, adaptability, and competitiveness. Based on the analysis of modern global models such as VUCA, VUCA-Prime, and BANI, the interrelation between managerial competences and managerial culture is explored, highlighting the features of managerial culture under the influence of change and its transformation from a bureaucratic to an open, partnership-oriented, and innovative model. It is substantiated that successful transformation of managerial culture is possible only through the integration of modern international approaches to the development of managerial competences, focused on innovativeness, strategic thinking, adaptability, and the reinforcement of organizational values.

Key words: managerial competences, managerial culture, global models, leadership, innovations, adaptability, transformation, organizational development.

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1. Introduction

In the current context of globalization, digitalization, and increasing turbulence of socio-economic processes, the development of managerial competences has become a key factor in ensuring effective decision-making, adaptability to change, and organizational competitiveness. Today, managerial activity goes beyond traditional administration and is increasingly oriented toward leadership, strategic vision, innovation, and the ability to work with people under multitasking and uncertainty. As a result, the focus shifts from formal knowledge and procedures to the development of soft skills, critical thinking, creativity, and emotional intelligence, which determine the quality of managerial decisions and contribute to creating a favorable organizational climate.

The formation of managerial competences is inextricably linked to the development of managerial culture, which represents an integrated reflection of values, norms, behavioral

models, and interaction styles within an organization. Managerial culture determines how competences are manifested in the practical activities of managers and the extent to which they contribute to achieving strategic goals. Modern research demonstrates that a high level of managerial culture not only ensures management efficiency but also fosters trust, openness, and responsibility in relationships between managers and employees. In this context, managerial competences serve as a mechanism for transforming managerial culture, as new requirements for managers—such as a focus on innovation, digital technologies, partnership, and inclusiveness—drive qualitative changes in the overall management system.

The study of current trends in the development of managerial competences is particularly relevant, as it makes it possible to identify directions for the evolution of managerial culture and the adaptation of management practices to the challenges of the 21st century. This opens opportunities for creating new leadership models that combine professionalism, innovativeness, and humanistic principles in management.

2. The Issue of Developing Managerial Competences and Managerial Culture in Academic Discourse

In recent scholarly works, significant attention has been devoted to the problem of managerial competences and their interrelation with the transformation of managerial culture. The theoretical foundations of competence development are based on the concept of the competence-based approach (*Spencer & Spencer, 1993; Boyatzis, 2008*), which defines competences as a combination of knowledge, skills, abilities, and values necessary for effective managerial activity.

The European Competence Framework for Managers (2016) defines modern managerial competences as integrative characteristics that encompass strategic thinking, change management, communication, digital literacy, intercultural sensitivity, and the capacity for innovation. Ukrainian researchers emphasize that competence development of managers directly affects organizational culture, enhances trust within teams, and contributes to the implementation of good governance practices (*Nyzhnyk & Pashko, 2005; Lytvynova, 2018*).

A separate strand of research focuses on the relationship between managerial culture and leadership development. According to Hofstede (2010), managerial culture reflects the cultural dimensions of society, while under current conditions it is being transformed under the influence of globalization and digitalization. Scholars stress that digital technologies and innovative management approaches are reshaping traditional leadership styles (*Northouse, 2019; Davenport, 2021*).

In Ukrainian academic discourse, the issues of managerial competences and culture are studied in the context of educational management, public administration, and the corporate sector. Particular emphasis is placed on the need to integrate soft skills, communication competence, emotional intelligence, and strategic vision.

Bilyk N.I. states that the managerial competence of an educational institution leader is determined by “the available level of professional education, experience, individual psychological characteristics (temperament, character, socio-psychological, professional, business, administrative-organizational, and volitional qualities), motivation for professional activity and continuous education, self-improvement and reflection, as well as the level of creative potential” (*Bilyk, 2023*).

Bilany G.I. highlights the necessity of developing managerial competences in accordance with changes in the paradigm of educational institution management, which ensures the

ability to perform specific functions defined by professional activity and the needs of a new type of organization—a self-learning organization (*Bilanyyn, 2013*).

In Oleshko P.S.'s interpretation, managerial competence is considered an integral ability to ensure one's continuous professional development, which involves the gradual complication of tasks and the achievement of higher results in the process of learning and improvement. It is viewed as a manifestation of social maturity, providing a systemic vision of problems and acting as a key factor in the quality management of an institution (*Oleshko, 2017*).

Scholars note that progressive changes, educational reforms, and the expansion of real institutional autonomy fundamentally alter the requirements for managerial functions and, consequently, managerial competences (*Grebenyk & Sosnenko, 2021*).

Lytvynova L.V. emphasizes the importance of developing socio-personal competences of managers as a component of managerial competence within the current paradigm of socially-oriented public administration (*Lytvynova, 2018*).

Nyzhnyk N. and Pashko L. define managerial culture as “a unity of managerial knowledge, feelings, values, managerial and organizational relations, and creative managerial activity characteristic of the current stage of management development” (*Nyzhnyk & Pashko, 2005: 108*).

Tyukhtenko N.A. (2023) considers managerial culture a holistic system aimed at enhancing the adaptability of organizational activity through leadership development, self-development, and the introduction of innovations.

A synthesis of contemporary research shows that the formation of managerial competences is closely related to the transformations of the managerial paradigm, which in turn influences the specific features of managerial culture accepted during a given period.

Thus, managerial competence is defined as a set of professional knowledge, skills, and abilities of a manager that ensure the effective resolution of managerial tasks, optimal decision-making, and the achievement of defined goals. By contrast, managerial culture is a much broader phenomenon: it encompasses the entire managerial experience, the system of knowledge, emotional and psychological aspects, established behavioral models, and the integral characteristics of management within a given organization. Its formation is based on the values, norms, and traditions shared by the collective. Therefore, competence has an individual character and reflects the professional preparation level of a specific manager, while managerial culture is a collective phenomenon in which individual competences of managers constitute an essential component of the shared system of managerial values and practices within the organization. The formation of managerial competences and managerial culture are interrelated processes that determine the improvement of management effectiveness in the face of 21st-century challenges.

3. Managerial Culture and Competence in the Context of Contemporary Global Models

In the early 1990s, U.S. Army Colonel Stephen Garros formulated his vision of a modern world model, seeking to answer a question that remains highly relevant for Ukraine today: «How should the military and managers act in situations where circumstances are constantly changing?» He introduced the concept of the VUCA world, an acronym encompassing four key characteristics of reality: Volatility, Uncertainty, Complexity, and Ambiguity. This model emphasizes the unpredictability of events, the lack of sufficient information for effective decision-making, the multilayered nature of regulatory constraints, and the chaotic environment in which organizations and businesses operate. Under such conditions, traditional planning methods become ineffective, which encouraged educational institutions in developed countries

to redesign training programs with a focus on developing competences capable of responding to the challenges of a VUCA environment. Accordingly, businesses and management systems were also compelled to revise their approaches to the formation of managerial and organizational culture, concentrating on enhancing adaptability, flexibility, and innovativeness of managerial decisions (*Pecherna, 2022*).

In 2007, American sociologist Bob Johansen proposed an alternative model – VUCA-Prime, which is viewed as a strategy to counter the challenges of the VUCA world. It is based on four principles of effective leadership: Vision as a counter to volatility; Understanding to reduce uncertainty; Clarity to oppose complexity; and Agility to overcome ambiguity. This model highlights that modern management must rely on the behavioral factors of leaders – focusing on leadership, values, and the ability to rapidly transform managerial culture under conditions of change (*Pecherna, 2022*). Thus, managerial competences are formed not only as an individual set of knowledge and skills of a leader but also as the collective ability of an organization to ensure effective functioning through the development of managerial culture.

In 2020, Jamais Cascio introduced a new model of world perception called BANI, which reflects another dimension of global processes (*Cascio, 2020*). The acronym BANI includes: Brittle, Anxious, Nonlinear, and Incomprehensible. Unlike VUCA, this model emphasizes not only economic but primarily sociocultural and psychological characteristics of the modern world. It underscores growing emotional tension, unpredictability and chaotic processes, as well as the lack of clear benchmarks – all of which directly affect managerial practices and require new approaches to the development of managerial culture. Here, competences related to emotional intelligence, stress resilience, communication, and the ability to act under crisis scenarios become paramount.

In light of this, it can be argued that the formation of managerial competences and managerial culture in the global context depends on the particular world model (Table 1):

- In VUCA – the emphasis is on developing strategic flexibility, adaptability, and innovativeness;
- In VUCA-Prime – leadership, vision, and clarity of managerial actions dominate;
- In BANI – sociocultural and psychological factors take precedence, shaping a culture of support, interaction, and resilience in conditions of unpredictability.

Thus, managerial competence in today's globalized world is formed not only through the professional knowledge and skills of leaders but also through their ability to adapt to new models of reality that constantly reshape the conditions under which organizations operate. Managerial culture, in turn, is transformed, reflecting the collective experience of responding to instability, crises, and social challenges, making it a fundamental factor in the resilience of any management system. Managerial culture, as an element of overall civilizational culture, develops within the context of prevailing global models and requires leaders to possess specific competences.

4. The Influence of Modern Trends on the Formation of Managerial Competence and Managerial Culture of a Leader

The analysis of contemporary scientific research and management practices demonstrates that the formation of managerial competences is influenced by globalization processes, digitalization, and new socio-economic challenges. The main trends in this area include:

1. Digital transformation of management – mastering digital tools (Big Data, AI, CRM systems, electronic document management), developing digital literacy, and the ability to work in the context of e-governance.

Table 1

Comparison of the VUCA – VUCA-Prime – BANI Models with a Focus on Managerial Competences and Managerial Culture

Model	Key Environmental Characteristics	Core Managerial Competences	Features of Managerial Culture
VUCA (Volatility, Uncertainty, Complexity, Ambiguity)	<ul style="list-style-type: none"> • Volatility of processes • Uncertainty of outcomes • High complexity of systems • Ambiguity of information 	<ul style="list-style-type: none"> • Adaptability • Cognitive flexibility • Critical and strategic thinking • Risk management 	<ul style="list-style-type: none"> • Focus on rapid response • Culture of continuous change and learning • High role of teamwork and cross-functional collaboration
VUCA-Prime (Vision, Understanding, Clarity, Agility)	<ul style="list-style-type: none"> • Need for strategic vision • Emphasis on situational understanding • Clarity and transparency in complex systems • Agility in decision-making 	<ul style="list-style-type: none"> • Leadership qualities • Strategic vision • Communication competence • Ability to build trust 	<ul style="list-style-type: none"> • Culture of leadership and transparency • Orientation toward long-term values • Development of mentoring and support systems • Innovative corporate culture
BANI (Brittle, Anxious, Nonlinear, Incomprehensible)	<ul style="list-style-type: none"> • Fragility of systems and structures • Anxiety and emotional instability • Nonlinearity of processes • Incomprehensibility of changes 	<ul style="list-style-type: none"> • Emotional intelligence • Stress resilience and psychological flexibility • Creativity and unconventional problem-solving • Systems thinking in chaotic conditions 	<ul style="list-style-type: none"> • Culture of support and mutual assistance • Socially-oriented managerial culture • Humanistic values and care for staff • Focus on the team's psycho-emotional stability

2. Human-centeredness and emotional intelligence (EQ) – emphasis on leadership, building effective teams, managing communication, conflicts, and emotions.

3. Flexibility and adaptability – the ability to work under uncertainty, rapid change, and crisis situations (VUCA environment).

4. Stakeholder approach – developing competences in engaging with different stakeholder groups, building partnerships, and establishing public dialogue.

5. Project and strategic management – the ability to work with goals, results, and risks, as well as to develop long-term organizational strategies.

6. Intercultural communication and global mobility – competences related to working in international teams and taking cultural differences into account.

7. Knowledge management and lifelong learning – readiness for professional development, self-education, and the use of new educational platforms and technologies.

8. Ethics and social responsibility – orientation of managerial decisions toward the principles of sustainable development, inclusiveness, transparency, and accountability.

Modern managerial competences go beyond purely administrative functions and are shaped at the intersection of digital skills, strategic thinking, emotional intelligence, and ethical responsibility.

Each trend in the formation of managerial competences not only strengthens management effectiveness but also transforms managerial culture: from closed and bureaucratic to open, partnership-based, and innovative.

The influence of modern trends on the formation of managerial competences and their manifestation in managerial culture is summarized in Table 2.

Table 2

The Influence of Modern Trends on the Formation of Managerial Competence and Managerial Culture of a Leader

Trend	Managerial Competence	Manifestation in Managerial Culture
Digital transformation	Use of digital tools, data management	Culture of transparency, speed, and analyticity
Human-centeredness, EQ	Empathy, communication, leadership through support	Culture of trust, partnership, teamwork
Flexibility and adaptability	Change management, crisis-oriented thinking	Culture of learning and embracing change
Stakeholder approach	Ability to build engagement with different groups	Culture of dialogue and collective responsibility
Strategic management	Analytical thinking, forecasting, planning	Culture of vision and long-term perspective
Intercultural communication	Tolerance, working in an international environment	Culture of diversity and inclusiveness
Lifelong learning	Self-development, knowledge management	Culture of growth and knowledge-sharing
Ethics and social responsibility	Integrity, honesty, social orientation	Culture of transparency and sustainable development

Each trend in shaping managerial competences not only enhances management effectiveness but also transforms managerial culture: from closed and bureaucratic to open, partnership-oriented, and innovative. Managerial culture serves as the environment that ensures the development of managerial competences in accordance with the prevailing management paradigm within the modern global model.

5. Conclusions

1. Managerial competences and culture are interrelated phenomena. Competences are formed as an individual ability of a leader to make effective decisions, while managerial culture reflects the collective experience, values, and behavioral models within an organization. Together, they create the foundation for strategic development and the resilience of the management system.

2. Global models of the world (VUCA, VUCA-Prime, BANI) define the specifics of managerial requirements:

- In the VUCA world, the emphasis is placed on adaptability, innovativeness, and strategic flexibility.

- In VUCA-Prime, the focus shifts to leadership, vision, and clarity of actions as key managerial competences.

- The BANI model highlights the need for emotional intelligence, stress resilience, and a culture of support under conditions of chaos and socio-psychological instability.

3. Contemporary management trends shape a new paradigm of managerial competences. Digital transformation, human-centeredness, global mobility, strategic management, and life-long learning become the key directions that determine the effectiveness of a modern manager.

4. Managerial culture is transforming from bureaucratic to partnership-oriented. The importance of transparency, trust, inclusiveness, and collective responsibility is growing. Under conditions of globalization and digitalization, culture itself becomes the environment that ensures the development of managerial competences and their practical implementation.

5. The challenges of the 21st century (crises, wars, technological disruptions) require managers to flexibly combine competences. A modern leader must integrate strategic thinking, digital literacy, innovativeness, and socio-emotional skills in order to act effectively in conditions of constant uncertainty.

6. Managerial culture becomes an element of global civilization culture. It is shaped within the context of prevailing world models and trends, and therefore requires leaders to integrate global management standards with local socio-cultural realities.

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HEALTH, ENVIRONMENT, DEVELOPMENT**THEORETICAL APPROACHES TO UNDERSTANDING POSTTRAUMATIC GROWTH IN CONTEMPORARY PSYCHOLOGY****Ostap Buriak**

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Summary

This article provides an analytical overview of theoretical approaches to posttraumatic growth (PTG) in contemporary psychology. Drawing on peer-reviewed Ukrainian and international research, it traces the development of PTG as a psychological concept, from its origins in positive psychology to its current multidimensional models. The paper examines key definitions, conceptual boundaries, and the relationship between PTG, trauma, and posttraumatic stress disorder (PTSD). It highlights the principal theoretical frameworks, including cognitive-existential, developmental, and narrative approaches, and evaluates their contributions to understanding the mechanisms underlying PTG. The review identifies core psychological factors associated with PTG, such as meaning-making, cognitive restructuring, resilience, and the role of social support. Special attention is paid to methodological challenges in PTG research, including reliance on self-report measures, the distinction between perceived and actual growth, and the need for longitudinal designs. The analysis also considers the cultural and contextual influences shaping PTG, emphasizing the importance of accounting for socio-historical conditions and collective experiences, particularly in societies affected by large-scale crises. The article concludes by outlining research gaps and recommending future directions for the development of empirically grounded, culturally sensitive PTG models that can inform both theoretical discourse and applied psychological practice.

Key words: posttraumatic growth, trauma, PTSD, psychological factors, resilience.

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1. Introduction

Posttraumatic Growth (PTG) is a phenomenon that arises from an internal transformation following trauma: individuals do not merely revert to their pre-trauma level of functioning but instead achieve a qualitatively elevated psychological state. The development of this concept is historically associated with the pioneering work of Tedeschi and Calhoun, who studied veterans, disaster survivors, and other impacted populations, and created the Posttraumatic Growth Inventory (PTGI) as its measurement instrument (*Tedeschi & Calhoun, 1996, 2004*).

For decades, psychological perspectives on trauma emphasized pathology and loss. However, contemporary literature increasingly focuses on the positive aftermath of trauma, highlighting growth that emerges from crisis rather than merely resilience or adaptation. Recent

studies point to PTG as part of a broader continuum of post-traumatic well-being, stressing the importance of distinguishing it from resilience, positive adaptation, or psychological immunity (Hyun et al., 2021; Del'Osso, 2022).

Several theoretical frameworks propose different lenses for understanding PTG. The functional–descriptive model emphasizes the role of cognitive restructuring in growth (Tedeschi & Calhoun, 1996, 2004). Existential–humanistic perspectives highlight meaning-making in the wake of trauma, while biopsychosocial approaches interpret PTG as the result of interactions among biological, psychological, and social factors (Christopher, 2004). Recent integrative work also suggests possible neural mechanisms, with studies showing electrophysiological correlates that distinguish PTG from resilience and PTSD (Glazebrook et al., 2023).

This diversity demonstrates that PTG is a complex, multidimensional construct that cannot be confined to a single paradigm. The lack of synchronized definitions, inconsistent terminology, and conceptual discrepancies underscores the need for comparative and integrative models of PTG.

Purpose of the article: to systematize and compare the leading theoretical approaches to understanding posttraumatic growth, in order to identify their similarities, differences, strengths, and limitations.

Objectives:

- To outline the historical origins and main definitions of PTG.
- To examine in detail key theoretical models: cognitive–transformational, existential–humanistic, biopsychosocial, etc.
- To analyze how each approach explains the internal structure of the phenomenon.
- To identify gaps, contradictions, and promising directions for further research.

2. Historical and Theoretical Background of Posttraumatic Growth

The construct of posttraumatic growth (PTG) took shape in the mid-1990s as an attempt to describe systematic positive psychological changes that emerge from the struggle with events that radically disrupt one's assumptions about self and world. R. G. Tedeschi and L. G. Calhoun proposed an operational definition of PTG and developed the 21-item Posttraumatic Growth Inventory (PTGI), which captures five domains of change: new possibilities, relating to others, personal strength, spiritual change, and appreciation of life (Tedeschi & Calhoun, 1996, 2004). In subsequent work the authors emphasized that PTG is not a mere “return to normal,” but the outcome of deep cognitive restructuring during meaning-making in the aftermath of trauma (Tedeschi & Calhoun, 2004).

Early explanatory frameworks for PTG drew on theories of meaning-making and the reconstruction of core assumptions. In C. L. Park's model, the shift from intrusive to deliberate rumination plays a central role in integrating the event into one's meaning system, thereby enabling the qualitative shifts captured by the PTGI (Park, 2010). A humanistic-positive perspective by S. Joseph and P. A. Linley conceptualizes PTG as an opportunity for personal development through confronting fundamental threats, highlighting the role of “organismic valuing” of experience (Joseph & Linley, 2006). In parallel, the two-component model by A. Maercker and T. Zoellner distinguishes constructive (authentic) growth from “illusory” growth understood as a potentially self-protective positive reconstruction that may mask unresolved distress (Maercker & Zoellner, 2004). A complementary lens is provided by the Conservation of Resources (COR) theory, which posits that spirals of resource loss and gain particularly social support shape overall adaptation as well as the likelihood of PTG (Hobfoll, 1989, 2011).

PTG and psychological trauma. In clinical usage, trauma denotes exposure to events of exceptional threat involving threatened or actual death, serious injury, or sexual violence or repeated occupational exposure to their consequences (*American Psychiatric Association, 2022; World Health Organization, 2019*). Trauma is a condition of risk, but it does not determine the emergence of either PTSD or PTG.

Posttraumatic stress disorder is a clinical syndrome with well-defined diagnostic clusters (re-experiencing in the “here-and-now,” avoidance, and heightened threat/arousal), whereas PTG refers to positive changes in meaning systems, relationships, and a sense of personal efficacy. PTG may occur in the absence or presence of PTSD; meta-analytic evidence indicates a small and often nonlinear (U-shaped) association, with the highest PTG frequently observed at moderate levels of distress (*Shakespeare-Finch & Lurie-Beck, 2014; Tedeschi & Calhoun, 2004*).

In this context, resilience is a process of relatively rapid restoration of everyday functioning after a significant stressor without the necessity of deep restructuring of beliefs or identity. Operationally, it presents as maintaining (or swiftly regaining) the capacity to meet social and occupational role demands, sustain relationships, and regulate emotions through adaptive coping strategies, access to resources, and social support. Unlike PTG, resilience does not entail qualitative transformation of meanings: the person may experience transient distress, yet their overarching “life coordinate system” ultimately remains essentially intact (*Bonanno, 2004; Masten, 2001*).

Meta-analytic reviews consistently document a weak and often nonlinear relationship between the severity of posttraumatic distress and levels of PTG, supporting the relative autonomy of these constructs (*Shakespeare-Finch & Lurie-Beck, 2014*). Against this backdrop, there is growing emphasis on multimethod assessment: combining self-reports of outcomes (PTGI) with indicators of meaning-making processes such as types of rumination measured by the Event-Related Rumination Inventory (intrusive vs. deliberate) and with behavioral/longitudinal indicators to distinguish authentic change from illusory growth (*Cann et al., 2011; Jayawickreme & Blackie, 2014*).

The historical and theoretical evolution of posttraumatic growth delineates it as a distinct, process-dependent phenomenon that arises not from simple functional recovery but through sustained meaning-making: the deconstruction and subsequent reconstruction of core assumptions, the re-evaluation of values, and the integration of experience into a new autobiographical narrative. In contrast to traumatic exposure (which denotes the event) and PTSD (which specifies a syndrome characterized by particular symptom clusters and impairment), PTG indexes qualitative shifts in worldview, relationships, and felt capability; and unlike resilience, which reflects the preservation or rapid restoration of functioning without deep reorientation of meanings, PTG signifies transition a movement toward new ways of seeing self and world. Empirical findings on the weak and often nonlinear linkage between distress and PTG reinforce their relative independence and justify multimethod evaluation combining self-report with behavioral and long-term indicators to differentiate authentic transformation from its illusory forms (*Shakespeare-Finch & Lurie-Beck, 2014; Jayawickreme & Blackie, 2014*).

3. Theoretical Approaches to Understanding Posttraumatic Growth

Contemporary theorizing converges on the idea that posttraumatic growth (PTG) is not a mere absence of distress but a qualitative reorganization of meanings, commitments, and identity that can follow profound disruption. The approaches below differ in the mechanisms

they foreground cognitive accommodation, existential meaning, narrative reconstruction, and the social–contextual resources that scaffold change but they are complementary rather than competing, and together specify when and how growth is most likely to emerge.

Cognitive–transformational account (Tedeschi & Calhoun). Tedeschi and Calhoun’s formulation begins with the premise that highly stressful events destabilize the “assumptive world,” prompting intensive cognitive work aimed at restoring coherence (Tedeschi & Calhoun, 1996, 2004). Two forms of post-event thinking are central: intrusive rumination, which is uncontrolled and distressing, and deliberate rumination, which is purposive and reflective (Cann et al., 2011). PTG is theorized to arise when intrusive cycles give way to deliberate meaning-making that accommodates rather than merely assimilates the experience i.e., core beliefs are updated rather than defended. The Posttraumatic Growth Inventory (PTGI) operationalizes five domains that typically register change new possibilities, relating to others, personal strength, spiritual change, and appreciation of life and remains the field’s benchmark outcome measure (Tedeschi & Calhoun, 1996). Importantly, this account predicts that growth is most likely when cognitive disruption is substantial enough to require belief revision yet buffered by resources (e.g., support, regulation skills), a pattern consistent with evidence that PTG often peaks at moderate levels of distress rather than at extremes (Shakespeare-Finch & Lurie-Beck, 2014).

Existential–humanistic account (Frankl; logotherapy). From an existential perspective, traumatic disruption forces confrontation with the “tragic triad” of suffering, guilt, and mortality; growth is possible when individuals choose an attitude that reorients life around personally discovered meanings (Frankl, 1959/2006). Meaning functions as a primary motivational force: values are clarified, priorities are reprioritized, and self-transcendence can reframe suffering as a site of purpose. Empirically, this lens aligns with work showing that meaning-making and the presence of meaning are prospectively associated with better adjustment after adversity and with higher PTG (Park, 2010). Conceptually, the existential account adds a normative direction to cognitive change: accommodation is not only structurally coherent but axiologically guided.

Narrative and interpretive account. Narrative approaches treat PTG as a process of reconstructing the life story such that the traumatic chapter is integrated rather than cordoned off (McAdams, 2001; Adler et al., 2016). Mechanistically, narrating and re-narrating experience whether in dialogue or through expressive writing can reduce disorganizing arousal, foster temporal and causal coherence, and support new identity commitments (Pennebaker & Seagal, 1999). This work dovetails with the cognitive account: deliberate rumination provides raw material for narrative reconfiguration, and the content of stories (e.g., redemption sequences, themes of agency/communion) tracks changes captured by PTGI domains. Methodologically, narrative coding schemes and longitudinal text analyses complement self-report by indexing how people talk about change, thereby addressing concerns that some reports of growth reflect self-enhancement or demand characteristics rather than durable transformation (Jayawickreme & Blackie, 2014).

Integrative and resource-sensitive models. Integrative models explicitly link cognitive, emotional, social, and behavioral layers. Shattered-assumptions theory specifies the initial cognitive injury that necessitates accommodation (Janoff-Bulman, 1992, 2010). The Janus face model distinguishes constructive (authentic) growth from illusory growth, the latter reflecting defensive positivity that can co-occur with unresolved distress (Maercker & Zoellner, 2004). The Conservation of Resources (COR) theory situates PTG in resource dynamics: losses trigger spirals of further loss unless countered by resource gains (e.g., social support, mastery experiences), which enable the sustained effort required for meaning-making and identity change (Hobfoll, 1989, 2011). Finally, the organismic valuing theory proposes that, given a supportive

context, individuals are intrinsically oriented toward positive accommodation integrating threat-consistent information while moving toward personally valued directions (*Joseph & Linley, 2006*). Together, these accounts predict heterogeneity across individuals and cultures (e.g., variation in valued domains of growth) and underscore the need to model time (growth as a trajectory) and context (resources and constraints) rather than treating PTG as a static trait.

Synthesis. Across approaches, PTG is best understood as a multi-determined process in which profound disruption initiates cycles of cognitive work, existential evaluation, and narrative reconstruction, all scaffolded (or impeded) by social and material resources. The field’s central measurement implication follows directly: PTG should be assessed multimethod and longitudinally pairing PTGI (outcome) with process indicators (e.g., intrusive vs. deliberate rumination), narrative markers of integration, and contextual resources, in order to distinguish authentic, behaviorally instantiated change from illusory positivity (*Tedeschi & Calhoun, 1996, 2004; Cann et al., 2011; Maercker & Zoellner, 2004; Hobfoll, 2011; Jayawickreme & Blackie, 2014*).

Table 1

Comparative overview of theoretical approaches to Posttraumatic Growth

Approach	Core idea (driver)	Key processes	Primary targets of change
Cognitive-transformational	Trauma shatters core assumptions; growth via accommodation of beliefs	Shift intrusive deliberate rumination; meaning-making; schema revision	PTGI domains: new possibilities; relating to others; personal strength; spiritual change; appreciation of life
Existential-humanistic	Growth when suffering is oriented by chosen meaning/values	Meaning discovery/creation; attitude choice; value clarification; self-transcendence	Reprioritized values/purpose; broadened life orientation
Narrative-interpretive	PTG as life-story reconstruction integrating trauma into identity	Storying/re-storying; coherence building; agency/communion (redemption) themes	Coherent autobiographical narrative; strengthened identity commitments
Integrative models	PTG as multi-layer change shaped by cognition, affect, resources, and context	Assumption repair; distinguish authentic vs. illusory growth; resource loss/gain dynamics; autonomy-supportive contexts	Durable value/behavior shifts; mastery/self-efficacy; relational functioning

The discussion of these approaches demonstrates that, in contemporary psychology, PTG is viewed not as an automatic individual process but as the outcome of a complex interplay of cognitive, existential, narrative, and social factors.

4. Key Psychological Factors and Conditions of Posttraumatic Growth

Social Support. Social support is widely recognized as one of the strongest predictors of posttraumatic growth (PTG), a finding consistently supported by meta-analyses (*Brewin et al., 2022*). In studies of healthcare professionals exposed to secondary traumatization, higher levels of support from colleagues and family were positively associated with secondary PTG (SPTG). Cognitive processing emerged as a mediating factor in this relationship, highlighting the importance of both interpersonal and intrapersonal mechanisms.

Cognitive Processing of Trauma. Positive coping strategies such as cognitive reappraisal, acceptance, and planning serve as key mechanisms of growth. In healthcare populations, this mediation is often complete: without positive cognitive processing, the link between social support and growth becomes nonsignificant (*Schubert et al., 2016*). These cognitive practices facilitate the integration of traumatic experiences into new psychological structures, thereby creating conditions for the development of PTG.

Hope and Optimism. Hope functions as a moderator in channeling anxiety and perceived threat toward growth rather than distress. For example, research conducted on a Czech population during the Russia–Ukraine war showed that high levels of hope amplified the positive impact of anxiety and perceived threat on PTG, even though hope did not directly enhance well-being (*Kotera et al., 2023*).

Personal Resources: Resilience, Belief in a Just World, and Empathy. Reviews indicate that PTG is strongly linked to internal resources such as resilience, empathy, and belief in a just world (BJW). Social support may foster PTG not only directly but also indirectly by strengthening BJW and empathy, which in turn contribute to greater social engagement and prosocial behavior (*Dalbert & Prieß, 2019*).

Age, Sociocultural, and Life Contexts. Research on Ukrainian citizens, including educators and students during wartime, demonstrated that the dynamics of PTG vary across the lifespan. Older participants more frequently reported growth in domains of values and relationships, whereas younger individuals showed more dynamic and fluid manifestations of growth, particularly in recognizing new possibilities (*Banić, 2023*). These findings underscore the interaction between developmental stage, cultural context, and growth trajectories.

Impact of Psychotherapy and Models of Growth. Structured therapeutic interventions can actively facilitate PTG. Klymchuk (2016), for instance, proposed a psychotherapy model encompassing five stages: harvesting hope, re-authoring life narratives, identifying change, valuing change, and expressing change in action. Such models illustrate how deliberate therapeutic processes can intentionally foster posttraumatic growth by combining cognitive, emotional, and behavioral dimensions of healing.

Table 2

Key Factors of Posttraumatic Growth

Factor	Description	Role in PTG
Social Support	Emotional and practical help from family, peers, and colleagues.	Strong predictor of PTG; fosters growth directly and indirectly via cognitive processing.
Cognitive Processing	Strategies such as reappraisal, acceptance, and planning.	Mediates the link between support and growth; integrates trauma into new meaning structures.
Hope & Optimism	Future-oriented positive expectations and motivation.	Moderates the effect of anxiety and threat, channeling them toward growth rather than distress.
Personal Resources	Internal capacities such as resilience, empathy, and belief in a just world.	Provide a foundation for growth; enhance prosocial engagement and social activity.
Age & Context	Developmental stage, sociocultural background, and life circumstances.	Shape the form and dynamics of PTG; older individuals emphasize values, younger highlight new possibilities.
Psychotherapy	Structured interventions (e.g., re-authoring, valuing change).	Can intentionally activate PTG processes through guided therapeutic work.

PTG is not a passive process of occurrence but rather the outcome of active interaction between social support, trauma appraisal, internal resources, and psychotherapeutic interventions.

5. Critical Analysis of Theoretical Approaches

Although the concept of posttraumatic growth (PTG) has gained substantial popularity, scholarly debate highlights several methodological, conceptual, and ethical limitations that complicate its interpretation.

Measurement remains a central issue: most studies rely on retrospective self-reports (e.g., PTGI), which cannot adequately distinguish between genuine and illusory growth. Jayawickreme and Blackie (2022) argue that reported changes often reflect a motivational attempt to restore meaning to adversity rather than authentic transformation. Boals (2023) similarly emphasizes that perceived PTG occurs more frequently than actual growth, functioning largely as a coping mechanism.

The “Janus Face” model addresses this tension by distinguishing between genuine and illusory PTG, yet critics note that without precise instruments this framework remains overly simplistic (Zoellner & Maercker, 2006).

Another significant limitation concerns the scarcity of longitudinal data. As Blackie and Jayawickreme (2022) demonstrate, long-term studies show minimal personality change following trauma, despite frequent self-reported PTG. This raises doubts about PTG as a stable marker of personality transformation (*Psychology Today*, 2023).

Methodological biases further complicate findings. Cognitive distortions such as downward comparison bias, positive selective attention, and socially desirable responding contribute to inflated PTG estimates in self-reports (Gower *et al.*, 2022). In these cases, perceived growth may serve as a protective mechanism rather than evidence of genuine psychological development.

Cultural limitations are also noteworthy. Core PTG frameworks (e.g., Tedeschi & Calhoun; Joseph & Linley) emerged in Western individualistic contexts, limiting cross-cultural applicability. As Lazarus (1999) and Mesquita (2001) caution, cultural differences in construing trauma and growth affect both measurement validity and theoretical interpretation.

Finally, a paradox remains: is PTG a paradigmatic shift in psychotraumatology or merely an adaptive cognitive strategy without proven long-term effects? Unlike PTSD, which has clear diagnostic criteria, PTG is less formalized, more flexible, and conceptually contested. Taken together, PTG provides a valuable lens for understanding posttraumatic adaptation but calls for integrative models, refined measurement tools, and greater sensitivity to cultural and clinical contexts.

6. Conclusions

Summary of key findings. The main theoretical approaches to posttraumatic growth (PTG) cognitive-transformational, existential-humanistic, narrative-interpretative, and integrative models offer distinct yet partially complementary paradigms for understanding the phenomenon. PTG is not a unidimensional process: it emerges at the intersection of cognitive restructuring, meaning-making, narrative identity reconstruction, and social support. Critical mediators and moderators include social support, cognitive processing, internal psychological resources, and therapeutic interventions.

Limitations and critical considerations. Most studies rely on retrospective self-reports (e.g., PTGI), which often fail to capture genuine growth, as perceived PTG may largely be illusory. Cognitive biases such as downward comparison, social desirability, and positive attention can lead to inflated self-reported PTG. Systematic reviews indicate that authentic growth occurs far less frequently than perceived growth and currently has limited empirical support.

Practical and therapeutic implications. In clinical practice, distinguishing between perceived and authentic PTG is crucial. Gestalt therapy can play a significant role in helping clients recognize and differentiate illusory perceptions from genuine psychological changes. Effective therapeutic interventions should incorporate structured methods: fostering awareness, facilitating reflection, re-authoring experience, and actively embodying change in actions (*cf. Klymchuk, 2016*). PTG may represent a pathway to healing, but only if validated by longitudinal assessments of concrete changes.

Recommendations for future research. Future research should emphasize longitudinal designs, such as latent change score models (LCSMs) and experience sampling, to track real changes (*Gangel et al., 2024*). There is a need to develop tools capable of distinguishing authentic from illusory PTG, taking into account cognitive biases and motivational dynamics. Cross-cultural studies, especially outside of WEIRD contexts, are essential to ensure the cultural validity of existing models. A promising direction lies in integrating cognitive, narrative, spiritual, and social components with clinical approaches, particularly within the Gestalt therapy framework.

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EARLY MALADAPTIVE SCHEMAS AND COPING MODES IN UKRAINIAN FEMALE REFUGEES: AN EMPIRICAL STUDY WITHIN THE SCHEMA-THERAPY FRAMEWORK

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Summary

Since February 2022, Russia's full-scale invasion of Ukraine has triggered the largest displacement crisis in Europe since World War II. Millions of Ukrainians—disproportionately women—have fled their homes, often after prolonged exposure to shelling, loss, and chronic uncertainty. Such conditions undermine emotional stability and create fertile ground for long-term psychological difficulties.

We invited two groups of adult Ukrainian female refugees: 32 who had already sought psychological help and 30 who had not. The participants completed Ukrainian versions of two standard questionnaires: the Young Schema Questionnaire, which measures negative belief patterns, and the Schema Mode Inventory, which captures moment-to-moment emotional states known as schema modes. We compared the groups with established statistical tests.

Women who had sought help scored significantly higher on 11 of the 18 negative belief patterns, including Emotional Deprivation, Abandonment, Mistrust/Abuse, and Unrelenting Standards. They also showed stronger “child” and “punitive parent” modes, reflecting feelings of vulnerability and severe self-criticism. By contrast, women who had not sought help displayed a stronger adaptive Healthy Adult mode, indicating greater emotional resilience.

The study suggests that war-related displacement reactivates old, unhelpful beliefs about the self and others, leaving refugee women emotionally vulnerable and self-critical. The findings highlight the need for schema-focused therapy that helps clients strengthen their Healthy Adult part, meet core emotional needs for safety, love, and autonomy, and reduce perfectionistic and punitive self-attitudes. Such work can make psychological support programs for refugees more effective and targeted.

Key words: Ukrainian female refugees, early maladaptive schemas, schema modes, schema therapy, coping strategies, emotional resilience, war-related displacement.

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1. Introduction

Russia's full-scale invasion has precipitated mass displacement in which women constitute a substantial proportion. Marked by heightened vigilance, unstable attachment security, and perfectionistic self-standards under chronic uncertainty, these refugees constitute a high-inference

model for examining transdiagnostic mechanisms (threat appraisal, emotion dysregulation, negative self-schemas) that generalize across anxiety, depression, and trauma-related disorders.

Our study sought to identify the predominant early maladaptive schemas among displaced Ukrainian women and to characterize their associated coping responses.

Schema therapy offers a theoretically rich lens for understanding these difficulties. Built around four interlocking constructs—basic emotional needs, early maladaptive schemas (EMSs), coping styles, and schema modes—it posits that repeated frustration of a child’s core needs for safety, attachment, autonomy, and self-expression fosters enduring, self-perpetuating beliefs about the self and others (*Giesen-Bloo, et al., 2006*).

Jeffrey Young identified 18 EMSs clustered into five domains, each of which can be activated in adulthood by stressors that echo the original deprivation or trauma. When an EMS is triggered, individuals shift into transient but powerful “modes” (e.g., Vulnerable Child, Punitive Parent) that organize emotions, bodily sensations, cognitions, and behaviors in the service of short-term affect regulation—often at the expense of long-term adaptation (*Young, Klosko, & Weishaar, 2003*).

Although extensive work links EMSs to anxiety, depression, and personality disorders in clinical populations, empirical data on forcibly displaced civilians remain scarce. Studies with war-affected samples indicate that dislocation can reactivate dormant schemas, leading to heightened self-criticism, mistrust, and perfectionism; yet these findings derive mainly from mixed-gender or non-Ukrainian cohorts.

Given the gendered nature of displacement—women frequently carry the dual burden of caregiving and economic survival—there is a pressing need to examine how EMSs manifest specifically in Ukrainian female refugees.

The present study addresses this gap by comparing EMSs and schema-mode profiles in two groups of adult Ukrainian women currently living abroad: those who have sought psychological assistance and those who have not. Using validated Ukrainian versions of the Young Schema Questionnaire (YSQ-S3) and the Schema Mode Inventory (SMI), we test the following hypotheses: Higher EMS load among help-seekers. Refugees who pursue counseling will report significantly greater activation of disconnection- and rejection-related schemas (e.g., Emotional Deprivation, Abandonment, Mistrust/Abuse) than non-help-seeking peers.

More maladaptive modes among help-seekers. Help-seekers will endorse stronger child and punitive-parent modes, whereas non-help-seekers will show higher scores on the adaptive Healthy Adult mode.

Clinical implications for targeted intervention. Identifying the most salient schemas and modes will inform schema-focused programs aimed at strengthening refugees’ Healthy Adult capacities, meeting core needs for safety and belonging, and reducing perfectionistic and punitive self-attitudes.

By integrating schema theory with the lived experience of wartime displacement, this study seeks to clarify the psychological mechanisms that render some refugee women especially vulnerable—while highlighting leverage points for more precise, culturally attuned mental-health care.

2. Methods

Participants

Two independent cohorts of adult Ukrainian female refugees participated in the study: a help-seeking group (HS; $n = 32$) who had already presented for counselling services and a non-help-seeking group (NHS; $n = 30$) recruited through community centres and social media.

All participants were living in various European host countries at the time of data collection, had left Ukraine after February 2022, and provided informed consent.

Measures

The study employed the Ukrainian version of the Schema Mode Inventory (SMI; adult form) (Bolshakova, 2019). The Ukrainian versions of the SMI and YSQ have undergone psychometric validation and demonstrate acceptable reliability coefficients, enabling population-representative research (Bolshakova, 2019). Internal consistency coefficients for both instruments exceeded $\alpha = 0.80$ in the present sample.

Procedure

Data were collected online between March and June 2025. After screening for eligibility and obtaining consent, participants completed the YSQ-S3 and SMI in a single session (~25 minutes). The HS group received the battery as part of an initial assessment session; the NHS group completed the survey independently. Participation was voluntary and uncompensated.

Statistical Analysis

Independent-samples *t* tests (two-tailed, $\alpha = .05$) compared EMS and mode scores between groups. Effect sizes were calculated as Cohen's *d*. Analyses were performed with SPSS 28.

3. Results

Descriptive statistics and group comparisons are presented in Tables 1 and 2.

Eleven of the 18 EMSs differed significantly between groups. Compared with NHS women, HS refugees reported higher scores on Emotional Deprivation, Abandonment, Mistrust/Abuse, Vulnerability to Harm, Identity Diffusion, Subjugation, Self-Sacrifice, Unrelenting Standards, Approval-Seeking, Negativity/Pessimism, and Punitiveness.

Twelve of the 14 schema modes showed significant group differences. HS refugees displayed stronger Vulnerable, Enraged, and Impulsive Child modes, a higher Punitive Parent mode, and greater endorsement of Detached Self-Soother and Detached Protector modes. In contrast, NHS women scored higher on Self-Aggrandizer, Attack/Protect, Angry Child, and Compliant Surrender modes. Notably, HS refugees also reported a slightly higher Healthy Adult mean, suggesting emergent adaptive resources despite elevated schema load.

Table 1

Early maladaptive schemas with significant group differences

Schema	HS refugees (n = 32) M (SD)	NHS refugees (n = 30) M (SD)	t(60)	p
Emotional Deprivation	11.00 (1.60)	9.67 (1.60)	3.27	.001
Abandonment	15.80 (1.63)	13.54 (1.63)	5.44	< .001
Mistrust/Abuse	15.50 (2.56)	12.46 (2.56)	4.67	< .001
Vulnerability to Harm	12.20 (1.42)	10.92 (1.42)	3.55	< .001
Identity Diffusion	12.50 (1.51)	10.33 (1.51)	5.65	< .001
Subjugation	13.60 (1.48)	11.49 (1.48)	5.62	< .001
Self-Sacrifice	13.90 (1.05)	13.33 (1.05)	2.14	.033
Unrelenting Standards	18.30 (1.55)	16.73 (1.55)	3.98	.001
Approval-Seeking	17.90 (1.57)	15.36 (1.57)	6.38	< .001
Negativity/Pessimism	14.30 (1.48)	12.79 (1.48)	4.01	.001
Punitiveness	13.20 (1.26)	12.28 (1.26)	2.88	.004

Table 2

Schema modes with significant group differences

Mode	HS refugees (n = 32) M (SD)	NHS refugees (n = 30) M (SD)	t(60)	p
Vulnerable Child	25.06 (3.59)	21.91 (3.59)	3.45	< .001
Angry Child	16.78 (2.30)	18.70 (2.30)	-3.29	.001
Enraged Child	19.19 (2.86)	16.56 (2.86)	3.62	< .001
Impulsive Child	15.83 (2.27)	14.17 (2.27)	2.88	.004
Punitive Parent	22.31 (3.75)	25.10 (3.75)	-2.93	.004
Compliant Surrender	20.86 (2.49)	22.42 (2.49)	-2.47	.014
Self-Aggrandizer	13.33 (5.75)	21.91 (5.75)	-5.87	< .001
Attack/Protect	22.61 (4.99)	30.25 (4.99)	-6.02	< .001
Detached Self-Soother	22.43 (4.01)	26.63 (4.01)	-4.12	< .001
Detached Protector	21.06 (1.98)	19.97 (1.98)	2.17	.030
Happy Child	24.77 (2.94)	22.48 (2.94)	3.06	.002
Healthy Adult	15.06 (1.82)	13.91 (1.82)	2.49	.013

4. Discussion

This study extends schema-therapy theory to a forcibly displaced, gender-specific context. Relative to non-help-seeking peers, help-seeking refugee women showed broad elevations on EMSs within the Disconnection/Rejection and Over-vigilance/Inhibition domains, consistent with the idea that war-related loss, chronic threat and post-migration adversity reactivate dormant beliefs about abandonment, criticism and harm. At the state-like level of modes, this schema activation translated into a dominance of maladaptive Child and Parent modes—especially Vulnerable Child and Punitive Parent—indicative of intensified self-criticism and impaired emotion regulation. Contrary to our initial expectation, help-seekers also scored modestly but significantly higher on the Healthy Adult mode. We interpret this as evidence that seeking help is itself an emergent adaptive act, signalling acknowledgement of suffering, openness to support and growing reflective capacity—even in the presence of high schema load.

Findings align with a process cascade frequently posited in schema therapy: core-need frustration → EMS activation → mode shifts → coping patterns → functional outcomes (Karatzias, T., Ferguson, S., Gullone, A., & Cosgrove, K. 2016). Prolonged insecurity, grief and role overload (caregiving, economic survival) are likely to sustain allostatic load and amplify vigilance to rejection and danger. When EMSs are triggered, rapid transitions into Vulnerable/Impulsive Child states generate affective intensity that is then policed by Punitive/Demanding Parent voices, consolidating a cycle of shame, perfectionism and avoidance. Avoidant/over-compensatory modes (e.g., Detached Self-Soother, Detached Protector, Bully/Attack, Self-Aggrandiser) may mitigate short-term distress yet prolong isolation, interpersonal mistrust and delays in seeking help. The modest elevation of Healthy Adult among help-seekers suggests that early therapeutic contact (or the motivation to seek it) can begin to re-balance this system before substantive symptom change occurs.

The EMS profile we observed—Approval-Seeking, Unrelenting Standards, Mistrust/Abuse, Abandonment—aligns with evidence linking war trauma and displacement to heightened self-criticism, threat appraisal and dependency on external validation. The predominance of punitive internal dialogues is consistent with studies in trauma-exposed samples

showing that internalised harshness is a significant maintainer of anxiety and depressive symptoms. Our data add a gendered lens, highlighting how caregiving responsibilities and socio-economic precarity can compound need frustration and sustain over-vigilance in women.

Clinical implications

Results indicate clear treatment priorities for schema-focused interventions with refugee women:

Strengthen Healthy Adult via limited re-parenting, boundary work, and skills for self-soothing and problem solving.

Soften the Punitive Parent through imagery rescripting, empathic confrontation, cognitive restructuring of rigid standards and shame-based rules.

Reduce Approval-Seeking/Unrelenting Standards to lower perfectionistic pressure and reliance on external validation; incorporate behavioural experiments that reinforce self-compassionate performance criteria.

Address avoidant modes with graded exposure to safe connection, behavioural activation, and mode-dialogue to shift from numbing/overcontrol to flexible coping.

Group-based, culture-adapted formats can normalise mode phenomena, activate belonging and reduce stigma; parallel parenting modules may be valuable where caregiving burdens are high.

Stepped-care screening using brief YSQ/SMI subsets could triage clients to appropriate intensity, while telehealth delivery can bridge access gaps.

Alternative explanations and robustness

The help-seeking status may index greater symptom burden, inflating EMS/mode scores independently of displacement effects. Social desirability or measurement reactivity at intake could also elevate Healthy Adult reports among help-seekers. Although normality and homoscedasticity assumptions were met and multiple-comparison control applied, shared-method variance (self-report) remains a consideration. Future work should incorporate multi-informant data, behavioural indices of regulation, and ecological momentary assessment of modes.

Strengths and limitations

In sum, wartime displacement appears to reorganise belief and mode systems in ways that increase vulnerability yet leave a foothold for recovery. Schema therapy provides a precise conceptual map and an actionable toolkit to meet unmet needs, recalibrate punitive standards, and expand adaptive capacity in refugee women.

5. Conclusions

This study demonstrates that wartime displacement is associated with a distinct schema-therapy profile in Ukrainian refugee women. Compared with non-help-seeking peers, help-seeking refugees showed significantly higher scores on eleven early maladaptive schemas—centrally within the Disconnection/Rejection and Over-vigilance/Inhibition domains—and a concurrent dominance of maladaptive Child and Parent modes (notably Vulnerable Child and Punitive Parent). Together, these findings indicate intensified unmet-need beliefs (threat, abandonment, criticism) and mode-driven coping patterns that undermine emotion regulation and interpersonal functioning. At the same time, a modest elevation of Healthy Adult among help-seekers suggests a viable lever for change, consistent with emergent self-reflection and openness to support.

Implications for practice.

Schema-focused care for forcibly displaced women should prioritise: (a) strengthening Healthy Adult capacities via limited re-parenting, boundary setting, and skills for self-soothing/problem solving; (b) weakening Punitive/Demanding Parent processes through imagery rescripting and empathic confrontation; (c) reducing Approval-Seeking and Unrelenting Standards to alleviate perfectionistic pressure and external-validation dependency; and (d) shifting avoidant/overcompensatory modes toward flexible approach behaviours. Culture-adapted group formats and stepped-care screening with brief YSQ/SMI subsets can enhance reach and efficiency in NGO and community settings.

Limitations and future directions. The cross-sectional design, modest sample size, and reliance on self-report constrain causal inference and generalisability. Longitudinal and interventional studies should track within-person changes in schemas and modes during schema-focused treatment, test mediators (e.g., attenuation of punitive self-talk; growth in Healthy Adult functioning), and examine moderators such as social support, post-migration stressors, and caregiving burden. Extending analyses to internally displaced persons and male cohorts will clarify gender and context specificity.

In sum, integrating schema theory with the lived realities of displacement yields a precise map of vulnerability and a concrete therapeutic toolkit. Targeting punitive, perfectionistic, and avoidant processes while amplifying Healthy Adult resources provides a viable pathway to restoring safety, connection, and autonomy in refugee women.

Theoretical contribution

The study extends schema-therapy application to forcibly displaced women, showing that war triggers not only PTSD symptoms but a complex EMS-mode system distinct from peacetime clinical samples.

Limitations and future directions

Cross-sectional design limits causal inference; longitudinal studies should track schema change during treatment.

Sample size and host-country focus constrain generalisability; research should include internally displaced persons and male refugees.

Future work should examine social support and post-migration stressors as moderators between war stress and schema activation.

Overall summary

War and forced migration radically reshape the psychological landscape of refugee women, activating multiple EMSs and coping modes. Schema therapy offers a precise map of these changes and concrete tools for intervention, making it a promising approach in comprehensive support for those affected by Russian armed aggression.

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COACHING TECHNOLOGIES FOR DEVELOPING ASSERTIVENESS AS A KEY FACTOR IN BUILDING ENTREPRENEURS' PSYCHOLOGICAL READINESS FOR BUSINESS ACTIVITIES

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Summary

This article examines coaching technologies as an effective tool for developing assertiveness in the context of forming individual psychological readiness for entrepreneurial activity. In today's competitive business environment, entrepreneurial success is determined not only by professional skills but also by the level of psychological readiness, with assertiveness being a key component. The author defines assertiveness as the ability to confidently and ecologically defend one's rights and interests without violating the boundaries of others, which is critically important for effective entrepreneurial functioning. The research methodology comprises theoretical analysis of scientific sources by domestic and foreign scholars, as well as an empirical online survey of young entrepreneurs regarding key components of their psychological readiness for business. The results demonstrate high significance for respondents in maintaining constructive behavior in crisis situations and making informed decisions under conditions of uncertainty. The structural components of an entrepreneur's psychological readiness are defined as motivational, cognitive, emotional-volitional, reflexive-evaluative, and communicative. It is proven that coaching technologies contribute to individualizing the development process, forming responsible thinking, increasing awareness, and developing emotional competence. The advantages of the coaching approach are revealed, among them the disclosure of individual internal resources, formation of assertive attitudes and behavior through dialogue, reflection, and work with limiting beliefs. The practical significance of the study lies in outlining the effectiveness of coaching approaches for professional training of entrepreneurs and individual support of their activities under current economic challenges.

Key words: emotional competence, individual internal resources, professional training of entrepreneurs, stress resistance, self-regulation, personal development.

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1. Introduction

In today's dynamic and competitive business environment, the success of entrepreneurial activity is largely determined not only by the presence of economic knowledge or professional skills, but also by the level of individual psychological readiness for conducting entrepreneurship. Psychological readiness encompasses such important characteristics as the ability to make

decisions under conditions of uncertainty, take responsibility, act proactively, interact effectively with others, withstand the pressure of stress, and adapt to changes. One of the leading factors in psychological readiness for entrepreneurial activity is assertiveness – the individual's ability to confidently and ecologically defend themselves, express thoughts, emotions, and convictions without violating the rights of others. Assertive behavior allows entrepreneurs to communicate effectively with partners, clients, and team members, make informed decisions, manage conflicts, and maintain internal stability and independence from external pressure.

In this context, coaching technologies serve as an effective tool for developing personal potential, particularly assertiveness. Coaching is oriented toward revealing clients' internal resources, goal setting, developing self-regulation and responsibility. Through dialogue, reflection, and work with limiting beliefs, coaching creates conditions for forming assertive attitudes and behavior. Thus, research on coaching technologies for developing assertiveness acquires practical significance for the sphere of professional training of entrepreneurs and for individual support of their activities. The relevance of the topic is determined by the needs of the modern business environment for psychologically mature, communicatively competent, and internally stable individuals capable of effectively realizing entrepreneurial potential.

The aim of the article is to identify the significance of coaching technologies in developing assertiveness as a significant factor in individual psychological readiness for entrepreneurial activity and to substantiate the effectiveness of coaching as a tool for supporting entrepreneurial potential.

2. Analysis of Recent Research and Publications

Research on assertiveness and its multidimensional nature has been conducted by contemporary Ukrainian scholars, including K. Baklanov, H. Ball, Ye. Holovakha, N. Maksymova, S. Medvedeva, L. Nikolaiev, N. Pobirchenko, N. Podoliak, M. Savchyn, V. Semychenko, Ye. Skolota, K. Chulkova, M. Shynkar, and others. In the context of studying coaching technologies for developing assertiveness as a factor in psychological readiness for entrepreneurial activity, the works of K. Boiko, O. Voskoboieva, O. Husieva, I. Ivakhnenko, O. Kushniruk, O. Kredentser, T. Lepeiko, Ye. Lohvynovskyi, O. Martsinkovska, N. Nahorna, O. Nezhynska, V. Pavlova, I. Petrovska, O. Romashchenko, V. Tymenko, H. Fedosieieva, T. Khlevytska, L. Chernyshova, and others should be mentioned.

3. Psychological Readiness for Entrepreneurial Activity as a Multidimensional Phenomenon

Psychological readiness for entrepreneurial activity is a complex and multidimensional phenomenon that encompasses a system of personal qualities, motivational attitudes, cognitive and emotional-volitional components that ensure the ability to act effectively in business environments. It is considered as an internal state of the subject that presupposes conscious aspiration for realizing entrepreneurial activity, ability to adapt to changes, make responsible decisions, overcome difficulties, and achieve goals under unpredictable and risky conditions. N. Nahorna reveals the essence of the concept of "psychological readiness" in psychology "as an essential necessary prerequisite for various kinds of purposeful effective activity, possibilities for its regulation, both in short-term and long-term perspectives" (*Nahorna, 2024: 116*).

Scientific sources identify a number of structural components of an entrepreneur's psychological readiness: motivational – achievement orientation, striving for autonomy, internal

motivation; cognitive – presence of knowledge about entrepreneurial activity, understanding of market processes, strategic thinking; emotional-volitional – stress resistance, self-regulation, endurance, initiative; reflexive-evaluative – ability for self-observation, critical thinking, objective self-assessment; communicative – ability to establish contacts, conduct negotiations, resolve conflicts (Kredentser, 2020; Lepeyko, 2014; Nahorna, 2024; Nezhynska & Tymenko, 2017; Husieva et al., 2019).

Readiness for entrepreneurship is formed under the influence of external factors (social environment, education, support) and internal ones – personal resources. Its presence allows not only starting one's own business but also maintaining stability during periods of uncertainty, crises, or changes. A special role in the structure of psychological readiness, according to L. Nikolaiev, is played by assertiveness as the ability for open, honest, and confident interaction that does not violate the boundaries of others. It contributes to constructive task solving, skillful team management, and defending one's ideas – those components that are critically important for effective entrepreneurial functioning (Nezhynska & Tymenko, 2017).

Thus, psychological readiness for entrepreneurial activity is an integrative characteristic of personality that ensures productive participation in entrepreneurship, promotes the realization of business ideas, and achievement of results in a complex socio-economic environment.

In the context of the current socio-economic situation, characterized by high levels of instability, competition, digitization, and rapid changes, entrepreneurial activity requires demonstration of not only economic but also psychological knowledge and skills. Entrepreneurs daily face risks, uncertainty, decision-making pressure, the need to adapt to new conditions, interact with large numbers of people, and bear full responsibility for the results of their activities. All this places heightened demands on their psychological readiness as a prerequisite for personal effectiveness and stability. Decreased psychological readiness often leads to emotional burn-out, loss of motivation, activity disorganization, conflicts, and in some cases – abandonment of entrepreneurial activity. Therefore, developing this quality is no less important than acquiring professional knowledge and skills (Kredentser, 2020; Lepeyko, 2014; Husieva et al., 2019).

To investigate the level of young entrepreneurs' psychological readiness for entrepreneurial activity, we conducted an online survey involving 57 individuals. We were interested which components of this readiness are most significant for them under conditions of external challenges: economic, social, and organizational (Table 1).

Table 1

**Level of development of psychological readiness components among entrepreneurs
(based on empirical research results) $n=57$**

Psychological readiness indicator	Percentage of respondents demonstrating ability
Ability to maintain constructive behavior under crisis conditions	82%
Ability to make informed decisions in situations of uncertainty	76%
Ability to maintain internal integrity in interaction with partners and team	74%
Resistance to responsibility and emotional pressure	70%
Quick switching between tasks	68%

Therefore, most young entrepreneurs recognize the importance of psychological readiness as a resource for conducting business. Respondents place highest significance on constructive behavior in crises and judiciousness under conditions of uncertainty. Respondents acknowledge the need for emotional stability and effective team interaction as important factors

in long-term success. At the same time, quick switching between tasks proved to be the least developed skill, which may indicate a need for developing thinking flexibility and time management.

Psychological readiness acquires particular significance during an entrepreneur's transition to new stages of activity – business scaling, entering new markets, changing the format of team interaction, etc. At such moments, internal barriers, doubts, and fear of failure can become serious obstacles. Therefore, there arises a need for purposeful development of psychological readiness as an important prerequisite for stable professional growth of the entrepreneur.

In the structure of psychological readiness for entrepreneurial activity, assertiveness occupies a special place – the individual's ability to confidently, openly, and ecologically express their thoughts, feelings, and convictions, defend their own rights and interests without violating the boundaries and dignity of other people. Ye. Skolota believes that assertiveness comprises internal confidence, respect for oneself and others, ability for constructive communication, and effective conflict resolution (*Skolota, 2020*).

For entrepreneurs, assertiveness is not merely a desirable quality but a psychological necessity that affects the effectiveness of business processes and stability of professional development. In the process of entrepreneurial activity, there is a constant need for making decisions, conducting negotiations, distributing responsibilities, delegating, resisting pressure, and maintaining personal boundaries in complex interpersonal situations. In such circumstances, assertive behavior allows one to remain consistent, confident, open to dialogue, without transitioning to aggression or passivity.

In our view, an entrepreneur with developed assertiveness is capable of clearly conveying their position in negotiations; saying no politely or setting boundaries without feeling guilty; maintaining emotional stability in conflict/crisis situations; taking responsibility for decisions without shifting it to others; building partnership relationships based on respect, trust, and openness. Assertiveness supports entrepreneurs in decision-making, strengthens internal motivation, reduces risks of professional burnout, and contributes to building a healthy business environment.

Thus, assertiveness functions as an internal regulator of entrepreneur behavior that ensures balance between personal goals and external demands, promotes effective self-realization and preservation of psychological well-being under conditions of high uncertainty and pressure characteristic of modern entrepreneurship.

The implementation of tools that promote the development of awareness, emotional self-regulation, confidence in one's decisions, and effective communication becomes relevant. Coaching belongs to such technologies, capable of supporting entrepreneurs under challenging conditions and contributing to the disclosure of their personal and professional potential.

4. Coaching Technologies as a Tool for Developing Assertiveness

The coaching approach in developing entrepreneurial potential is studied by domestic scholars. Thus, I. Ivakhnenko believes that "coaching is not only a tool for enterprise personnel management but also an important life trainer and mentor who reveals human potential" (*Ivakhnenko et al., 2023: 41*). Among the main coaching tools, the scientist and colleagues highlight the "Four Planning Questions" technique. It includes answers to four questions: What do you want? How can you achieve this? How will you support yourself if something goes wrong? What will be the result? These questions are "closely interconnected and allow supporting subordinates on the path to success" (*Ivakhnenko et al., 2023: 37*). Studying the role of coaching

in leadership development among Ukrainian women entrepreneurs, H. Fedosieieva emphasizes that "Coaching is one of the most effective tools that help make decisions in any crisis situations. After all, it promotes the development of critical thinking among women entrepreneurs" (Fedosieieva, 2024: 307). Coaching is a method of systematic questioning that helps people independently find solutions, develop action plans, and think in new ways. Its goal is to develop independence, help overcome barriers, and achieve better results both in career and personal life (Chernyshova, 2020).

The coaching approach has particular value in the context of developing entrepreneurial potential because it is aimed not only at solving current problems but at revealing individual internal resources, forming growth mindset, and increasing the level of independence in decision-making.

Analysis of the results of studying the investigated problem by scholars (I. Ivakhnenko, H. Fedosieieva, L. Chernyshova, and others) provides grounds for identifying the advantages of the coaching approach (Table 2), which manifest in the following aspects: individualization of the development process – coaching focuses on unique characteristics, goals, values, and needs of the entrepreneur, allowing maximum precision in adjusting the vector of personal development and activating those internal mechanisms that best correspond to a specific stage of professional growth; formation of responsible thinking and independence – coaching does not give ready advice but forms the ability to make independent decisions, realize one's actions, and take responsibility for them; increasing the level of awareness and purposefulness – coaching helps entrepreneurs clearly define their goals, formulate future vision, identify barriers and resources for achieving them, which promotes strategic thinking, planning, and proactivity; development of emotional competence and stress resistance – coaching practices contribute to better understanding of one's emotions, learning emotional self-regulation, forming internal resistance to failures and pressure – which are basic components of psychological readiness for entrepreneurial activity; formation of assertiveness and communicative competence – entrepreneurs undergoing coaching learn to ecologically defend their interests, say "no", conduct constructive negotiations, and establish partnership interactions, which significantly increases effectiveness in interaction with team, clients, partners; activation of personal potential and internal resources – coaching allows to identify and develop strengths, internal motivation, creativity, and flexibility – those qualities that are the basis of entrepreneurial initiative and ability for innovation; fostering advancement to new levels of self-realization – coaching sessions often become points of transformational changes – not only in business but also in personality worldview; entrepreneurs begin to see challenges differently, work with fears, risks, comfort zones – and transition to a new level of their own effectiveness (Ivakhnenko et al., 2023; Fedosieieva, 2024; Chernyshova, 2020).

Table 2

Indicators of psychological readiness for entrepreneurial activity among young entrepreneurs

Advantage	Content/Explanation	What this gives to the entrepreneur
Individualization	Focus on personal goals, values, requests	Targeted potential disclosure, relevance of each development step
Responsibility formation	Instead of advice – stimulus for independent decision-making	Development of autonomy, leadership thinking
Awareness and purposefulness	Work with goals, vision, internal barriers	Strategic planning, effective achievement of results

Continuation of table 2

Emotional competence development	Processing emotions, learning self-regulation	Stress resistance, stability in crises, emotional balance
Assertiveness and communication development	Training confident and constructive communication	Effective negotiations, leadership position, preservation of personal boundaries
Internal resources activation	Work with "strengths," motivation, internal beliefs	Increased confidence, life energy, personal stability
Support for transformational changes	Stimulating growth, going beyond comfort zone	New level of professional self-realization, openness to development

Therefore, coaching as an approach has powerful potential in developing the main personal qualities that ensure psychological readiness for entrepreneurial activity and also promotes harmonious combination of personal growth and professional success.

5. Conclusions

Coaching technologies have proven their effectiveness in developing key qualities necessary for successful entrepreneurial activity, particularly assertiveness. Assertive behavior helps entrepreneurs maintain confidence, constructively resolve conflicts, and interact effectively with team and partners. Research results confirm that psychological readiness, particularly the ability to act in crises, make decisions under conditions of uncertainty, and maintain internal stability, is a determining factor of entrepreneurial success.

Coaching, oriented toward developing individual internal resources, promotes increased awareness, thinking flexibility, emotional stability, and proactivity. Coaching approaches acquire particular relevance for beginners who are just forming their entrepreneurial style.

Thus, coaching serves not only as a method of professional support but also as an important resource for personal growth under conditions of the modern entrepreneurial environment.

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EXPLORING EFFECTIVE ART THERAPY PRACTICES IN INDIA FOR ADOLESCENTS WELL-BEING: A SCOPING REVIEW

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Summary

Adolescents in India face a high burden of mental health challenges like anxiety, depression, and emotional distress, with limited access to culturally sensitive therapeutic interventions. Ahmad (2023) noted that talk therapies often fail to engage younger people. As a result, it is important to explore newer, more creative approaches like art therapy that rely less on verbal communication. This scoping review explores the landscape of art therapy interventions used among adolescents in India and evaluates their effectiveness in enhancing well-being and positive emotions. The search identified 52 relevant studies published between 2000 and 2025 using the PCC (Population–Concept–Context) criteria. The data underwent thematic synthesis to reveal common art therapy modalities, key outcomes, and existing research gaps. Visual arts – Mandala making, self-portrait making, and drawing, along with expressive arts therapy, music, dance/movement, and drama, emerged as prominent modalities. According to Akila (2012), these interventions helped improve emotional expression, boost self-esteem, improve emotional regulation, and reduce symptoms of anxiety and depression. However, many studies lacked methodological rigour, cultural contextualisation, and long-term follow-up. Art therapy is a culturally adaptable and non-stigmatising treatment for adolescent psychological health in India (Gaiha, 2022). It improves emotional regulation and self-expression, and overcomes treatment gaps in underserved populations. However, further longitudinal, culturally grounded research with standardised assessment tools is necessary to substantiate its efficacy and scalability in the Indian context.

Key words: art therapy, adolescents, psychological well-being, expressive arts therapy, emotional regulation, India, positive emotions.

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1. Introduction

Importance of Adolescent Mental Health in India

The World Health Organisation has defined adolescence as the period between 10 and 19, a critical developmental phase in human beings, with significant physical, emotional, and psychological changes (WHO, 2025). In India, adolescents constitute approximately 21% of the population, amounting to over 253 million individuals (Rajkumar et al., 2022).

Recent research has highlighted an alarming prevalence of mental health issues among Indian adolescents (Balamuragan, 2024). A meta-analysis reported that 6.5% of

community samples and 23.3% of school samples experienced significant mental health morbidity (Malhotra, 2014). Moreover, suicide has emerged as the leading cause of death among older adolescents in the country (Roy et al., 2019).

Despite the alarming statistics, there exists a substantial treatment gap in addressing adolescent mental health in India (Rizvi, 2024). The National Mental Health Survey (2015–2016) reported a 7% prevalence of psychiatric disorders in the 13–17 age group, with an overall treatment gap of 83% for any mental health problem (Gururaj et al., 2016). Some reported that, reasons for such a treatment gap could be a negative mindset towards mental illness, lack of knowledge, and less availability of psychological help (Mehra et al., 2022).

Emerging interest in Non-Pharmacological Interventions

Traditional approaches to mental health treatment have predominantly focused on pharmacological interventions and talk therapies. However, these approaches observed noticeable challenges, especially for adolescents who struggle to convey their emotions verbally. Hence, there has always been a need to develop other types of treatment methods, such as Expressive art therapy, which, on the contrary, has various benefits as compared to the latter methods (Stein et al., 2022).

Art therapy is a form of intervention that incorporates creative ways of dealing with feelings, reconciling emotional conflicts, fostering self-awareness, and managing and regulating behaviours among adolescents (Cherry, 2024). Trained professionals facilitate it by guiding individuals through creative activities that help them express and understand their emotions. It uses creative art making, the creative process, and applied psychological theory within a psycho-therapeutic relationship to improve individual lives, communities, and family (AATA, 2022). The idea is that the creative process of making art is life-enhancing and therapeutic. AATA (1996) suggested art therapy as a medium to communicate feelings and thoughts non-verbally. It encompasses various modalities, including drawing, painting, music, dance, and drama, providing a non-verbal medium for individuals to express themselves. As a therapeutic method, it is comprehensive in terms of its application as it uses various mediums like Psychotherapy, artistic creation processes like drama, music, movement, dance, painting, and drawing to promote well-being among people (Gruber & Weis, 2010). It involves creative pursuits as it taps into psychological mechanisms such as positive focus, flow, and authentic self, which is important in promoting mental well-being (Zhao et al., 2022).

This approach is particularly beneficial for adolescents, who may be more inclined to engage in creative activities than traditional talk therapies. Art therapy interventions are less structure-based and allow clients to express themselves creatively, facilitating changes in behaviour and emotions (Koch & Fuchs, 2011). Other therapies have intense pressure to complete a treatment in a limited time and a limited number of sessions. However, art therapy helps people express relevant issues and problems relatively quickly, accelerating assessments and interventions (Hu, 2021).

Researchers have found that art therapy not only works in treating mental disorders and illness, but it also helps in promoting positive emotions, encourages communication, promotes emotional catharsis, and helps in enhancing positive behaviours and improving an individual's quality of life (Boudebza et al., 2006). It has been found beneficial in treating psychological symptoms. It helps in alleviating various physical and mental health conditions associated with PTSD (Linda, 2011), internalising and externalising symptoms such as depression, aggression, anxiety, and various other psychological problems (Bazargan, 2016). It effectively develops important social skills for survival among children with autism spectrum disorder; children develop the ability to engage in social interactions (Miranda, 2017). It

is effective with Asthma, ODD disorder, learning disorders, behavioural problems, disruptive behaviours, separation anxiety disorders, and socio-emotional difficulties (Baasgraff, 2020). Various researchers have found Art Therapy effective in enhancing young people's self-esteem and helping them learn stress management techniques (Wakqas, 2018). Hanevik (2013) conducted a study to explore the effect of expressive art therapy for people diagnosed with a psychotic illness, schizophrenia. After interventions, participants reported an improvement in psychotic symptoms, felt more valued and loved and developed coping and problem-solving skills. A study, done to explore the effectiveness of art therapy modalities with stress, reported that patients diagnosed with cancer showed reduced levels of stress and anxiety (Akila, 2012). In another study (Shukla et al., 2022), it was found helpful in controlling manifestations correlated with slowing cognitive decline, improving interpersonal relationships and free expression, and helping in improving mental health. These studies show evidence of how this therapy is effective in dealing with negative symptoms, illness, and disorders among people. Being healthy does not only mean the absence of illness but also having the capability to enhance the positive aspects of life, and this is why it is essential to establish that Art Therapy not only reduces negative aspects but also enhances the positive aspects. Positive emotions, including serenity, hope, interest, joy, inspiration, love, and gratitude, are essential to well-being. The broaden-and-build theory posits that positive emotions broaden an individual's thought-action repertoire and build enduring personal resources, contributing to overall well-being (Fredrickson, 2004).

Studies have found that art therapy has improved young people's self-esteem and efficacy because it is a non-judgmental and experiential way of self-expression (Duberg, 2019). Liu et al. (2023) found that group art therapy sessions are beneficial in improving and enhancing self-acceptance among them. Nyasinga et al. (2022) established that play therapy, an alternative modality of expressive art therapy, was found beneficial in enhancing the psychological well-being of children and youth who experienced sexual abuse. It has been found effective in improving identity formation. It provides a non-judgmental environment where young people can express and explore themselves freely and build their personality to find purpose in life (Ding, 2024). In the Indian context, the application of art therapy is still emerging. While some studies have explored its potential, there remains a paucity of comprehensive research examining its effectiveness among Indian adolescents. A scoping review of mental health interventions among adolescents in India highlighted the need for more diverse and culturally sensitive approaches, including creative therapies, in order to overcome the problems faced by adolescents (Mehra et al., 2022).

Existing studies are limited in number, scope, and methodological rigour, making it challenging to draw definitive conclusions about the efficacy of various art therapy modalities in this context. Moreover, India is a diverse land with various distinctive languages used and different cultures and religions followed, making it all the more important to explore how art therapy would meet the diverse needs of adolescents living in different backgrounds in India. Hence, a scoping analysis is required to map available data to bridge these gaps.

Objectives and Research Questions

The prime aim of this review is to examine the available research on art therapy modalities used in India for adolescents and assess their effectiveness in enhancing well-being and positive emotions. The specific research questions are:

1. What art therapy modalities do therapists widely use for adolescents in India?
2. How effective are these modalities in improving well-being and fostering positive emotions among Indian adolescents?

2. Methodology

A scoping review methodology has been adopted in this study to map and synthesise existing literature on art therapy interventions in India targeted at adolescents, with a specific focus on their effectiveness in enhancing well-being and positive emotions. PRISMA-ScR was used in the current study, which provides a structured and transparent approach to scoping reviews (Tricco *et al.*, 2018).

Eligibility Criteria

The PCC framework (Population, Concept, Context) guided the decision on the inclusion and exclusion criteria. These criteria were recommended and developed by the Joanna Briggs Institute for scoping review (Joanna Briggs Institute, 2024).

Population: Adolescents aged 10–19 years, in alignment with the WHO definition of adolescence, residing in India.

Concept: Art therapy interventions, including but not limited to music therapy, dance/movement therapy, visual arts therapy, drama therapy, or integrated expressive art therapy approaches.

Context: Studies conducted in India and any setting (schools, community programs, hospitals, NGOs, etc.).

Inclusion Criteria:

- Peer-reviewed studies (quantitative, qualitative, or mixed methods).
- Studies published between January 2000 and March 2025.
- Studies explicitly focused on well-being, positive emotions, and mental health outcomes.
- Studies available in English.
- Research conducted within the Indian context.

Exclusion Criteria:

- Studies focusing on adults or Western populations.
- Theoretical papers, editorials, opinion pieces, or policy briefs without empirical data.
- Art-based interventions that do not show therapeutic outcomes (e.g., pure art education programs).
- Studies without sufficient outcome reporting on emotional or psychological impact.

Information Sources and Search Strategy

The literature search focused on four primary databases: PubMed, Google Scholar, Scopus, and Shodhganga, chosen for their broad coverage of peer-reviewed studies in psychology, health sciences, education, and social work. The search strategy combined controlled vocabulary (MeSH terms) with relevant keywords, using Boolean operators (AND/OR) to refine and expand the results.

Search string example:

("Art therapy" OR "expressive arts therapy" OR "music therapy" OR "dance therapy" OR "drama therapy") AND ("adolescents" OR "teenagers" OR "youth") AND ("India") AND ("psychological well-being" OR "positive emotions" OR "mental health" OR "emotional regulation").

The search included papers published between 2000 and 2025, written in English. In addition to searching PubMed, the reference lists of the selected papers were manually checked to identify any relevant articles not captured in the initial database search. The review also incorporated grey literature to broaden the scope of available data.

Study Selection

All search results were imported into an Excel sheet with relevant information, and duplicates were removed. The study selection process followed title screening, abstract screening, and outcomes that were relevant for inclusion by the author. A PRISMA-ScR flow diagram was used to document the selection process.

Data Extraction

A structured data extraction form was developed by the university using Microsoft Excel. All relevant information was extracted from that sheet. The following data were extracted from each included study:

- Author(s), year of publication
- Study location (state/city)
- Study design and methodology
- Participant characteristics (age, gender, sample size)
- Setting (school, community centre, hospital, etc.)
- Type of art therapy modality used
- Duration and frequency of the intervention
- Outcomes assessed (well-being, emotional regulation, self-esteem, stress, etc.)
- Main findings
- Strengths and limitations
- Data Analysis and Synthesis

The dataset used for the present study was filtered, and 52 articles were selected that were detailed and relevant to Art Therapy in India, especially for adolescents. After reviewing the articles in detail concerning the aim and objective of the study, Descriptive Qualitative Synthesis was done, and themes were extracted to achieve and map the breadth of literature available on the study (Figure 1).

The themes identified after reviewing the articles are as follows:

Common Goals and Purpose: This theme would highlight the primary developmental or psychological goals used by researchers while working with adolescents, like: emotional regulation, supporting trauma recovery, improving self-esteem, and helping in social development.

Therapeutic Approaches and Modalities especially effective for Adolescents: This theme would highlight the most widely used art therapy modality with adolescents, such as drawing, painting, clay, EAT, structured, unstructured, group-based, or individual-based.

Outcomes and Effectiveness: This theme would highlight evidence for the effectiveness of art therapy according to the previous research, such as reduced anxiety, depression, behavioural issues, improved resilience, self-expression, and improved social functioning.

Challenges & Research gaps: This theme would help identify significant gaps in data available for art therapy and its effectiveness with well-being, so that after identifying the gaps, proper intervention modules could be made.

Cultural and Contextual Consideration: This would focus on how culturally grounded the approaches are concerning the Indian context.

Future Direction: Where should the field go from here?

Theoretical and Conceptual Foundations: Which focuses on the psychological background required for developing interventions, needs of the participants.

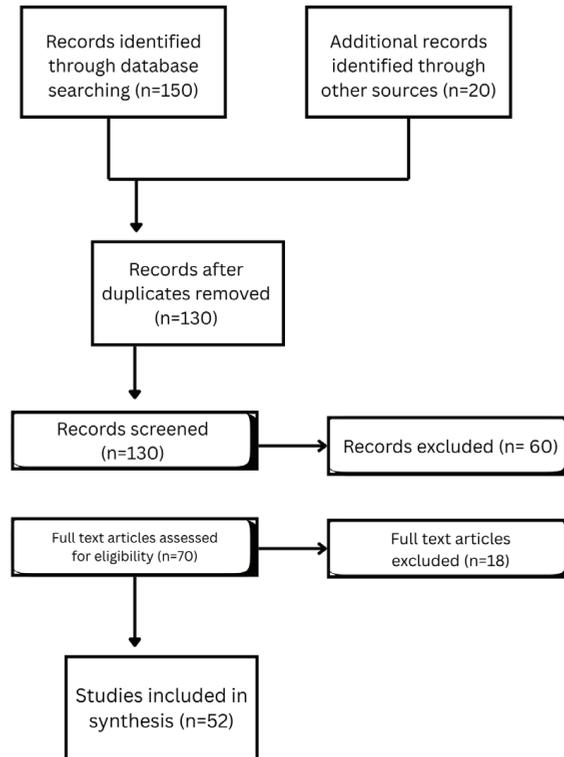


Fig. 1. Flowchart showing the synthesis of data

3. Results/Findings

The results of the selected sources are presented thematically to help understand the wide range of databases used.

Theme 1: Goals of Art Therapy

The primary objectives of art therapy interventions in the Indian context centre on promoting emotional expression, enhancing psychological well-being, and supporting mental health in adolescents. Multiple studies emphasise the use of art as a medium for self-reflection and emotional regulation, especially among populations experiencing learning disabilities, trauma, or stress (Kumar & Menon, 2022; Sharma, 2020). Various researchers in the database aimed at exploring the effectiveness of Art Therapy for addressing Mental Health concerns such as PTSD, Anxiety, Depression (Husamuddin, 2024), severe psychological conditions such as Schizophrenia (Shukla et al., 2022), autism spectrum disorder & neurodivergence (Kurland, 2025) and to enhance the treatment outcomes of conditions such as cancer (Akila, 2019). Art Therapy has also been found to serve as a channel for increasing self-awareness and facilitating communication among adolescents who struggle with verbal expression (Rao et al., 2021). While exploring its effectiveness, researchers also aimed to see if expressive art therapy (EAT) would resolve adolescent psychosocial problems (Baral et al., 2024). A wide range of studies aimed at improving psychological well-being (Khosla, 2025), emotional

regulation (Domingo et al., 2022), and identity development (King, 2016). Across these studies, a consistent therapeutic goal was the enhancement of inner resilience, improving emotional well-being, and nurturing a positive self-concept through creative processes.

Theme 2: Art Therapy Modalities

The reviewed studies demonstrated a wide range of art-based modalities, out of which the most widely used modality with an adolescent population in the Indian context is as follows:

Expressive Arts Therapy (Multimodal): It combines multiple art forms like drawing, painting, movement, music, drama, and writing integratively (Sajani, 2000). Participants were asked to play with paints while thinking about their feelings, where they were given the liberty to use paints according to their emotional moods (Sajani, 2000). Many programs incorporated music, dance, drama, and movement as complementary forms of expression, reflecting a multi-disciplinary approach to art therapy (McLellan, 2022).

Visual Art-Based Therapy: In the reviewed articles, drawing as a modality was widely used with adolescents to improve emotional regulation and self-compassion (Sane, 2024). Different drawing techniques were administered to the population, and their effects were noted.

Mandala making: In previous studies, this modality was found to be very effective for adolescents. Dating back to the early 20th century, Carl Jung, a renowned Neo-Freudian, introduced Mandala Art. He began drawing mandalas in 1916 during his period of inner exploration and later incorporated them into his therapeutic work (Jung, 1959). The word mandala means circle or centre, and it is used in the Buddhist and Hindu cultures for sacred performance and meditation. Mandala art usually includes geometric patterns that radiate from the centre outward, and the intricate details in the drawing can range from flowers to birds, promising to promote mindfulness and spirituality (Thapa, 2024).

Researchers specifically used Mandala drawing for mindfulness and well-being, showing participants tutorials on creating a mandala and colouring it by their choice. These activities were repeated weekly, and results like improved self-expression were noted (Shah, 2021). In another article by Bhatt et al. (2025), mandala therapy was administered as a medium to enhance self-expression, where they asked adolescents to colour intricate mandala designs. The process involved focused, mindful engagement with patterns, allowing emotional expression without words.

Self-portraits are compelling even with online and unstructured setups where participants are asked to create their image and share their experience with others. Envisioning oneself and reflecting have been effective in improving adolescents' body image (Mittal, 2020). In another study, the authors used self-portraits as an art therapy modality with adolescents to explore emotions and identity. Participants were asked to create symbolic self-images using different media, which was followed by reflective dialogues (Singh, 2013).

Painting: Painting as a modality offers adolescents more liberty and freedom regarding expression, where their sensory and tactile organs are touched upon. In one of the studies, adolescents were asked to choose their preferred colours and asked to paint their minds (Shukla, 2022). In another study the author gave adolescents free rein in choosing what to paint after asking them to think about four emotions that they were feeling at the moment. It shows how painting promotes spontaneity and expression among adolescents (Khosla, 2025). In their study, McLellan et al. (2025) used various structured approaches to painting, such as emotion-focused painting, thematic assignments, free expression, group painting activities, painting integrated with verbal reflection, and third-hand technique. These techniques were found to be effective with adolescents.

Music Therapy: It enhances self-esteem and promotes relaxation, where participants were asked to close their eyes and meditate on the music played (*Sharma, 2012*). In a structured setup music therapy was used with adolescents aged 15–18, where they were asked to listen and engage with music alongside their routine care (*Wang, 2012*). Interventions were delivered through both structured and unstructured formats, often in group settings (*Mehta & Jain, 2021; Thomas & D'Souza, 2020*). In structured group sessions, adolescents were engaged in activities where they were asked to listen to music, express emotions through music, and share their musical experiences, enhancing communication and emotional regulation (*Noronha, 2024*). While some studies adhered to manualised protocols, others were exploratory or experiential, emphasising participant-led creativity (*Das et al., 2020*). This variety reflects the adaptability of art therapy across diverse psychological needs and cultural settings.

Theme 3: Effectiveness and Outcomes

Mood enhancement & Emotional Expression

Art therapy has been found effective with adolescents because of its flexible, non-judgmental nature, which helps develop rapport, enhancing self-awareness and expression (*Prakashan, 2024*). Adolescence is the age group that finds difficulty in expressing their emotions. Hence, art therapy has also shown positive results in reducing loneliness and hopelessness (*Aydin, 2021*). Talking about aggression and negative emotions, it was found that art therapy shows positive change in adolescents who found difficulty in expressing themselves (*Kar, 2024*).

Self-esteem improvement

Art therapy intervention was found effective in reducing symptoms of PTSD, aggression, and self-esteem (*Bosgraaf, 2020*). Several studies documented improvements in self-esteem, emotional literacy, and coping skills, especially among adolescents from vulnerable or marginalised backgrounds (*Sahitya, 2024*). Outcomes were typically assessed through pre- and post-intervention measures, qualitative interviews, or therapist observations.

Reduction in anxiety/depression

The majority of the studies reported positive psychological outcomes resulting from art therapy interventions, particularly reductions in anxiety, depression, and emotional distress (*Kavitha et al., 2021; Pillai & Raj, 2022*). It has been found effective in clinical as well as non-clinical settings (*Prakashan, 2024*). Despite the general effectiveness, some studies highlighted the need for long-term follow-ups to assess the sustainability of benefits over time. According to Khani (2023) art therapy helps in a visible decrease in anxiety symptoms among adolescents as it activates brain areas associated with emotion regulation and pleasure and develops better emotional resilience against anxiety.

Theme 4: Theoretical Frameworks

Art therapy practices in India combine Western psychological theories and Indian cultural values. Some studies referenced psychodynamic and humanistic frameworks to explain therapeutic mechanisms, such as projection, catharsis, and self-actualisation (*Singh & Bose, 2021*). Others integrated a biopsychosocial model, emphasising holistic healing that incorporates emotional, social, and spiritual dimensions. However, applying theory was often implicit or underdeveloped, suggesting the need for more substantial conceptual alignment between intervention design and psychological models relevant to the Indian context (*Patel & Chatterjee, 2020*).

Theme 5: Cultural Context and Relevance

While a few studies deliberately tried to integrate traditional Indian art forms (e.g., Mandala art, tribal painting), most adapted Western art therapy techniques with minimal

cultural contextualisation. Some researchers acknowledged the therapeutic value of culturally rooted practices and advocated for their inclusion to enhance relevance and acceptance (Iyer & Menon, 2022). However, the lack of deeply embedded cultural frameworks remains a gap. The limited engagement with indigenous philosophies, languages, and community-based practices indicates a missed opportunity for culturally sensitive therapy models.

Theme 6: Research Gaps, Limitations & Future Research Directions

Many studies in this review were characterised by small sample sizes, short intervention durations, and the absence of control groups, limiting the generalizability of findings (Desai, 2019; Fernandes & Shah, 2021). Methodological inconsistencies, such as a lack of standardised outcome measures and weak theoretical grounding, were typical. Some studies were descriptive or anecdotal and lacked rigorous evaluation frameworks. Furthermore, limited documentation on facilitator training and ethical considerations raises concerns about implementation fidelity.

Authors consistently called for more robust, longitudinal studies that examine the long-term impact of art therapy interventions on adolescent well-being (Kumar et al., 2021; Bhatia, 2022). There was a strong recommendation to develop culturally grounded models that incorporate indigenous art forms and reflect the psychosocial realities of Indian youth. Additionally, future research should explore the scalability of art therapy programs in schools, juvenile care homes, and community mental health settings. Standardising outcome tools and improving training for facilitators were also suggested as priorities.

Ethical Considerations

As this study involved a review of published literature, no ethical approval was required. However, care was taken to represent and credit all original authors accurately through proper citation and referencing. Informed consent to use and publish the artworks (pictures) created during the sessions was obtained from all participants.

4. Discussion

This scoping review synthesises emerging patterns from studies conducted in India on applying art therapy to promote adolescent well-being. Among the wide-ranging modalities, visual arts, especially drawing, painting, and collage work, emerged as the most commonly used form of intervention. As reported in multiple studies, including those by Bhowmik & Banerjee (2020) and Sheela & Kiran (2018), visual art modalities effectively fostered emotional expression and enhanced adolescent self-esteem. This prevalence is likely due to these forms' approachability and cultural acceptability across Indian settings.

The findings of this review resonate with our own practice-based observations that visual art therapy modalities promise extreme breakthroughs when it comes to non-verbal expression of emotions and thoughts. One of such instances was observed in a case, where self-portrait activity was done with participant X. A one-to-one session was organised for the participant who complained of being socially distant, had few friends and was living alone. The participant reported having difficulty in managing and regulating her emotions lately with a complaint of being aggressive with people when it came to socialisation. Hence, self-portrait as an activity was conducted with the participant to know her better and understand what view she holds of herself. Figure 2 and Figure 3 depict how self-portraits are used to develop understanding of oneself.

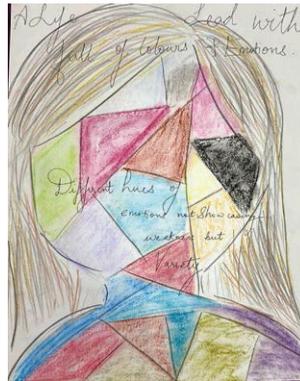


Fig. 2. Self-portrait made by the participant in session 1

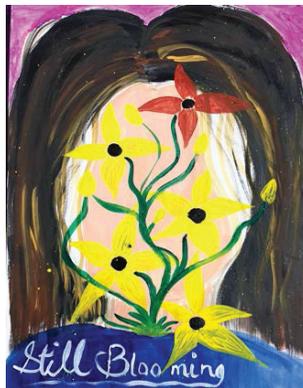


Fig. 3. Self-portrait made by the participant after 20 days into the sessions

The above figures draw a comparison between the two portraits made by the participant. The first portrait showcases the dominance of the participant's cognitive side with the usage of clear restrictive mediums like pencil whereas, 20 days into the therapy, the portrait shows that the participant has evolved and is into the sensory and affective side where she has used more intuitive processes in creating art. The type of mediums used here were fluid, which were less restrictive and more unstructured. This comparison can be viewed from a theoretical model i.e. Expressive Art Therapies Continuum (ETC). It shows a hierarchy of processing information while being in the creative process, the goal of an individual in art therapy is to reach the creative level and achieve growth (Hinz, 2021).

This paper also highlights the use of painting as a modality and its promising effectiveness with adolescents. This evidence may be traced through a case of the participant Y, who attended art therapy workshops to know herself better. Figure 4 showcases the artwork of the participant, who was given a task of creating a piece of art using paints. Special instructions were given to the participant. Music and painting were combined and the participant was asked to close her eyes and use bare hands to paint on the sheet of paper to the sound of music.

The participant reported that she made a self-discovery during the creative process, wherein she observed that while being eyes closed she tried to maintain the boundaries of the

paper. She felt an excessive need to stay on the paper and not create any chaos on the sheet. She wished her artwork turned out good as she could not see what was happening. She also reported that, in life, she faces these challenges of being perfect in everything, she wants everything in her control and things getting out of hand make her feel anxious. And through this creative process she explored that sometimes losing control may result in beautiful discoveries.



Fig. 4. Representing artwork of the participant with closed eyes

Modalities such as Performing arts, including dance movement therapy (DMT) and drama-based interventions, were featured prominently, with studies like Sen et al. (2021) indicating improvements in self-awareness and body image through DMT. Play/Drama therapy was often employed in school settings to improve social interaction and empathy, especially in groups. Performance-based therapies were used less frequently than visual arts because their logistical and facilitation challenges made them harder to implement. The challenges faced by Indian therapists because of performance based modalities like dance, movement and drama are six-fold. Firstly, performance-based therapies require a dedicated space such as auditorium, large open rooms, or stages that support movement, group interaction and sound projection. Indian organisations lack such infrastructure. Secondly, this modality demands highly trained professionals and facilitators with skills in dance/movement/drama or music and this training demands time and money which is not affordable by all (Banerjee et al., 2021). Thirdly, the challenge with performance-based therapy are the cultural norms and stereotypes associated with movement and dance – adolescents might feel discomfort or fear of being judged while performing in front of their peers (Sajani et al., 2019). Moreover, measuring and documenting the outcomes of these modalities becomes a little challenging as compared to visual art modalities (Kaimal, 2020).

Regarding the effectiveness of art therapy with adolescents, the review suggests that integrated and multimodal interventions, combining visual arts, movement, and storytelling, show more consistent results across emotional, cognitive, and social domains. For instance, a mixed-methods study by Krishnamurthy & Abraham (2022) showed that combining drawing with reflective dialogue improved adolescents' emotional regulation and peer relationships.

A significant pattern emerged in terms of population subgroup differences. Urban adolescents showed greater responsiveness to individualised and expressive art forms such as abstract painting and journaling. In contrast, rural adolescents benefited more from structured group activities like mural creation or folk-art-based interventions (e.g., Warli or Madhubani

art forms). These results reflect the influence of cultural context and available resources on therapy outcomes. The present study failed to establish any evidence for the effectiveness of Eco Art Therapy, one of a widely used modality globally, in the Indian population due to lack of research. This study also could not find satisfactory evidence for other modality such as clay therapy, which is quite famous among adolescents these days. Furthermore, interventions conducted in government schools and NGOs in low-resource settings had higher participation and community engagement when art therapy was adapted to local idioms and traditions (Roy & Sharma, 2019). When art therapy is aligned with local traditions, it makes it more relatable to the participants (Kalmanowitz, 2005). These amendments reduce the perception of therapy as a westernised concept and make it more community friendly and inclusive (Kapitan, 2010). Roy & Sharma (2019) emphasised that when therapy is adapted to local traditions, it becomes more accepted and celebrated. Out of all these findings there were some gaps observed in the applications and acceptance of art therapy in the Indian context, especially with adolescent population.

5. Future Implications

Schools and Educational Counsellors: Incorporating structured art therapy sessions within school mental health programs could offer a cost-effective and non-stigmatising avenue to promote emotional well-being. Given the evidence for group-based interventions enhancing peer bonding and self-confidence, schools, particularly in urban areas, should consider integrating visual and performing arts into their life skills curricula (Sheela & Kiran, 2018).

Counsellors and Clinical Practitioners: The success of art therapy in eliciting deep emotional responses without the need for verbal articulation makes it particularly suitable for adolescents struggling with trauma, social withdrawal, or language barriers. Practitioners can use art-based diagnostic tools and intervention models as culturally congruent complements conventional talk therapy (Bhowmik & Banerjee, 2020).

NGOs and Community Health Workers: Community organisations would be important in promoting mental health in resource-constrained settings. Trained community workers can make resources available from local areas and use them during interventions to promote sustainability.

Policy Implications: The review suggests an urgent need to integrate art therapy practices into the curriculum devised for adolescents. Specialised modules must be developed for teachers and other frontline workers to use during a crisis as psychological first aid.

Comparison with Global Literature

Compared with global studies, the Indian findings show both consistencies and unique divergences. Internationally, art therapy has been validated for reducing symptoms of depression, anxiety, and PTSD in adolescents, with evidence from countries such as the USA, UK, and South Korea emphasising the role of expressive arts in trauma recovery and emotional regulation (Malchiodi, 2012; Lee et al., 2020).

Indian studies support these trends, especially in emotional expression and improved self-worth. A unique aspect of Indian literature is its adaptation of interventions to traditional art forms and collectivist cultural values, such as community murals and festival-themed storytelling. These results contrast Western models, which often emphasise individual expression and introspection.

Global literature highlights the emphasis on digital art therapy and virtual platforms, a modality that is notably absent in India. These findings suggest a gap in infrastructure or digital literacy but also present an opportunity for growth, particularly in the post-pandemic era.

Another key difference is India's focus on community involvement and the use of art therapy in group settings, while many Western models prioritise one-on-one. This aligns with the collectivist values in many Indian communities, indicating that culturally responsive frameworks may lead to better outcomes than imported models.

6. Limitations of the Review

Despite adopting a broader approach, this paper faces several setbacks:

Limited number of studies: Research on art therapy for adolescents in India remains sparse, limiting the ability to draw generalisable conclusions.

Variability in outcome measures: Studies varied significantly in how they measured outcomes. Some used standardised psychological scales, while others relied on qualitative interviews, making it difficult to systematically compare the effectiveness of different modalities and populations.

Language and Publication Bias: Most included studies were published in English and appeared in peer-reviewed journals, potentially overlooking valuable work published in regional languages or documented in grey literature, such as NGO reports and theses. This may have skewed the representation of interventions toward urban or institutional contexts.

Short Duration of Studies: Many interventions were short-term, ranging from a few weeks to a few months, with limited follow-up. This constrains understanding of the long-term benefits and sustainability of art therapy outcomes.

7. Recommendations for Future Research

To strengthen the evidence base for art therapy in India, this review recommends the following actions: conducting longitudinal studies to evaluate the long-term effectiveness of art therapy in addressing adolescents' behavioural, academic, and emotional needs; exploring region-specific interventions by examining local art forms and their potential therapeutic value, such as integrating tribal art traditions in central India or classical dance forms in the south; including digital modalities. With ongoing emphasis on online platforms, future studies should focus on developing virtual modes of conducting art therapy sessions.

8. Conclusions

This scoping review, titled "Exploring Effective Art Therapy Practices in India for Adolescent Well-Being" examines how art therapy interventions have been used to support the well-being of adolescents in India. Following the PRISMA-ScR framework, the review identifies various therapeutic modalities, including visual arts, expressive arts therapy, and music therapy, that have shown promise in improving emotional regulation, self-management, self-expression, and self-esteem. This review highlights the effectiveness of art therapy but also identifies significant inconsistencies in methodologies, settings, delivery methods, and outcome assessments. It underscores art therapy's potential as an inclusive, non-stigmatising adolescent mental health intervention. It calls for future research to utilise rigorous longitudinal designs, standardised and customised outcome measures, and to incorporate indigenous artistic practices. This review aims to assist future researchers and therapists in India in promoting art therapy as a viable treatment modality.

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CULTURAL IDENTITY AND CROSS-CULTURAL ADAPTATION OF UKRAINIAN WOMEN IN FORCED AND VOLUNTARY MIGRATION: A CASE STUDY

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Summary

This article examines the strategies for preserving cultural identity and the peculiarities of cross-cultural adaptation among the Ukrainian women who participated in a case study. The study is based on the analysis of culture shock stages by Oberg and acculturation strategies outlined in Berry's model. Five Ukrainian women in forced migration (in Poland, Sweden, Switzerland, and the UK) and five females in voluntary migration (in India, Poland, Italy, and Germany) participated in this research. Data collection methods of the study include a survey in Google Forms, direct observation, and phenomenological interviews. A software program MAXQDA was used for qualitative data analysis. The results show that the Ukrainian women in both forced and voluntary migration encounter challenges such as language barriers, social exclusion, differences in social norms, and difficulties in medical services. They experience crisis, recovery, and adjustment stages of culture shock, with common emotions including anxiety, homesickness, confusion, frustration, curiosity, and excitement. Key adaptation resources involve social support, experiential learning, and digital media. Regardless of migration type or future plans, women maintain cultural identity through native language use, traditional celebrations, Ukrainian cuisine, and cultural events. These insights can assist NGOs, psychologists, and social workers in creating more effective programs for integration and mental health support of migrants.

Key words: integration, war, challenges, refugee, displacement, culture shock.

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1. Introduction

Forced and voluntary migration are complex phenomena examined across multiple academic disciplines. Sociology, anthropology, political science, and economics investigate the cultural and policy-related dimensions of migration, while psychology and public health address its individual and community impacts. Forced migration, often referred to as involuntary migration, has emerged as an increasingly urgent global challenge in the 21st century. It describes circumstances in which people are driven to abandon their homes and communities because of factors such as armed conflict, persecution, environmental catastrophes, or socio-economic hardship.

In contrast, voluntary migration is the movement of individuals or groups who choose to relocate based on perceived benefits or personal preferences rather than external compulsion. Such decisions are typically influenced by factors like better employment opportunities, access to education, improved living standards, and family reunification.

Russia's full-scale invasion of Ukraine in February 2022 triggered a large-scale movement of forced migrants from Ukraine to the EU and other countries. As stated by Andrushko

(2024), involuntary migration often entails a sense of loss for the homeland where a person was born and grew up, along with the disruption of confidence in their future. In addition, individuals experiencing forced migration may suffer from survivor's guilt – feelings of shame or even regret for having survived while others did not.

Research on trauma in the context of forced migration highlights the complex psychological difficulties stemming from displacement, including both acute and complex trauma, persistent stressors, and the erosion of one's identity and sense of security (Andrushko, 2025). Synowiec A. (2022) debates that the refugee experience involves two forms of trauma: the primary trauma of displacement itself and the secondary trauma caused by the stress of adapting to a new environment. Migrants face a heightened risk of social exclusion, which can result from unmet needs such as inadequate housing, restricted access to social services and healthcare, labour market challenges, communication barriers, and cultural adaptation difficulties.

Oberg K., the researcher of culture adjustment and culture shock, mentioned long ago that the culture of any society is shaped by its history and develops gradually over time, largely through processes that occur beyond the individual's conscious awareness (1960). Various realms of cross-cultural adjustment, culture shock, acculturation, and adaptation in forced and voluntary migration have been researched by Berry, J. (1997), Ward, C. et al. (2005), Bhaskar-Shrinivas, P. et al. (2005), Huff, K.C. (2014), Liao, Y.K. et al. (2021), Setti, I. et al. (2022), Abdyrakhmanova, K. et al. (2023), and Reic, I. (2023).

The peculiarities and challenges of culture adaptation of Ukrainian refugees in the context of the Russian-Ukrainian war have been studied by Oviedo, L. et al. (2022), Kurapov, A. et al. (2023), Oliinyk, O. & Oliinyk, A. (2024), Kolinko, M. & Aleksandrova, O. (2024), Ishchenko, Y. et al. (2024), Smetanska, M. & Rubtsova, S. (2025).

This study **aims** to fill the knowledge gap by investigating the ways of preserving cultural identity and cross-cultural adaptation of Ukrainian women aged 35-60 in forced and voluntary migration.

First of all, most Ukrainian refugees in the Russian-Ukrainian war are women and children. Ukrainian men aged 18-60 cannot leave Ukraine during wartime, except in certain circumstances. The ongoing war has caused mass forced displacement, especially among women, who are frequently responsible for protecting and relocating their families. This population can provide critical insight into the emotional, psychological, and socio-economic impacts of forced migration during midlife. According to a press release of UN Women (February 2025) "Russia's three years of mass attacks on Ukraine are having a devastating effect on women and girls, with 1,869,000 internally displaced, almost 6.7 million women in need of humanitarian assistance, and more than 3,799 women and 289 girls killed, with the actual number of deaths likely much higher."

Second, women are often seen as the biological bearers of a given culture or ethnic group (Soroka, 2022). Studying both forced and voluntary migration within this group sheds light on the ways of preserving cultural identity abroad. The cultural identity of Ukrainians is a very sensitive and delicate question, considering the present war, while Russia is trying to demolish Ukrainians as a nation.

Third, women in this age range often face age-specific challenges in migration, such as career disruptions, health issues, or caring responsibilities for both children and aging parents. They are often at a life stage where reintegration into new labour markets or social environments is more complex compared to younger migrants.

Fourth, studying both forced and voluntary migration within this group allows for comparative analysis of circumstances, cultural adaptation resources, and strategies.

Women's migration experiences are often qualitatively different from men's due to gender roles, social expectations, and risks of exploitation. Most migration studies focus on either youth or elderly populations, or male-dominated labour migration. Ukrainian women aged 35–60 are often underrepresented, yet they may play pivotal roles in community building and family stabilization post-migration.

Therefore, the main **research questions** of this study are as follows:

RQ 1. What are the peculiarities of cross-cultural adaptation of Ukrainian women in a forced and voluntary migration?

RQ 2. What challenges do Ukrainian women face in cross-cultural adaptation in forced and voluntary migration?

RQ 3. Which ways to preserve cultural identity in a new culture are utilized by Ukrainian women in forced and voluntary migration?

2. Methodology

The term *culture (or cultural) shock* was introduced in the 20th century by American anthropologist Kalervo Oberg (1960). He defined culture shock as the anxiety that arises when we lose the familiar signs and symbols used in social interaction. Acculturation strategies, as outlined in Berry's (1997) model, are divided into four main categories: *Integration* – individuals preserve their original cultural identity while also engaging with and participating in the new culture. *Assimilation* – individuals fully adopt the dominant culture, relinquishing their original cultural background. *Separation* – individuals focus on retaining their original culture and limit interaction with the dominant culture. *Marginalization* – individuals lose ties to both their original and the dominant cultures, often resulting in a sense of isolation from both.

Oberg's four stages of culture shock map onto Berry's four acculturation strategies. They describe different aspects: Oberg focuses on emotional adjustment over time; Berry focuses on long-term cultural orientation. But they intersect in some ways.

1. *Honeymoon stage* (by Oberg): Feeling fascinated, curious, and positive toward the new culture. Often happens before deeper adaptation challenges emerge. Berry's link: People in this stage might lean toward assimilation (embracing the new culture eagerly) or integration (showing openness to both cultures).

2. *Crisis stage* (by Oberg): Culture shock hits – frustration, confusion, homesickness, even hostility toward the new culture. Misunderstandings feel personal, and the gap between expectations and reality widens. Berry's link: This often aligns with separation (retreating into one's original culture for comfort) or marginalization (feeling disconnected from both cultures).

3. *Recovery stage* (by Oberg): People begin learning the new culture's rules, language, and customs. Frustration declines, competence increases. Berry's link: Tends to shift toward integration (balancing old and new cultural identities) or a more sustainable assimilation (adapting fully to the host culture).

4. *Adjustment stage* (by Oberg): Comfortable and functional in the new culture, while also accepting differences. Can maintain original identity, adapt fully, or blend both. Berry's link: Often seen in integration, but can also stabilize as assimilation depending on the person's choice and environment.

Berry's model and Oberg's culture shock stages were considered while designing this research.

Design and participants

The study was conducted from July 2024 to August 2025. After reviewing existing literature on forced and voluntary migration with emphasis on the Ukrainian population, the research gap was identified, the research problem was defined, and research questions were formulated. A Multiple Case Study type was chosen for comparisons across contexts.

Data collection methods of the study include a survey in Google Forms, direct observation of living conditions, household, communication within families and with neighbours, etc. Phenomenological interviews were conducted (both online (via WhatsApp, Facebook messaging) and offline (the author personally visited participants living in Italy, Poland, India).

A qualitative phenomenological interview is a research method used to explore and understand people's lived experiences. For instance, how they perceive, make sense of, and give meaning to certain phenomena in their lives. Phenomenology is a philosophical and methodological approach that studies how people experience a particular phenomenon (e.g., cultural adjustment or identity conflict).

A software program MAXQDA was used for qualitative data analysis. 10 cases made it possible to gather information for comparison. The depth of analysis in this research is more important than the quantity.

Sampling

Purposive sampling was used. 10 Ukrainian women (five in forced and 5 in voluntary migration) were invited to take part in the research. Inclusion criteria: women aged 35-60, living abroad for at least half a year, speaking English fluently.

Research ethics

Informed consent was obtained from the participants in order to ensure the ethics of the research. Before scheduling the interview with the respondents, they were informed about the topic, details of the study, and the confidentiality of the information they provided. The sensitive topics of forced relocation and traumatic experiences of war were avoided. Also, the exact words and the details of some stories are omitted in this paper as requested by the respondents. They were allowed to withdraw from the research at any time without explanation of the reasons.

3. Results of the study

Ten Ukrainian women, who took part in this research, reported demographic information (see Table 1) and answered the survey questions in Google Forms.

Table 1

Demographic characteristics of the participants

Parti- cants	Age span	Voluntary migration/ Country	Living alone or with a family	Duration	Stage of cultural shock
P1	50-55	India	alone	about 6 years	Recovery Stage
P2	35-40	Italy	family (husband and 2 children)	more than 7 years	Recovery Stage
P3	50-55	Germany	family (husband and 2 children)	more than 30 years	Adjustment Stage
P4	45-50	Poland	alone	more than 7 years	Recovery Stage

Continuation of table 1

P5	40-45	India	family (husband and son)	more than 7 years	Recovery Stage
		Forced migration/ Country			
P6	50-55	Sweden	alone	about 2 years	Crisis Stage
P7	55-60	The UK	family (with a son)	about 3 years	Crisis Stage
P8	50-55	Switzerland	family (husband and son)	about 3 years	Recovery Stage
P9	45-50	Scotland	family (with a son)	about 3 years	Adjustment Stage
P10	50-55	Poland	family (with mom)	about 3 years	Crisis Stage

* P1, P2, etc. stand for participant 1, participant 2, etc.

In addition to the information on participants’ age, country they are living in, forced or voluntary migration, whether they are living there alone or with their families, the duration of their migration, they were also asked to identify the stage of their cultural shock.

Various factors influence people’s attitudes and ability to adjust: the duration of living abroad, personal experiences, an individual’s “fit” to a particular culture, and others. The survey showed that four Ukrainian women in voluntary migration identified the stage of their culture shock as Recovery. Three out of five Ukrainian women in forced migration associate their stage of cultural shock with Crisis, one with Recovery. One woman who has been living in Germany with her family for more than 30 years is in her Adjustment Stage, and the woman who migrated to Scotland three years ago has already moved to the Adjustment stage. The duration of progression through the stages of cultural shock varies across individuals.

The open-ended questions in Google Forms were aimed at clarifying information about the experiences of Ukrainian women who took part in this study. They had to cope with a wide range of emotions, both in forced and voluntary migration. Anxiety, homesickness, and curiosity (Figure 1) prevail. Other emotions the participants went through were excitement, confusion, frustration, anger, relief, and happiness. Anger was experienced by participant 2 (P2) in voluntary migration and by participant 8 (P8) in forced migration. P3 got relief in voluntary migration, and P8 felt happy in forced migration.

The results for the Likert scale question: Rate the importance of cultural understanding in overcoming culture shock on a scale of 1-5, where 1 means unimportant and 5 is extremely important, are as follows: 7 participants chose 5 (extremely important) and 2 participants chose 4, which is interpreted as very important.

P2 and P3 in voluntary migration and P7 in forced migration mentioned in the survey they did they felt comfortable with such aspects of a new culture as language, food, social norms, and traditions. P1 in voluntary migration feels uncomfortable with aspects such as language and food. P6 in forced migration feels uncomfortable with language, food, and social norms, whereas P8 is uncomfortable with language but comfortable with food. As mentioned earlier, all participants are fluent English speakers, but language issues arise depending on which country they relocated to.

The results of the responses to the survey question: “What strategies have you used to cope with culture shock?” are presented in Figure 2.

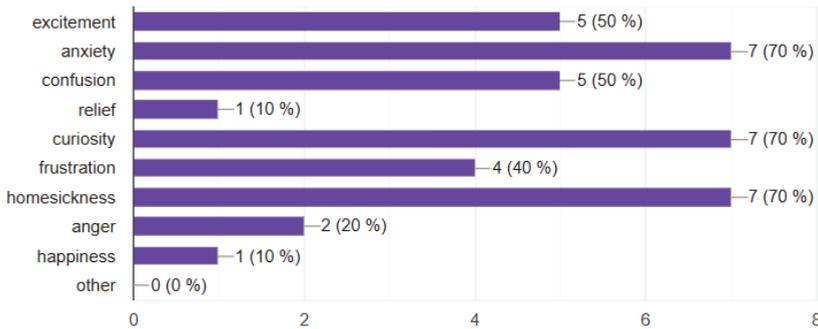


Fig. 1. Emotions experienced by Ukrainian women in forced and voluntary migration

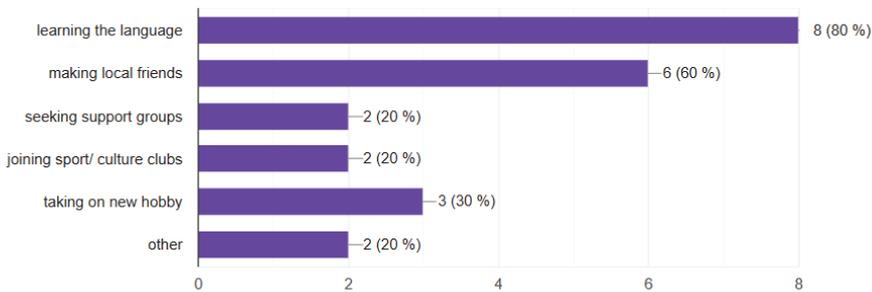


Fig. 2. Strategies used by Ukrainian women in forced and voluntary migration to cope with culture shock

Learning the language was mentioned by 4 Ukrainian women in forced and 4 in voluntary migration as one of the effective strategies to cope with culture shock. This variant was followed by making local friends and taking on a new hobby. 2 women (1 in forced, 1 in voluntary migration) prefer seeking support groups, and 2 participants in voluntary migration prefer joining sports or culture clubs.

The following aspects and elements in new cultures were listed by the Ukrainian women as the most intriguing and interesting: history, philosophy, spirituality, cuisine, festivals, cinema, music and dance, art, and fashion. The most preferred method of learning about a new culture among the interviewed Ukrainian women, both in voluntary and forced migration, mentioned by 8 participants, is excursions, followed by books (4 choices), travel guides, and movies (3 choices each).

Only P6 in forced migration will seek professional help if culture shock becomes overwhelming; other women, both in voluntary and forced migration, will unlikely do it or are not sure about it.

The Ukrainian women, who took part in this study, use various ways to preserve their cultural identity in a new culture, regardless of the reasons for migration, duration of living in a new culture, plans for the future, etc. These practices include speaking a native language with family members or with colleagues and fellow nationals (it was mentioned by all

10 participants), celebrating traditional holidays and cooking Ukrainian dishes, attending events that showcase Ukrainian culture, reading books, watching films, and media in the native language. Following or creating blogs or YouTube channels focused on Ukrainian culture was mentioned by four women as a way to keep their cultural identity abroad.

To obtain additional information on the Ukrainian women's unique experiences, the phenomenological interviews were conducted both online (via WhatsApp, Facebook messaging) and offline (the author personally visited participants living in Italy, Poland, and India). A software program MAXQDA was used for a thematic analysis.

Thematic analysis was selected as it allows for identifying, analyzing, and reporting patterns within qualitative data, providing both flexibility and depth. It is well-suited for exploring participants' subjective experiences and meanings, which were central to this study's aims. Thematic analysis was performed following Braun and Clarke's (2006) six-step approach: *Familiarization with the data* – Transcripts were read multiple times while noting initial observations. *Generating initial codes* – Relevant text segments were highlighted and assigned concise descriptive labels (codes) in the margins of printed transcripts. *Searching for themes* – Codes were grouped into potential themes based on conceptual similarity and relevance to the research questions. *Reviewing themes* – Potential themes were compared against the dataset to ensure they accurately represented the data and did not overlap. *Defining and naming themes* – Each theme was clearly defined, capturing its essence and distinct contribution to understanding the phenomenon. *Producing the report* – Themes were organized logically, supported by direct quotes from participants, and integrated into the analytical narrative. The results are presented in Tables 2 and 3.

Table 2

Cultural Adaptation Challenges

Theme	Codes	Examples / Quotes
1. Language and Communication Barriers	<ul style="list-style-type: none"> - Language barrier - Dialect difficulties - Fear of making mistakes 	<ul style="list-style-type: none"> - "Difficulties to feel comfortable without perfect language knowledge, feeling you are a stranger, fear of making behavioral mistakes." - "The Scottish language is often difficult to understand, especially when you talk to people living in small towns and villages." - "People, even those at fault, were never apologetic, quite often excluded from a conversation due to a language barrier."
2. Social Exclusion and Feeling of Inferiority	<ul style="list-style-type: none"> - Perceived inequality - Stereotyping - Disrespect for qualifications 	<ul style="list-style-type: none"> - "We feel invisible here, as if we are nobody." - "The locals often perceive Ukrainians as illiterate and poor." - "Our education seems irrelevant to their system and lifestyle."
3. Differences in Social Norms and Behaviour	<ul style="list-style-type: none"> - Cultural habits - Unreliable social interaction - Noise & alcohol use 	<ul style="list-style-type: none"> - "Visitors (to 'my' flat) don't take their shoes off and don't wash hands." - "People smile, promise to help or do something, but then don't fulfil their promise." - "I don't socialize with locals as they consume a lot of alcohol and are very noisy."

Continuation of table 2

4. Employment and Professional Barriers	<ul style="list-style-type: none"> - Difficulty finding a job - Devaluation of credentials 	<ul style="list-style-type: none"> - "I still can't find an appropriate job even though there is no longer a language barrier." - "Our education seems irrelevant to their system and lifestyle."
5. Adaptation to Local Environment and Infrastructure	<ul style="list-style-type: none"> - Food availability - Public facilities - Child behavior 	<ul style="list-style-type: none"> - "Problem buying food, which I used to." - "No toilet paper in public toilets." - "Children are not attended in our area and can be really aggressive."
6. Value and Mentality Differences	<ul style="list-style-type: none"> - Life values - Mentality gap 	<ul style="list-style-type: none"> - "New ways of approaching life values." - "Different mentality."

It's important to mention that in addition to the themes presented in the table, some other topics arose during the communication with the women who participated in this research. The conversations were open, frank, and sentimental. Some women asked not to mention the exact words or the details of the stories they shared. For example, 7 out of 10 emphasized that in a migration, either they or their relatives, colleagues, or friends faced a negative and even aggressive attitude or behaviour from the citizens of the country they moved to.

P1 and P2 in voluntary migration, as well as P6 and P10 in forced migration, have encountered problems with health care, medical systems, and hospitals in the foreign countries where they are living now. The participants mentioned either the expensive service or the need to wait for the doctor's arrangements. It's problematic to buy medicines without a doctor's prescription. In some cases, there is no privacy (the doctors may discuss the health issues with other patients or medical staff). So, Ukrainian women choose to go to Ukraine even in wartime to visit dentists or undergo examination.

Different climates can also be problematic to get used to. P1 mentioned the absence of central heating in Indian homes, therefore, it's very cold in the wintertime. It gets around +12°C in a flat. In contrast, in summer, it's extremely humid and the temperature increases to +45°C. Such conditions affect health and work performance. Some other challenges Ukrainian women have faced in both voluntary and forced migration include different food (either extremely spicy or no possibility to buy some products), different educational systems, some customs and traditions, attitude to time and punctuality, etc.

Table 3

Resources for Cultural Adaptation

Theme	Codes	Examples/ Quotes
1. Language and Cultural Learning	<ul style="list-style-type: none"> - Language learning - Watching videos 	<ul style="list-style-type: none"> - "Language learning, watching videos about the host country, and travelling around the country."
2. Social Relationships and Support	<ul style="list-style-type: none"> - Local friendships - Spouse as a cultural guide - Networking 	<ul style="list-style-type: none"> - "Find local friends" - "Since my husband is Italian... I used him as a resource..." - "Personal observations, networking..."

Continuation of table 3

3. Experiential Learning	- Travel - Observation - Daily interactions	- “Travelling and learning about the place I live.” - “I prefer to communicate with the locals and observe people...”
4. Digital and Media Resources	- YouTube - Telegram	- “Reading about the culture in Telegram channels, watching YouTube videos...”
5. Institutional Integration	- Education - Employment - Volunteering	- “Studies, job” - “Later, volunteering and thus closer contacts with local organisations.”
6. Community and Religion	- Church - Ukrainian peer sharing	- “...networking, church.” - “...sharing useful information about experiences here with other Ukrainians.”

Ukrainian women who left the country because of the full-scale war in February 2022, even now, after three and a half years, are facing various psychological and physiological problems. They suffer from chronic stress, depression, hypertension, headaches, insomnia, eating disorders, and other issues.

There is a constant worry about the family members and friends who stayed in Ukraine among the women in both forced and voluntary migration. P4 is concerned about two adult sons who can't leave Ukraine and her mother, who doesn't want to move abroad. There has been a state of uncertainty for some of them. P1 says: “I want to return to Ukraine, but only when the war ends.” P10 doesn't want to settle in Poland, at the same time, she doesn't know how soon she will be able to return to her home in Ukraine. P6 doesn't want to learn the language; she thinks she is not young enough to start everything from the beginning, she is depressed and pessimistic, and not motivated at all to integrate into a new culture. She is the person who confirmed the need for professional psychological help. Five out of ten interviewed women plan to go back to their home country. The rest, especially those with their families, will not return to Ukraine even after the end of the Russian-Ukrainian war.

4. Discussion of the results and directions for further research

Several findings emerged from this research, which enrich the existing literature by providing a remarkable insight into the nature of cross-cultural adaptation. This study filled the knowledge gaps by investigating the strategies of preserving cultural identity as well as challenges and resources for cross-cultural adaptation of Ukrainian women aged 35–60 in forced and voluntary migration.

At the same time, our results are consistent with previous research (*Synowiec, 2022; Andrushko, 2024; Ishchenko et al., 2024*) reporting anxiety, frustration, and depression among Ukrainians caused by uncertainty of the future, loss of stability, and experience of migration to new cultures. The report of Feniks (a charitable organization supporting the Central Eastern European community in Edinburgh and Scotland) also emphasized mental health issues of Ukrainian forced migrants (2023).

The majority of the respondents in this study pointed out that cultural understanding in overcoming culture shock is very important, which aligns with the idea stated in another research that it's essential to examine to what extent individuals make efforts to understand and assimilate the new culture and identify with it (*Kolinko, 2024*).

In findings of her research, based on interviews and own observations conducted at one of refugee aid points in Poland, Synowiec A. (2022) lists the following barriers to cultural adaptation: language barrier, temporality/liminality of the situation of exile, trauma and psychological stress, limited access to childcare, stereotyping, lack of networks, high expectations of the host community towards refugees. In our case study, almost all of them were mentioned by the Ukrainian women in forced as well as voluntary migration.

Language issues emerged multiple times as a barrier, at the same time as a resource for cross-cultural adaptation, and as a strategy for preserving cultural identity. Ten women participating in this research have a good command of English from upper intermediate to proficiency. But still, they have frequently faced communication problems, which lead to misunderstanding even in English-speaking countries such as India and Scotland, owing to different accents.

In non-English language countries, the Ukrainian women face problems with foreign languages, for instance, Swedish or German. Even though those countries offer language courses, migrants either don't see the sense of studying the language if they plan to come back soon, or the language is not easy to learn, especially at their age. Sharing her experience, P8 responded: "While they perceive you as a tourist, English is enough. But as soon as they find out you are a refugee, they immediately switch to the German language." Language as a barrier for communication and cross-cultural adaptation was widely mentioned in publications of other scholars: Andrushko (2025), Kolinko (2019), Synowiec (2022).

Other problems that affect cultural adaptation are connected with service provision. Differences in performing medical services in Ukraine and abroad lead to disappointment. Oliinyk O. and Oliinyk A. (2024) emphasized that the majority of Ukrainian respondents identified issues related to the organization of medical care as their primary concern. This resonates with the results of our research.

The results of our work match other findings on the most effective methods to learn about a new culture. The Ukrainian women, both in voluntary and forced migration, mentioned excursions, books, travel guides, and movies. Apart from travelling as a way of learning about the host country, the respondents in the study done by Reic I. (2023) indicated reading books, watching television programs, and documentaries.

The findings of the present study also align with the literature on the ways of preserving cultural identity. Andrushko Y. and Lupei M. (2025) pointed out in their study that many migrants continue to value their cultural traditions while also adapting to new social and cultural settings. We have similar observations.

Smetanska M. and Rubtsova S. (2025) report that in many countries, Ukrainians "participate in cultural and artistic programs, learning about the traditions of other nations while also promoting Ukrainian culture." The researchers mention that Ukrainian communities exist in many European cities and towns. Members of these associations celebrate national holidays, organize cultural events, thus promoting Ukrainian culture and preserving cultural identity. Similar ideas were voiced during phenomenological interviews in our study.

As mentioned earlier, half of the Ukrainian women, who participated in our study, plan to stay abroad. According to polls conducted for the Center for Economic Strategy, a Ukrainian think tank, the proportion of refugees who definitely or probably want to return to Ukraine is less than 50 percent (Sysak et al., 2025). They dream about the victory of Ukraine in the cruel and devastating war. However, they envision their own future and the future of their children abroad despite the challenges they face. The reason is more stability, better education for children and job opportunities for themselves, and higher levels of economy.

Adaptation abroad is harder when the host culture is very different from one's own (Wang & Varma, 2019; Setti et al., 2022). If the cultures are very different, the person has to implement more changes, which makes the process harder. If the cultures are more alike, it is usually easier to adapt. In short, the bigger the cultural gap, the harder it is to adjust. This can also be concluded from our observations and findings. The Ukrainian women in forced and voluntary migration in Poland, for instance, reported fewer challenges in comparison with females who moved to India, Sweden, or Scotland.

The presented case study fills the knowledge gap by investigating the cultural identity and cross-cultural adaptation of the Ukrainian women in age span 35–60 in forced and voluntary migration. It provides better insight into personal experiences and contributes to migration research by showing how gender, culture, and migration type intersect in shaping adaptation.

Limitations. In spite of the similarity of some responses of women in forced and voluntary migration, their unique experiences cannot be compared. Moreover, despite the fact that there is a match to some extent with the findings in the cited literature, our results may not apply to all Ukrainian women or other migrant groups. Other limitations include sample bias and subjectivity of experiences. Participants do not represent the diversity of education, socioeconomic background, or regions of Ukraine. Adaptation is personal – different women may interpret and report their experiences differently. Besides already noted points, migrants may not accurately remember or may selectively share their past experiences, especially in traumatic situations. Findings may depend heavily on the host country's policies, support systems, and cultural environment, which limit broader application.

The implications of this study and directions for further research. The findings can help NGOs, psychologists, and social workers design more effective integration and mental health support. Further longitudinal studies can be conducted to explore how adaptation evolves over time. Studying family and intergenerational dynamics can reveal how children or spouses influence women's cross-cultural adaptation.

5. Conclusions

In conclusion, this study aimed to fill the knowledge gaps by investigating the ways of preserving cultural identity and cross-cultural adaptation of the Ukrainian women in age span 35–60 in forced and voluntary migration. The rationale for doing the case study among Ukrainian women was justified by the fact that most Ukrainian refugees in the Russian-Ukrainian war are women and children. Studying both forced and voluntary migration within this group sheds light on the ways of preserving cultural identity abroad. Women in this age range often face age-specific challenges in migration, such as career disruptions, health issues, or caring responsibilities for both children and aging parents. Ukrainian women aged 35–60 are under-represented in research, yet they may play pivotal roles in community building and family stabilization post-migration.

The results of the survey and phenomenological interviews revealed the following challenges the Ukrainian women face in forced and voluntary migration: language and communication barriers, social exclusion, differences in social norms, employment and professional obstacles. The stages of culture shock were identified. Emotions that prevail in forced and voluntary migration among the participants include anxiety, homesickness, and curiosity. The resources for cultural adaptation, such as social relationships and support, experiential learning, digital and media means, were analyzed in this study.

The Ukrainian women, who took part in this study, use various ways to preserve their cultural identity in a new culture regardless of the reasons for migration, duration of living in a new culture, and plans for the future. These practices include speaking a native language with family members or with colleagues and fellow nationals, celebrating traditional holidays and cooking Ukrainian dishes, attending events that showcase Ukrainian culture, reading books, watching films in the native language, and following blogs or YouTube channels focused on national culture. The findings of the research can help NGOs, psychologists, and social workers design more effective integration and mental health support for migrants.

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION**CONCEPTUAL PRINCIPLES FOR IMPROVING THE MANEUVERABILITY OF MODULAR ROAD TRAINS FOR AIRFIELD TECHNICAL SUPPORT OF FLIGHTS****Vadym Kaviuk**

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Summary

The purpose of the research is to find directions for the development and substantiation of engineering solutions and technical methods aimed at increasing the maneuverability of modular road trains in the context of specific conditions for the airfield environment. The evolution of methods of improving maneuverability of modular road trains for airfield technical support of flights is possible on the basis of measures to optimize design of the coupling and control unit, the use of energy modules, the use of mechatronic active control systems, standardization, unification, modeling and analysis of kinematic parameters, assessment of stability and safety during maneuvering. An integrated approach that combines engineering, information and organizational solutions makes it possible to create efficient, safe and adaptive new generation modular vehicles that reduce number of aircraft maintenance equipment at an airfield without losing functionality, reduce maneuvering time by 27%, aircraft maintenance time by 18–25% and reduce the risk of collisions.

Key words: airfield ground support, operation of automobile chassis, modular systems, motion stability, controllability and maneuverability.

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1. Introduction

Airfield technical support plays a critical role in the operation of modern aviation, especially in military or emergency conditions. Modular road trains are key vehicles that ensure prompt delivery of technical equipment, fuel, and aircraft maintenance facilities. The high level of maneuverability of such road trains is a prerequisite for the effective functioning of the system of preparing aircraft for departure in the confined spaces of airfields (Kaviuk & Kashkanov, 2024).

The maneuverability of a road train is understood as its ability to perform turns, turns and other maneuvers in confined space without losing stability or safety (*Pacejka, 2012*). It is determined by a number of parameters, in particular: turning radius (internal and external), folding angle between a tractor and a trailer, overall lane, center of mass coordinates, and type and design of trailer link steering. Maneuverability is influenced by length of a road train, the presence of steerable axles, some type of clutch, and wheel steering algorithms.

An analysis of the research shows that improving the maneuverability of modular road trains for airfield technical support of flights can include several key methods:

- optimization of the connecting and controlling unit design – improvement of hinge connection to increase reliability and reduce load (*Baranov & Pavlyuk, 2020*);
- use of energy modules – the transition to wheeled energy modules allows expanding range of equipment with a minimum number of basic modules (*Podrigalo et al, 2023*);
- application of active control systems – electronic stabilization and adaptive control systems to improve maneuvering accuracy (*Lowe & Guvenc, 2023; Kolisnyk et al, 2024*);
- standardization and unification – development of common standards for aircraft ground handling, which contributes to efficient use of equipment (*Medynskiy, 2021*);
- modeling and analysis – use of software for numerical analysis of optimal kinematic parameters during turns, turns, and the "permutation" maneuver (*Liu et al, 2021*); analysis of the impact of layout schemes on the overall traffic lane (*Marchuk et al, 2025*); assessment of stability and safety when maneuvering in confined spaces (*Jilek, 2025; Kolisnyk et al, 2023*).

Despite a wide range of research, the issue of low maneuverability of modular road trains for airfield technical support has not yet been resolved, that often leads to delays, reduced efficiency of aircraft maintenance, as well as potential accidents in conditions of limited visibility or poor traffic management at an airfield.

The purpose of the research is to find directions for development and justification of engineering solutions and technical methods aimed at increasing maneuverability of modular road trains in the context of airfield environment specific conditions:

- presence of restricted maneuvering zones (e.g., near an aircraft, between hangars, inside hangars, in shelters, on aprons, in warehouses);
- requirements for positioning accuracy during aircraft maintenance;
- the need to reverse without folding links.

2. Organizational and technological features of aircraft maintenance by means of aerodrome technical support of flights

In modern conditions of intensive operation of aircraft, one of the critical elements of ensuring safe and continuous flight cycle is the effective functioning of the airfield technical support system. The technological process of aircraft maintenance includes performance of regulated operations in accordance with specialized technological cards developed for each type of aircraft and approved by the relevant aviation services.

Such cards include:

- a list of flight preparation activities;
- the sequence of refueling, recharging, and technical control operations;
- requirements for power supply, pneumatic and hydraulic maintenance.

The technological chain of these operations involves the Aerodrome Technical Support Equipment for Flight Operations (ATSEFO), which must be submitted to the designated aircraft:

- at a specific time (maintenance window);
- in the required quantity (depending on the type of the aircraft);
- ensuring a strictly defined sequence of movement in accordance with the aerodrome logistics route schemes.

The ATSEFO shall approach the aircraft in accordance with special approach and departure schemes (Fig. 1), which take into account:

- limited maneuvering space;
- configuration and dimensions of a particular type of aircraft;
- open service areas;
- technical safety zones.

In most cases, the designated ATSEFO service points are located on tail section or under wing sectors of aircraft. This implies the need to maneuver in the opposite direction, which significantly complicates the operation in conditions of:

- limited visibility;
- dense arrangement of infrastructure facilities;
- time constraints.

Movement of ATSEFO in reverse gear in close proximity to the aviation facility:

- creates a threat of mechanical damage to the aircraft;
- increases some load on an operator of the equipment;
- requires a high level of coordination and accuracy of stopping.

These conditions impose strict requirements on the tactical and technical characteristics of the vehicle, in particular to:

- inspection systems (cameras, depth sensors);
- controllability when changing the trajectory in reverse;
- availability of automated or intelligent driving support functions.

The modular design of the ATSEFO allows to meet the above requirements, as they are able to:

- provide versatility – easy adaptation to specific types of serviced aircraft;
- increase maneuverability – use of rotary sections and autonomous control;
- optimize operation by reducing weight, transformability, and compact storage.

Thus, modular automatic transfer switches should have:

- stable control when driving in reverse;
- ability to turn on a limited radius;
- precise positioning near the service area;
- ability to operate in non-standard infrastructure (shelters, hangars, parks, etc.).

3. Aspects of improving the maneuverability of airfield technical support

The search for ways to improve the tactical, technical, and operational characteristics of military equipment (ME) creates a need to conduct research on the design of multi-module ATSEFO on single-axle trailers and the necessity to ensure stable maneuvering control capabilities when reversing toward aircraft (*Kirichenko et al, 2017*). A feature of modular road trains is the ability to transform configuration depending on the tasks, which creates additional challenges to ensure stable maneuverability.

In the theory of wheeled transport vehicles, which includes ATSEFO, the principle of steering, named after Ackerman, is known worldwide and was patented in the 19th century. In its modern form, the Ackerman principle is described by a mathematical formula that reflects the ration between the turning of the left and right wheels of a car (*Sakhno et al, 2021*).

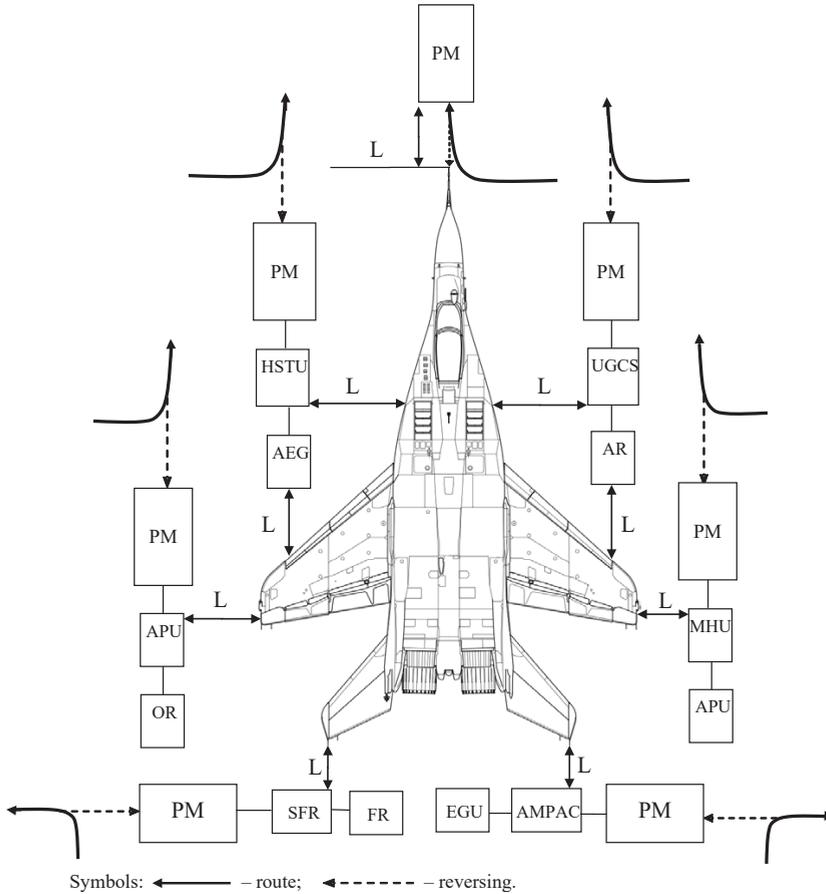


Fig. 1. Example of a special ATSEFO approach procedure for an aircraft
 PM – power module, APU – airfield power unit, UGCS – unified gas charging station, HSTU – hydraulic system testing unit, FR – fuel refueler, AEG – airfield engine generator, SFR – specialty fluid refueler, AMPAC – airfield multi-purpose air conditioner, MHU – mobile hydraulic unit, OR – oil refueler, EGU – electric hydraulic unit, AR – air refueler

$$\text{ctg}\gamma_L - \text{ctg}\gamma_R = \frac{B}{L}, \tag{1}$$

Where γ_L – is the relative angle of the left wheel rotation; γ_R – is the relative angle of rotation of the right wheel; B – is the track (distance between pivot joints of left and right wheels); L – is the wheelbase (distance between swivel and non-swivel wheels).

The increased attention to the Ackermann steering principle in recent years has been caused by emergence of a large number of works on the theory of motor vehicle control (*Kashkanov & Palchevskiy, 2024*): problems of navigation, trajectory control, autonomous control and maneuvering, etc.

We will consider a road train as an object of theoretical mechanics – mechanical system of connected solids (*Kuzo et al, 2017*). Usually, the main task of theoretical mechanics is to obtain the law of motion, i.e., explicit dependence of all coordinates of a moving object on time without exception. Knowledge of the law of motion provides information about all properties of motion, i.e., complete information about motion. However, the law of motion is not the only way to represent information about motion. For example, if differential equations of motion and initial conditions are known, the law of motion can be obtained by integration (solving the Cauchy problem). This representation implicitly contains information about motion.

A generalized diagram of a multinodular airfield military vehicle with uniaxial trailer modules is shown in the Figure 2. It includes a power module (tractor), to which single-axle technological trailer modules with specialized equipment are hinged in front and/or behind. The number of technological modules can be varied. The location of the technological module in front of the tractor requires a number of technologies for performing work using:

- airfield thermal gas jetting machines;
- auger snowplows;
- mine clearance machines by trawling.

The technological module 1 in the form of a single-axle trailer with fixed wheels (for example, a rotary snowplow in the operating position) is pivotally attached to the energy module 2 (in the form of a serial truck), to which the technological module 3 is pivotally attached behind. There may be more modules – both in front and behind. The serial numbers 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 indicate the points of the road train to describe the configuration of the non-holonomic constraint system that determines the regularities of the course movement. SM4, SM6, SM11, SM13 are systems for monitoring the direction of movement of the points in which they are located.

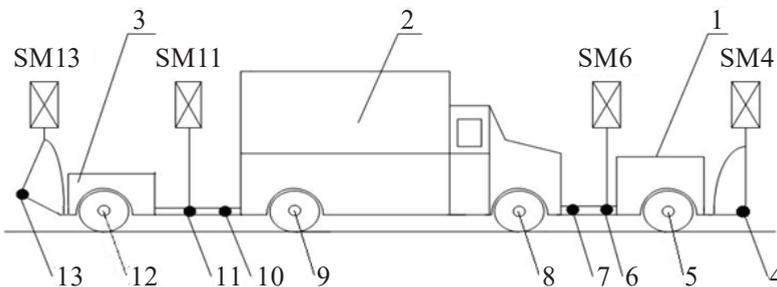


Fig. 2. Generalized model of a modular road train scheme

With regard to the automated traffic control systems under consideration (Fig. 3), the non-holonomic system (NHS) of each automated traffic control system is a sequential chain of hinged links with a certain number of non-holonomic constraints (NHC), which is always more than one. This set is the non-holonomic system.

Each wheeled motor vehicle has its own NHS configuration – this is a scheme for the placement of all NHS, all links of motor vehicle and articulated joints of links.

The description of the configuration should begin with numbering of the road train links in order (1, 2, 3, ...) and then continue with numbering on midline of the points at which all the non-holonomic constraints are located, the points of hinge connection of the links (7, 10,

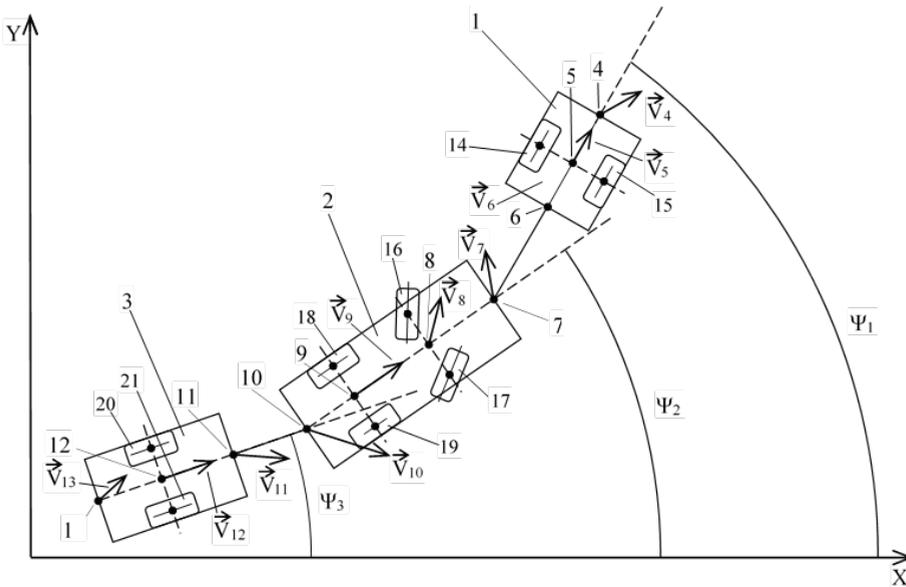


Fig. 3. Non-holonomic system of a generalized model of a two-link modular machine with one trailer attached to a tractor in front or behind

...) and the points whose movement is set or determined (4, 5, 6, 7, 8, 9, 10, 11, 12, 13, ...). At points 5, 8, 9, 12 are the axes of the motor vehicle with wheels, which are indicated by adding the letter L if the wheel is located on the left, and the letter R if on the right: 5L, 5R, 8L, 8R, 9L, 9R, 12L, 12R. At these points, a non-holonomic constraints of the motor vehicle with the road is imposed, which restricts the movement of this point "i" only along velocity vector. Within the area of non-holonomic constraints existence, they completely determine trajectories of curvilinear motion of all points of the road train, regardless of dynamic load. Of course, in analytical mechanics (Kuzo et al, 2017) all non-holonomic constraints are described by a differential equation that cannot be solved in finite functions (and can only be solved by numerical methods, which does not allow for analysis).

It is proposed to describe each non-holonomic constraint in a natural coordinate system (the time parameter "t" is replaced by the parameter "s" – movement along the path) in a parametric form and to consider in the model directly the velocity vector of the point "i" of the motor vehicle where the wheel is installed (Fig. 4). Accordingly, the equations for the non-steering non-holonomic constraint are written as follows:

$$\frac{dy_i}{ds_i} - \sin \psi_j = 0 ; \frac{dx_i}{ds_i} - \cos \psi_j = 0. \tag{2}$$

For a rotary non-holonomic constraint, the wheel has a running-in arm, so point "i" is located in the pivot on the link "j"

$$\frac{dy_i}{ds_i} - \sin(\psi_j + \gamma_i) = 0 ; \frac{dx_i}{ds_i} - \cos(\psi_j + \gamma_i) = 0. \tag{3}$$

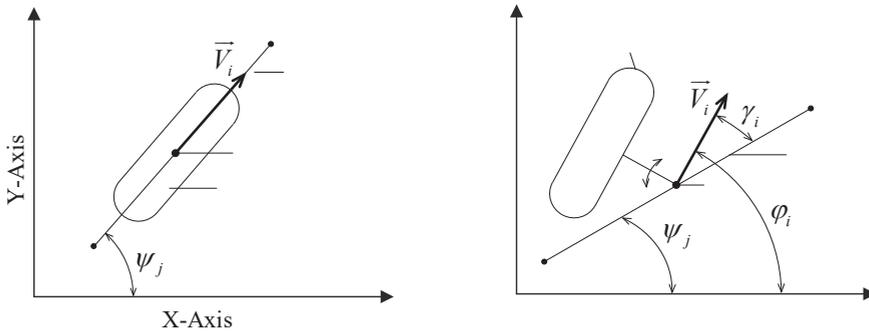


Fig. 4. Non-steering non-holonomic constraint (left) and steerable non-holonomic constraint (right)

Each point of the motor vehicle has its own trajectory (its coordinate "s_i"), so for each pair of points ("i", "k") it is necessary to additionally write a differential equation according to the Grasgoff theorem (*Hrechko & Perehon, 2023*)

$$\frac{ds_i}{ds_k} - \frac{\cos \gamma_k}{\cos \gamma_i} = 0. \tag{4}$$

This allows us to reduce the different coordinate systems of all points of the motor vehicle to a single one and obtain necessary solutions for analyzing curvilinear motion during maneuvering for any point of the motor vehicle. This method of equivalent transition in the equations from the time parameter to the path parameter allows creating an adequate mathematical description without using any additional simplifications, takes into account the speed and other speed parameters, takes into account all dynamic parameters because they are taken into account in the equations for describing non-holonomic constraints, both real and virtual. The model remains invariant to kinematic and dynamic parameters, just as when considering the Ackermann steering principle for a four-wheeled vehicle. The key here is to describe non-holonomic constraints model as real velocity vector of the point of the car where it is located.

It is possible to measure the angle of the real velocity vector of any point of a motor vehicle using angle sensor that is installed in self-pivoting wheel and placed at this point. If such a sensor cannot be installed at the required point, then the velocity vectors angles of other two points are measured and then the velocity vector angle of the required point of any motor vehicle link is determined by the recalculation method.

In order to increase maneuverability of modular road trains in the aerodrome ground support system, the following conceptual principles are proposed.

1. Integration of active control systems:

- use of electronically controlled steering drives on each module;
- implementation of algorithms for coordinating axle rotation depending on speed and trajectory;
- adaptive control based on sensor information (LiDAR – Light Detection and Ranging, GPS – Global Positioning System, IMU – Inertial Measurement Unit).

2. Implementation of intelligent navigation systems:
 - use of autonomous route planning systems taking into account airfield constraints;
 - use of machine learning to predict trajectories and avoid obstacles;
 - integration with digital maps of airfield infrastructure.
3. Optimization of design modularity:
 - development of unified joints with a minimum turning radius;
 - use of lightweight materials to reduce inertia;
 - ability to quickly reconfigure the composition to adapt to the conditions.
4. The use of non-standard chassis configurations:
 - implementation of omnidirectional wheels (Omni or Mecanum);
 - use of tracked or combined chassis to increase cross-country ability;
 - development of transformable platforms with the possibility of lateral movement.
5. The implementation of the proposed conceptual framework will allow:
 - reduce the time for technical operations on an airfield;
 - improve traffic safety in confined spaces;
 - reduce the workload on operators through automation;
 - increase flexibility and adaptability of ATSEFO to changing operating conditions.

4. Results and Discussion

To ensure autonomy, accuracy, and safety during the maneuvering of modular aerodrome technical support equipment for flight operations during aircraft maintenance, technical solutions based on the interaction of sensor systems with actuators are proposed (Fig. 5), which are development of research involving one of the authors of the article (*Vasylev et al, 2024*).

The scheme (Fig. 5) is based on the principle of a cyber-physical system: sensors collect information → data are processed → trajectory is planned → actuators realize movement → safety is monitored → feedback.

Structural levels:

1. Information level – GPS, LiDAR, cameras, IMU → forming a picture of the environment.
2. Analytical level – data processing, mapping, localization, and route planning.
3. Control level – PID/MPC controllers, navigation algorithms.
4. Physical level – drives, axles, brakes, modules of a road train.
5. Safety level – safety sensors, stopping mechanisms, all-round cameras.
6. Communication level – CAN-bus, exchange interface with external systems (airfield, operator).

To provide an in-depth description of the structural blocks of the scheme of interaction between sensors and actuators of the modular road train (Fig. 5), we will modify flowchart with a transition from a multilevel approach to a block approach (Fig. 6).

The structural blocks are shown in Fig. 6 and have the following content.

1. Navigation and orientation block:
 - purpose: determines the position of the road train on the lane;
 - components: GPS module – global localization; IMU – inertial navigation (accelerometer and gyroscope); LiDAR/camera – obstacle detection and area mapping;
 - output signals: coordinates (X, Y), orientation (θ), map of the environment.
2. Sensor data processing unit:
 - purpose: integrates information from sensors to build a navigation model;

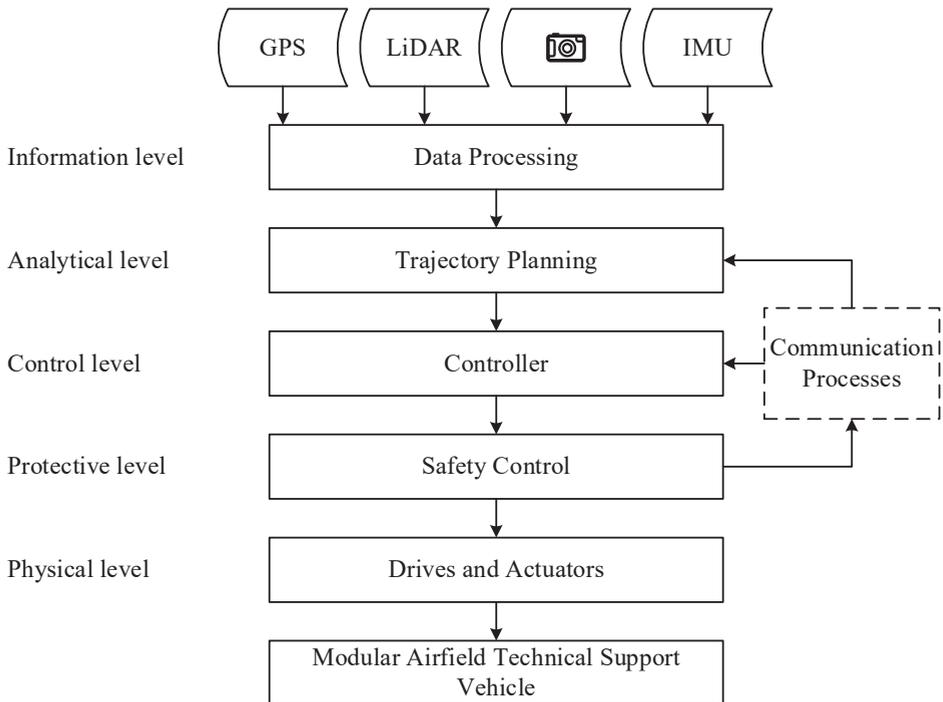


Fig. 5. Scheme of interaction of sensor systems and actuators of a modular aerodrome technical support equipment for flight operations by levels

- components: processor (SoC / FPGA); SLAM or V-SLAM algorithm; communication interface with the control unit;
- function: filtering, merging, localization in real time.
- 3. Trajectory planning and control unit:
 - purpose: determines the optimal route to the service area;
 - components: path planning algorithms (A*, Dijkstra, RRT); PID or MPC controllers for motion stabilization; collision prediction model;
 - output: movement commands based on safety and efficiency.
- 4. Drive and actuator unit:
 - purpose: performs maneuvering according to control commands;
 - components: electric drives on each module; omnidirectional or articulated axes; steering and braking control unit;
 - special feature: the ability to independently control each module (for example, a lateral movement mechanism).
- 5. Safety control unit:
 - purpose: Provides protection of the aircraft and ATSEFO itself during maintenance;
 - components: zone proximity sensors; surround view cameras; algorithms for stopping in case of danger; interaction with the operator or intelligent system.

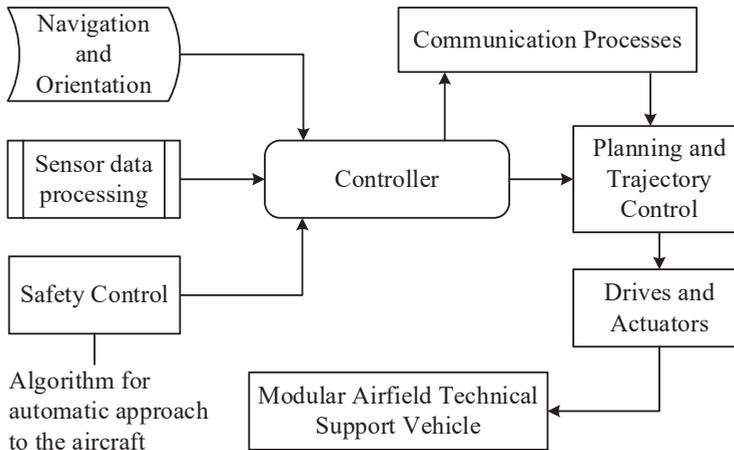


Fig. 6. Modified block diagram of the interaction of sensor systems and actuators of the modular ATSEFO

6. Communication unit:

- purpose: provides communication between the units, as well as between the ATSEFO and the airfield infrastructure;
- components: CAN-bus / EtherCAT / ROS communication; Wi-Fi / 5G / UWB modules for data transmission; interfaces with the ground automated system.

These units form an integrated system that ensures autonomous, safe and accurate maneuvering of aerodrome technical support equipment for flight operations equipment around the aircraft, especially when reversing.

Three scenarios were modeled in the MATLAB Simulink virtual environment: parking, approaching the aircraft, and emergency turnaround. The results showed a reduction in the minimum turning radius from 14.2 m to 9.8 m, as well as a 27% reduction in time to perform the maneuver. The data obtained confirm effectiveness of proposed technical solution.

The effectiveness of modular aerodrome technical support equipment for flight operations is confirmed by a number of international projects, especially in the context of Industry 4.0, automation and increased maneuverability:

1. The Industry 4.0 and Society 5.0 project (Norway – Ukraine) (*Østbø et al., 2022*).

Within the framework of cooperation between the Norwegian University of Science and Technology and Igor Sikorsky Kyiv Polytechnic Institute, a number of resears were implemented on the introduction of digital technologies in production and logistics processes, in particular:

- modular transportation systems were considered as part of digital transformation of airfield infrastructure;
- the effectiveness of intelligent control of mobile platforms in cramped conditions was studied;
- emphasized the role of sensor systems, autonomous control and digital maps in improving accuracy of aircraft maintenance.

2. TLD TractEasy – autonomous towing vehicle (France) (*EasyMile, n.d.*), (*Ground Handling International, 2023*).

This modular electric tractor is used at the airports of Lyon, Singapore, and Amsterdam for towing luggage:

- equipped with LiDAR, GPS, cameras and intelligent control;
- operates without a driver, performs towing tasks with high accuracy;
- research has shown an 18-25% reduction in aircraft maintenance time and a reduction in the risk of collisions.

3. Research under the Horizon Europe program (*ALBATROSS Consortium, 2023*).

ALBATROS aims to improve aviation safety in the face of new risks, including introduction of new types of energy systems and autonomous platforms. As part of the airport digitalization project:

- the efficiency of modular platforms with autonomous control for aircraft maintenance is analyzed;
- it was determined that adaptive modularity allows reducing the number of equipment near the aircraft without losing functionality.

Important aspects of ensuring the effectiveness of modular ATSEFO are compliance with European directives on the overall lane, turning radius and maximum folding angle; use of wheel steering algorithms that take into account the permissible limits of angles and speeds; training of drivers to work with modular road trains, especially when driving in reverse; use of simulators to practice complex maneuvers at the airfield.

5. Conclusions

Improving maneuverability of modular road trains is the critical area of airfield technical support systems development. An integrated approach that combines engineering, information and organizational solutions allows for the creation of efficient, safe and adaptive new generation vehicles.

The integration of modern technical solutions into the design of modular road trains significantly improves their maneuverability in confined spaces and increases the efficiency of airfield technical support. The modeling results indicate a significant potential for improving maneuverability without radically changing the design of a road train. However, the implementation of such solutions requires taking into account limitations in terms of cost, electronics reliability, and peculiarities of operation in conditions of high vibration.

In the future, it is advisable to conduct experimental tests of the developed solutions in real conditions to validate theoretical conclusions, to conduct comprehensive researches that would take into account impact of weather conditions, load, and human factor on maneuverability of modular road trains in aerodrome technical support equipment for flight operations system.

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